

# Crestmont Parent Handbook

## Table of Contents

|  |    |
|--|----|
| The School Program .....   | 2  |
| The History Of Crestmont .....                                       | 2  |
| Educational Philosophy .....   | 3  |
| Curriculum.....  | 4  |
| General Information .....  | 5  |
| Crestmont As A Corporation: Bylaws .....                             | 5  |
| Admission Procedure.....   | 6  |
| Financial Aid Policy .....   | 6  |
| The School And Student Services For Financial Aid System (Sss) ..... | 6  |
| Designation Of General Financial Aid Funds .....                     | 7  |
| Application Process .....  | 7  |
| Billing Procedures .....   | 7  |
| Year-End Assessment.....   | 7  |
| School Calendar.....   | 7  |
| Hours .....  | 9  |
| Staggered Reading Groups .....                                       | 9  |
| Cubbies .....  | 9  |
| Noise In Art Room .....  | 9  |
| Supervision Of Younger Siblings.....                                 | 9  |
| Driveways And Parking.....   | 9  |
| Homework .....   | 10 |
| Field Trips .....  | 10 |
| Telephone Rules .....  | 10 |
| Lunches.....   | 10 |
| Birthdays.....   | 10 |
| Toys and Items Brought From Home .....                               | 10 |
| Your Child's Progress .....  | 11 |
| Extended Day Program.....  | 10 |
| Activities.....  | 10 |
| How The Program Is Run .....   | 10 |
| Conflict Resolution For Extended Day.....                            | 11 |
| Health And Safety .....  | 12 |
| Health Forms .....   | 12 |
| Helmets.....   | 12 |
| Illness.....   | 12 |
| Communicable Diseases .....  | 13 |
| Medications .....  | 13 |
| Earthquake Preparedness.....   | 13 |
| First Aid Classes .....  | 13 |
| Notifying Parents Of Child's Injury .....                            | 14 |
| When To Call Child's Parents .....                                   | 14 |
| When To Call 911 .....   | 14 |
| When To Call Poison Control .....                                    | 15 |
| Membership Obligations .....   | 15 |
| The Co-Op Commitment .....   | 15 |
| Meetings .....   | 15 |
| Fundraising .....  | 16 |
| Maintenance Responsibilities .....                                   | 16 |
| Serving On Committees.....   | 16 |
| Housekeeping Responsibilities .....                                  | 16 |
| Housekeeping Jobs -- Cleaning Task Lists.....                        | 17 |
| Additional Commitments.....  | 18 |
| Waiver System For Families With Special Needs.....                   | 18 |
| Classroom Participation.....   | 19 |
| Annual School Survey .....   | 19 |
| Teacher Survey .....   | 19 |
| Enrollment Survey .....  | 19 |
| Communication at School.....   | 19 |

# Crestmont Parent Handbook

|  |    |
|--|----|
| Conflict Resolution.....                         | 20 |
| Etiquette Regarding Access To Teachers .....     | 22 |
| Board Of Directors .....                         | 23 |
| <b>Members Of The Executive Committee:</b> ..... | 23 |
| President .....                                  | 23 |
| Vice President.....                              | 23 |
| Secretary .....                                  | 24 |
| Treasurer.....                                   | 24 |
| Membership Chair .....                           | 24 |
| <b>Additional Board Positions:</b> .....         | 23 |
| Diversity Chair .....                            | 25 |
| Enrollment Chair .....                           | 25 |
| Fundraising Chair .....                          | 26 |
| Health & Safety Chair .....                      | 26 |
| Liaison .....                                    | 26 |
| Maintenance Chair.....                           | 27 |
| Participation Chair.....                         | 27 |
| Personnel Chair .....                            | 26 |

## **THE SCHOOL PROGRAM**

### **Parent Cooperative**

Crestmont School is a parent-run cooperative with extraordinary teachers and small classes. Member families own the school and are directly responsible for its day-to-day and long-term operation. The parent co-op format encourages a great deal of interaction, both between teacher and parents, as well as among parents. This interaction creates a strong, supportive school community, and greatly benefits both the child and parents. Crestmont epitomizes the old Swahili proverb, "It Takes a Village to Raise a Child."

There is no traditional Principal or Head Master and parents operate the School through the Board of Directors and monthly membership meetings. The curriculum, however, is determined by the teachers, who provide professional expertise and continuity, using the California K-12 content standards as a foundation. Parents are responsible for hiring the staff who implement the school's philosophy and program. Beyond the administration, parents are involved in many other ways in helping the staff to provide the most enriched environment possible for our children. Parents assist in the classroom, supervise on the playground, drive on field trips, help children with plays, accompany the classes on camping trips, teach special classes, and share talents in areas ranging from music and drawing to map making and astronomy. Because many families are not able to participate with the children on a regular basis, Crestmont provides a range of involvement options, both inside and outside the classroom walls.

### **The History of Crestmont**

In 1969, Stege School, which served Crescent Park housing project, was especially plagued by violence and poor quality education. Parents at Crescent Park were interested in some alternative to this situation and in the spirit of collective endeavor and activism of the times they created their own school in an empty apartment.

The School was very small and parents worked very hard. The first two years were tumultuous as parents struggled to find teachers and to work out their ideas about what their alternative to traditional education would be. The average life of alternative schools in the 1970's was only two years, so it is a tribute to those parents and teachers that the School survived this early period.

A new location was sought and the School moved to the Children's Center of the Church of the Good Shepherd. During the first three or four years of the School there was a good deal of turmoil as the teaching staff underwent numerous changes, and discussion of the educational philosophy continued. The parents and staff established a policy of commitment to a heterogeneous membership guaranteed by scholarships. This period has been described as "chaotic" with children doing what they wished. Often this was playing outside most of the day. Many parents began to rethink their earlier ideas about the free school concept.

Open classroom concepts, multi-age, and ideas from British Infant Schools were instrumental in forming our developmental, hands-on approach to education. In 1973 the Bus School program was added with the idea of holding classes "on location" in a big, old converted school bus. New DMV regulations forced the old bus into retirement in 1975 so parents drove on study trips until the purchase of a 16-passenger van in 1978. Opportunities for creativity were enhanced with the addition of an art room and kiln.

In these early years of the School, parents and teachers struggled to create their alternative to traditional classrooms. As a vision of the School's educational philosophy emerged over time, the School recognized the need for a division of labor between its curricular and administrative aspects. Parents decided that their role in ensuring the philosophical integrity of the School would be in the careful hiring of new staff and the support of the teachers' right to determine curriculum.

In a monumental show of cooperative effort, Crestmont and the Church of the Good Shepherd built our first playground in 1976. In 1977, the Bus School Program moved from the basement to the upper building. In 1978, Crestmont received a \$24,600 grant from the Henry Cowell Foundation. In 1985, Crestmont closed the 5th and 6th grade program due to low enrollment and staff restructuring.

In the 1980's many of Crestmont's beloved traditions were formed, through the collaborations of children, teachers and parents. They include Stone Soup, our annual Thanksgiving celebration; the flea markets, which raise money for the Nature Conservancy and GRIP (Greater Richmond Interfaith Programs for the homeless); and the talent show -- one of Crestmont's

creative and exciting annual events.

In 1989, a separate kindergarten class was established to promote future expansion. In 1990 the program was expanded to go through fifth grade. In 1991, a new Kindergarten classroom was built on the lower floor of the Upper Building.

In 2004, Crestmont and the Church of the Good Shepherd collaborated to design a new playground, and by the fall of 2004 many Crestmont families had worked very hard to make the new playground a reality.

Currently, Crestmont educates about 60-65 children with a dedicated faculty of four teachers. Class size averages 16-20 students per class. Crestmont has always tried to offer the highest quality education at the lowest possible tuition. The membership has demonstrated its commitment to keeping tuition as low as possible through shared labor and active fundraising.

Over the years, hundreds of parents and dozens of staff have worked cooperatively to keep the School fully functional and fiscally sound. After almost 40 years, Crestmont's educational philosophy and traditions continue to be lovingly upheld. History shows that Crestmont is a place where involvement and initiative make a profound and lasting difference.

### **Educational Philosophy**

The basic educational philosophy of Crestmont has remained the same since 1973. Although the styles and emphases in our program vary with the individual personalities of the teachers, our values and visions remain consistent. This consistency is maintained through the careful selection of new teachers by a hiring committee composed of parents and continuing teachers. Parents exercise control over curriculum and philosophy by choosing teachers; the teachers are then responsible for designing and directing the curriculum, drawing upon the parents as a resource.

Here are the most important key aspects of Crestmont's core philosophy:

**“It Takes a Village”** – At Crestmont, children are supported in reaching their fullest potential, both academically and socially, by the caring community which envelops them. Research has shown that being known by more than one adult in a school is linked with greater student success. Because of Crestmont's intimate size, the children are known by all of the adults (staff and parents) who are present on a regular basis. Caring adults are critical to the students' success by providing the kinds of relationships, expectations, and opportunities that help them thrive at Crestmont and beyond.

**Self Esteem** – Children learn best when they are emotionally secure. One of our teachers' primary responsibilities is to do everything possible to nourish a child's positive feelings about himself or herself.

**Learning Styles** – Meeting individual needs is one of our top priorities. No single approach is adequate to address the variety of learning styles within a classroom. Therefore, a multi-faceted, multi-modal approach promotes successful learning for all children.

**Staggered Reading** – Literacy development is best supported in small group settings using high-quality children's literature. Success is optimized by structuring the school day for first through fifth graders, so that half of each class attends either a morning or afternoon reading hour.

**Authentic Assessment** – Crestmont values ongoing, authentic assessment. Each child's progress is recorded in narrative evaluations that review academic, socio-emotional, and physical development. After Crestmont, children adjust to letter grades as a new challenge, confident and internally motivated.

**Spontaneity and Critical Thinking** – We believe spontaneity is important in the classroom. We maintain flexibility to allow for spontaneous discussions that allow the children to investigate many aspects of an issue. Given this environment, children ask questions, think critically and creatively, and develop excellent problem-solving skills.

**Inclusion** – Children learn that everyone can play at Crestmont. Excluding others is not an option on our campus. This helps children to experience a sense of belonging. It is also critical for the development of a safe and trusting community, which is essential for learning. Regular all school meetings help build that sense of community among the students, staff and participating parents.

**Social Skills and Conflict Resolution** – Helping children acquire social skills is a fundamental part of primary education

and a cornerstone of Crestmont's philosophy. We consider positive social interaction and conflict resolution to be subjects as important as math and reading. While we intentionally teach conflict resolution skills, we also take the time needed to address issues as they arise. With steady guidance, the children develop a strong sense of empathy and the skills to get along with a variety of people.

**The Arts** – Drama, dance, music, and visual arts play a crucial role in the development of the whole child. The Arts provide an outlet for individual expression, bringing joy and richness to the classroom community. Currently we offer a songs program, recorder instruction, dramatic productions in every class, movement classes and visual arts instruction.

**Field Trips** – We believe it is critical for students to have regular, meaningful opportunities for learning beyond the classroom walls. Each class goes on one to two field trips each month. Field trips have included: Alvarado and Tilden Parks, San Francisco mural walk, Fort Ross, Muir Woods, Zellerbach Hall, Lawrence Hall of Science, Oakland Symphony, Hall of Health, San Francisco Bay Model, Lindsay Wildlife Museum, Sacramento, the Gold Country and dozens of other places.

**Transitions** – Crestmont takes the transition from preschool to kindergarten and from fifth grade to middle school very seriously. Incoming kindergarteners are each visited by their new teacher during the summer before school starts. Kindergarten families are welcomed at a summer picnic to get acquainted with their classmates and new teacher. All new families attend an orientation meeting to become familiar with school policies, traditions, and nuts and bolts. The fourth/fifth grade teacher facilitates ongoing conversations about middle school. Students are able to express their expectations, anticipations, and fears in a safe environment in preparation for their next transition.

**Parent/Teacher Communication** – Individual parent-teacher conferences are held twice per year. As a class group, parents meet monthly with their child's teacher to hear updates on curricula, field trips, and special classroom activities. Teachers are also available for meeting with parents on an as-needed basis.

**Compassion for the World** – Helping children to take developmentally appropriate action allows them to realize their ability to make a difference in the world. Activities that give Crestmont students a sense of power have included: writing letters to protest the mistreatment of marine mammals, running on-site flea markets to raise money to preserve the rain forest, working on marsh restoration, and collecting recyclables to raise money for a homeless shelter in Richmond.

**Childhood** – Crestmont honors the spirit of childhood. Encouraging fantasy, play, and imagination allows each child's spirit to flourish in his or her young years and beyond.

## CURRICULUM

Crestmont offers an integrated curriculum in which one project can provide a field of exploration in many subject areas.

### **Our Language Arts Program**

- Develops skills in reading, writing, speaking and listening through a literature-based program
- Utilizes staggered reading groups in grades 1-5 to allow for individualized instruction and in-depth small-group discussions
- Develops a reflective and insightful understanding of what is read, which in turn generates a lifelong love of reading and learning
- Emphasizes the expressive, creative and technical aspects of written language
- Incorporates the use of reference tools and research techniques
- Encourages the appreciation and love of words through ongoing projects and discussions
- Integrates other subjects to provide students with experiences writing across the curriculum
- Includes public speaking and drama to foster confidence and skills in communication and performance

### **Our Mathematics Program**

- Offers a hands-on, developmental approach which is tailored to each child's individual learning style
- Emphasizes critical thinking and problem-solving skills
- Develops strong computation skills and a conceptual understanding of mathematics
- Encourages strategic thinking through individual and cooperative projects and real-life situations that bring value and purpose to the study of mathematics
- Instills a natural curiosity for the process of discovery

### **Our Science Program**

- Teaches children to engage in the scientific method by posing questions, formulating hypotheses, performing experiments, observing, recording and building conclusions based on data
- Integrates a balanced science program into the curriculum which covers physical, life and earth sciences
- Develops ecological awareness through ongoing hands-on environmental learning experiences
- Instills a basic knowledge of the interconnectedness of life
- Develops excitement and curiosity for the scientific world
- Creates a lifelong commitment to preserving the planet and empowers children to make a difference

### **Our Social Studies Program**

- Encourages the appreciation and celebration of different cultures while developing a better understanding of the similarities and differences among them
- Teaches students to relate the past to the present and to be proactive about the future
- Uses perspective as a tool to develop a deeper understanding of people and history
- Includes year-long studies of California and United States history
- Cultivates the skills necessary to make a positive difference in the world
- Develops compassion for humanity and a lifelong commitment to social justice

### **Our Spanish Program**

- Is offered four times a week (for Kindergarten—begins in January)
- Incorporates songs, games and other activities to inspire learning

### **Our Physical Education Program**

- Provides students with a wide range of opportunities for exercise including stretching, strengthening, large and fine motor skills, and cardiovascular
- Emphasizes true sportsmanship, cooperation and “team” play, with opportunities to examine competition as a tool for greater challenge and fun
- Teaches students a variety of games (both noncompetitive and competitive) providing opportunities to reach new levels of body awareness, spatial awareness, flexibility, endurance and hand-eye coordination
- Integrates improvisational theater and dance exercise
- Gives students a structured outlet to have a whole lot of fun

### **Our Creative Arts Program**

- Plays a crucial role in the development of the whole child
- Integrates into the study of literature, science, social studies, math and writing
- Provides outlets for individual expression, encouraged by instruction in various media and techniques
- Incorporates music, dance, theater and art
- Supports the creative process and personal expression
- Is an integral part of our community celebrations

### **Field Trips**

- Are taken two to four times monthly, enriching each child’s learning experience and complementing all areas of the curriculum
- Explore destinations throughout the Bay Area and Northern California, including Muir Woods, Ano Nuevo, the Marine Mammal Center, workshops at SF MOMA and the De Young Museum, local retirement communities, overnight camping trips, and two-day experiences at Fort Ross and the Gold Country

## **GENERAL INFORMATION**

### *CRESTMONT AS A CORPORATION: BYLAWS*

From a legal standpoint, Crestmont is Crestmont School, Inc., a California public benefit corporation. The Bylaws is the formal, legal document that states the organization of the corporation and provide a set of rules for the orderly operation of the corporation. This Crestmont School Handbook, referred to in the Bylaws, serves as a more readable and readily available source of information for all members as to how the School operates and the general rights and responsibilities of members. Copies of

the Bylaws are available from the Secretary.

#### *ADMISSION PROCEDURE*

Children of all backgrounds are encouraged to apply to Crestmont School.

1. **Parents Visit:** Parents seeking admission to Crestmont are asked to call the Enrollment line or visit Crestmont's website for information about the School. They can attend an information event and/or a school tour. During a tour, parents visit the School during class hours and have an opportunity to talk to teachers. If the parent desires to apply for enrollment of their child in the School, they complete an application form and submit it with a non-refundable application fee. Children being considered for Kindergarten should have reached the age of 5 by the 31<sup>st</sup> of December of their Kindergarten year. Parents shall also furnish all scholastic records from other schools. And parents will also request the current preschool or classroom teacher complete a recommendation form.
2. **Student Visits:** After receipt of the application and the application fee, children are scheduled to visit the School. These visits give each child an opportunity to experience the School and give the teachers the opportunity to evaluate the child.
3. **Admissions Notification:** Parents are notified by the Membership Chair about the status of their application. Preference is given to siblings of current students and to students who help to fulfill Crestmont's diversity goals.
4. **Admission Forms and Deposit:** Upon acceptance, incoming parents enroll their children in the School by submitting the following to the Membership Chair by the deadline dates:
  - Parents' contract, signed by both parents/guardians
  - A non-refundable payment of 10 percent of the annual tuition accompanying the contract
  - A second and third non-refundable payment of 10 percent of the annual tuition by the dates specified on the contract

Before the child can be admitted into the classroom, parents must submit the following to the Membership Chair:

- Emergency Form and Consent For Medical Treatment form
- Immunization form
- A record of a physical exam (for children entering first grade and up)

If desired, parents may submit the following to the Membership Chair by the deadline dates indicated on the acceptance letter:

- Financial aid application
- Participation slot request form

#### *FINANCIAL AID POLICY*

Crestmont maintains a General Financial Aid Fund. The purpose of the financial aid program is threefold:

1. To provide for the continued enrollment of children whose family's financial situation may no longer permit their continued attendance;
2. To assist in meeting the diversity goals of Crestmont School; and
3. To include families with a diversity of incomes.

10% of the Crestmont School annual budget is reserved for the Financial Aid Fund.

#### *THE SCHOOL AND STUDENT SERVICES FOR FINANCIAL AID SYSTEM (SSS)*

Crestmont School follows the guidelines for the evaluation of financial need established by SSS in Princeton, New Jersey. The SSS acts as an outside resource in computing the financial needs of families. When considering financial aid requests, the Crestmont Financial Aid Committee will take into account the recommendation of SSS as well as other factors such as the number of applicants for aid and how a family fits into Crestmont's guidelines listed above. The decision to award financial aid and how much to award is solely up to the members of Crestmont's financial aid committee. The amount of financial aid will be decided based on the nature and amount of expenses in relationship to income. The maximum amount awarded is 75% of total tuition. Participation and board credits may apply to, but not exceed, the remaining 25%. Families awarded financial aid are also awarded a 30% discount in hourly day care costs. Decisions are made independently from the admissions decisions and do not affect an applicant's opportunity for enrollment. Financial aid is revoked if the recipient falls behind in monthly payments by

60 days. A member currently in arrears may not apply for ongoing (non-emergency) financial aid. All financial information submitted is held in confidence.

#### *DESIGNATION OF GENERAL FINANCIAL AID FUNDS*

- 44% of the General Financial Aid Fund is reserved for families of color in recognition of the School's commitment to diversity in enrollment and to the community in which it is located. If Crestmont does not meet its diversity goals by the second Friday in March, 10% of this money will be set aside until the goal is met or until June 1st, whichever comes first. The money set aside will be for late applicants who meet the diversity goal criteria. After June 1st any remaining money from this set aside may be reallocated to current Financial Aid recipients.
- 10 % of the General Financial Aid Fund is reserved for unforeseen needs of members during the school year.
- The remaining 46% is distributed first to returning financial aid students, second to those continuing members of the School who in the past have not received financial aid, third to new families who meet the financial aid eligibility criteria.
- Any unused financial aid funds are carried forward to the next year's budget to be available for the following year's applicants.

#### *FINANCIAL AID APPLICATION PROCESS*

Applications for financial aid are distributed to continuing and prospective members in December or January and are due on the dates specified. Financial aid awards are determined by a committee of three objective persons selected by the Board of Directors from outside the Crestmont School Community. Notifications of awards for the following school year are given by the second Friday in March when acceptance letters are sent out. More information on financial aid can be obtained from the Membership Committee's Financial Aid Coordinator or visit the SSS website at [www.nais.org/financialaid/SSS](http://www.nais.org/financialaid/SSS).

#### *BILLING PROCEDURES*

Direct all questions about your monthly bill to Crestmont's iTaco Position. The Crestmont bookkeeper issues monthly statements to the membership and collects the monthly tuition and fees. You will be invoiced on the 15<sup>th</sup> of each month for a due date of the following 1<sup>st</sup> of the month. Payments are late after the 5<sup>th</sup> of each month. A late fine is assessed when payment is not received on time.

Each family must have a \$0.00 balance by August 15<sup>th</sup> prior to the beginning of the new school year; contracts will not be countersigned by the School unless the family has a zero balance and no child may attend the School without a countersigned contract.

The bookkeeper initiates a call to a member family when their account is in arrears. If payment has not been made in two months, the Treasurer contacts the family to make arrangements for payment and reports the situation and any actions to the Executive Committee (keeping the family's name confidential). A family who is non-cooperative (e.g. makes no payment or partial payment, does not communicate with the Treasurer, fails to set up a payment schedule) for two months regarding making payments will be asked to appear before the Executive Committee. If a solution cannot be reached, the Executive Committee will act as it deems necessary (i.e., pursue recovery in Small Claims Court, expel the family, etc.). Families can appeal the decision to the General Membership as per the Conflict Resolution guidelines in this Handbook. Families who leave the School in arrears will be contacted in order to set up a payment schedule. Failure to make regular payments as per this schedule will result in the Executive Committee turning the account over to a collection agency or pursuing recovery in Small Claims Court.

#### *YEAR-END ASSESSMENT*

The Parent Contract states that in the unusual event that the School has a deficit at the end of the year, parents agree to pay an assessment to offset the deficit, but in no case will the assessment be more than \$250 per family. (This assessment is pro-rated for families on financial aid.)

#### *SCHOOL CALENDAR*

There are 168 instructional days in the academic calendar. School begins on the Wednesday after Labor Day. The school alternates breaks according to the schedule of the neighboring public school districts. The school days are determined by the President in consultation with the Board and the teachers. The calendar is posted both on the school's intranet site: [www.ourcrestmont.org](http://www.ourcrestmont.org) and on the school's Google account. Go to [www.google.com](http://www.google.com) and sign in as [Crestmont.school@gmail.com](mailto:Crestmont.school@gmail.com) along with the password [jerrygarcia](#). You can view the calendar or add it to your Google calendar

or iCalendar on Mac's. Each month the calendar will be sent to the whole community via email.

### *SCHOOL HOURS*

Because of varying programs, groups of students in the same class may start and end school at different times and different classes may start at different times. Teachers determine the starting time of the children in their class. *To prevent unnecessary concern, please call if your child will be late or absent.*

**Kindergarten** meets from 8:45 AM to 2:30 PM.

**Upper Grades:** Due to our staggered reading program, upper grade hours are as follows:

Monday-Thursday: 8:15 AM to 2:30 PM or 9:15 AM to 3:30 PM

Friday: 9:00 AM to 3:00 PM (the first two weeks and last two weeks of school also use this schedule M-F)

**Extended Day Program:** Early morning care is provided from 7:30 AM until school starts. After school care is provided until 6:00 PM.

### *STAGGERED READING GROUPS*

The staggered reading program utilized in some classes is in keeping with our philosophy of meeting children's specific individual needs and providing consistent instruction in the language arts. During these small group sessions, children receive instruction in appropriate skills; have an opportunity to read aloud to the teacher on a daily basis and to participate in small group discussions on literature.

Classes that have the staggered reading program are divided into two groups that meet at different hours on Monday through Thursday. Generally, the first group begins earlier in the morning, has reading before the second group arrives, and finishes School earlier in the afternoon. The second group joins the class a little later in the morning and has their reading program in the afternoon after the first group has finished School. On Fridays there is no staggered reading; both groups of students start and finish School at the same time. The teachers will determine which reading group each child is in.

### *CUBBIES*

Each child has a cubby. This is a place where paper and work may be kept. In order to discourage rodents, no food is allowed in the cubbies. Cubbies should be emptied each Friday. There are hooks for jackets and rainy day paraphernalia. Although the children usually respect each other's belongings, the cubbies are not secured. Please don't send treasured items to School.

### *NOISE IN ART ROOM*

When school is in session, noise should be kept to a minimum. During early reading (8:15 - 9:15) and late reading (2:30-3:30), please use the door on the north side of the main building to keep the flow of foot traffic out of the Art Room. Classes frequently use this room for small group reading.

### *SUPERVISION OF YOUNGER SIBLINGS*

Younger children are welcome during drop off and pick up times but please supervise them at all times.

### *DRIVEWAYS AND PARKING*

Two driveways run through our school grounds. The upper driveway passes above the east or upper school building. Parking is not allowed on the upper driveway. The lower driveway passes between the main school building and the upper building. This driveway is to be used only as a playground. A chain and gate block the entrances to help insure the safety of our children. Even if the chain is not up for some reason, it is not appropriate to drive in this lower driveway during School or extended day hours. On meeting nights, parking is permitted in the lower driveway and in the lower parking lot. On evenings when there is a dinner or special event with children in attendance, park on the street, not on the lower driveway. No parking is allowed in the upper driveway after 6:00 p.m. any evening.

Children may be picked up or dropped off on Patterson Circle or the upper driveway. Please drive slowly and cautiously when you are in the vicinity of the school and especially in the upper driveway.

The parking lot below the school is leased to Adams Middle School during school hours. Crestmont parents are not permitted to park in that lot during the day but can for evening and weekend school business and events.

### *HOMEWORK*

You can expect some daily study activities at home each week as well as monthly projects. Your child may require your assistance as well as supervision since most children need some help at these ages.

### *FIELD TRIPS*

Field trips are a very important way of enhancing the children's understanding of a subject or introducing them to new areas of experience. In order to make our field trips successful we need your help as drivers. In order to drive on field trips, you must provide proof of having a driver's license and current insurance and be a member of the community. Sign-up lists for field trips are coordinated by Room Parents and will be posted in advance of the trip. If enough drivers are not signed up 24 hours ahead of the trip, it may be cancelled.

It is necessary for each child to wear his or her own seat belt (i.e., no double belting). Children must not sit in seats with air bags and must abide by all state laws.

Your child's Emergency Form must be on file before he or she will be allowed to go on any trips. As a driver it will be your responsibility to have copies of the emergency forms for each child that will be riding in your car. It is also your responsibility to return these forms at the end of the trip.

### *TELEPHONE RULES*

During school hours, the phone should be answered by the participating parent so that teachers are not interrupted while teaching. Please leave messages in parents' or teachers' mailboxes. When people call requesting information about Crestmont, take their name and phone number and put that information in the notebook next to the phone, then ask the caller to call back on the Enrollment voice mail line, which is posted directly above the phone.

Please do not use the School phone for non-school business. Personal phone calls are not included in our phone budget. When you do need to use the phone, please use the phone books to find phone numbers since all Directory Assistance calls are charged to us.

Crestmont students often do not come in contact with children in their neighborhoods, so afternoon play arrangements become especially important to them. Children often want to invite friends to come home to play at the end of a school day. The School telephone should not be used for making these arrangements. Please support this policy by helping your child learn to make plans with friends ahead of time using your home phone.

### *LUNCHESES*

The children bring their lunches from home. Please do not send foods that need to be heated; the time allotted for lunch and our kitchen facilities are not conducive to heating lunches.

Sometimes children regularly bring too much food which is then wasted. Other children often bring too little food so their entire lunch is consumed at morning snack time leaving nothing to eat for lunch. Please keep in touch with your child's eating habits in order to send an amount of food that will be just right for your child.

Please remind your child that they should not trade or share food because of potential food allergies or other dietary restrictions.

In our teachers' experience, children work and play best on low sugar meals. We try to discourage parents from sending "empty calorie" or high sugar foods in lunches and ask particularly that children do not bring candy to school.

### *BIRTHDAYS*

We like to acknowledge birthdays fairly simply. If your child would like to bring a nutritious treat to share on his or her birthday, please let the teacher know in advance. Check the list of food allergies posted in your classroom before bringing in any treats.

### *TOYS AND ITEMS BROUGHT FROM HOME*

Children may bring items from home to school, i.e., a toy or stuffy, the item must stay in their cubby for most of the day, and

always during class time. It also may be put in a TOY BIN by the classroom teacher. The items can be brought outside at lunch, snack and after school care. The item must be appropriate (up to the discretion of the teachers), be cubby-sized and have no weapons. No electronic items, i.e. cell phones, PSP, can be brought to school. The child must take full responsibility for his/her item and understand that things do get lost or broken at school. The child must be willing to share the item with others, anyone who wants to see/share it. The child must understand that bringing items from home be difficult due to the novelty of the item and the potential interest/desire of others. Teachers may use a TOY BIN to collect everyone's toys, which then are given out at snack and after the first 15 min. of lunch. The teachers have the right to amend or change any portion of this policy and may want to make changes after an all school meeting.

### *YOUR CHILD'S PROGRESS*

Most of the children's work will be kept in a file to share with you at our formal conference time, twice a year. Some completed work will be sent home with your child.

If you have questions about your child's work or School experience you can arrange for an individual conference with the teachers.

It would not be appropriate to have an extended discussion about your child while you are helping in the classroom. However, helping in the classroom will give you a chance to learn a lot about your child's School experience.

You can help your child learn good study skills by helping him or her to plan ahead for work times, to choose a good study environment, and to remember to return assignments on time.

### *EXTENDED DAY PROGRAM*

Crestmont's Extended Day Program (also called Daycare) is available before and after every regular school day and all day during major School vacations other than summer. The Program is closed on official holidays such as Presidents' Day and Memorial Day. The hours and rates are delineated in the Handbook Information Sheet in the Appendix.

### **Activities**

Activities offered in the morning program include art projects, board games, stories and independent play. Since morning reading groups are being held in neighboring classrooms, the morning program focuses on quiet indoor activities. Weather permitting, and at the discretion of the staff, outdoor play may be included.

The program after School offers the children choices from a greater variety of activities. Indoor activities include drawing, painting, games, building materials (blocks, Legos), and a weekly movie. Outdoor activities include basketball, kickball, soccer, tether ball and playground free play. At 4:00 p.m. a nutritious snack is offered. At 4:30 an optional homework club provides a quiet environment in which the children can work on homework assignments with a staff member present to answer questions.

Periodically, special programs are available on an optional basis. In the past these have included yoga, dance, sewing, chess and drawing lessons, arts and crafts projects (clay, needlework, jewelry making, etc.), and music lessons (guitar, piano, recorder). Nominal additional fees may be charged for some of these special programs to pay outside staff that comes in to teach the classes or to cover the cost of special materials. Students and parents are encouraged to offer special enrichment activities that utilize their skills and talents.

### **How the Program is Run**

The child to staff ratio is 10 to 1 or better. At least two staff members staff the afternoon program at all times. The Director and staff follow the safety and emergency procedures outlined elsewhere in this Handbook.

On regular School days, the Extended Day Program is available on a drop-in basis; parents do not need to sign up in advance. All children who are on campus when the Program starts after their class ends are officially enrolled in the Program and under Extended Day staff supervision until they leave the School grounds. You will be bill for Extended Day Care fees at the same time you receive your regular tuition invoice.

It is the policy of Crestmont to offer daycare during the December, winter and spring breaks (excluding the associated holidays such as Christmas, New Year's, and Presidents' Days) if enough children sign up. Advance sign-up for specific days and hours is required for vacation daycare. Parents are committed to those hours and are billed for them whether used or not. Billing for

vacation daycare is done at the end of the month based on the hours committed to plus any extra hours used; these bills are combined with the regular daycare bills described above.

Parents are responsible for signing out their child from School every day regardless of whether the child does or does not stay for any daycare. Parents who do not sign out their child will be charged for care until the end of the day.

Daycare is charged in 15-minute increments for each morning and each afternoon. There is no charge for the last 15 minutes before the child's class starts or the first 15 minutes after the child's class ends each day. Before/after that, the amount is rounded up to the next 15-minute block.

- For 16 to 30 minutes, the charge is 1/2 hour
- For 31-45 minutes, the charge is 3/4 hour
- For 46 to 60 minutes, the charge is 1 hour, and so on.

Morning and afternoon charges are computed separately, e.g., 16 minutes in the morning and 16 minutes in the afternoon would be two 1/2 hour charges, but 14 minutes in the morning and 14 minutes in the afternoon would have no charge.

Any parent picking up his or her child in the evening after the end of the Program will be charged the late fee listed in the Handbook Information Sheet.

Participating parents are not charged for daycare if they are participating while their child is in extended care. Board members are not charged for extended care if they are on campus solely for the purpose of school business that could not be conducted any other time.

Siblings under the age of four are not permitted in Extended Care for reasons related to state licensing and liability.

### **Conflict Resolution for Extended Day Care**

As with all interactions at Crestmont, the School encourages direct communication and mutual respect among daycare staff, other Crestmont staff, parents, and children. When communication breaks down between two people, the School's conflict resolution procedure as described elsewhere in this Handbook should generally be followed, except that problems with children and staff in the Extended Day Program should be first taken to the Program's Director before approaching the Liaison.

## **HEALTH AND SAFETY**

### *HEALTH FORMS*

The Emergency and Consent for Medical Treatment form must be turned in before the first day of school. Without this form we would be unable to obtain care for your child in the event of a medical emergency. Copies of these forms are taken along whenever children go on field trips.

All children must have up-to-date immunization records on file at the School before they may attend. Children entering first grade and up also need to have a record of a physical exam on file at the School.

### *HELMETS*

Helmets must be worn when skating, roller blading or bicycling on campus. Skaters and roller bladers should also wear protective equipment for wrists, knees and elbows.

### *ILLNESS*

Please call the School in the morning if your child is sick. Children must be kept home whenever they have any of the following:

- loose cough with or without mucous
- fever above 99.6°, and until temperature has been normal for 24 hours
- diarrhea
- rash, hives or welts
- any contagious disease or condition

If your child becomes ill or is injured at School, please pick him or her up as soon as possible. If you cannot be reached, the friend and/or physician you list on the emergency form will be called.

We realize that these policies regarding illness can be burdensome, particularly to working parents. However, the children are in such close contact with each other during the day that germs are spread very rapidly. Please be considerate of the other Crestmont families and keep sick children home.

### *COMMUNICABLE DISEASES*

Please inform us of any communicable diseases in your family so that we may take the proper action. Communicable diseases include but are not limited to:

|                |  |
|----------------|--|
| Measles        | Lice (see Crestmont Head Lice policy addendum) |
| Chicken Pox    | Impetigo                                       |
| Strep Throat   | Roseola  |
| Ringworm       | Conjunctivitis (pink eye)                      |
| Scabies        | Meningitis                                     |
| Pinworms       | Pertussis                                      |
| Meningococemia |  |

You must keep your child at home until any of the above conditions is no longer communicable. Basic information is posted in the Health Cabinet above the stove in the Main Building or from the Health and Safety Chair.

The two most common communicable conditions that we encounter are briefly outlined below:

#### *Chicken Pox*

Chicken pox (varicella) is a common childhood disease. Children with chicken pox are contagious from 1 day before the appearance of the rash to 6 days after its appearance. After 6 days, scabs may still be evident but the disease is no longer contagious and your child may return to School. Some children have not been vaccinated against chicken pox, therefore it is extremely important that you notify the Health and Safety chair as soon as possible if a case occurs, giving us the time to inform those families.

#### *Head Lice*

Lice infestations are unfortunately frequent occurrences in schools throughout the Bay Area. The thought of lice infesting our children is upsetting, but is a problem that must be addressed. If your child becomes infested you have a responsibility to inform the Health and Safety Chair as well as the teacher at your earliest convenience. With this information we can hopefully stop the spread of lice throughout the School.

Head Lice frequently occur in the fall and after the winter breaks, hence an occasional inspection of your child's head seems to be the best preventative measure. The Health and Safety Chair will provide current literature regarding lice treatments.

Please take the time to review the Crestmont Head lice policy addendum for further information on the head lice protocol.

### *MEDICATIONS*

Prescription medication will be given only if it is in its original container with its prescription label attached. You must give the teachers a signed authorization indicating the times and dates the treatment is to be given.

There is a section of the Emergency Form where parents may indicate whether they authorize the staff to administer Tylenol, Benedryl or other medications to their child when the staff deems it appropriate.

### *EARTHQUAKE PREPAREDNESS*

Since Crestmont is located near the Hayward fault, earthquake preparedness is an ongoing concern and the Health and Safety Chair deals with earthquake issues. Each child has an earthquake backpack with basic emergency provisions and the backpacks are stored in an earthquake shed outside. During both class hours and daycare, the children and staff have earthquake and evacuation drills. Periodic tours of the school are conducted to update earthquake safety needs.

### *FIRST AID CLASSES*

Crestmont staff is trained and certified in CPR and First Aid on a bi-annual basis, as required by the West Contra Costa School district. Participating Parents will receive a basic First Aid overview as part of their participation training.

### *TB TESTING:*

West Contra Costa County requires all staff to submit a TB test on a bi-annual basis. This also applies to participating parents. TB tests have to be submitted prior to the start of school to the Health and Safety Chair.

### *Chronic Health Conditions and Allergies:*

Crestmont School requests parents to submit treatment plans for all chronic conditions or allergies prior to the start of school, such as food allergies, asthma, and diabetes. This will enable the Health and Safety Chair to maintain current information, as well as provide vital treatment procedures for our staff.

### *NOTIFYING PARENTS OF CHILD'S INJURY*

With any injury participating parents or staff should apply appropriate first aid and notify the child's parents in the appropriate way as indicated below. If there is any doubt about the seriousness of an injury, we want our parents and staff to ERR ON THE SIDE OF BEING TOO CAUTIOUS.

### *Minor Injuries*

Participating parents or staff who treat a child's injuries record the pertinent information on the Injury Log (main building entrance to the left). Additionally they mark a red dot on the daily sign-out sheet in the space for that child to alert the parents that an injury occurred. Parents should refer to the Injury Log for more information about their child's injury.

### *More Serious Injuries*

For any more serious injury (i.e., one which could conceivably manifest into a more serious condition or where outside help was necessary) participating parents or staff administer appropriate first aid and call the child's parents. The injury and the actions taken by the participating parent/staff must be recorded on an Injury Incident Form which has more detail (necessary for safety records and possible insurance claims).

### *WHEN TO CALL CHILD'S PARENTS*

In the case of the following injuries or situations, participating parents or staff should apply appropriate first aid and then call the child's parents. While detailed, this list is not necessarily exclusive; if there is a question we want our parents and staff to err on the side of being too cautious.

Call the child's parents if the child has:

- fever greater than 99.6° and child appears ill
- vomiting and child appears ill (i.e., not just carsick or heat sick)
- fainted or passed out
- nose still bleeding after 10 minutes of pressure
- diarrhea or stomach cramps or pain
- injury or trauma leaving deep cut that may need stitches
- burn larger than a 50-cent piece
- trauma to or foreign body in eye
- unknown rashes, ringworm, lice, chicken pox, etc.
- trauma or falls causing deformed wrist, shoulder or ankle (if severe, call 911; see below)
- blow to head or fall on head
- blow or fall causing loose or displaced permanent tooth
- any fall where child has obvious trauma or persistent pain
- asthmatic children who have persistent coughing, wheezing or minor chest pain
- if child is not feeling well or is injured and wants to call parents; attending adult should place call and describe situation to parent before having child talk
- any situation where participating parents or staff calls 911 or Poison Control regarding child.

### *WHEN TO CALL 911*

In the case of the following injuries, participating parents or staff should apply appropriate first aid, call 911 and call the child's parents. While detailed, this list is not necessarily exclusive; if there is a question we want our parents and staff to err on the side of being too cautious.

Call 911 if the child has suffered or is experiencing:

- any fall greater than 10 feet or 10 stairs
- any fall or head injury with loss of consciousness
- a fall or trauma with pain or deformities to thigh or hip
- choking that needs Heimlich maneuver (call 911 before applying Heimlich Maneuver or have another adult call while you are applying Maneuver)
- respiratory arrest or situation requiring CPR
- larger burn with blisters with severe pain or burn on face or neck
- chest pain or trouble breathing with nasal flaring, retracting ribs, wheezing or inability to talk
- chest pain in adult
- other major injuries such as gunshot, stabbing, amputation, near drowning or inhalation of water, being hit by car, hanging, etc.

### *WHEN TO CALL POISON CONTROL*

The telephone number for Poison Control is posted by the telephone. In the case of a child being splashed by or ingesting a possibly poisonous substance, participating parents or staff should immediately call Poison Control to determine appropriate first aid. Insofar as possible the adult who calls should have the substance container or sample of the plant and the child's emergency form in hand when talking to Poison Control personnel and should send it along with the child if going to the hospital. After talking to Poison Control, the participating parents or staff should call the child's parents.

Call Poison Control if the child has:

- taken an unknown amount of drugs/medicine, on purpose or by accident, whether they belong to the child or someone else
- been exposed to (by ingestion or splashing in eye or mouth) any chemicals such as pesticides, cleaning fluids, reagents, solvents or other poisons
- ingested any part of a plant not positively known to be non-poisonous.

## **MEMBERSHIP OBLIGATIONS**

### *THE CO-OP COMMITMENT*

We believe it is a privilege, both for parents and teachers, to participate in the cooperative structure of Crestmont, in its administration, and in the education of its children. This privilege implies our involvement; it requires our willingness to assume responsibility. This willingness is at the heart of Crestmont's existence. If it weakens, so does the School. Ultimately, the children bear the loss.

To participate in a parent co-op is to become part of a social form for which none of us has been formally trained, a fact which inherently makes for ups and downs. At times we savor the opportunities, other times we may resent the obligations.

Opportunities abound for parents and teachers alike. Teachers can apply more creativity and sensitivity than might be possible in more conventional environments. They can incorporate their personal values into their work in a meaningful way.

Creativity, sensitivity: these are qualities which parents also bring into play and nourish in the cooperative environment. The School welcomes the talents of every parent in order to fully realize the potential of a parent co-op for quality education. Parents can enrich their knowledge of child development, their ability to work in groups, and their involvement in their community.

### *MEETINGS*

Membership meetings are held once a month, generally on the second Thursday evening. Attendance by at least one parent from a family is required. One missed meeting per year is allowed and thereafter a fine is assessed for missing a membership meeting.

The Extended Day Program Director will arrange child care at the meetings. While children often would enjoy accompanying their parents to the School for the evening, the child care is provided particularly for families who have no other options (such as leaving the child with another family member or hiring a baby-sitter) in caring for their child during the meeting. Siblings are allowed provided they are not younger than four years old. The cost of meeting child care along with a sign-up sheet will be posted on the Monday before the meeting. Families who sign-up will be billed on their monthly tuition bill.

The meeting agenda will be posted in advance. If you have items to include in the agenda, please call or leave a note for the President several days in advance of the meeting.

Board meetings are held once a month, generally two weeks after the membership meeting. They are open to all members. An agenda of the Board meeting is posted in advance. Because of the sometimes sensitive subject matter, such as billing problems, children are not allowed at Board meetings.

Minutes of the Board and Membership meetings are posted to [www.ourcrestmont.org](http://www.ourcrestmont.org) every month for all families to review.

Participation meetings are held eight times a year. All participating parents are requested to attend these meetings. However, all parents are encouraged to attend. The participation meetings are usually held on the same night following the Teacher/Parent meeting: parents will meet with their teacher in each class to go over current class curriculum, routines, events, and issues; after that point, the whole school will come together for a Participation meeting led by the Participation Chair and teachers.

### *FUNDRAISING*

Crestmont families are committed to fundraising as a vital source of revenue to fund scholarships and annual projects voted by the Membership. All families are required to contribute two hours per year to external fundraising. The Fundraising Committee develops ideas for a few major events and the annual Silent Auction during the year which they hope will be fun and profitable. Suggestions are always welcome!

In addition to traditional Fundraising events, each family contributes an Annual Obligation as stipulated in the Parent Contract. Scrip for local businesses, eScrip, and School Pop are available throughout the year as means for meeting each family's Annual Obligation. Corporate donations and extended family contributions can also be counted towards the Annual Obligation.

Besides fundraising efforts to help each family meet its fundraising obligation, Crestmont also recognizes the need to apply for grants and funding from outside sources.

### *MAINTENANCE RESPONSIBILITIES*

Each family is required to contribute ten hours of maintenance before and during the school. Three of the hours are to be completed before school opens in the fall or the family will be fined for the portion of the three hours that have not been worked. The remaining hours are to be worked at scheduled work parties during the school year and just after the school closes in June. Board members are required to contribute four hours of maintenance; shared board positions perform seven hours per member family.

In addition to managing the on-going maintenance, the Maintenance Chair will maintain a special projects task list for members who cannot participate in a particular work party or who need to do extra work in order to complete their maintenance obligations.

### *COMMITTEES AND SCHOOL JOBS*

To best use the talents of all members and to most equitably share the work of running the School, each family is required to serve on a standing committee, perform a school job or serve on the Board of Directors. Standing committees include: Health and Safety, Daycare, Maintenance, Membership, Administrative, Fundraising, Diversity, Publicity and Enrollment. Other committees may be set up as needed. Examples of school jobs include selling scrip, tallying daycare hours and making bank deposits. Sign-ups take place in April for continuing families and in June for new families. Each family signs up for a first, second and third choice. A complete set of jobs are included in the Appendix to the Handbook.

### *HOUSEKEEPING RESPONSIBILITIES*

We have a large and enthusiastic janitorial staff — ourselves. The every day cleaning that must be done is the responsibility of everyone!! **IF YOU TAKE IT OUT, PUT IT AWAY.** If you see children not following this rule, remind them. If you use dishes, wash them and put them away before you leave. If you spill something, clean it up. The cleaning equipment should be put back in the same condition in which it came out. If you use the mop, make sure it is completely rinsed out and put away ready for the next person. There is a want-list for supplies on the bulletin board; please list any cleaning supplies that you see we may need.

Each family is responsible for cleaning the school three times a year by either doing the cleaning themselves or buying out of the obligation at the start of the year. The Housekeeping Chair will post a cleaning sign-up sheet and families sign up in advance for the weekend or Wednesday slots that they want. Families who do not sign up will be assigned to open slots by the Housekeeping Chair.

If a family is unable to clean the school on the scheduled day the family must arrange a trade with another family or hire someone else to do it. The family may call the Housekeeping Chair and request that the Chair attempt to find an approved Crestmont cleaner to do the scheduled cleaning, with the agreement that the family pay the approved cleaner directly. Note that this is a courtesy on the part of the Housekeeping Chair and that there is no guarantee that an approved cleaner can be found.

In the event that a cleaning is not done on time, the family will be fined in the billing period following the missed cleaning according to rates noted on the Handbook Information Sheet for the current year. Since our emphasis is on the need for the school to be clean and ready for the students and teachers, any fines that accrue may be utilized by the Housekeeping Chair to hire someone to do a missed cleaning.

In general, three families clean the school each weekend, each assuming responsibility for tasks from the "A", "B" or "C" cleaning task lists. Ordinarily, weekend cleaning must be completed by Saturday night. Occasionally, due to use of the School on Saturday mornings for enrollment or other events, the weekend cleaning must be done by Friday night. On Wednesday evening one family cleans, following the directions on the "D" list. In addition, each family does whatever other general cleaning needs to be done. The cleaning task lists below are also posted on the bulletin board in the hall of the Main School.

#### *HOUSEKEEPING JOBS -- CLEANING TASK LISTS*

##### **Cleaning Tasks for "A" Cleaning -- Main Building, Weekends**

- Wash/scrub table tops (blue sponge).
- Put away all dishes; Clean Art Room sink (blue sponge), clean dish drainer (pink sponge).
- Clean bathrooms using yellow sponges only. Clean bathroom walls. Refill toilet paper and paper towel containers.
- Clean drinking fountain (pink sponge).
- Clean hallway kitchen, put away clean dishes; clean microwave (pink) in daycare room.
- Dust, straighten/organize shelves, cabinets and work areas, including art room. Wipe off window sills (blue sponge).
- Vacuum all rugs including hall runners and door mats. MAKE SURE REFRIGERATOR, ANSWERING MACHINE, ETC. IN DAYCARE ROOM DO NOT GET UNPLUGGED! Replug anything you unplugged in order to vacuum.
- Check vacuum bag and change if needed.
- Clean seats and backs of chairs (blue sponge) and replace chairs neatly around tables.

##### **Cleaning Tasks for "B" Cleaning--Main Building and Outside, Weekends**

- Empty, wash (blue sponge) and re-line all wastebaskets. Take indoor recycling to outside bins.
- Check all light fixtures; replace light bulbs as necessary. (To get at light bulb, unscrew nut between top of globe and bottom of hanging cord; maneuver globe off.)
- Sweep and mop all bare floors.
- Wash/scrub outside lunch tables, work tables and wooden benches (blue sponge).
- Empty outside garbage cans into dumpster; wash and reline with plastic bags.
- Pick up litter outside around entire campus.
- Clean debris (rocks, dirt, leaves) from asphalt play areas.

##### **Cleaning Tasks for "C" Cleaning -- Kindergarten and 4th/5th Classroom, Weekends**

- Wash/scrub table tops (blue sponge).
- Clean kitchens (pink sponge): counter tops, cabinets, sinks and stoves. Wipe off refrigerators.
- Put away all dishes; clean dish drainers.
- Empty, wash (blue sponge) and reline all wastebaskets. Take indoor recycling to outside bins.
- Dust, straighten/organize shelves, cabinets and work areas.
- Wipe off windowsills (blue sponge).
- Sweep and mop all bare floors.
- Clean bathrooms using yellow sponges only. Clean bathroom walls. Refill toilet paper and paper towel containers.
- Vacuum all rugs including door mats and underneath all floor pillows.
- Replug any things you unplugged in order to vacuum.
- Check vacuum bag and change if needed.

- Clean seats and backs of chairs (blue sponge); replace chairs neatly around tables.

#### **Cleaning Tasks for "D" Cleaning -- Whole School; Wednesday nights**

- Clean 4/5 room refrigerator as necessary (pink sponge).
- Wipe down all three kitchen areas (pink sponge).
- Clean all four bathrooms using yellow sponges only. Clean bathroom walls. Refill toilet paper and paper towel containers.
- Clean drinking fountain (pink sponge).
- Sweep all bare floors in all buildings.
- Vacuum all rugs including hall runners and door mats and underneath floor pillows in all buildings. **MAKE SURE REFRIGERATOR, ANSWERING MACHINE, ETC. IN DAYCARE ROOM DO NOT GET UNPLUGGED!**
- Replug anything you unplugged in order to vacuum.
- Check vacuum bag and change if needed.
- Empty and re-line all wastebaskets; wash (blue sponge) if necessary.
- Empty outside garbage cans into dumpster; wash (blue sponge) and reline with plastic bags.

#### ***ADDITIONAL COMMITMENTS***

Each family's basic co-op commitments as discussed above are as follows:

- 3 cleanings a year
- 10 hours of maintenance work (3 hours before the beginning of school)
- Attending membership meetings
- Holding a family job
- Driving on three field trips (or arranging to perform extra maintenance)
- 2 hours supporting the major fundraising events

The Handbook Information Sheet in the appendix lists the current obligations.

#### ***WAIVER SYSTEM FOR FAMILIES WITH SPECIAL NEEDS***

To help families who are having difficulties completing their cleaning and maintenance obligations due to issues such as single-parent status, catastrophic or chronic family illness, etc., Crestmont offers a waiver system for a portion of the obligations for families meeting the criteria below.

*Qualifying families can apply to waive:*

- 1 cleaning,
- 3 hours regular maintenance,
- 1 field trip or 2 hours extra maintenance

And may be granted:

- 2 total excusable absences from general meetings
- 2 total excusable absences from participation meetings

(For meetings, two families who qualify for a waiver can agree to act as a unit, sending one family member to represent the two families. These two families would be granted only one absence for the entire year.)

*Qualifying Families for Waiver System:*

- Single parent with primary financial responsibility and primary custody (e.g., 80% or more custody) where other parent doesn't participate
- Families with long-term disability or illness
- Families experiencing devastating personal tragedy (e.g., divorce in process, loss of house)

*Examples of situations which would not qualify:*

- Already divorced couples where custody is shared and both parents are able to participate;
- Minor surgery where person can return to work within 2 or 3 weeks (cleanings, however, could be rescheduled).

### *Administration of waiver system*

Families are given the waiver forms in September. Qualifying families should return the waiver form with the other beginning of year materials to the Membership Chair. The Membership Committee will meet to consider and decide on waivers by October.

Requests are confidential. (The Membership Chair removes the names and copies the requests for other Committee members, who then make a decision based solely on the reasons. The Membership Chair informs the requesting family and the person who tracks cleaning, maintenance hours, etc.).

(Forms to apply for a waiver may be found in the Appendix or obtained from the Membership Chair)

### *CLASSROOM PARTICIPATION*

As a parent participation co-op, Crestmont depends on parents' help in many areas such as field trip driving, maintenance, administration, fundraising, and classroom participation. While all participation in the School is important, classroom participation is particularly important and is compensated as credit towards tuition because of the time, commitment and responsibility of working with and directly supervising the children.

We operate on the principle of classroom participation by parents for several reasons:

1. to support the teachers' needs so that they can have more time to devote to the children,
2. to utilize the varied contributions of our total membership in order to provide a rich educational environment,
3. to keep expenses, thus tuition fees, as low as possible

The teachers will communicate their participation needs to the Participation Chair who coordinates the parents' schedule for working in the School and who will assign each person or family a time slot. As much as possible the Participation Chair will balance the needs of the teachers and participating parents, at the same time staying within the budget. A sign-up sheet will be posted and participating parents are required to fill in their hours each week in order to receive credit towards their next month's tuition bill. Families are compensated for their participation time at a rate determined by the membership. The current rate is listed in the Handbook Information Sheet in the Appendix.

Whenever parents are unable to participate on their work day it is IMPERATIVE that they check with their classroom teacher to see if he or she will need the parents to find a substitute. Parents can find a substitute on the substitute list maintained by the Participation Chair or trade days with another participating parent. The Participation Chair is available for assistance when any problems regarding participation arise. Please note that if your classroom teacher says they would prefer not to have a sub, you must also check with a Lunchtime supervisor (if you regularly work lunch), Participation Chair (if you work snack), or with daycare staff (if you work morning or afternoon care) to see if they need for you to find a sub.

The first two Participation meetings are mandatory: the Participation Orientation and the Health and Safety Orientation. Subsequent meetings focus on parent education and participation issues. These meetings provide an opportunity for parents and teachers to discuss issues that arise in the classroom and on the playground. Participating parents must comply with the classroom and playground guidelines as set forth in this Handbook and the Participating Parent Handbook. The Sample Participation Schedule and Duties are included in the Appendix.

### *ANNUAL SCHOOL SURVEY*

In the spring, the Liaison distributes and collects survey forms which ask each family to evaluate aspects of the School in general, the academic program and social environment, the extended day program and the participation program. (This is separate from personnel evaluation procedures which are conducted by the Personnel Chair.)

This is an opportunity for each family to express concerns and contribute thoughts and ideas for improvement of any aspect of the School. The Liaison compiles the results and presents them to the Board, membership and appropriate staff (in conjunction with the Personnel Chair and the President). At the discretion of the Liaison, results may be presented in a summary format.

### *TEACHER SURVEY*

In November and March the Personnel Chair will send a survey to the parents regarding the Staff so that parents can provide constructive feedback and comment on how the year is going in the classroom. These surveys are confidential and will only be shared with the classroom teacher. A summary will be shared with the membership.

## *ENROLLMENT SURVEY*

In January, the Membership Chair will send out a survey to find if families intend on returning to school the next year. The responses are not considered binding but they are used to help calculate enrollment and budget for the following year.

## *COMMUNICATION AT SCHOOL*

### *Parent Cubbies*

Each family has a mailbox in the rainforest room/parent's lounge downstairs in the main building. Notices and notes from teachers or other parents are placed there. It is important to check your mailbox every day to keep in touch with events at the School. In addition, School information is put up on the bulletin board next to the mailboxes and on the doors. General community information is placed on the bulletin board next to the front door.

Parent Cubbies are best for important announcements, forms, bills, flyers, invitations, or things you do not want to get lost in email. We have some two-household families so check for two folders in the box. Also remember to distribute these items as appropriate in the Staff cubbies in the Art room.

### *Email and School Intranet Site*

Crestmont has established an email distribution list for the whole school and each grade. You can reach the whole school through [everyone@crestmont.org](mailto:everyone@crestmont.org), or each grade by [kindergarten@ourcrestmont.org](mailto:kindergarten@ourcrestmont.org), [first@ourcrestmont.org](mailto:first@ourcrestmont.org), [second@ourcrestmont.org](mailto:second@ourcrestmont.org), [third@ourcrestmont.org](mailto:third@ourcrestmont.org), [fourth@ourcrestmont.org](mailto:fourth@ourcrestmont.org), and [fifth@ourcrestmont.org](mailto:fifth@ourcrestmont.org). We also have an intranet that only Crestmont families can access at <http://www.ourcrestmont.org>. User Name: jerry. Password: garcia. You'll find postings for important school documents and information.

Email is a wonderful vehicle for reaching the majority of the community but there are a few best practices to keep in mind for the good of the group:

- 1) Not everyone checks email regularly or even at all. If your message is important to everyone, print out a copy and place it in the inbox on the piano in the Parent Room for non-email people to check weekly.
- 2) Let's cut down on the number of emails we each receive. Don't use *Reply to All* unless it's important for everyone to see your response.
- 3) Avoid Dumping! We all have our opinions and strong feelings about our school. Using email to communicate strong feelings or to process one's feelings can easily be misinterpreted and potentially divisive, even if unintentional. Express your opinions directly to the people closest to the topic like a Board member or speak up at a meeting. Try to keep to the positive in email. In email it's hard to read intent and impossible to read expressions.
- 4) Put *Crestmont* in the subject line so people know it is school related. If the email is regarding other issues, put *Non-Crestmont* in the subject line.
- 5) Call people on the sub list if you need to fill a participation slot. Use email as a last resort.

## *CONFLICT RESOLUTION*

When large groups of people strive to work together cooperatively there are inevitably some problems. As in most situations, direct and clear communication with sensitivity for the other person's perspective works best. The Board position of Liaison was created to help Crestmont community members when communication seems to get "snarled up".

If you have a concern, try to talk to the other person involved as soon as possible. It is always helpful to approach the problem with an attitude that affirms a sense of partnership in working for our children's welfare. In the case of a concern regarding a staff member or teacher, make an appointment with that person as soon as possible. Don't wait for it to become a "problem".

If it would help to "sound out" your concern first with the Liaison, feel free to contact him or her for a confidential discussion. If you feel you need extra support, the Liaison is available to you as you talk with the other person involved. Please do not ask the Board President to act as a liaison for you.

Situations may arise when disagreements between parents and staff indicate that a different school setting might be more appropriate for a child. Although the School operates as a cooperative, the basic educational philosophy and style of the School cannot be changed for individual families.



The specific format to the School's conflict resolution process is as follows:

1. Members are encouraged to discuss problems with each other on an informal basis initially before they escalate. (Members include parents, teachers, staff and other family members.)
2. If the problem cannot be resolved on that level, the Liaison should be called to assist in the discussion.
3. If the concern is still not resolved, a formal meeting and perhaps mediation may be initiated by any one of the parties involved. In the case of faculty and/or staff involvement, contractual requirements shall be met. The formal meeting/mediation shall be conducted by the Liaison.
4. If not resolved, the Liaison shall take the matter to the Board, which will decide on appropriate action to taken to resolve the concern.
5. If any party is not satisfied with the Board's decision, they may take the concern to the general membership. The membership will support the Board's decision or decide on an alternative resolution.
6. If the decision of the Board or the membership requires some change from the way things have previously been done in the School, reasonable time will be given to the staff to institute the change.

Note: In the event that this procedure differs in any part from that described in the current Personnel Policies and Procedures Manual, the procedures in the Manual shall be used.

#### *ETIQUETTE REGARDING ACCESS TO TEACHERS*

1. Managing the classroom is our teachers' primary responsibility. Time directed to administrative tasks is necessarily time away from the classroom. We can all help to minimize our teacher's involvement in non-curricular administrative duties by observing these practices:
  - Participating parents answer the telephone during classroom hours.
  - Membership information is provided by the Membership Coordinator. Prospective parents have their first contact with teachers during tours or during the teacher-parent child interviews.
2. Payment of tuition is handled by the bookkeeper and Treasurer. Teachers do not forward payment or handle any funds.
3. Questions about budget, financial assistance, fundraising, and other administrative topics should be addressed to the appropriate parents.
4. Arranging conferences around busy schedules is not easy for any of us, but it can be overwhelming for a teacher with more than a dozen students. Therefore, speak to a teacher after School, NOT during those critical minutes just before the school day is to start or during class time. Also lunch time is the teacher's private time in which they need to plan for the afternoon and collect themselves. If you anticipate or need a more lengthy conversation, arrange an appointment time. Have 3 or 4 possible dates and times in mind in case it is a busy time for the teacher.
5. In setting up appointments, it is helpful to give teachers a brief description of your concern. This helps the teacher to review the pertinent work or events in order to give a more detailed, thoughtful response.
6. Communication with other parents is an important aspect of co-op life; however it is disruptive in the classroom. When dropping off or picking up your child, please refrain from having conversations in the room when class is in session (even when the class is the Kindergarteners at free play).
7. Teachers do not determine financial aid and it is best if they do not know the identity of recipients. In fairness to all concerned, it is best that this information be kept confidential.
8. Participation is the responsibility of the individual. If you can not meet your participation obligation one day because of a field trip, an illness or other emergency, you must check with your classroom teacher to see if you need to find a substitute. Phone the Participation Chair only after you have had no success securing your own substitute. Do not ask the teacher to get along without you. If your classroom teacher says they would prefer not to have a sub, you must also check with a Lunchtime supervisor (if you regularly work lunch), Participation Chair (if you work snack), or with daycare staff (if you work morning or afternoon care) to see if they need for you to find a sub.
9. Teachers are our guests at all potlucks, parties, and fund-raisers. We discourage them from bringing food or heading committees. We are proud that they attend our events, but request that they come at their leisure.
10. Co-op teachers are, by nature, people who get involved and extend themselves freely. This can pose a problem because they may have difficulty communicating at what point they become over-extended. When a particular situation or issue begins to make excessive demands on a teacher, it is best for the teacher to clearly set the limits before exhaustion aggravates the original concern. This same advice may be extended to all co-op members.

## **BOARD OF DIRECTORS**

Under the Bylaws, the Board of Directors consists of a maximum of fifteen members. The exact number of Directors, and the responsibility of each, is determined at the March membership meeting as the start of the nomination and election process. In general terms, the Board of Directors administers the business function of the School with the approval of the membership.

The Board has the following authority:

- Approve budget items less than \$1000
- Hire staff or terminate contracts
- Determine proposals for Membership review and voting
- Revise policies relating to the operation of the school

In the following pages, each current Board position is listed and the duties of each are sketched, specifically from a general membership service perspective. A more complete description of the responsibilities and functions of each Board position is contained in the Operations Manual for that position, which is a guide to each Board member in carrying out his or her position.

### ***MEMBERS OF THE EXECUTIVE COMMITTEE:***

#### ***PRESIDENT***

##### *Responsibilities*

- Sets the tone and spirit of the cooperative.
- Responsible for clarifying broad and specific issues and problems and for determining procedures for dealing with identified issues; issues typically assigned by Board, though may be identified by Vice President or any School community member.
- Coordinates the business functions of the School.
- Sets annual School calendar with membership approval.
- Informs members of meetings.
- Prepares and posts Board and membership meeting agendas.
- Leads Board and membership meetings.
- Serves on Executive, Compensation, Personnel, and Emergency Hiring Committees.

##### *Services:*

- Inform this person about relevant School business.
- Inform this person about Board or staff job vacancies.
- Inform this person of agenda items.
- See this person if you have a question or suggestion about something that may affect long-range plans or policies about the School.
- See this person if you would like to make any changes to any of the physical aspects of the School or the property (NOTE: To preserve relations with the church, it is important that we adhere closely to this rule).

PLEASE DIRECT interpersonal concerns with teachers or other parents to the Liaison.

#### ***VICE PRESIDENT***

##### *Responsibilities:*

- Assigns committee jobs to families not serving on the Board of Directors.
- Oversees Computer Committee (computer support, external website design/posting and publicist/web editor.)
- Serves on the Executive Committee and supports President as needed.
- Coordinates and distributes school calendar.
- Coordinates staff appreciation lunches and collects holiday bonus funds for distribution to staff.
- Oversees School Events (Graduation, Spring Sing, Stone Soup, etc.) and Special Family Events (camping trip, school picnics, snow trip.)

##### *Services:*

- See this person if you have a question about committee jobs.
- See this person to find out some of the ways membership can get involved in the School.

## *SECRETARY*

### *Responsibilities*

- Attends and takes minutes at all Board meetings and all general membership meetings.
- Distributes minutes to all members in a timely fashion.
- Files a copy of all minutes in School's files.
- Records attendance at all meetings.
- Files in School's files any pertinent information handed out during meetings, such as Treasurer's report, School calendar, etc.
- Maintains School files and records including Handbook, up-to-date roster, meeting attendance records, meeting minutes, etc.
- Handles any correspondence delegated to the secretary by other Board members or teachers.
- Coordinates with Fundraising Chair to issue donation receipts as necessary.
- Coordinates with Treasurer to assess fines for missed meetings.
- Organizes the nomination process for Board positions.
- Oversees Administrative Support Committee; delegates administrative tasks such as newsletter, calendar, yearbook, milk orders, book orders, alumni list, etc. to Committee.

### *Services:*

- See this person about obtaining minutes of meetings.
- See this person if you have questions about fines for missing a membership meeting.

## *TREASURER I AND II (SHARED POSITION)*

### *Responsibilities*

- Prepares annual budgets in coordination with School and Extended Day staff and appropriate Board members.
- Details expenses and income for Financial Reports.
- Produces monthly ledger sheets.
- Verifies and codes invoices.
- Pays all bills.
- Deposits all funds not sent to Bookkeeper (fundraising, scrip, etc.)
- Collects payroll information and calls it in to Bank (which prepares payroll).
- Picks up and distributes payroll on payday.
- Prepares payroll and tax and paperwork for new employees.
- Collects documentation for all expenditures; reimburses members for expenditures.
- As needed contacts members late in paying tuition; arranges repayment schedules with them; reports status to Board as appropriate.
- Receives input from Extended Day and Participation programs for billing.
- Contact with school's Bookkeeper.
- Manages School's insurance coverage.
- Supervises preparation of all tax returns.
- Serves on Executive, Compensation, and Emergency Hiring Committees.
- Oversees Treasurer Support Committee; delegates appropriate Treasurer tasks to Committee.

### *Services:*

- Ask this person questions regarding your tuition, the budget, insurance and taxes.
- Give this person or his/her designee money to deposit. (exception--tuition payments go directly to the bookkeeper)
- Give this person your receipts for reimbursement.

## *MEMBERSHIP CHAIR*

### *Responsibilities*

- Works closely with Enrollment Chair to assure all membership responsibilities are covered.
- Distributes and collects all appropriate forms from newly-enrolled families, including parent contract, School records (e.g. immunization records - these are given to Health and Safety Chair once collected), and financial aid applications.
- Supports the Enrollment Chair for all of the admissions events.

- For applicants, may be asked to interview prospective parents.
- Updates and distributes handbook.
- Updates, distributes and collects parent contracts.
- Maintains membership files as required by Bylaws: names and addresses of current members and records of families leaving the School.
- Publishes membership lists. Makes sure each family has a handbook, roster, mailbox, and other membership material.
- Via the Financial Aid Coordinator, collects financial aid applications, calculates financial aid budget (together with Treasurer) updates eligibility guidelines, coordinates financial aid committee meetings and informs financial aid applicants about the committee's decisions.
- Responsible for preparing and tracking Tuition, Tuition Grant, Sibling Discount, and Enrollment; communicates this data to Treasurer and Bookkeeper.
- Together with Enrollment Chair, projects enrollment to determine available space; updates enrollment reports to Board and teachers.
- Oversees Membership Committee; delegates appropriate Membership tasks to Committee.
- In the absence of the President, leads Board or General Membership meetings.
- Serves on Executive Committee and Emergency Hiring Committee

*Services:*

- Ask this person if you have questions about your contract, financial aid or questions about forms to be filled out.
- Let this person know if your address or contact information changes

**ADDITIONAL BOARD POSITIONS:**

*DIVERSITY CHAIR*

*Responsibilities*

- Attends monthly Board of Directors meetings and represents to the Board the interests of under-represented members in the School, and works to ensure that mechanisms for strengthening diversity are incorporated into the policies and activities of the School to create an increasingly positive environment for our children.
- Oversees the Diversity Committee and coordinates the annual Diversity Membership meeting whose purpose is to focus on issues related to diversity with the Membership, with support from the Diversity Committee.
- Coordinates outreach efforts to the community to gain increased diversity of membership, in concert with Enrollment.
- Works to ensure the needs and concerns of new and returning Crestmont families from under-represented groups are addressed, in coordination with Membership.
- Works with Personnel Chair to ensure advertising and outreach for new hires reach as diverse a range of applicants as possible.
- Is a resource for the Teachers regarding diversity-related curriculum materials or enrichment.
- Contributes to Committee meetings of other Chairs, including Enrollment, Membership, and Fundraising, again, to ensure that mechanisms for strengthening diversity are incorporated into the policies and activities of the School.

*ENROLLMENT CHAIR*

*Responsibilities*

- Serves as initial contact for prospective families seeking information about School: responds to requests for information on Enrollment voice mail line by directing people to the website, or mailing information.
- Maintains notice by main Crestmont telephone referring questions about enrollment to Enrollment voice mail number (237-9336).
- Maintains up-to-date list of prospective families and their status regarding enrollment.
- Organizes all of the admissions events: 2 information events, approximately 8 tours, 2 or 3 kindergarten evaluation sessions, and sometimes a tea and magic show.
- Oversees and supports the work of the family responsible for all advertisements and the distribution of flyers for the two Information events.
- Represents Crestmont at EBISA Admissions Directors Meetings. Organizes and attends EBISA school fairs.
- Helps Membership Chair coordinate financial aid responsibilities as necessary.
- Coordinates publication of enrollment materials such as brochures, packets, etc.

*Services:*

- Refer calls by prospective parents to this person.

## *FUNDRAISING CHAIR*

### *Responsibilities*

- Plans and coordinates fundraising events and solicits grant donations with support from the Fundraising Committee.
- Coordinates the scrip program.
- Is responsible for tracking families' fundraising obligation (\$300/\$390 per family).
- Is responsible for carrying out fundraising publicity and publicity for other events.
- Responsible for preparing and tracking fundraising and scrip budgets.
- Oversees Fundraising Committee; delegates appropriate fundraising tasks to the Committee.

### *Services:*

1. Direct fundraising or grant-writing ideas and suggestions to this person.
2. Ask this person if you have questions about your fundraising responsibilities.
3. Ask this person for information about the status of your annual fundraising obligation.

## *HEALTH & SAFETY CHAIR*

### *Responsibilities*

- Maintains inventory of first aid supplies in school and in emergency backpacks.
- Assures parent notification of children's injuries.
- Informs Staff and participating parents of any chronic Health condition and allergies. Posts and maintains list of students.
- Coordinates response to outbreaks of lice, contagious diseases, etc.; assures compliance with Health Department measles reporting requirements.
- Coordinates earthquake preparedness program including attending meetings, maintaining and storing backpacks and additional emergency food supplies, assuring bolting and proper storage of School materials, conducting earthquake drills, and overseeing seismic improvements of the buildings as necessary.
- Coordinates fire preparedness program including supervising fire drills, smoke detectors, extinguisher maintenance, etc.
- Provides Membership Chair with appropriate health forms to be sent to new families. Collects health records and immunization forms from new families and files appropriate paper work with the County Health Department. Maintains list of immunization exemptions.
- Collects emergency forms from new members and staff; updates emergency forms for returning members. Collates forms into packets for field trip drivers and emergency back packs, to be done by the first day of school.
- Coordinates asbestos inspection requirements.
- Coordinates TB testing for participating parents and staff with Participation and Personnel chairs.
- Coordinates CPR and First Aid training for staff and participating parents.
- Coordinates preparedness for disasters other than fire and earthquake such as toxic gas release from local industries.
- Oversees Health and Safety Committee.

### *Services:*

- Inform this person of any safety or health concerns at the School.

## *LIAISON*

### *Responsibilities*

- Responsible for mediation of problems between the members of the Crestmont community (parents, staff, Board and friends) following the Conflict Resolution outlined in this Handbook.
- Organizes the Orientation Meeting for new families at the beginning of each year.
- Assigns "Buddy" families to new families
- Initiates conference with any family who gives notice of withdrawal during school year. Conveys pertinent information to Board.
- Formulates annual school survey forms with input from staff and Board before distribution.
- Distributes annual school survey forms in the spring to membership (adults and students) and tabulates results for presentation to Board, individual staff members and membership as appropriate.
- Serves on Personnel Committee.

### *Services:*

- Call this person if you have a problem that you have difficulty resolving with another co-op member, staff member or the Board.
- Give this person your annual school survey forms.
- Refer questions about your buddy responsibilities to this person.

### *MAINTENANCE CHAIR*

#### *Responsibilities*

- Oversees all indoor and outdoor repairs to school buildings and grounds; maintains and prioritizes list of projects.
- Responsible for acquiring all needed equipment for repairs and general maintenance.
- Works with Housekeeping Coordinator to organize and supervise beginning and end of the year (and any mid-year) work parties.
- Prepares and tracks Maintenance and Repair budget.
- Responsible for coordination and record keeping of each family's maintenance hours.
- Coordinates an appropriate response to safety and health issues such as parent safety concerns, overseeing repair of playground equipment or removal of unsafe materials from the ground
- Oversees Maintenance Committee; delegates maintenance tasks.

#### *Services:*

- Inform this person of any needed repairs or gardening work.
- See this person if you have signed up for optional maintenance work

### *PURCHASING CHAIR*

#### *Responsibilities*

- On an on-going basis, purchases School supplies and housekeeping items. May also be called upon to select or pick up major purchases (such as equipment or furniture).
- Purchases requested items within one week of request date. Occasionally purchases "stat" items within 1-2 days of request date.
- Purchases supplies and equipment at warehouses and discount outlets whenever possible.
- In late summer, does major buying of equipment and supplies needed for fall, as requested by staff.
- Assists teachers in planning and purchasing of food and supplies for all-School camp-out.
- On a regular basis, keeps staff informed of their budget status
- Responsible for preparing and tracking General Supplies Budget.
- Working with teachers, prepares and tracks Education Supplies Budget.

#### *Services:*

- Let this person know of needed supplies (e.g., vacuum cleaner bags, art supplies) by filling out supply request form on hall bulletin board.

### *PARTICIPATION CHAIR*

#### *Responsibilities*

- Maintains schedule for participating parents, which is set up according to the requirements outlined by the teachers.
- Coordinates with the teachers to create clear guidelines and expectations for participating parents, and to plan participation meetings
- Trains participating parents so that all understand participation procedures and obligations. In conjunction with Health and Safety, schedules a health and safety training meeting early in the year.
- Schedules and leads Participation meetings. Prepares posts and distributes agendas for these meetings in advance. Works with Day Care Director to confirm that child care is available during the meetings. Records attendance at the meetings. Makes sure minutes are taken, and that these minutes are afterward posted and distributed in a timely fashion.
- Makes sure that parents are participating at all scheduled times.
- Maintains and distributes substitute list.
- Coordinates TB testing and record keeping with Health and Safety Chair.
- Responsible for preparing and tracking Participation budget.

- Oversees Participation Tasks.
- Supports Lunchtime supervisors in their role and coordinates with them about issues that need to be presented at participation meetings.
- Promotes coordination and communication between parents, teachers and lunchtime supervisors

*Services:*

Please work with the Participation Chair to:

- Set up or make changes to your participation schedule .If you have questions about your participation job, concerns about something that is happening at school or recommendations to address a participation issue .If you need to find a sub on a day you will not be able to work snack.
- As a last resort, if you need help finding a substitute on your participation day.
- Bring up an issue at a Participation Meeting or if you are interested in leading a meeting

**PERSONNEL CHAIR**

*Responsibilities*

- Initiates and coordinates all personnel matters, including but not limited to hiring, probationary evaluation, annual evaluation, discipline and termination.
- Coordinates annual, individual employee conferences based on probationary or annual evaluation (in coordination with Liaison and President).
- Maintains confidential employee and Personnel Committee records. Maintains records as required by local, State and Federal law with regard to personnel policies and procedures.
- Meets with staff to assess how things are going and to be alerted to potential problem areas. Attends all-staff meetings.
- Provides assistance to new employees with regard to Crestmont policies, procedures and organization.
- Chairs and directs the Personnel Committee.
- Serves on Compensation Committee.

*Services*

- Contact this person if you are interested in serving on a hiring committee.
- Contact this person if you have concerns regarding Crestmont personnel procedures and/or policies.

**Appendices**

Handbook Information Sheet  
 SAMPLE Participation Schedule & Duties  
 Staff List  
 SAMPLE Parent Contract  
 Application for Waiver of Obligations  
 Special Needs Policy  
 Head Lice Policy

The following pages are provided as examples only. There is no need to remove them and fill them out. Up to date copies of many of these forms will come out with your New Family Information Package early in the summer.

## Sample Participation Schedule and Duties

Since participating parents are in the classroom to assist the teacher, the duties in each class are somewhat different and vary from day to day. This page gives a general overview of how the day is structured. You will find more specific duties posted in or near each class. Please note that Friday times are slightly different since there are no reading groups. All parents: Remember to **sign in** and **out** on the timesheet that is on the Participation bulletin board to the right of the family cubbies and **please be on time**.

### Kindergarten (3 hour, 30 min slot)

8:30 – 8:45 Help teacher set up activities  
8:45 – 10:40 Assist teacher as needed  
Check daily task list  
10:40 – 11:00 Supervise Break/Snack  
11:00 – 12:00 Assist as needed  
Clean up, including bathroom  
Fill dishwasher

### Main Building (3 hour, 30 min OR 3 hour slot)

8:00 – 9:15 2<sup>nd</sup>/3<sup>rd</sup> Grade Participator arrives and assists in Day Care IMPORTANT: Inspect playground for safety hazards before snack time  
9:00 – 9:15 1<sup>st</sup> Grade Participator arrives and assists in Day Care  
9:15 – 10:40 Assist teachers as needed  
Check daily task list Answer telephone  
10:40 – 11:00 Supervise Break/Snack  
11:00 – 12:00 Assist as needed  
Clean up, including bathrooms  
Answer telephone

### 4<sup>th</sup>/5<sup>th</sup> Grade (2 hour and 45 min slot)

9:15 – 10:40 Assist teacher as needed  
Check daily task list  
10:40 – 11:00 Supervise Break/Snack  
11:00 – 12:00 Assist as needed  
Clean up

### Afternoon Kindergarten Participator (2 hour, 30 min slot)

12:00 – 1:00 Supervise Lunch (see below)  
1:00 – 1:10 Debrief with Lunch time Supervisors  
1:10 – 2:30 Assist teacher as needed  
Clean up

### Afternoon Participator, 1<sup>st</sup> Grade (3 hour, 30 min. slot)

12:00 – 1:00 Supervise Lunch (see below)  
1:00 – 1:10 Debrief with Lunch time Supervisors  
1:10 – 2:30 Assist teacher as needed  
Check daily task list  
Clean up  
2:30 – 3:30 Assist in Daycare

### Afternoon Participator, 2<sup>nd</sup>/3<sup>rd</sup> and 4<sup>th</sup>/5<sup>th</sup> Grade (2 hour, 30 min. slot)

12:00 – 1:00 Supervise Lunch (see below)  
1:00 – 1:10 Debrief with Lunch time Supervisors  
1:10 – 2:30 Assist teacher as needed  
Check daily task list  
Clean up

## **Sample Participation Schedule and Duties**

### **Lunch Station Duties**

**Purpose:** General supervision of children playing in area

### **Responsibilities for all Lunch Participators:**

- Assist children to focus on their food for first 15 minutes
- Assist children to find an enjoyable activity
- Assist children to find playmates
- Facilitate conflict resolution and mediation
- Monitor activities for safety and respond to injuries