



Family Handbook 2018-2019

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Cats Class One-Year-Old Children	Ashley Owens TaLaisja Gilliam
Ladybugs Class Two-Year-Old Children	Brittany Gondolfi Shaquira Campbell
Swans Class Three & Four-Year-Old Children Assistant Educator	Natalie Rosbottom Candace Dupree Ivey Simpson
Spanish Educator	Clara Castillo
Music Educator	Ms. Mel Sebel

Extended Day Educators	Clara Castillo Shaquira Campbell TaLaisja Gilliam Patrice Daniels Kimberly Cook
Cabbagetown Campus	
Naturalist & Farm to School Coordinator	Ina Musgrove
Cats Class One-year-old children	Cameron Farmer Wilena Hollis
Ladybugs Educators Two-Year-Old Children	Atai Nail Irina Johnston Mia Santos - (covering Irina's maternity leave and Extended Day)
Frogs Class Three & Four-Year-Old Children <i>Assistant Educator</i>	Amanda Atwell Tiffany Atkinson Nathaniel Cruz-Lindsay
Spanish Educator	Clara Castillo
Music Educator	Ms. Mel Sebel
Extended Day Educators	Wilena Hollis Mia Santos Nathaniel Cruz-Lindsay Sarah Thorsen

Substitutes (both campuses)	Payton Kornder Christina Tate Xenia Aims Patrice Daniels Martha Hutchins
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GPCP FEES AND PAYMENT SCHEDULE

The Board of Directors sets tuition and fees. This is established at the time the school budget for the upcoming year is adopted in the Spring. The Preschool tuition payment policy is as follows.

Registration Fee

Upon acceptance to the Preschool each family must pay a \$175 **non-refundable** registration fee for their child. The registration fee for siblings is \$150 each (e.g. one child/\$175, two children/\$325, etc.).

In-House Families: the registration fee is also paid every year upon registration in January, for the following school year. There is a non-refundable Registration fee of \$150/ first child and \$125 for each sibling.

Enrollment Fee

The Enrollment Fee is due by MAY 1st, or at the time of enrollment if it occurs after May 1st (see below). The amount of the enrolment fee is equal to one month's tuition. The Enrollment Fee is **non-refundable** and acts as a good faith payment towards your child's spot in the school.

After this fee is processed, enrollment is finalized and GPCP is able to organize classroom and parent helper assignments. If the Enrollment Fee is not received by GPCP by May 10th, your child may be withdrawn from the school without further notice.

Students who enroll mid year must pay the Enrollment Fee. This fee varies on how many days the student is being enrolled for, as detailed in the Family Handbook. The enrollment fee is not reduced or prorated for students enrolling mid year.

Regular Tuition Payments for Morning Program

In addition to the Enrollment Fee, there are nine (9 ½) tuition payments for the school year. Monthly tuition is invoiced around the 20th and is due on the first of the following month, with a ten day grace period. If payment is made after the ten (10) day grace period, a ten percent (10%) late fee will be applied to the overdue balance.

The first tuition payment is due on July 1st and the last tuition payment is due on April 1st. Payments are made one month ahead, therefore the July payment covers the ½ month of August and so on, while the April payment covers for May. This is the reason there is no tuition payment in May. This structure supports our school's organization and helps us wrap things up before the end of the school year.

Tuition payments may be mailed to either campus or dropped off at the school during office hours (7:30 AM to 6:00 PM). Make checks payable to GPCP with child's name and payment description

on memo line. Online payments and credit card payments can be made through the Procure system (check-in computer at either campus) or at MyProcure.com using your email address on file at the school. Please note there is a 2% transaction fee for all credit card payments.

Billings in May All children who register at the school after August, will be on a month to month tuition payment schedule, therefore they will make a tuition payment in May to cover for the month of May.

Monthly/Yearly Tuition Fees (including Farm to School Lunch)

2 days per week \$256

3 days per week \$384

4 days per week \$512 (available in the multiage class only)

5 days per week \$640

August tuition is prorated for half of the month

Late Pick-Up – Morning Program

There is a fifteen-minute “grace period” for child pick-up from the morning program. After 1:15pm children will be signed into Extended Day and parents will be billed for the entire hour (\$8.00).

Extended Day Fees

If paid in advance, the Extended Day rate is \$6.00 per hour. A discount of 20% is available for 60 or more prepaid hours. The monthly Prepaid Extended Day Forms are available in the Newsletter section of the website and hard copies are available at each campus each month. Parents can “reserve” Extended Day hours by filling out this form and submitting it **WITH PAYMENT** to the school no later than 6:00 pm on the **25th of the month** (or the next business day if the 25th falls on the weekend,) **With exception of June 2019 which will be due May 22nd, 2019.** Pre-paid hours may be shifted around during the month as long as the school receives notice of the change by 9:00 a.m. on the day scheduled (space permitting). If the school is **not** notified by 9:00 AM that the child will not be attending Extended Day that day, the day is forfeited.

If the prepaid Extended Day form AND payment have not been received by the 25th of the previous month, all prepaid Extended Day hours will be charged at the non-prepaid Extended Day rate of \$8.00 per hour and any discount will be removed.

Exception: If an error is made in calculating the prepaid Extended Day amount due, the Operations Manager/Administrative Assistant shall send notification to the family upon determination of the error. The family shall then have ten (10) days from the date of the notice to pay the remainder of the prepaid Extended Day balance in order to avoid forfeiture of prepaid discounts.

Pre-paid hours may be shifted around during the month as long as the school receives notice of the change by 9:00 a.m. on the day scheduled (space permitting). If the school is **not** notified by 9:00 AM that the child will not be attending Extended Day that day, the day is forfeited.

Non-prepaid Extended Day:

Parents may also choose to pick up afternoon hours on an as needed basis, provided space is available, at a rate of \$8.00 per hour. These Extended Day hours will be billed on the following

month's statement (i.e., Extended Day hours used in September will appear on November's statement).

Extended Day is also open to children in the community who are not enrolled in the morning program on a prepaid basis only. Families wishing to utilize the Extended Day Program for a child not enrolled in the morning program must pay the Registration Fee of \$100 per child and fill out all registration and emergency forms. The rate for non-enrolled families is \$8 per hour. All other Prepaid Extended Day rules and procedures for non-enrolled families will be the same as described above. Priority is given to children enrolled in the morning program. Families will be notified by the first of the month if their requested days are not available.

Extended Day is billed in *hourly increments*. If your child is in Extended Day after the first fifteen (15) minutes of the hour, you will be charged for the full hour. All children must be picked up from Extended Day no later than 6:00 p.m. in order to avoid late pick-up fees.

Late Pick-Up Fee – Afternoon Program

After 6:00 PM a late fee of \$1.00 per minute will be charged. Families will be billed accordingly.

Early Arrival

The school offers Early Arrival from 7:30 AM to 9:00 AM. The cost for Early Arrival is the same as Extended Day. Prepaid fees are \$6.00 an hour or \$3.00 for ½ hour (8:30AM to 9:00AM).

Non-prepaid cost for Early Arrival is \$8.00 for the hour (8:00 AM to 9:00 AM) or \$4.00 for the ½ hour (8:30 AM to 9:00 AM). Please note: we only bill in half-hour (1/2 hour) increments for Early Arrival and there is NO grace period built into Early Arrival hours. We also ask that you do not drop off your child in the classroom before 9:00am unless you are utilizing Early Arrival.

Pick Up Extra Days

If you have planned absences from school, we ask that you please sign your child “out” on the Pick Up Extra Days sheet posted on the communications board in your child's class. In addition, if your child is sick and unable to attend school, we ask that you call the office and notify us. As a courtesy to our families, the school offers the option to pick up extra days for children who do not normally attend school 5 days/week. Children can sign up to come to school on days when we have an opening, by signing “in” for that day and attend class. Each pick up day is billed at the rate of **\$35/day** and is billed on the next month's statement.

Field Trip Fees

There is no activity fee. However, parents may be asked to pay for any individual field trips and/or asked to contribute towards special project materials.

Missed Workday Fee

Families who do not fulfill their workday **Agreement** by the end of the school will pay a \$75 fee.

Missed Fundraising Agreement Fee

If a family fails to complete the fundraising or Auction Agreement Shift (see Parent Involvement Agreements section below) by the end of the school year, they will pay a \$75 fee.

Missed AUCTION Agreement Fee

Each family is required to donate a minimum of two items that will realistically sell at the auction for a combined total of \$200 or more. Families may make a contribution of \$250 in lieu of item donations. Failure to fulfill this requirement by the donation deadline will result in a fee of \$300 that would be added to the next billing period.

Missed Parent Helper Day Fee

In the event that a family fails to appear on their scheduled parent helper day without communication to the office, a fine will be assessed of \$100 per day. If this occurs more than twice, the school has the right to exercise the option to discuss your commitment to the school.

Missed Committee Work Fee

If a family fails to fulfill this agreement by the end of the school year, they will pay a \$75 fee.

General Information:

Typically a family will receive a monthly statement on or around the 21st of the month, for charges due on the 1st of the following month. In order to avoid late payment fees and/or other penalties, the full amount of the statement must be paid on or before the 10th of the month (ten day grace period).

Disputes:

Any dispute involving the amount invoiced or the status of late payment fees and/or penalties will be resolved by unanimous agreement of the Operations Manager, Finance Chairperson, and the Executive Director. If unanimous agreement cannot be achieved, the dispute shall be resolved in favor of the family.

*Applicable year end fees will be billed to families during the April billing cycle, giving families fair notice to pay before the end of the year, and also ample opportunity to fulfill outstanding Parent Helper, Committee, Auction, Workday, or Fundraising requirements and thereby have the fees waived.

Late Payment Procedure

Any unpaid invoices at the end of the grace period (ten days after the first of the month) will receive a ten percent (10%) late fee which will be billed on or around the 21st of the month. Payment will be due on 1st of the following month.

Delinquent Accounts:

If the account is not current after a second consecutive month, a late fee equal to 10% of the total unpaid balance will be charged. In addition, the family will not be allowed to utilize the Extended Day Program (either prepaid or billed) until payment is made in full.

Also, the family will be suspended from attending GPCP starting on the 2nd Monday following the 10th of the month unless payment is made in full prior to this time. The family's spot will be held

open for 2 weeks during suspension. If payment is made in full during this time, the family will be allowed to return to GPCP immediately upon receipt of payment. If payment is not made prior to the end of the 2 weeks, the family's spot will be made available to the next family on the wait list or the general public if no wait list exists. If the spot is filled from the wait list or a new admission, the family will be considered withdrawn. If the family makes payment in full before the spot can be otherwise filled, they will be allowed to return to GPCP immediately.

Re-Enrollment:

Accounts must be current in order for a family to re-enroll in the school.

Families having difficulty meeting their payment obligations should communicate with the Operations Manager as soon as possible in order to explore payment plan, inquire about scholarship money available or other options that may be available.

Mid Year Student Enrollment Policy

a- **Enrollment Fee - New Students:** New students who enroll mid year must pay the Enrollment Fee. This fee amount varies on how many days the student is being enrolled for and is equal to one month's tuition, as detailed above. The enrollment fee is not reduced or prorated for students enrolling mid year.

b- **Enrollment Fee - In-House students:** In-house students who increase attendance mid year will have an adjustment to their enrolment fee. Furthermore, as a courtesy to our In-House families, this enrollment fee increase will be reduced by 50% after December 31st.

An example that illustrates point b is the case of a child increasing attendance from 2 days to 5 days in December. This family is billed for the prorated difference of the enrollment fee, which would be \$384. If the family increases attendance from 2 days to 5 days in January, this family will be billed for 50% of the prorated enrolment fee, which would be \$192.

c- Because the enrolment fee is non-refundable, this fee will not be prorated and money will not be refunded in the case of a child reducing their enrolled days in the middle of the school year.

Initial Month's Payment

Families will begin paying tuition at time of enrollment at the amount due according to the days enrolled. If the student is not starting at the first of the month, tuition will be prorated for the first month according to the following formula:

Number of days child attended that month divided by total number of days for that schedule in the month, multiplied by tuition rate.

As mentioned above, an Enrollment Fee will also be due with the first payment.

Example: Family and GPCP agree to start a student with a 5 day enrollment on Monday, November 15th. At that point, per the November calendar, student will attend 50% of a 5 day student days (10 out of 20 days) for November. Thus, family should be billed for a full Enrollment Fee of \$640 plus \$320 (\$600 X 50%) to prorate the first month's tuition.

Tuition payment:

In the case of a currently enrolled student increasing enrolled days during the school year, the previous monthly tuition shall be assessed for the number of days being increased on the next monthly bill.

Example: Family and GPCP agree to move a child from 2 days to 5 days a week December 1. Family should be billed for the difference of their November payment since that payment covers for December.

Billings in May

All children who register after August, will be on a non prepaid tuition payment schedule, therefore they will make a tuition payment in May to cover for May.

Mid Year Student Withdrawal Policy

When withdrawing a child from the school or reducing the number of days in attendance, the Executive Director shall be notified in writing 30 days in advance. As long as the family account is current, there shall be no monetary penalty for early withdrawal or reduction of day’s attendance. If the family account is not current, the Late Payment Policy shall apply. Any family that withdraws from the school will be expected to pay all billed tuition, Extended Day and other fees on their account. GPCP will pursue collection for any account left unpaid over ninety (90) days.

A. Notification Requirement met

If the Notification Requirement is met, and the family’s account is up to date, then families would be paid off since they would have paid the current month with the payment made on the previous month.

Example: Family gives notice on October 29th of a planned last day of Nov 30th. Assuming the family’s account is up-to-date, then this family would not need to make any more payments and the school will not owe this family any money either. This is because the family would have already paid for November’s tuition with their October payment.

Number of Days in Month Student Actually Attended X Tuition Paid for Month = Amount Due for Month

Number of Days in Month Student Would Have Attended

Any overpaid amount will be refunded within 30 days of departure.

Currently Enrolled Child Decreasing Days

In the case of a currently enrolled child decreasing enrolled days during the school year, the family will be required to meet the 30-days notification requirement. Once that requirement is met, there will be no penalty for decreasing days during the school year. The enrollment fee which was paid upon enrollment remains the same. There is no refund.

Example: Family gives notice on October 29th of a plan to decrease days starting in December. In this situation, the school would bill the family according to the new # of days and family would pay for December with their November payment.

B. If the requirement is not met

In the case of a currently enrolled child decreasing enrolled days during the school year, the family will be required to meet the 30-days notification requirement. If that requirement is NOT met, there will be a penalty for decreasing days during the school year. The enrollment fee which was paid upon enrollment remains the same. There is no refund.

Example: Family gives notice on October 29th of a plan to decrease days starting in November. In this situation, the school would not adjust the billing and the family would need to pay for the amount of days the child has been attending school for one more month. The new reduced rate will apply the following month.

GPCP offers a flexible and wide range of options for each family to customize their engagement to the Preschool. For example, each family has an opportunity to select the number of days their child(ren) attend, two, three, or five days, from 9:00am to 1:00pm. For working families or families that otherwise would like additional care, early arrival is available from 7:30 a.m. until 9:00 a.m., and Extended Day hours are available from 1:00-6:00 p.m.

Recognizing that families have a range of needs, GPCP's structure allows parents to have the opportunity on a monthly basis to choose the number of Early Arrival or Extended Day hours for their child, paying only for the number of hours they select. This process provides a high-level of flexibility and personalization.

Parent Testimonial

“As a mother who works full time and travels for work frequently, I really appreciate the flexibility that GPCP’s payment and hour structure affords us. My husband and I rely on the extended care hours when we are both juggling our professional obligations. It brings us tremendous comfort to know that our son is learning, growing, and being lovingly supported while we are at work. On the flip side, when we have family visit from out of town and need less extended care, we are able to trim the hours and save money. It’s the perfect blend of flexibility, affordability, and cooperation in a nurturing preschool environment.” - Sara Totonchi, GPCP Mom

GENERAL INFORMATION

History of Grant Park Cooperative Preschool

During the last decades, the city of Atlanta has been experiencing a radical transformation. Many people are now choosing to live in older in-town neighborhoods that value community. They are also rescuing beautiful homes that were neglected in the second half of the last century. Grant Park and Cabbagetown are excellent examples of this trend. The people in these communities want to connect with history and with other people. There are several different networks and groups working in this direction. At some point, education for young children became a need that had to find its voice and space.

Gabriela Garcia, after being involved for four years as a parent and Spanish educator at Inman Park Cooperative Preschool, a school located in a neighboring community, brought the idea of creating a “twin” school in Grant Park, since the demand for a school for young children was so clear. The

idea took shape when a small but enthusiastic group of parents and church representatives met at Gabriela's house in January of 2000. From this encounter came the decision to move forward with a new preschool. With the support of interested families and the community at large, the school opened its doors nine months later, serving forty children, ages one to four. Currently, the school serves over 140 families.

The Grant Park Cooperative Preschool ("GPCP") chose to be a cooperative so parents can participate actively in their children's education. As a non-profit cooperative organization, parents are fully responsible for the operation of the school, and this participation is part of our identity as a learning community.

In February of 2006, the dream of growing and opening a second campus became a reality after a neighbor from Cabbagetown proposed the idea to us. The board embraced the idea and with a lot of enthusiasm, hard work from 40 founding families and support from the Grant Park families, the new campus opened its doors in the fall of the 2006-2007 school year. The Cabbagetown Campus operated on the third floor in the St. Paul building for the first year of operations and now resides in its permanent space in the Cabbagetown Community Center.

Our Vision

Grant Park Cooperative Preschool is envisioned as a community of learners comprised of children, parents, educators and community members. Our school is distinct as a cooperative that values integral parent participation. We serve the diverse populations of historic in-town neighborhoods such as Grant Park, Cabbagetown and surrounding areas.

Our school's identity is framed by substantive commitment to advocacy for young children's right to high quality education and joyful childhood. We foster an atmosphere of mutual respect in an enriched learning environment, supported by many forms of parent participation. We believe that the contributions of all members of our learning community enhance each other's experiences and understanding.

Educators cultivate experiences that nurture essential qualities such as self-competence, inner discipline, critical thinking, self-respect, responsibility, self-confidence, empathy, and curiosity.

Our Core Values

Community

"We are a diverse group of learners, children, parents, educators and community members. Through our relational experiences, we share perspectives in order to cultivate a context for respectful living and learning. We create our identity through these conversations and continue to define our context through working collaboratively"

Cooperation

"We embrace cooperation as participation in the daily life of the school for the well being of our community. As such we are accountable for investing in the continued growth and development of

our organization. In order to achieve our vision, we believe that we must persevere together and confront challenges through open dialogue and shared listening.”

Process & Growth

“Knowledge, as we believe, is synthesizing information over time. The process of building knowledge is the inherent right of each child, educator, and parent. We collaboratively construct knowledge in a dialogue of open communication, acute observation and deep analysis while cultivating a love of learning.”

Diversity

“We believe that our differences strengthen our collaboration. We strive to embrace multiple points of view and different ways of knowing.

Our individual voices enhance the integrity of our community and it is through the collection of those voices that we are able to construct new meaning.”

Purpose

It is the purpose of GPCP to provide a secure, happy, consistent and loving environment in which children will flourish. In such a setting we strive to foster self-confident, caring, and inquisitive young people and to provide for them the foundation for acquiring basic skills and an understanding of the world around them. The program is designed to encourage the development of the child's self-respect and inner discipline. Primary importance is placed upon creating opportunities for the children to satisfy their natural curiosity and to find fulfilling outlets through music, art, language, literature, and dramatic and other forms of play. Experiences that invite the child to explore the natural world and those that encourage achievement of increasing levels of physical competence are an integral part of the program as well. Increasing skills and understanding in social relationships are fostered through these experiences.

GPCP admits students of any race, color, religion, sex, sexual orientation, national or ethnic origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, athletic or other school administered programs.

PROGRAMS

The Preschool Program

GPCP is a non-profit organization comprised of parents/guardians of children enrolled in the school. The school is a cooperative organization, which means that full responsibility for running the school is shared among all families currently enrolled. Children ages one-year-old through four-years-old are accepted into the program. *Children entering the one-year-old class must turn one by September 1st and be walking by the time school starts.*

The hours for the Preschool Program are Monday through Friday from 9:00 a.m. until 1:00 p.m. The school year runs from the middle of August until the end of May. Holidays and school closings

generally follow the Atlanta Public School System, but may vary slightly (see GPCP school calendar for exact dates).

Farm to School

In the 2012-2013 school year, GPCP piloted the Farm to Table program at the Grant Park campus by making the transition from lunch box lunches to family style dining with lunch prepared on-site. Produce and organic milk is purchased from local farms through CSA's and the Turnip Truck. We also get fresh eggs from our chickens. In 2013, both campuses began serving lunch this way. The Farm to School Initiative is part of a movement committed to producing food locally, networking with consumers and local farmers. sustainable living and community-supported agriculture. Participation in the Farm to School program involves advocacy for an engagement in various initiatives concerned with child nutrition, healthy living, nature and sustainable gardening.

The Farm to School program is designed to empower children to make informed food choices through health literacy, take active roles in strengthening their community through cooperative work in farms and gardens at school, within our neighborhoods and local farms. We have hands-on partnerships with local farmers. We have partnered with a couple of CSAs (Community Supported Agriculture), to receive fresh produce through a network of local farms. This endeavor is in conjunction with the Farm to School Initiative, which supports our continuing commitment to our core values of Community, Cooperation, Diversity and Process & Growth.

Lunch Program

All children enjoy a healthy and nutritious lunch each day prepared at school that follows Bright From the Start guidelines. Our lunch program is designed to support awareness of where our food comes from, seasonal cycles from planting-harvesting-consumption of *farm to table*, a sense of community and allergy safety. Children, parents and educators garden in our school and community gardens, harvest vegetables and eggs from our chickens, peel and cut fruit and vegetables, make bread as part of our daily life together. This also includes planning and preparing meals daily.

Lunches consist of a type of bean (protein), a grain, a vegetable or two, a fruit and milk, served family style. Simple, small appliances are utilized to cook the food, such as crock pots and steamers. At Cabbagetown campus the food is prepared in the kitchen, and at Grant Park campus, in the kitchenette in the Swan's classroom.

Early Arrival and Extended Day

To supplement the Morning Program, GPCP offers an *Extended Day* Program from 1:15 PM to 6:00 PM on regular school days only. *Early Arrival* is also offered from 7:30 AM to 9:00 AM. These programs are staffed by qualified personnel and can provide a variety of rich experiences including music, movement, yoga, Spanish classes, dramatic play, story time and rest times. *Extended Day* and *Early Arrival* are **NOT** available during Mini-Camps.

The *Extended Day* Program is open to children enrolled in the regular preschool program, as well as to other children in the community. Those who regularly attend the Extended Day programs may sign up and pay in advance of each month to guarantee space in the program and receive discounted rates. Limited drop-in space is available at a higher hourly rate.

Summer Camp

The Summer Camp Program is more relaxed than the regular school year program, with a lot of emphasis on exploratory play. The school day is from 9:00 AM to 1:00 PM and Early Arrival and Extended Day hours are available. We offer three (3) 3-week sessions for Preschool Age children at our Grant Park campus, and seven (7) 1-week sessions on our Cabbagetown campus for School Age children (age 5-11). Sessions may not be split. If a family only desires to participate in a partial amount of a session they must pay for the entire session. Registration for the summer camp program is held in February/March with priority given to In-House families. A non-refundable payment equal to one session per child is due at the time of registration. This payment serves as the deposit. Full payment for all summer sessions is due by the first day of Camp. Families who have not enrolled in Summer or school at GPCP previously must pay a non-refundable registration fee of \$50 per child in addition to the above session fees.

Depending on space availability, a family can switch sessions by giving written notice no later than two weeks in advance of the beginning of the session. No refunds are given for Summer Camp payments after the deadline in June, as stated by the Summer Camp information package.

Mini Camp

GPCP offers several mini camps during the school year to support families in need of childcare during school closings. All children enrolled in the current school year and their siblings are eligible to attend our mini camps.

We offer a Winter mini camp during the second week of the break and a Spring Break mini camp. The cost for these camps are \$30 per day (non-refundable), which must be pre-paid. Parents must also provide snack and lunch for their child in a labeled container. The school provides milk.

The Curriculum

The educational approach at GPCP has evolved since opening in the fall of 2000 as we explored several types of curricula and educational philosophies. Our practice has been most influenced by the Reggio Emilia Approach. During the first school year, the director, some of the educators, and the education committee members discovered the Reggio Emilia Approach to Education and delved into a continued study of this innovative way of thinking about young children's education and its fundamentals. Since then, many of the educators and the director have visited the schools in Reggio Emilia, Italy, and have been strong participants of Project Infinity, an on-going project that begun in the summer of 2001 bringing many schools together for collaboration using the Reggio Approach as our inspiration. The theoretical encounter with Italian educators became a wonderful source of inspiration to become, not a Reggio School, but the best school we can be. This approach fits perfectly with our vision of the kind of place we strive to be. We believe cooperation among children, educators and families is the backbone of establishing a school as a community of learners.

The Reggio Emilia Approach has also encouraged us to find our own roots, identity, and values as individuals and as a community.

Our school's philosophy supports and assists in the development of our on-going curriculum. Our **philosophy** supports the understanding of *why* we make the choices we make in our work with young children while our **curriculum** assists us in understanding *how* to make decisions about the work we do with young children.

Grant Park Cooperative Preschool's Educational Approach

The program focuses on the total development of the child including cognitive, communication, language, social, emotional, and physical skills. In planning the program the following four assumptions are used as guidelines:

1. The child learns best through direct interaction with the environment. Learning comes through playing and experiences encourage discovery, problem solving, social interaction, and collaboration among children, parents, and educators.
2. The child's total development follows a hierarchy of stages and sequences. The program changes appropriately as the child grows and moves through stages of development. Educators organize experiences which address the current interests and skill levels of the children in any given group.
3. The young child's confidence, knowledge of self, and willingness to risk grow through positive and successful experiences. Working in small groups enables the educators to know and plan for an individual child's skill level and to provide assistance so as to minimize confusing, overly frustrating, or meaningless experiences.
4. The classroom environment is designed to maximize a child's independence and to present challenges, which contribute to personal growth.
5. All children, parents, and educators benefit from being in an inclusive, stimulating social context in which everybody is different and has something unique to contribute. Everybody benefits from interacting with different people.
6. All children deserve and benefit from many ways of acquiring and expressing knowledge as well as engaging others with their preferences and interests.
7. The child's experiences, home-life, and world away from GPCP are essential to learning. The curriculum is planned to fully integrate home-life and school-life. The experiences organized for each day stem from events in the child's life, in consultation with parents, including but not limited to new additions to a family, illness, holidays, moving and other important life events.

The Grant Park Classrooms

The Grant Park Campus operates three classes serving ages one-year-old through four-years-old. The cut off birthdate is September 1st, following Atlanta Public School's class make up.

Cats Class (One-Year-Olds)

- 12 children with 2 co-educators
- One parent helper each school day

- Children may attend two (T/TH), three (M/W/F) or five days per week.

Ladybugs Class (Two-Year-Olds)

- 16 children with 2 co-educators
- One parent helper each school day
- Children may attend two (T/TH), three (M/W/F) or five (M-F) days per week.

Swans Multiage Class (Three- and Four-Year-Olds)

- 26 children with 2 co-educators and an educator assistant
- One parent helper each day
- Children may attend two, three, four or five days per week.

The Cabbagetown Classrooms

The Cabbagetown Campus operates three classes serving ages one-year-old through four-years-old. The cut off birthdate is September 1st, following Atlanta Public School's class make up.

Cats Class (One-Year-Olds)

- 9 children with 2 co-educators
- One parent helper each school day
- Children may attend two (T/TH), three (M/W/F) or five days per week.

Ladybugs Class (Two-Year-Olds)

- 13 children with 2 co-educators
- One parent helper each school day
- Children may attend two (T/TH), three (M/W/F) or five (M-F) days per week.

Frogs Multiage Class (Three- and Four-Year-Olds)

- 22 children with 2 co-educators and an educator assistant
- One parent helper each day
- Children may attend two, three, four or five days per week.

Atelier

Originally suggestive of artists' studios, the word *atelier* has been re-imagined in terms of its relationship to children's learning, reflective thinking, and creativity. The atelier has come to mean a space where children and adults can actively engage their hands and brains in a dialogue of expression and careful listening to their own imaginations as well as those of others. The atelier offers opportunities for developing technical knowledge in the symbolic languages. In addition, the atelier provides a place where adults can gain understanding about how children learn, how they build relationships, and how they construct their own knowledge.

The Atelierista offers another perspective on the experiences and learning processes that occur in the school. The Atelierista can follow the children's ideas, and she can support them to better define their dreams as well as their use of multiple languages to express their understanding of how the world works.

The Atelierista works in close collaboration with all the educators, promoting circulation of ideas and facilitating connections between the atelier and the classrooms, as well as among the classrooms. The Atelierista supports the integrity of the work and the school's culture and pedagogy.

The Naturalist

The Naturalist position was incorporated in the fall of 2011. The decision of creating this position came about as a way to support and enrich GPCP's connections with nature. This additional position also gives extra support to both campuses. Our school's interactions within Grant Park and Cabbagetown Parks are a daily source of inspiration and learning opportunities. The inspiration for this position came from colleagues from the Overfield School in Ohio.

The Naturalist works closely with the atelieristas and classroom educators, facilitating explorations and supporting our school's love for nature. Similarly to the Atelierista, the Naturalist works with all children from all age groups.

Spanish

Spanish has been an integral part of our school since day one. Spanish is taught two days/week at each campus. The Spanish class is interactive and an emergent class. The Spanish educator is the same for both campuses.

Music

Music is taught once a week at each campus and gives the children opportunities to dance and sing to some of their favorite songs. The Music educator is the same for both campuses.

Class Structure

GPCP provides classes that are more homogeneous in age grouping for the one-year-olds and two-year-olds attending the program. A multi-age experience is provided for the three- and four-year-old children.

One- and two-year-old children are grouped only with others of their same age, as this is a period of rapid developmental growth. This allows them the opportunity to adjust to the preschool setting and provides exposure to age-appropriate learning experiences without unnecessary frustration. The multi-age classroom for three- and four-year-olds provides a broader experience base from which the child can learn to interact with both his/her peers and with other children, both older and younger. This affords the child an opportunity to be both an educator and a student within the classroom setting.

The educators plan and develop weekly projections that are posted outside the classroom. Everything is carefully thought out with the purpose of offering rich educational experiences. These projections vary and reflect the educational curiosities of the class. The children's experiences include but are not limited to building, sculpting, drawing, music, drama, art, movement, storytelling, writing, reading, and other experiences that support children's creative, emotional,

physical, and cognitive abilities to their fullest potential. This takes place in a loving atmosphere where children are challenged without force and motivated to grow as individuals without undue competition. The educators also assist with the physical needs of the child such as diaper changing, trips to the bathroom, meals, etc.

Educators communicate regularly with parents regarding the child's classroom experiences in many ways: through monthly newsletters, direct verbal communication and family/educator conferences. In addition, each child has a portfolio that is sent home throughout the year. Portfolios are an integral part of bridging a child's home-life and school-life. The portfolio pages give "visibility" to the work that takes place at school, highlighting the child's personal interests, personality and experiences at school. Parents are also encouraged to add to the portfolio by adding documentation about the child's life at home. Morning educators have six hours scheduled during the week when they are not working with children. These hours are used to complete all the work involved, including but not limited to developing projections, creating portfolio pages, panels and presentations to give visibility to the children's work.

During the course of the school year, two private conferences between the educator and the parents/guardians are scheduled to discuss the child's growth and development.

“Inserimento” or Period of Transition and Adjustment

The concept of “Inserimento” indicates the initial process of the child's adjustment into a new community. **How do we handle this important process?**

During this period of adjustment, the educators provide the opportunity for children to be cared for and nurtured by their parents in the out-of-home context. In other words, this means that parents are invited and requested to spend as much time as possible in the classroom during the first days or weeks of school (as long as the child needs).

Although this privilege will not last forever, it gives young children an initial feeling of familiarity and emotional security that usually carries over when the parent is no longer present. This practice also aims to give educators the opportunity to learn about individual patterns of interaction and about differences in parental style. Gradually, as parents begin to reduce their presence, parents and children will experience their first separations and reunions. Eventually the child will benefit from the relationships growing between parents and educators.

During this period, some specific group experiences with other families, such as parent-educator meetings and working in the Atelier may be offered in order to give parents the opportunity for families to build relationships with each other and with the children. The practice of sharing among adults may reduce individuals' anxiety and at the same time provide them with a context for autonomous reflections on their own style of relationships. Once the child starts feeling familiar with the educator and the new environment, a short and quick good-bye is recommended.

Zoo Atlanta Partnership

In 2012, GPCP entered into a partnership with Zoo Atlanta. While our relationship to the neighborhood parks is always at the center of our daily explorations with children, we also give attention to developing relationships with other aspects of our community. Our partnership with Zoo Atlanta has become an integral part of GPCP by not only providing interesting trips for our children and educators, but also by donating a portion of membership funds to our school each year and providing exciting and enriching professional development for our educators through certified Bright From the Start training.

Our partnership has enabled children from both campuses to have unlimited visits to the zoo in order to support children's strong interests in the animals they observe there. Visiting the Zoo regularly supports and expands the children's research on animals and habitats, wildlife conservation, and the natural world. The partnership supports empathy toward animals as individuals as well as members of communities, builds awareness about extinction, and promotes responsible attitudes about protection and conservation. We believe children are capable of thinking critically about sustainability issues, conduct important action research, and benefit from the rich, natural environments of a zoo right in our urban neighborhood.

POLICY AND ADMINISTRATION

To tend to the administration of the school, each spring the parent body elects its Board of Directors (made up of fellow parents from both campuses, the Executive Director, an educator representative and an alumni representative). Voting eligibility is based on current school enrollment.

Board members serve one to two year terms, beginning June 1 and ending on June 30 of the following year. The President leads the Board of Directors and serves as the Chief Executive Officer of the corporation. In addition, there are eleven (11) additional board members that serve as committee chairs or in another capacity. Decisions involving school policy and/or fiduciary matters are voted on by the Board of Directors.

Board meetings are held on the second Tuesday evening of each month at the school and all parents are welcome to attend. The Board is responsible for giving ample notice of all agendas and meetings, and for keeping the parent body informed of all action taken at Board meetings. Board meeting minutes are posted on the school's Website. All parents should feel free to take an active role in the management of the school by staying informed and offering input. Parents interested in serving on the Board are strongly encouraged to do so by contacting the Board President and/or Executive Director.

Committees

One parent/guardian representing each family enrolled in the preschool is required to serve on one of the School's committees. When families register their child, they are asked to make two committee choices. Every effort is made to give families their first choice while we also make sure that each committee is adequately staffed. The amount of time each parent spends every month on their

committee work will vary depending on the specific committee they are in. However, each family should anticipate spending approximately three (3) hours per month on committee work.

The following are Board committees and the committee chairperson holds a position on the Board of Directors:

President:

- Organizes and prepares agendas, and leads board meetings efficiently.
- Ensure that board members adhere to all bylaws and that the members are accountable for their performance while conducting board business.
- Ensure that all board members operate with constructive, productive, and positive communication while conducting board business.
- Ensures that effective communication is made in all discussion, and that development and evaluation of board members is ongoing.
- Serves as a primary liaison between the board and the Executive Director.
 - Meets with the Executive Director regularly
 - Ensures that periodic performance reviews of the executive director are conducted
- Serves as a primary liaison between other entities that have involvement with the school (i.e. community organizations, donors, funders, and other organizations)
 - Meets with these various organizations regularly or designates a representative to do so on behalf of the school
- Provides regular communication of board business to the constituents of GPCP (parents).
- Assigns or delegates tasks to individual committees as necessary.

Personnel Chair:

There will be 1 chair and 2 members (1 per campus).

- Conducts the annual parent survey in teh Spring
- Oversees the annual evaluation of the ED through the following process:
 - The ED establishes goals during the summer for the upcoming school year and presents a draft of goals to the Board for review, comment, and recommendations. Parent survey comments are used to develop the ED goals for the following school year.
 - Goals are considered final once mutual agreement between the Board and the ED is achieved and a quorum is reached.
 - Goals are based on the ED's ambitions and ideas/plans for the school for the future school year. Goals are established in the following categories: budget, professional development (for ED and teachers), pedagogy, personal development and school-wide logistical items.
 - A minimum of 3 individuals are selected as observes to provide written feedback on the ED's achievements against the goals. Observers may include individuals from the school

community, including but not limited to: educators, members of the pedagogical team, staff member (non-educator), Board member and member from the parent body.

- The Personnel chair will compile the ED's self evaluation, solicited observer feedback, and the pedagogical team annual assessment responses and any relevant information from parent surveys and facilitate one closed-session Board discussion (late April/May) of the ED's performance. Personnel chair will draft a formal written evaluation of the ED for Board approval at the end of the school year that will include goal recommendations for the upcoming year. Recommendations will be made by May, prior to the establishment of new goal setting in the summer.
- Performs exit interviews of staff members who leave or decline to return for reasons other than termination. The personnel chair should solicit at least one additional board member to participate in the interview (preferably the at-large and/or alumni board members).
- Drafts new personnel policies upon request of Board, ED, or other staff members for consideration by the Board. Revise old personnel policies as necessary.
- Offers a one-hour review of GPCP's anti-harassment and non-discrimination workplace policies with new teachers during August training week.
- Solicits 2 yearly updates (December; May) from ED about personnel issues and professional development of staff members, particularly new teachers.

Treasurer:

Made up of a chair and one member.

- The Treasurer reports solely to the GPCP Board of Directors.
- The Treasurer advises the Board, the Executive Director, and Operations Manager as necessary.
- It is the primary role of the Treasurer to ensure the fiscal health of GPCP.
- To fulfill this role, the Treasurer shall:
 - Review Executive Director's proposed budget with ED and Operations Manager. Help document the "Plan" i.e. the expected monthly breakout for each budget item to ensure healthy cash flow throughout the year and help with inputting the plan estimates into the monthly budget columns
 - Together, with the Executive Director, present the budget to the Board for approval, disapproval, or modification.
 - Track budget performance and Report the results to the board at each board meeting.
 - Give advice to the Executive Director, Operations Manager and the Board concerning financial matters.
- Due to the responsibility set forth above, the Treasurer will have a significant advisory role (to both the Board and the Executive Director) in the following areas:
 - Setting prices for tuition and other services.
 - Debt maintenance.
 - Contracts that involve a significant financial component.
 - Fundamental changes to pricing or expense structure.

o Management of any investment accounts including necessary meetings with account manager to help process deposits to and withdrawals from the account into the operating budget when agreed by the Board and ED.

● In order to adequately track budget performance, the Treasurer shall have access to all GPCP financial information including, but not limited to, bank accounts, credit accounts, vendor accounts, accounting databases, and payroll information. If access to relevant information is not readily available to the Treasurer, the Executive Director and/or Operations Manager shall provide this information upon request or in regular updates as determined by agreement among the Treasurer, the Executive Director, and the Operations Manager.

● The Treasurer also has the following responsibilities:

o Introduce new and/or modify existing policies related to the financial operation of GPCP and present them to the Board for approval, disapproval, or modification.

o Make recommendation on eligibility of scholarship applications and amount of award and participate in final determination of scholarship awards along with the Executive Director and the President.

o Make recommendation concerning payment plans for families that are delinquent and participate in final determination of plan along with the family and the Executive Director.

Pedagogical Support Committee

This committee is chaired by one representative from either campus who holds a position on the Board of Directors. The committee chair works closely with two vice-chairs, one from each campus. This committee performs tasks related to all parent involvement aspects of the school, and organizes other activities and events in support of the families of the school. The committee also works closely with the Executive Director and Pedagogical Team providing support to educators (e.g., Class Meetings Assistant/Librarian, Social Coordinator, Teacher Fund Coordinator, and other activities). To best perform these activities, it is encouraged that this committee has representatives from all the classes on both campuses, particularly to fill the roles of Class Meetings Assistant/Librarian and Social Coordinator for each class.

The Committee is responsible for the following events:

- New Family Orientation
- Back to School Night
- Educator Exchange Days
- Conferences hosted by the school
- Graduation Ceremony and End of the Year Celebration.

The Committee also has the following responsibilities:

- Organize and execute the Mentor Program, providing support to new families
- Cater monthly staff lunches including New Educator Orientation
- Plan and coordinate Educator Appreciation Week each Spring
- Organize meal brigades for families in need
- Organize class socials throughout the year (one in the Fall and one in the Spring)

- Support the children’s booth at the Farmers Market in Grant Park. GPCP participates in the farmers market, together with 4 other organizations and is responsible for the booth every five weeks.
- Support the Farm to School lunch program. There are two Farm to School representatives at each campus. The Farm to School representatives support the lunch program with the following duties:
 - Support the partnerships developed with local farmers and research food product availability
 - Present healthy & safe food prep techniques
 - Share recommendations for parent on how to encourage healthy eating habits
 - Assist in creating a parent friendly recipe book for at home food preparation
 - Submit write ups for School newsletter
 - Revise parent helper duties to tie in with F2T

Finally, the committee members should consider themselves “ambassadors” for the school, continually looking for ways to improve communication, solicit feedback to take back to the Board of Directors and to improve morale and chemistry between the families and the educators.

Health & Safety:

The Health & Safety committee makes recommendations to the Executive Director and/or Board of Directors regarding maintaining a safe school environment. It also reviews policies for compliance with Bright From the Start regulations and works in collaboration with the Operations Manager. There will be a total of 1 chair from either campus and 8 committee members.

In the event of reported lice, either in the school or at home, the H&S committee will support the school in the following way:

- The chair of the Health and Safety committee will notify the members and coordinate volunteers for screening and laundry.
- All linens from the extended day program will be washed by the members of the Health and Safety committee.

Refer to Lice Policy under Health Policies–

Fundraising:

This committee is chaired by one representative from either campus who holds a position on the Board of Directors. The committee chair works closely with two vice-chairs, one from each campus. There will be a total of 17 members made up of the following: 2 co-chair, 1 dine-out, 2 pictures, 2 tour of homes, 1 annual fund campaign, 1 shopping, 3 grants, 3 sponsorships, 2 yard sale. The chairs from the Fundraising and Auction will meet at the beginning of the year, and throughout the year as

needed, to collaborate and recruit sponsorships jointly. Sponsorships will be shared among both Fundraising and Auction committees.

- Responsible for developing and implementing a plan to raise funds needed to supplement tuition and other program fees.
- Works with communications committee to assure good attendance at events.
- Manage and organize Staff Gift Fund for birthday gifts, holiday gift and end of the year gift

The Committee is responsible for the following events:

Candlelight Tour of Homes

School Photos

Monthly Dine Outs

Educator Representative:

- To represent the general and collective interest of the educators and their professional culture
- To act and speak on behalf of the educators with integrity and respect of their concerns, opinions, roles, goals and rights as a whole
- To advise the board on issues pertaining to the overall well being of the school; and educational matters from the professional perspective of the teachers
- To solicit the educators concerns, opinions and suggestions in formulating general stances on significant matters of interest

At Large Board Member:

The purpose of the At Large board member is to offer diversity and objectivity to the normal operations of the GPCP board or directors. This person should be an upstanding member of the GPCP community. At large board member does not have any affiliation with any GPCP board members and/or GPCP staff member. The GPCP board votes to instate this member via a list of requirements and some stipulations to apply. There should be a certain amount of consideration in regards to expertise or background of the candidate: i.e. special skills to help with grants. (See AL Board member Policy)

Communications and Publicity:

Facilitates communication in the Preschool through the newsletter, website, bulletin board and family directory. The committee manages all publicity for the preschool and assists other committees with communication needs. The committee chair is responsible for development and adherence to communications budget. There will be 1 chair and 6 members (3 per campus and 1 for the newsletter). The committee will assign 1 member per classroom to support the classroom pages on the website.

The Committee is responsible for the following events:

Summer Shade Festival in Grant Park

Chomp and Stomp in Cabbagetown

Open Houses

Camping Trip

The following committees do not hold a Board position, but work closely with the Operations Manager, with the chairperson reporting to the Operations Committee:

Building and Grounds:

Oversees maintenance of building and grounds through scheduling, organizing and managing required parent workdays. This committee is also responsible for special projects for the school such as building & refurbishing furniture, playground equipment & expansion design & construction. The committee is responsible for development and adherence to the school's budget. Each month one parent from this committee will be the person on call to assist with repairs or emergency situations related to the building. There will be 2 chairs (1 from each campus) and 8 members from each campus.

Auction:

Plans and oversees the annual auction, coordinates volunteers and publicity of the event. Works closely with other committees to promote parent and community participation. This committee is chaired by one representative from each campus. The chairs from the Auction and Fundraising committees will meet at the beginning of the year, and throughout the year as needed, to collaborate and recruit sponsorships jointly. Sponsorships will be shared among both Fundraising and Auction committees.

Technology:

The Technology Committee maintains and updates the preschool's computer hardware and software, printers, copiers and other electronic devices and makes recommendations for improvements. This committee will have 1 chair and 2 committee members (1 from each campus).

School Staff

EXECUTIVE DIRECTOR. The day-to-day management of the school is carried out by the Executive Director. The Executive Director is hired by and accountable to the Board of Directors representing the entire parent body. The Director holds a year-round position. When school is in session, the Director's regular hours are 8:30 AM to 4:00 PM While the Director does not need to be on site when school is not in session, she is responsible for ensuring smooth transitions between sessions and vacation breaks. The Executive Director recruits and hires classroom educators when positions are available.

ASSISTANT DIRECTOR. The Assistant Director reports to the Executive Director and works closely with the Operations Manager and Administrative Assistant. The Assistant Director works out of the Cabbagetown Campus office from the hours of 8:00 AM to 4:00 PM. The Assistant Director is responsible for supporting the day-to-day operations of the Cabbagetown Campus and has responsibilities that relate to the entire school. He or she shall be responsible for keeping up with Health & Safety and Bright from the Start regulations, as well as registrar duties, communication matters and technology. S/he shall also have good communications skills for dealing with parents, staff and the public. This is a year-round position.

OPERATIONS MANAGER. The Operations Manager reports to the Executive Director and works closely with the Assistant Director and the Administrative Assistant. He or she shall be responsible for budget keeping as well as the accounting and bookkeeping. The Operations Manager must have experience in management, be organized and detail-oriented, skilled at multi-tasking, and have strong computer skills. S/he shall also have good communications skills for dealing with parents, staff and the public. This is a $\frac{3}{4}$ time, year-round position.

ADMINISTRATIVE ASSISTANT. The Administrative Assistant report to the Executive Director and work closely with the Operations Manager. The Administrative Assistant works out of the Grant Park campus from the hours of 7:30 AM to 1:30 PM. The Administrative Assistant is responsible for supporting the day-to-day operations of the Grant Park Campus and has responsibilities that relate to the entire school. This is a year-round position.

PEDAGOGISTA. The role of the pedagogista is to work collaboratively with all participants of the school: children, educators, families and the community. The pedagogista facilitates dialogue and collaborative exchange with colleagues, supporting the classroom projections and educational processes.

ATELIERISTA. The role of the atelierista is to support children's many languages of expression, including but not limited to, drawing, painting, sculpting, collage making, music, drama, storytelling, etc. The atelierista works with all the age groups and classes at the school.

NATURALIST. The Naturalist position was incorporated in the fall of 2011 to support the larger classes at the GP campus. The Naturalist works closely with the atelieristas and classroom educators, facilitating explorations and supporting our school's love for nature. Similarly to the Atelierista, the Naturalist works with all children from all age groups.

EDUCATORS. There are two co-educators in each class in both Morning and Afternoon (Extended Day) Programs. Morning educators begin their work day between 7:30 and 8:00 AM. Some of the morning educators work a full time schedule (7:30am to 4:00pm) while others work a $\frac{3}{4}$ time schedule of approximately 35 hours/week. Morning educators have six hours for planning time built into their schedules during the week. ALL Educators also participate in an on-going professional development project known as "Project Infinity." This project brings together five (5) schools, from Atlanta and Greenville SC, for collaboration with the goal of studying and understanding the Reggio Emilia Approach.

EDUCATOR ASSISTANT. Educator assistants work daily in the multiage classes. The E.A. hours vary and are specified in the signed MOU. The Educator Assistant "assists" the co-educators with execution of their class plans, classroom projects and small group work in their respective classroom.

SPANISH EDUCATOR. There is one Spanish educator for both campuses who works with all the age groups at the school. Spanish is taught twice a week at each campus.

MUSIC EDUCATOR. There is one Music educator that works with all classrooms at both campuses once a week.

EXTENDED DAY EDUCATORS. Some Extended Day educators work from 1:00 PM to 6:00 PM while others work a full schedule of 7:30 AM to 4:00PM. GPCP created the full time positions as a way to support the continuity between the morning and afternoon programs. This new structure also gives the possibility of having two educators in each age group covering the “Extended Day Program”. Extended Day educators also support a variety of enrichment experiences, for example music, ballet, Spanish, martial arts and yoga. Afternoon educators attend a 2-hour staff meeting once a month.

Registration Procedures

A pre-registration period in mid-winter is open to families who have children already enrolled in the Preschool. To pre-register, families need to submit the registration form and the required **non-refundable** registration fee. After that, registration is open to new families. New families must attend one of two scheduled Open Houses. A wait list is maintained for each school year, but does not carry over from year to year. General information about the Preschool can be obtained by calling the Administrative Assistant or visiting the Preschool’s website at www.gpcp.org. For those wanting to visit the school, tours are scheduled periodically throughout the year and are listed on the calendar page of the website.

The following forms are also required before school starts: emergency information, certificate of immunization, and registration. **All registration and enrollment fees are non-refundable.**

Upon enrollment to the Preschool, it is the responsibility of the parents to keep the Preschool informed of any changes in personal information, including but not limited to, phone numbers, email addresses, residential addresses, place of employment and any allergies your child may have.

Guidelines for Scholarship Applications

The Preschool recognizes the importance of maintaining a diverse student body. The Preschool believes that a diversity of backgrounds - social, economic, racial and religious - is vital in creating a rich educational experience.

The Scholarship Program of the Preschool strives to enhance diversity by making the Preschool accessible to families who cannot bear the full cost of tuition. A goal of the Scholarship Program is to assist economically less advantaged families in attending the Preschool. The cooperative nature of the Preschool requires significant involvement of parents in many aspects of the school. The requirements for parental involvement apply equally to all parents, including those families receiving scholarship assistance.

The funds available to the Scholarship Program are limited. The Preschool considers applications for up to fifty percent (50%) of regular tuition. Notification of scholarship application procedures and deadlines is made available to all new and returning families at the end of March each year. Scholarship applications for the school year beginning the following August are due no later than

APRIL 15th (or tax day - whichever is later). If a family enrolls in GPCP after April 15th, they may apply for a scholarship within 30 days of their enrollment. A family may also apply for a scholarship after April 15th if there is a material change in their financial situation (job loss, significant reduction in expected income, large unexpected expenses).

Decisions regarding the allocation of scholarship funds are made by the Scholarship Committee (Executive Director, Treasurer, and President) and families are notified by the Operations Manager. The allocation of funds will be made in a manner that allows the greatest benefit to the largest number of applicants.

School Calendar and Hours of Operation

The School calendar is posted on the school's website. All school events are clearly identified in the calendar, including all holidays, family-educator conferences, school and class meetings, building and grounds workdays etc. Most holidays are planned in conjunction with the City of Atlanta public schools.

Regular classroom hours are 9:00 AM to 1:00 PM, Monday through Friday. Children should not arrive at school before 9:00 AM, unless they are attending Early Arrival. Also, it can be unsettling for individual children, as well as for the classroom as a whole, when children are habitually late to class. Therefore, it is strongly recommended that children arrive no later than 9:05 AM.

Early Arrival is offered from 7:30 AM to 9:00 AM and Extended Day (afternoon) is offered from 1:15 PM to 6:00 PM.

Upon Arrival

GPCP does not offer transportation to or from school. All children must be accompanied to their classrooms by a parent, guardian, or caregiver. Parents are also encouraged to participate in morning meeting in the Cats and Ladybugs classes. We feel it is important to the cooperative nature of our school that parents accompany their children to their classrooms rather than institute a curbside drop-off system. This affords parents the opportunity to speak to each other and to the educators and to be part of the Preschool experience. GPCP has limited on-street and/or off-street parking so please be considerate of our neighbors when parking near the school.

PARENT PARTICIPATION

The cooperative nature of the Preschool is crucial to both its identity and its future. It is the commitment and enthusiasm of each member that makes the Preschool a vital and growing operation. For this reason, we ask you to consider carefully how you might best participate in the workings of the school so that you, your child/children and the Preschool all benefit. We also believe that as the school and our children do well, our community thrives.

Parent participation at the Preschool is so extensive and varied that there will be many ways for you to find your niche. Please do not hesitate to ask questions, volunteer your special skills and share with us experiences you have gained elsewhere. If you would like to be more involved, feel free to talk to the Executive Director or the Board President.

To assure fair and effective operation of the Preschool, each family is expected to meet the following AGREEMENTS. **Any request for a change to a parent agreement, must be made in writing to the Executive Director.**

1. **Committee Work** – Each family shall become an active member of one of the school’s standing committees. Families are invited to select two committees of their choice and they are assigned to one of them. Committee work requires approximately three (3) hours per month, though the time may be concentrated around specific activities during the year. Committee chairs will track members’ time to ensure families are fulfilling their agreements, using their best judgment. In the event a committee has no chair and therefore members have no direction on how to fulfill their requirements, the GPCP Board Chair, in cooperation with the Pedagogical Support Chairs will provide volunteer options to those families and ensure there is ample opportunity to meet the committee work Agreement. Families who do not fulfill this agreement will be billed a \$75.00 fee.
2. **Building and Grounds Workdays** - Each family shall attend one workday per academic year. These usually occur on Saturday mornings and involve projects as varied as cleaning and painting to playground maintenance and landscaping. Families who do not fulfill agreement will be billed a \$75.00 fee.
3. **Fundraising and Auction** - GPCP has a number of events and activities throughout the year that help the school raise funds, including the Annual Auction as well as other fundraising events like the Candlelight Tour of Homes, etc.
 - Each family must volunteer for a work shift for either the Auction or another Fundraiser event.. Families who fail to fulfill this agreement will be billed a \$75 fee.
 - Each family is required to donate a minimum of two items to the Auction, items that will realistically sell at the auction for a combined total of \$200 or more. Families may make a contribution of \$250 in lieu of item donations. Families who fail to fulfill this agreement by the donation deadline will be billed a \$300 fee on the next billing period.
4. **Parent Helper** - Each family is required to work at the Preschool as a Parent Helper approximately one day each month, depending on the number of days your child/children attend school. Parent helpers are also required to bring a nutritious snack for the entire class on the day that they are signed up to be a parent helper. Families who fail to fulfill their scheduled parent helper day/s, will be billed a \$100 fee for each day not fulfilled.
GPCP is a nut-free school and, therefore, nuts, nut butters, and/or foods containing nuts or made with or from nuts are not allowed in snacks or lunches. Foods for snacks and celebrations must come to school in original commercial packaging. Fresh fruit and vegetables must be cut up at school in the kitchenette in the Swans’ classroom or in the kitchen at Cabbagetown. (See pages 33-34 for information regarding acceptable snack foods.)

Assigned Number of Parent Helper Days	
Child attends 2 days/week	9 PH days/year
Child attends 3 days/week	10 PH days/year

Child attends 5 days/week	11 PH days/year
Families with multiple children attending multiple # of days	12 PH days/year
<p>In addition, the number of required days will decrease as children move up in class age, except for cases when a second child is added. <i>For example: a family with only one child enrolled at school 5 days in the Cats' class will be assigned 11 PH days/school year. When the child moves up to the Ladybugs class, the number assignment will reduce to 10 for that family's second year at GPCP. The number will then increase to 12 on the third year, IF the family enrolls a second child at the school, having a total of two children enrolled.</i></p>	

Applicable fees will be billed to families during the April billing cycle, giving families fair notice to pay before the end of the year, and also ample opportunity to fulfill outstanding Parent Helper, Committee, Auction, Workday, or Fundraising requirements and thereby have the fees waived.

Other Agreements Include:

1. **Attend parent meetings.** In addition to the Back to School Night and the last meeting in May, there will be Class meetings scheduled in the evenings every other month throughout the year. Dates for these meetings are noted in the school calendar.
2. Drive on **field trips** whenever possible.

This multi-level participation in the Preschool supports parents in sharing their child's Preschool experience, ensures a quality program through the combined efforts and talents of the entire Preschool community, and provides an opportunity to share and grow in our parenting roles in an atmosphere of mutual support. Further, it provides an environment where children learn cooperation from the example of their parents and educators working closely together. The experiences gained in Preschool participation also aids parents in acquiring skills necessary to become effective advocates for their child's future educational experiences and opportunities.

Parent Helper Duties

The Parent Helper is one of the most important aspects of the cooperative nature of the entire school program. As a Parent Helper, families have four major responsibilities.

1. **Provide support for the educators and the daily experiences happening in the assigned classrooms.**

This includes participation in the lunch preparations, playground set-up and supervision, assisting with the projects and explorations planned for the day, and performing basic maintenance and cleaning jobs. In the true Preschool tradition, come prepared to wear many hats: chef, artist, janitor, nose-wiper and educator. Your experience as a parent has prepared you well for each of these. **It is very important for Parent Helpers to arrive to school promptly at 8:45.**

2. **Share their child's school experience.**

At first, your child will probably consider you his/her personal helper for the day and may demand your exclusive attention. Tension, crankiness, and a tendency to cling are completely natural at first. Remember, your patience and affection for your own child may be the best "teaching" you do all day. Gradually your child will come to understand that, just as you have other responsibilities and commitments at home, some of your time at school will be spent in other classrooms or with other duties. It is helpful when you leave the class to let your child know where you will be and when you will come back to share in his/her experiences. It is also perfectly acceptable to have your child to accompany you while you perform the various duties of the parent helper. You are encouraged to share your personal talents on these days. Feel free to read stories, sing songs or organize special projects by contacting your child's educators in advance of your parent helper day so that they can plan accordingly.

3. **Assist the educators with documentation.**

Documentation is an integral part of the learning process for the entire school community: children, parents and educators. It provides many benefits including the following:

- Makes children aware their work is valued.
- Facilitates dialogue between parents and children about their investigations.
- Supports visibility of the child's learning experience.
- Becomes a tool for children to revisit and build upon their explorations and discoveries.
- Becomes a relaunching tool for educators to provoke children to explore their experiences further.
- Enables the recognition of the emergence of projects.
- Facilitates communication and exchange among educators.
- Creates an archive that traces the history of the school and the pleasure and process of our experience.

Note taking and photographs are very important in the documentation process. Notes can be taken while observing/listening to a child or children engaged in play or an activity. These notes can be the transcription of an ongoing dialogue between the children and/or the description of a particular series of events related to an investigation within a class. Usually there is a camera accessible in each classroom for use at all times. Please feel free to use the school's camera to record interesting interactions or investigations. These photographs will be used for future provocations and documentation panels. (i.e. Children are involved in a dialogue in the block area about a construction they are about to build).

Due to confidentiality issues, we ask that do not take photographs with your own camera or phone. All photographs must be taken with school cameras.

4. **Provide snack sufficient to feed the classes with which you will be working. Generally feeding between 10 and 26 children, depending on the class size.**

Please bring enough snacks for the children and educators of your assigned group. Make sure the snacks are appropriate for the youngest child in your group. Healthy, nutritious snacks are strongly encouraged and greatly appreciated. Foods for snacks and celebrations must come to school in original commercial packaging. Fresh fruit and vegetables must be cut up at school in kitchenette in

the Swan’s classroom or kitchen at the Cabbagetown Campus. (See pages 33-34 for information regarding acceptable snack foods.). Cookies, candy, chocolate, sugary sweets, and fruit roll ups are not appropriate snacks. *Please check food labels and avoid products with artificial food coloring.* **Due to state regulations, only commercially prepared snacks are allowed. (A copy of the regulations is in the office at each campus.)** Water is available to the children for snack time and throughout the day.

Please ensure that snacks are nut-free. Due to life-threatening allergies of some children, GPCP is a nut-free school. Therefore, nuts of any kind or foods containing or made from nuts (including peanut oil) are not allowed in snacks or lunches.

One-Year-Old class & Two-Year-Old class: Please do not bring snacks that include hot dogs, whole grapes (cut in ½ grapes are OK), popcorn, raw carrots or any other choking hazard food.

Protein	Fruit/or Vegetables	Complex Carbohydrates
Hard Boiled Eggs	Bananas (cut in half)	Whole Wheat or Whole Grain Crackers
Tofu	Apples, Pears, Peaches (cored, peeled and cut)	Whole Grain Graham Crackers
Beans – Edamame	Melon, cut in small pieces	Rice Cakes
Soy Yogurt	Oranges (cut in sections)	Bagels, cut in small pieces
Veggie Burgers (cut)	Raisins (not for the young) Grapes, must be cut in half	Goldfish or other cheddar crackers
Cheese (cut in small chunks)	Strawberries	Pretzels
Sun Butter Spread	Sliced tomatoes, cucumbers, sweet bell peppers, broccoli	Cereal or Granola (no nuts)
Black Bean dip	Carrots, sugar snap peas	Mini-muffins (no nuts)
Hummus or chick peas	Avocado, Mushrooms	Whole Grain Animal Crackers
Yogurt dip	Olives (pitted)	Granola Bars (no nuts or chocolate chip please)

Snack Suggestions – No peanuts or other nuts allowed

Parent Helper Policies

- 1. Parents or grandparents may serve as a parent helper.**

One of the main purposes of parent helper days is for the parents to share their child's preschool experiences. This is the most valuable aspect of the cooperative nature of the Preschool. Parents or Grandparents may serve as parent helper. Nannies or other childcare providers may not serve as parent helpers in the place of parents or as substitutes.

If a family wishes to have their personal nanny complete 1/3 of their required parent helper days and/or work as a parent helper substitute, she/he will need to apply to work at GPCP as a sub and go through employee orientation, fill out all required employment documentation and obtain a background check.

2. Each family may use Approved Substitutes during the school year, for up to 50% of their required number of Parent Helper days.

Parents will have the option at Back to School Night (BTSN), to plan to use subs to up to 50% of their required number of PH days. If choosing this option at BTSN, there will be a \$75 charge per PH day. This fee includes payment for the substitute PH as well as the snack for the entire class. Once this decision is made, the family will be billed for the total amount of days (50% of total days assigned) and the PH substitutes will be scheduled by the school.

In the alternative, substitute parent helpers can be hired throughout the school year for up to 30% of each family's assigned PH days, at the rate of \$50 per PH day. Each family will need to provide snack for the classroom on set day and secure a parent helper substitute.

In this case, the families will be able to hire one of the approved substitutes hired by the school.

Approved Substitutes are individuals that have experience at the Preschool and have completed necessary background checks and employment documentation. A list of Approved Substitutes is posted on the school's website.

If Approved Substitutes are used more than stated above, the assigned family will be required to make up those Parent Helper Days.

In the event that a family fails to appear without communication to the school, a fine will be assessed of \$100 per day. If this occurs more than twice, the school has the right to exercise the option to discuss the family's commitment to the school.

3. Bi-annual parent helper sign-up.

Families have the opportunity to sign up for parent helper days in two segments:

- At Back To School Night, families will sign up for the first portion of the year (August through January) to fulfill 60% of their required number of days.
- On January 24th 2019, during Class Meetings, families will sign up for the second portion of the school year (February through May).

For example: a family with 10 PH days assigned will sign up for 6 of the days at BTSN in August and the remainder 4 on January 24th.

4. Parent helper days must be evenly distributed throughout the school year and meet the following requirements:

- Must work as a parent helper at least three (3) times before Winter break.

- Each family may work a maximum of 2 days per month.

This policy is to ensure the even distribution of parent helpers throughout the year and to prevent a “rush” of parents that need to complete parent helper days during the last months of school.

5. Parents are asked to serve as Parent Helper on those days for which their child is officially registered.

This policy eliminates the possibility of having too many children in a classroom on any given day. A calendar listing the parent helper for each day is distributed on or around the 25th of the each month for the upcoming month in the school’s bi-monthly newsletter and also posted on the communication bulletin board. Please treat this responsibility as you would a paying job as the educators depend on your participation in planning for each day.

6. Siblings are not allowed to come with their parents on Parent Helper days, as it adds to the ratios in the classroom and may cause a big distraction to the educators and other children in that class.

Parent Helpers are welcome to bring their babies on their Parent Helper Day as long as the baby is contained in a baby carrier, back pack, stroller, etc.

7. Families who fail to appear on their assigned Parent Helper Day will be billed a \$100 fee

The smooth operation of the Preschool depends on the work of the Parent Helpers. A calendar listing the parent helper for each day is distributed prior to the beginning of each month. Once this listing is posted, NO CHANGES may be made to the schedule. If you are unable to do a scheduled Parent Helper Day it is the responsibility of the assigned family to contact other families and arrange to trade Parent Helper Days or find an approved substitute. It is easiest to do this well in advance. **If you trade days with another parent, please email your respective campus (grantpark@gpcp.org or cabbagetown@gpcp.org) to make the change official. The change must be in writing (email) and failure to do so may result in a \$75.00 fee.**

8. The Parent Helper is expected to arrive at the Preschool at 8:45 and stay until 1:30 (or until floors and sinks are clean and the room is in good condition).

A list of Parent Helper duties is posted in the classrooms to guide you through the day. Do not hesitate to ask the educator, the Director or other parents if you have questions, or need assistance throughout the day. Efforts will be made to pair each new family with an experienced family for their first parent helper day.

9. Parent helpers should never be left alone with a child or children other than their own.

10. Diapers are to be changed by the educators or staff only (unless it is the Parent Helper changing his/her child.)

Building and Grounds Workday Policies

1. Each family is required to earn 1 workday credit between August and June.
2. You may trade workday assignments with other families as long as a particular project hasn't been scheduled around your special skills. If you cannot find someone to trade with, let the Building and Grounds Committee Chair know and make plans to reschedule.
3. There may be opportunities for other work, such as monthly laundry duty and playground or chicken coop maintenance that can be applied toward workday credit for families who cannot attend Saturday morning workdays. These opportunities will be communicated to families at Back to School Night and families can sign up for these duties on a first-come, first-served basis.

Working With Children

As you and the children come to know each other better, you will feel more confident about interaction with them. If you are uncertain about what to do or how to handle a situation, please do not hesitate to ask the educators to help. The aim of the Preschool is to nurture children in becoming comfortable with themselves, their peers and adults. We seek to encourage positive alternatives to disruptive or inappropriate behavior. Interventions from Parent Helpers and educators are best directed at fostering each child's self-esteem. Here are some helpful hints:

- Go to a child and be sure that you have his/her attention before you speak. It will help to stoop to the child's level and speak in a low voice, using few and simple words.
- Use proximity and body contact, as well as verbalization to note and sustain positive behavior. Move close to children who are working, building, or engaged in other constructive play. Describe the action you are praising. For example, "Mary is drawing at the table. Susie is pasting. Everyone is working together. I will bring more paper and sit with you."
- A child's natural curiosity is the best learning tool. Support children's explorations and allow them to take reasonable risks. Listen and respond to observations. We also encourage basic respect for toys and materials. Children are asked to return these in good condition to the place where they were found.
- Help children learn the art of "give and take." Say, "George is using that now. It will be your turn when he finishes." Give the child notice a few minutes before his turn is over, so that he can relinquish it on his own. Help him if he resists by suggesting that he can have another turn later. Turn his attention to another activity or toy.
- Encourage children by supporting their independence. During moments of conflict, try to give space and opportunity for children to problem solve and negotiate on their own, before interceding. Offer to help them navigate through their moment of upset by inviting them to breath with you. For example, "*You are safe. breath with me,*" or "*You can handle this. Breath with me.*"
- In helping children solve problems, we try to keep in mind that this is part of a long process of development. Our most helpful contribution is when we support children to develop executive skills such a problem solving, reasoning, and negotiating. A *Safe Space* is developed in each classroom where children can go to practice self regulations.

- If conflict arises, encourage children to use words instead of inappropriate behavior. When intervening, lend language that helps them identify the situation, recognize their needs/wants, and learn a more helpful and appropriate strategy to navigate the situations. For example, *“Oh, I see that you wanted _____(more space). So you pushed James. You didn’t know what else to do. Next time try to say _____ (“Move, Please” or “James could you please move over so I can have more room?”)”*

**Parent Helper Policy:
Inappropriate Conduct by a Parent Helper**

GPCP’s Board and staff members recognize their professional responsibility to protect the health, safety and welfare of all of its students and further recognize that parent helpers also share in this responsibility. The Board strongly believes that parent helpers have the school community’s trust and confidence to ensure the wellbeing of all students in their role as parent helpers in the classroom. This Policy has been developed and adopted in an effort to provide guidance and direction to staff members – primarily classroom teachers – in those rare instances where a parent helper acts inappropriately during the school day.

A parent helper shall not physically discipline or chastise any student, or publicly reprimand a student by making derogatory comments about the student’s behavior to other students. Should a staff member witness a parent helper engaging in inappropriate conduct toward a student, the staff member shall immediately ensure that the conduct at issue is isolated in nature, and provide comfort to the child who was a victim of the inappropriate conduct, and report the incident to his/her co-teacher(s). The staff member is further required to report the conduct to the Executive Director, or Director of Operations if the Executive Director is not available. The staff member’s report of a parent helper’s inappropriate conduct should be made verbally at the earliest feasible time possible after the incident occurs. The verbal report shall be followed up with a written report within 24 hours of the incident. The staff member, along with the Executive Director if she is available, shall also promptly inform a parent of the student who was involved in the incident regarding the inappropriate conduct.

Upon a follow up investigation by the Executive Director, the inappropriate conduct will be addressed with the parent helper whose actions are in violation of this policy. In all instances, the Executive Director shall be present to supervise in the classroom for the entirety of the school day during the subsequent three dates on which the parent whose actions violated this policy serves as a parent helper. At the discretion of the Executive Director, a parent whose actions violate this policy may be prohibited from returning to the classroom as a parent helper for a period of time determined by the Executive Director.

Working with Educators – Conflict of Interest Policy

Our school is founded on the belief that we are a “System of Interactions and Relationships”, therefore we encourage and expect our educators to build healthy and strong relationships with the families enrolled with the school. At the same time, the school has to ensure financial stability. The

following policy included in the GPCP personnel handbook and individual MOU, protects our school. Please keep this policy in mind when “hiring” our educators to work for you as a baby sitter. Educators are free to work as babysitters for GPCP families any time after 6pm and or weekends, but they cannot work for GPCP families during hours when GPCP offers services.

- Non-solicitation of School’s Customers. The Educator expressly covenants and agrees that at no time during the term of this Agreement or for a period of one (1) year immediately following termination of this Agreement, regardless of whether the termination was voluntary or involuntary, the Educator will not himself or herself or on behalf of any other person or corporation, directly or indirectly, solicit, divert, or take any Customer (as defined in the Paragraph below) away from the School.
- Definition of Customer. All persons, children, parents, staff, or Educators who performed services for the School or for whom the School performed services are construed as Customers of the School. It is agreed that the Non-solicitation Agreement in Paragraph 6.2 applies even if the Educator directly induced the Customer to associate with the School and even if the Customer had a previous business relationship with the Educator.

Core Therapy Services

During the 2017-2018 school year Grant Park Cooperative Preschool started a partnership with Core Therapy Services (CTS) as a way to offer support for children and families at GPCP. Upon agreement between GPCP and the child’s family, GPCP may subcontract the services of CTS professionals to provide support and necessary therapies at the family’s cost.

Core Therapy Services, LLC (CTS) is an independent agency providing Applied Behavior Analysis (ABA), Psychotherapy/Counseling, Educational Services, Music Therapy, Social Skills Groups, Camps, Staff Training and Transition Programming. Their services are offered to children, adults, families, schools, agencies and organizations and are provided by CTS employees and subcontractors who are credentialed/licensed and/or supervised as required by the licensing/certification board for the scope of practice for the service being delivered. CTS may subcontract for services that are deemed necessary for programming and will make the contracting agency aware of the credentials of any subcontractors utilized. All employees and subcontractors are verified for work through E-Verify and must complete a background check prior to starting services. CTS strives to exceed standards set forth by the contracting company/agency regulations and as a provider that accepts third party payment, is required to maintain high levels of compliance.

Suspected Child Abuse

We are required by law to report all observations of child abuse or neglect cases to the appropriate state authorities if we have reasonable cause to believe or suspect a child is suffering from abuse or neglect or is in danger of abuse or neglect, no matter where the abuse might have occurred. The child protective service agency determines appropriate action and may conduct an investigation. It then becomes the role of the agency to determine if the report is substantiated and to work with the family to ensure the child’s needs are met. Our school will cooperate fully with any investigation and will maintain confidentiality concerning any report of child abuse or neglect.

Communications

To help keep the lines of communication flowing, the Executive Director writes a monthly letter to parents. The school also has a bi-monthly newsletter which is sent through our school's website on Wednesdays of each week. In addition, each child has a labeled folder and parents are responsible for checking their child's folder regularly for timely announcements and communications from educators.

The Communications Bulletin Board is another spot that should be checked frequently for notices, announcements, sign-up sheets, etc. There are many field trips and social events throughout the year, and this is where parents and guardians sign up to participate (bring food to special events, drive and help chaperon on class outings, etc.) Board meeting minutes will also be posted here as well as on the website.

Parents are strongly encouraged to address classroom concerns directly with their child's educators. The following illustrates the line of communications for classroom concerns or questions. If concerns are not handled in a timely manner the parent should progress to the next level.

1st Contact: Child's Educator
2nd Contact: Executive Director
3rd Contact: Board of Directors

For general questions, concerns, committee communications or other general communications, parents are encouraged to first consult this Handbook or the school's website at www.gpcp.org, which has many Communications functions and opportunities. If these resources do not supply the needed answer, the Executive Director, Operations Manager and/or Administrative Assistants can be consulted.

The following illustrates the line of communication for general concerns and questions that are not specific to the classroom. If concerns are not handled in a timely manner the parent should progress to the next level.

1st Contact: Operations Manager and/or Administrative Assistant
2nd Contact: Executive Director
3rd Contact: Board of Directors

For general questions, questions regarding parent helper updates, forms, meetings, extended day, etc., please contact your respective campus.

Grant Park: grantpark@gpcp.org

Cabbagetown: cabbagetown@gpcp.org

For all questions regarding monthly statements, tuition, enrollment or business related items, please refer them to the Operations Manager at operationsmanager@gpcp.org.

HEALTH POLICIES

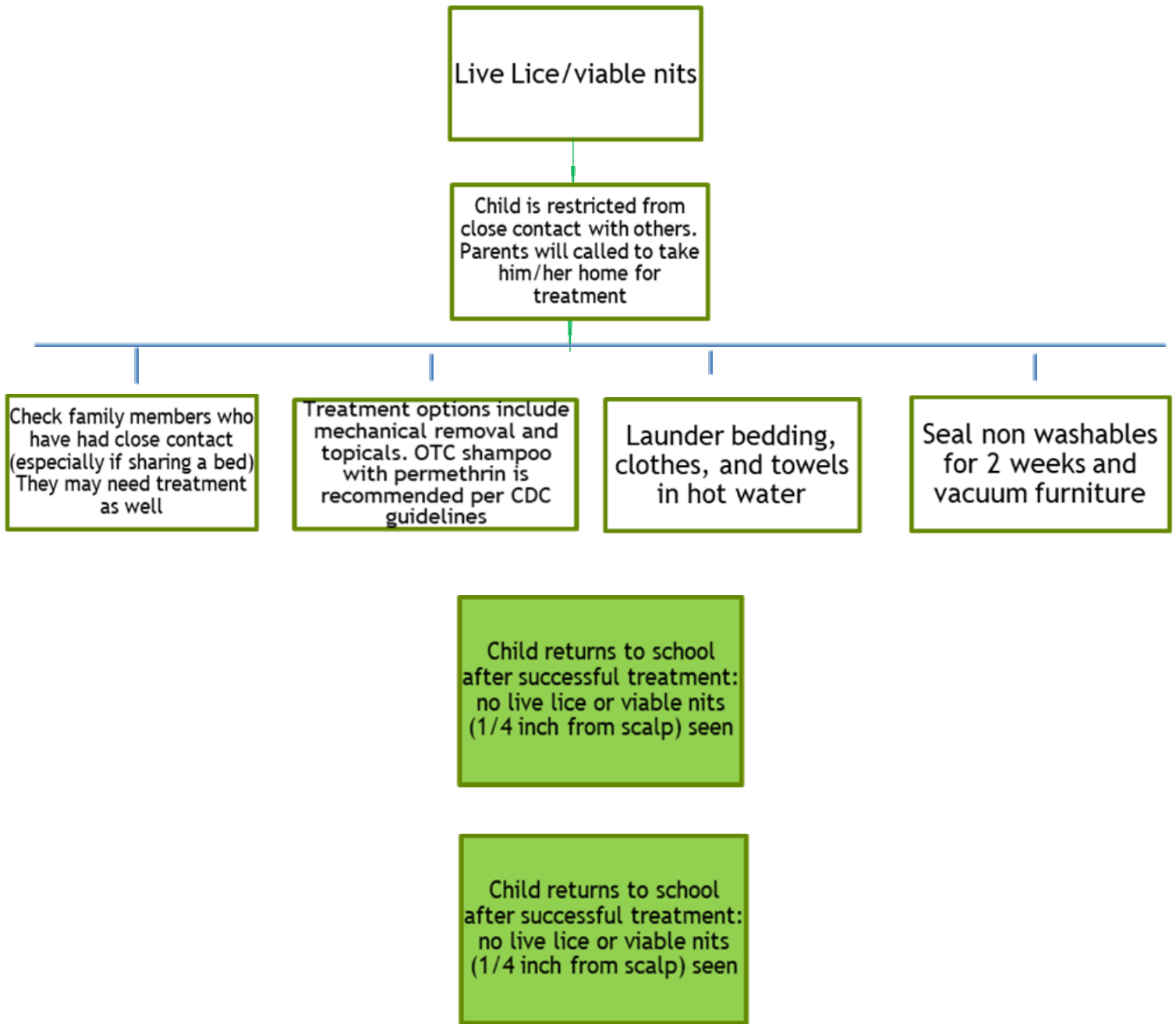
Listed below are guidelines for preventing the spread of disease at school. If we keep our children home when they are ill, all other children will stay healthier. This will also mean fewer illnesses for educators, parents, and other family members, fewer visits to the doctor, and fewer days lost from work for parents.

When Should My Child Stay Home?

Fever:	The child should be fever-free for 24 hours before coming back to school.
Pinkeye:*	The child should be on medication for 24 hours and be clearly responding to the treatment before returning to school.
Strep Throat:*	The child should return only after 24 hours on medication. The child must be showing signs of improvement and be willing to eat and drink.
Diarrhea:	The child should not come to school until he/she is deemed non-contagious by a physician. Or has had no diarrhea for 24 hours. Or if the diarrhea is tied to allergies.
Chicken Pox:	The child should not return to school until all pox are scabbed over.
Colds/Runny noses/Coughs:	If your child's runny nose will require frequent attention from the educator or if the child is irritable or running a fever, he/she should not be in school.
Head Lice:	The child may return to school when free of ALL nits. In order to remove ALL the nits, it is usually necessary for the child's hair to be well combed with a special nit removal comb after treatment with the medicated shampoo. Guidelines for treatment of head lice are available from the Health & Safety Committee. * See Lice Policy below

* Any communicable illness should be reported to the school immediately. Since exposures may have already occurred, all parents will be alerted by email to look for early signs and symptoms of infection in their children.

If your child becomes sick while at school you will be called to take him/her home. If your work schedule is such that it would be impossible for you to come to pick up your child within one hour, other arrangements should be made for the child to be picked up. If we cannot reach a parent we will notify the emergency contact person(s) listed on your enrollment application. **GPCP cannot and will not provide sick child-care**



Helpful references:

- CDC website
 - <http://www.cdc.gov/parasites/lice/head/treatment.html>
- Georgia Head Lice Manual
 - <http://health.state.ga.us/pdfs/epi/zvbd/HEAD%20LICE%20manual.pdf>

Policy adopted Spring 2018

Hygiene

1. Adults should wash hands with soap and running water immediately before snack, lunch, and any other food preparation, and after diaper changes, eating, drinking, going to the bathroom, or otherwise getting them dirty.
2. Children should wash hands with soap and running water upon arrival at school, upon returning from the playground, before and after snack and lunch, after going to the bathroom, after handling classroom pets, and after sensory play.
3. Insofar as possible, children need to be kept clean, dry, and comfortable. Children's diapers and clothing are changed as needed. Parents should supply extra clothing for each child, which should be labeled and stored in classroom cubbies. Wet or soiled clothing should be rinsed and placed in an individual plastic bag and sent home. Bright From the Start requires that only educators may change diapers. Parents may change their own child's diapers.

Medical Emergency

Illness/Minor Injury: The parent/guardian is called to pick up the child at school. If a parent/guardian is not available, the person designated as emergency backup will be called.

Serious Illness/Injury: The child will be taken to Children's Healthcare of Atlanta. Note: In the case of a life-threatening emergency, the school will call 911. In some instances EMS personnel may be required to follow rerouting procedures based upon type of injury, patient load in emergency rooms, and age of patient.

Medication: GPCP does not dispense medication on a regular basis, except for: (1) in life-threatening situation when GPCP will follow guidelines established by the Allergy Action Plan, or (2) in the case medicine prescribed by a physician in which case the following guidelines must be met:

1. Before any prescription medicine will be dispensed, a written authorization that includes date, name of child, name of medicine, prescription number if any, dosage, date, and time of day medication is to be given must be provided.
2. Medicine will be in its original container labeled with the child's name.
3. Parents must provide and label any necessary equipment for the dispensing of the medicine.

Allergies/Medication/Other Exceptional Needs

If your child has an allergy of any kind, please see that we have written information explaining what he/she is sensitive to, what reactions can be expected, and what procedures we should follow. A form provided by the school must be completed with the child's information and picture. This form must be signed by the parents and the child's physician before beginning school. This form will be laminated and posted in the child's classroom. A copy of the form will also be on file in the office and posted in any Extended Day room the child may occupy (e.g., for a 2 yr old with allergies, we would post in the 2 yr old room, 1yr old room and office) to ensure that this information is available to all who might need it.

Please note: Because of children with life threatening allergies, the school is a NUT FREE SCHOOL. Nuts of any kind, foods containing nuts or foods that are made from nuts are not allowed in lunches or snacks.

If your child has a severe allergy and requires an Epinephrine Injection, we must have an allergy action plan signed by a physician. The medication must be in it's original, labeled container which includes the child's name and prescription number. The child will not be permitted to attend school if all of the above requirements are not met. This medication will be stored in the classroom cabinet out of the reach of children. This medication will also follow the child on field trips, during playground time and all other times when the child is outside of the classroom.

In the event that the child has non-emergency medication prescribed by a physician or doctor, an authorization form to provide medication must be completed. Please ensure that you communicate this information clearly to your child's educators. GPCP administrators will store medications in the office. Prescribed medication can only be dispensed out of it's original, labeled container. Educators will administer medication under the supervision of an Administrator. Medications can only be administered over a period of 2 weeks unless we have a physician's statement.

Let us know of any limitations or disabilities your child may have, such as, hearing or visual impairments, medical conditions or developmental concerns. Please give us any information we might need to help with equipment such as hearing aids, braces, etc.

MISCELLANEOUS POLICIES

Inclement Weather Policy - School Closings Policy

GPCP defers to the Atlanta Public School System (APS) in determining delayed openings and closures for weather-related reasons. Whenever APS schools are closed, the Preschool will be closed as well. Please consult local TV or radio for announcements.

In order to ensure to provide a professional, consistent education experience for our students, teachers and administrators, GPCP is unable to offer any refund for tuition or any pre-paid Extended Day fees paid in advance based on the delayed opening or closure of either campus. Make-up days for delayed school openings or closings will be determined by the GPCP Board of Directors on a case by case basis.

GPCP monitors the weather and air-quality to make sure it is safe to work or play outdoors. We monitor the weather using www.weather.com (zip code 30312 for Grant Park and 30316 for Cabbagetown) and take in account the temperature, wind chill, and humidity. We use AirNow.gov to monitor the air-quality daily.

Air Quality

Whenever the weather is not appropriate for children to be outside, the school has alternative places for children to play. At the Grant Park Campus, that space is the gym, upstairs on the 3rd floor of St. Paul UMC. At the Cabbagetown Campus, that space is the Community Room of the Community Center. Inclement weather is considered whenever it is raining or snowing or when temperatures are

at freezing levels (35 degrees) during the winter months. During the summer months, we also take into consideration the air quality and follow this guideline: on Orange code days, children go outside in the mornings but they do not go outside in the afternoons. On Red code days, children do not go outside at all.

Incident Reports and Problem Behavior Policy

An incident report is written whenever one of the following situations occur:

- Anytime a child gets hurt and there is evidence of blood.
- Anytime a child bites or gets bitten by another child.
- Anytime there is a head injury even if there is no visible injury or evidence of blood.
- Anytime the educator feels the need to document a particular incident.
- Anytime a child gets left on the playground or lost while at the preschool or on a field trip.

After the report is filled out it will be copied and given to the appropriate persons as follows:

- The family of the child who got injured.
- Both families in case of a biting incident. No Names will be disclosed.
- Both families in case of an altercation involving two or more children.
- In cases that require professional medical attention, a copy of the incident report should be sent to Bright From the Start within 24 hours.

The incident report **MUST** go home with the parent on the day of the incident.
Incident reports will not be filled out for minor falls and scrapes

Clothing

Dress your child for school in clothing that is **washable** and allows freedom of movement. Our school encourages exploratory play therefore we ask that you send children in clothes that are replaceable. In other words do not send your children dressed in their Sunday best clothing. Children in diapers should wear clothing that is easily removed for changing. Parents/guardians are responsible for providing an ample supply of diapers and wipes. If using cloth diapers, you must also provide appropriate containers for soiled diapers.

Outfits that the child can manage alone will make the day go more smoothly. Heavy leather boots, complicated belts, and buttons often pose problems for children at school. Shoes that facilitate climbing and running will help eliminate injuries during the school day. Please send an extra set of clothing to be kept in your child's cubby. **Label all clothes**, lunch boxes, bags, backpacks, etc. clearly in order to prevent loss or confusion.

Food

One of the most enjoyable parts of the child's day is lunchtime. A family style lunch provides opportunities for socialization, sharing of ideas, and time for practicing learned table behavior. During the 2013-2014 school year, GPCP will launch the new lunch program.

All children will enjoy a healthy and nutritious lunch each day, following Bright From the Start guidelines. The new lunch program will also be a way to improve lunch time organization and sense of community and ensure allergy safety. Children, educators and parents will participate in the planning and preparation of the meals.

Lunches consist of a type of bean (protein), a grain, a vegetable or two and fruit, served family style. To comply with State regulations, GPCP lunches include milk or an acceptable milk substitute (soy or rice milk) for children to drink every day. Water is available to the children throughout the day. Younger children (cats and Ladybugs) bring their own sippy cup with water every day.

Simple, small appliances are used to cook the food, such as crock pots and steamers. At Cabbagetown campus the food is prepared in the kitchen, and at Grant Park campus, in the new kitchenette in the Swans classroom.

The school has partnered with a couple CSA's (Community Supported Agriculture), to receive fresh produce through a network of local farms. This endeavor is in conjunction with the Farm to School Initiative, which supports our continuing commitment to our core values of Community, Cooperation, Diversity and Process & Growth. The cost of lunch is included in tuition.

Birthdays and Special Events

A young child's birthday is probably the most important day of the year to her/him. This special day is recognized throughout the day in an attempt to enlarge the child's self-concept and sense of growth and identity. **Party favors, and presents are not appropriate in the classroom so please leave these for the home celebration.** If you wish to bring a birthday treat to the class, please plan well in advance with your child's educators. **Due to state regulations, we are not permitted to bring homemade treats to school. All food must be commercially prepared. Please refrain from bringing sweet such as cake and cupcakes. Some alternative examples include: fruit cups, smoothies, yogurt parfait,ETC.**

Holidays

- The Preschool values culture, traditions and holidays. However, classroom holiday celebrations are at the discretion of the families and the educators in each classroom.

The class educators in conjunction with the families in each should coordinate these holiday celebrations. Parents are encouraged and invited to share their personal and cultural holidays with their child's class. The educator of the class must be informed as to the nature and content of the celebration no later than a week prior to the celebration. This is so the educator has time to communicate the plans to all the families in the class. Families will have time to make alternate arrangements in case they do not want their child to participate in the celebration. Because we value diversity and cultural awareness and wish to honor the beliefs and traditions of all, we ask that no proselytizing occur during holiday celebrations. Should a parent wish to share a celebration with their child's class they should keep in mind the cultural vs. material nature of the celebration.

Toys

School materials are shared by everyone. Our school prefers that toys are not brought to school. Items that are highly valued or dangerous should also be left at home. Additionally, please do not allow candy, medicine, vitamins, and chewing gum of any kind, money, or toy weapons to be brought to school. Please encourage your child(ren) to share interesting experiences and discoveries with classmates instead.

Trips

Field trips are an integral part of the program and follow the organization of the work and the on-going projects carried on in each classroom. Parent participation is strongly encouraged. When a field trip destination is selected, educators will be responsible for the organization of the field trip. Emphasis is also placed on selecting field trips that reflect our unique community. Only children whose parents/guardians have signed Field Trip Permission forms will be allowed to attend. Notice of field trips will be posted in advance. **Families will be billed for each field trip to cover any cost for the trip.** All children must be placed in car seats or booster seats on all trips taken in parent vehicles.

Field trip Driver's Requirements:

1. Drivers must have a current copy of their annual car maintenance in their child's file.
2. Drivers must complete mandatory training course from Bright From The Start and obtain certification. Current certification must be on file at the school.
3. Drivers must have a First Aid kit and a fire extinguisher in their car during the field trip.
4. Drivers are to check to see that all children assigned to their car are safely loaded and unloaded from their vehicle at the preschool and at the field trip destination. **After the field trip, Drivers should accompany children back inside the preschool, sign each child off on the list of children transported in their vehicle, and return the form to the educator before leaving the premises.**
5. Bright From the Start requires the preschool to have a person certified in CPR and First Aid, in each car.

Hazardous Items.

All hazardous items such as dangerous substances, sharp objects, hazardous trash as well as tools that are not meant for children's use must be kept away from the children's reach. This also includes educators and parent helper's purses, backpacks, etc. All personal items should be kept away from children's reach. Children shall not be permitted to wear anything around their necks or attached to their clothing.

All lower cabinets must be locked. All areas not accessible to children should be locked, this includes adult bathrooms, resource room, etc.

Emergency Procedures for Situations Requiring Evacuation of the Building

In the event of an emergency (fire, etc.) at the Preschool, students and staff would evacuate to the following locations:

1. Grant Park Campus – the GPCP playground at the corner of Sydney and Broyles Streets.
2. Cabbagetown Campus – the Cabbagetown Park.

Procedure for Evacuation:

1. Evacuation Order is Given by Preschool Director
2. Evacuation site is determined by Preschool Director
3. Director contacts authorities via 911
4. Each educator takes a head count and lines children up in the courtyard of the building
5. Preschool Director takes contact information from the school files
6. Preschool Director places message on school number indicating evacuation and selected location
7. Preschool Director notifies St. Paul office of the evacuation
8. Preschool Director places call to Board President who then sends out an email notification to all parents with the evacuation plan
 - a. Preschool Director calls a class parent from each class. That class parent calls each parent in that class.
9. Children are kept at the evacuation site until an adult from their contact list picks them up. Children are checked off by their classroom educator when they are picked up.
10. No staff member can leave until all students in their class have been collected.

Emergency Procedures for Severe Weather

In the event of severe weather (i.e. tornado, hurricane) the following procedures would be followed:

1. Director will notify the educators to prepare for severe weather.
2. Educators will direct children to the inner most rooms of the school and away from windows and doors.
3. One educator from each classroom will double check sign-in sheet to make sure all children are accounted for.
4. Director will collect emergency information from the office.
5. All children and staff will remain in emergency shelter until severe weather advisory has passed.
6. Director will report injuries and/or damage to authorities via 911.
7. Parents are notified by telephone and/or email of the situation.

The Yellow X

Along with the children, we created the yellow X rule as a way to ensure the safety of the children. The yellow X is located in front of the school's entrance door (yellow door at GP campus and clear exit door at CT campus). According to safety regulations, we are not able to lock the doors from the inside. **We ask you to please help us enforce the following rules with your child/children and that you follow the rules as well when it's just you and your child/dren leaving the school. It is important that we show our children that we are consistent and parents and educators are in agreement with the preschool rules.**

Rule:

- No child is allowed to step on the yellow X without being accompanied by an adult.
- No child is allowed to open this door at any time. Only adults can open the door.

PLAYGROUND RULES

Getting To The Playground.

Grant Park:

- Children will find a partner and line up in front of the door to get ready to go to the playground (Two-Year-Olds and Multiage classes)
- Children will ride in wagons pulled by the educators and parent helpers (One-Year-Old class)
- Children will walk in pairs of two, holding hands. The child closest to the wall will be touching the wall with one hand and holding his partner's hand with the other.
- The lock on the playground gate will be kept on at all times. This is important to remember as it makes it more difficult for a child to open the gate and ensures the children's safety.

Cabbagetown:

- Children will find a partner and line up in front of the door to get ready to go to the playground (Two-Year-Olds and Multiage classes).
- Children will exit the classroom and walk through the Community Room and exit the building through the door to the deck and continue down the ramp to the playground.
- Children in the One-year-old class will exit to the playground from back classroom door to the deck and continue down the ramp to the playground.

General Rules:

- Children must wear shoes at all times while walking to and playing on the playground.
- At least three adults must go with each class to the playground, the class educators and a parent helper.
- The Cats and Ladybug classes will be at the playground at the same time.
- The educator or parent helper will carry a cellular phone to use in case of emergency.
- The educator or parent helper will carry a water pitcher and cups.

Supervision Of Children

General Rules

- **Children must be supervised at all times by faculty of the Preschool.**
- During playground time three adults (two educators and one parent helper) must be on the playground at all times.
- Adults should be stationed in two strategic locations. One to supervise the children playing in the sandbox and playhouse, the other should be adjacent to the play structure.
- During the Extended Day program hours at least two educators should be on the playground at all times.
- Educators, parents, and other adults must be aware of children's activity level and their tiredness. Accidents are generally more frequent when children are overtired or overactive.
- Children must tell an adult when they have to leave the playground for bathroom, etc.
- Adults must do a periodic headcount to ensure that whereabouts of all children are known.
- Children must keep their shoes on when they are at the playground.

Play Structure

- Maximum of one child down the slide at one time.
- Sliding is permitted in a sitting position or in a tummy position provided the child can see where he/she is going.
- Sand, leaves and mulch must stay on the ground and not be carried onto the structure.
- Riding toys are not permitted on the structure.
- No going up the slide, only down.
- Children may get on the play structure only using the steps. Climbing is not permitted on the outside of the play structure.

Sandbox

- Children may play with appropriate sandbox toys. They may not use inside toys (dishes, trucks) in the sandbox area unless approved by the educator.
- Sand must be kept in the sandbox. Children cannot fill up buckets and dump sand on the ground unnecessarily.

Off Limits and No-No's For Playground

Children may not:

- Play with jump ropes or like items.
- Climb on the fence.
- Throw sand, sticks, dirt, or toys.
- Use sticks as guns, swords, wands, etc.
- Throw anything except balls and beanbags.
- Eat flowers or plants.
- Bring their own toys onto the playground unless approved by the educator.
- Play baseball with anything other than foam balls and bats.

Clean Up

- Each group should try to leave the playground clean for the next group to enjoy.
- Before leaving the playground each group, the educator or parent helper should make sure the sandbox is covered.
- At the end of playground time, parent helpers should:
 - Place all sand toys in the sandbox and cover sandbox with appropriate cover.
 - Pick up any trash from the ground.
 - Make sure the gate is closed.

HERE'S TO A FUN AND SAFE OUTSIDE EXPERIENCE!