

# I to I Membership Handbook



**Spring 2023**

I to I Waltham, Inc • 6 Eddy Street • Waltham, MA 02453  
[www.walthamplaygroup.org](http://www.walthamplaygroup.org)



# Table of Contents

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|  |           |
|--|-----------|
| <b><u>I. Overview</u></b>                      | <b>1</b>  |
| <u>History</u>                                 | 1         |
| <u>Cooperative</u>                             | 1         |
| <b><u>II. Philosophy</u></b>                   | <b>3</b>  |
| <u>Effective Parenting Approach</u>            | 3         |
| <u>Developing Effective Parenting Skills</u>   | 3         |
| <u>Active Listening</u>                        | 4         |
| <u>“I-Messages”</u>                            | 5         |
| <b><u>III. Communicating with Children</u></b> | <b>6</b>  |
| <u>Separation Anxiety</u>                      | 6         |
| <u>Conflicts Between Children</u>              | 6         |
| <b><u>IV. Organizational Structure</u></b>     | <b>8</b>  |
| <u>General Membership Meetings</u>             | 8         |
| <u>Committees</u>                              | 8         |
| <u>Officers</u>                                | 8         |
| <u>Job Descriptions</u>                        | 9         |
| <b><u>V. Coop Jobs</u></b>                     | <b>10</b> |
| <b><u>VI. How the Day is Run</u></b>           | <b>11</b> |
| <b><u>VII. Policies and Procedures</u></b>     | <b>13</b> |
| <b><u>IX. Safety</u></b>                       | <b>16</b> |
| <b><u>IX. Communications</u></b>               | <b>17</b> |
| <b><u>X. Social Activities</u></b>             | <b>18</b> |

|  |           |
|--|-----------|
| <b><u>Appendix A – Job Descriptions</u></b>                | <b>19</b> |
| <u>Daily Position: General Membership</u>                  | 19        |
| <u>Daily Position: Opening Assistants (A/B)</u>            | 20        |
| <u>Daily Position: Closing Assistants (C/D)</u>            | 21        |
| <u>Daily Position: Circle Time Leader</u>                  | 22        |
| <u>Daily Position: Snack/Discussion Leader</u>             | 22        |
| <u>Officer Position: Co-Program Coordinator (2)</u>        | 23        |
| <u>Officer Position: Registrar</u>                         | 25        |
| <u>Officer Position: Secretary</u>                         | 26        |
| <u>Officer Position: Treasurer</u>                         | 27        |
| <u>Committee Positions: Advertising</u>                    | 28        |
| <u>Committee Positions: Craft</u>                          | 30        |
| <u>Leadership Position: Church Liaison</u>                 | 31        |
| <u>Leadership Position: Cleaning Party Coordinator</u>     | 32        |
| <u>Leadership Position: Community Outreach Coordinator</u> | 33        |
| <u>Leadership Position: Day Coordinator (1 Per Day)</u>    | 34        |
| <u>Leadership Position: IT Coordinator</u>                 | 35        |
| <u>Leadership Position: Social Coordinator</u>             | 36        |
| <u>Leadership Position: Supply Manager (2)</u>             | 37        |
| <b><u>Appendix B—Classic I to I Songs</u></b>              | <b>38</b> |
| <b><u>Appendix C—Fire Drill Procedures</u></b>             | <b>39</b> |
| <b><u>Appendix D – Discussion Topic Suggestions</u></b>    | <b>40</b> |
| <b><u>Appendix E – TEAM (Orientation Handout)</u></b>      | <b>41</b> |
| <b><u>Appendix F – Play-dough Recipe</u></b>               | <b>42</b> |



# I. Overview

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## History

Infancy to Independence was founded in 1975 in New Orleans by Joan Spivey, a parent interested in reaching out to other parents of young children. Since then, the program has continued to grow in LA. Based on the original idea, a separate group was begun in Stow, MA by Dottie Hilbert in 1986. In the fall of 2001, this group relocated from Stow to Acton, MA.

In 2003, a new group of parents began playgroup meetings in Waltham, MA, first at the Covenant Congregational Church, and later moving to its current location at the First Lutheran Church at 6 Eddy Street. In 2011, our Waltham group was incorporated with the state of MA and is a Federal Non-Profit organization (501(c)3).

Although our group shares a similar name, founding principles and ideals as the groups in Louisiana and Acton, MA, the organizations themselves are completely separate and independent from each other.

## Cooperative

I to I is a cooperative program for families with children from infancy through the preschool years. We work together to find ways to make parenting easier and more enjoyable. "A cooperative is an organization that is owned and controlled by the people who use its products, supplies or services. Although cooperatives vary in type and membership size, all were formed to meet the specific objectives of members, and are structured to adapt to members changing needs. Self-reliance and self-help are the hallmarks of cooperatives."-- the Center for Cooperatives University of California, [http://shawnewald.info/aia/pro\\_coop.html](http://shawnewald.info/aia/pro_coop.html)

I to I operates under these seven principles adopted in 1995 by the International Cooperative Alliance:

1. Voluntary and Open Membership
2. Democratic Member Control
3. Member Economic Participation
4. Autonomy and Independence
5. Education, Training and Information
6. Cooperation among Cooperatives
7. Concern for Community

For more information about the Alliance and these principles, visit their website at:

<http://ica.coop/en/what-co-op/co-operative-identity-values-principles>

We provide parents with a place away from the pressures of home to get in touch with their children and to discuss parenting with other parents. We are all learning how to be parents as our children grow and I to I is a place to exchange information, share problems, and explore alternatives in child rearing. We simply strive to become more effective parents who rear emotionally healthy children with high self-esteem. There is no one method of child rearing that is right for everyone, so we are here to learn from and support each other.

I to I's environment is rich in interesting activities and challenges for our children. I to I is a place where our children spend time with children their own age, as well as older and younger ages. It is a place where they can relate to other friendly, caring adults as helpful teachers, and experience brief separation from parents in a safe environment.

Our program provides many benefits for both parents and children.

Parents have the opportunity to:

- Learn more about child development and parenting techniques
- Learn tips and ideas to handle situations more effectively with their children
- Meet new friends and gain support with a network of other parents with whom to share similar joys and concerns
- Spend quality time with their children
- Enjoy discussion time with other parents and practice gentle separation from their children
- Learn ways to develop more confidence in their parenting abilities, helping them enjoy the challenge more

Children have the opportunity to:

- Play with and learn from other children in both group and individual activities
- Acquire skills through use of various creative and educational materials
- Prepare for school by learning social skills necessary for dealing with other children in organized and free activities
- Develop a positive image of grown-ups after relating to adults who are consistently warm, friendly, and understanding

*Parents own and run the program completely; there are no paid staff. I to I is non-sectarian and is open to all families.*



## II. Philosophy

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Historically I to I has advocated a positive parenting philosophy, or effective parenting approach based on Dr. Thomas Gordon's "Parenting Effectiveness Training." Although we believe multiple effective parenting resources are available, we still refer to Dr. Gordon's method in describing the history of our philosophy.

### Effective Parenting Approach

Part of being involved with I to I is learning and sharing with others about effective parenting skills. I to I advocates a positive parenting philosophy, or effective parenting approach based on Dr. Thomas Gordon's "Parenting Effectiveness Training." Dr. Gordon's method is designed to show parents how they can rear happier, more responsible and more cooperative children.

According to Gordon, there are three basic parenting styles:

1. The **authoritarian** parent is one who requires obedience without question, often punishes out of anger, always feels correct, listens ineffectively, fosters dependence and demands compliance. This parent uses force, persuasion, threats or bribes, producing defensiveness, fear, hostility, and a sense of helplessness in the child. The parent's discipline meets HIS needs by blatant use of parental power.
2. The **permissive** parent allows the child to define the limits of his behavior. Usually the child feels out of control and insecure because she does not know where she stands. The permissive parent may reach a boiling point and then explode like an authoritarian parent or continue to neglect giving the child the guidance she needs. Either result leads to more insecurity for the child and for the parent.
3. The **effective** parent can recognize and express his needs and feelings without guilt while accepting his child's needs and feelings, even when he does not completely understand them. This adult feels comfortable in his parental role; he is skilled in the use of effective parenting methods and techniques. This parent can function in a way which promotes his child's emotional and physical well being and growth. Effective parents strive to achieve this level of skill, but recognize that it is a continual process.

Again, I to I promotes the effective parenting style that works best for each parent and child. Sometimes this might be a combination of the above parenting styles or parenting styles that are not listed above. There is no one way to be an effective parent, but we are always striving to be the most effective parents possible.

### Developing Effective Parenting Skills

Developing effective parenting skills is a primary focus of I to I members. I to I pursues this goal by educating ourselves on child development, managing the challenges of parenting through discussion, and building healthy self-esteem. The effective parenting skills that we are trying to improve upon should allow us as parents to set consistent, effective limits for our children, keep open the lines of communication and love, and keep both our children's and our self-esteem high.

Elements needed in developing a positive open attitude to become an effective parent include:

- Self-esteem
- Active Listening
- I-Messages

### **Self-esteem:**

We all want our children to have high self-esteem. The following things are necessary in developing this self-esteem.

#### **Parents' Self-esteem**

One of the goals of I to I is to support and encourage each other. We share experiences and problems in parenting, gather information, and try to find any solutions that might be needed. Growth in parenting skills increases self-esteem.

#### **Children's Self Esteem**

I to I encourages methods that enhance our children's self-esteem. We use eye-to-eye contact ensuring we have their attention, and use active listening skills during exchanges. We try to make sure no one wins and no one loses by using positive words, no put-downs. Most importantly, we try to remember that we cannot help our children until we really know what they are feeling and needing, so we try to develop active listening skills.

#### **Positive and Effective Discipline**

Your child is growing and methods of discipline may change from time to time. The word discipline means to teach, not punish. It is a rule or system of rules governing conduct. To discipline is to teach by instruction and exercise, especially in self-control. When a child misbehaves s/he should learn what acceptable behavior could be substituted. The effective parent disciplines through love, example and instruction.

### **Active Listening**

Listen: Let the child talk to you; look him in the eye and really listen to what he is saying.

Acknowledge: Occasionally repeat what the child is saying so that s/he knows that you have been listening and have really heard what s/he has said. Usually his feelings are "coded," that is, s/he is not saying exactly how s/he feels. We sometimes have to reword what s/he is saying to expose the underlying feeling.

Encourage: Prompt the child to keep talking by saying things like "Is that so?" and "Really?"

Validate: When you think the child has given enough information to understand his/her feeling, try to put them in to words for them.

After using b, c, or d, always go back to a. This process allows the child the right to his own problems and feelings and allows him to discover his own solutions.





## “I-Messages”

Another important technique in positive parenting is the sending of “I-Messages” as opposed to “You-Messages”. The “I-Message” is my feelings expressed in such a way that says what is happening inside of me in relation to the child’s activities or behavior. I open myself to my children-they discover my humanness.

An “I-Message” can be a:

- Simple description of the situation from your point of view
- Statement of your emotion or feeling as honestly as possible
- Non-blameful description of the behavior that bothers you.
- Description of concrete effects on you; these effects must be real and the child must “buy” them. When the effect of his behavior doesn’t mean anything to the child, his behavior will not change.

A “You-Message” evaluates the child, disguises the parent’s feelings, puts the child on the defensive, and focuses on the child’s character. These messages usually “put down” the child.

Examples of “I-Messages”:

- I cannot rest when someone is crawling on my lap.
- I’m worried about getting dinner ready on time

Example of “You-Messages”:

- You should know better!
- You are naughty!

Promoting high self-esteem, using active listening, and relaying I-Messages all contribute to effective parenting. We do not have all the answers on how to teach our children and how to parent. This coop is a resource from which you will get information, encouragement, and support.

# III. Communicating with Children

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Each child is a person in his own right with needs and feelings and the right to express them. Very simply put, remember the golden rule "a person's a person no matter how small."

<http://www.goodreads.com/work/quotes/933973-horton-hears-a-who>

It is important to set consistent and reasonable expectations for children. While at the program we ask that all parents communicate with the children in the same way. This helps manage their expectations and maintains mutual respect. While participating in I to I activities we ask parents to use active listening and "I-Messages."

## Separation Anxiety

A child not accustomed to being with other children or adults may initially react to the program with fear and an insistence that his parent remain with him at all times. A child not accustomed to being with other children or adults may initially react to the program with fear and an insistence that his parent remain with him at all times. A child must live through this normal and necessary stage to establish a separate identity. Before this time, children seem to think that their parents are physical extensions of their own bodies. The anxiety strikes when child realizes that their parent can disappear and fear that the parent will never come back. Only time and loving patience will help the child learn that parents do return. Also, separation anxiety is a healthy sign of a strong bond between parent and child; but just as a deep parent-child attachment is good, so is a child's growth towards independence.

The following is a group of suggestions to help ease your child through this separation anxiety when it is time for discussion, get your child involved with a toy or an interesting activity before you leave. Tell him that you are going to discussion with the other parents and assure him that you will return soon. Often it is helpful to point out the assistants by name and let your child know what they will be there if he needs anything. Keep this farewell short to prevent the anxiety level from increasing. It is advisable not to sneak away while your child is not looking as this may teach him to distrust. Once you've prepared your child for your absence please head to discussion. If your child cries, an assistant will hold, comfort and try to entertain him. Please inform the assistant of any comforts that work for your child. Should your child cry uncontrollably and refuse to be comforted, you will be called out of the discussion to console him.

## Conflicts Between Children

When children are very young, it is appropriate to give them models for solving a problem. Letting them know what is not acceptable helps give the child an example to which he/she can relate. Once children understand the limits to solving conflicts, they can settle most arguments for themselves. At I to I we prefer to ask children to take turns, rather than force them to share. Demanding that a child give up a toy for the sake of another child may teach the child that she is not worthy enough to have the toy herself. It may also teach the child who gets the toy that crying will get her what she desires. If a toy is very popular, a timer can be used. The length of play time with the toy should be discussed with the children so they know what to expect.



Children hitting other children is not acceptable. Encourage children to use words to express feelings instead of pushing, biting, or hitting. If the child is having difficulty finding his/her words, use active listening and validate your child's feelings by putting his/her feelings into words. It is not recommended that you respond to this type of reaction with any physical punishment as this may only reinforce his/her behavior. The child may benefit from hearing phrases that convey his/her feelings: "My turn"; "No"; "Please don't push"; "Please go away"; "I don't like that".

Children naturally go through stages of being aggressive, passive, or assertive. At times your child will seem to constantly be on the bottom of the heap. At other times, you may be surprised by his/her aggressiveness. This usually resolves itself with time and patience.

[\(http://www.gordontraining.com/parent-programs/p-e-t-philosophy/\)](http://www.gordontraining.com/parent-programs/p-e-t-philosophy/)

# IV. Organizational Structure

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In a cooperative, each individual member shares the work in order to make the program possible. In addition to daily responsibilities, each family usually donates about 10 hours of work to the program per semester. This includes attendance at I to I General Membership Meetings and committee work. Some parents choose to take on a one-year leadership role, which involves a bigger time commitment. It is not required that you hold one of these positions, but participation in a committee is required of all non-officer members.

Each family is asked to indicate their job preference when registering. Once assignments are made, those participating in a committee will be contacted by the Chair of the committee regarding additional information on tasks and meetings. In addition to volunteering time as an officer or on a committee, each member is required to attend at least one GMM per semester.

## General Membership Meetings

Major decisions are handled in the general membership meetings during each semester. Each family attending the meeting has one vote even if both parents are attending the meeting. The majority vote of the families attending decides an issue for the entire program. Input should be forwarded to the program Chairs regarding specific agenda items prior to the meeting.

GMMs are held twice each semester – one on a weeknight and the other on a Saturday. Dates are published at the beginning of each semester to allow members to plan accordingly.

***Each member is required to attend at least one GMM per semester to continue participation in the program. If your schedule does not allow you to attend either GMM during a semester, please speak with the Program Coordinators immediately.***

## Committees

I to I has two areas that require multiple participants to be successful: Advertising and Craft.

- Advertising Committee is responsible for generating publicity and materials, organizing and attending public events.
- Craft Committee is responsible for preparing all the craft projects for the semester.

## Officers

The purpose of having officers at I to I is simply to have people responsible for the administrative functions necessary in any large organization. The officers consist of the following roles: Co-Program Coordinators, Registrar, Treasurer and Secretary. Our officers acquire expertise in running the program, but other than that, there are no special statutes connected with being an officer, or length of time in the program before someone volunteers for an officer position. In all voting matters, discussions, etc. all parents are equal partners in the program. All interested parents are encouraged to take on an officer position. They should contact the Co-Program Coordinators for more information.



## **Job Descriptions**

The following is a list of job descriptions. The list can be modified and / or positions combined to accommodate the number of parents involved in the program. More detailed job descriptions can be found in Appendix A.

### **Co-Program Coordinators**

Coordinates all administrative aspects of the program and manages meetings. Works with all committee and day coordinators to ensure the program is running smoothly and issues / concerns are handled effectively.

### **Day Coordinators**

Creates and manages schedule. Ensures the day runs smoothly and issues / concerns are handled effectively.

### **Registrar**

Manages registration process for new and returning families.

### **Secretary**

Keeps documentation of General Membership Meetings and other historical aspects of the program.

### **Treasurer**

Manages all aspects of program finances.

### **Advertising Chair**

Coordinates Advertising Committee activity to generate publicity as needed to obtain new members.

### **Craft Chair**

Coordinates all aspects of craft projects, including theme creation, committee management and purchase and maintenance of all art-related supplies.

### **Church Liaison**

Primarily maintains communication with church staff regarding community programming

### **Social Media Coordinator**

Manages I to I's social media pages (Facebook and Instagram)

### **Community Outreach Coordinator**

Organizes community activities

### **IT Coordinator**

Maintain and update all internet related communications

### **Social Coordinator**

Coordinates social event for coop members and families, committee management, and newsletter development.

### **Supply Manager**

Maintains inventory of all supplies and toys, purchasing additional items as necessary. Also manages and plans cleaning party at the end of each semester.

# V. Coop Jobs

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In addition to volunteering time as an officer or on a committee, each member is required to hold jobs most weeks at playgroup in order to fulfill the coop requirements of the program. Detailed duties can be found in Appendix B.

The coordinator for each day will create a schedule at the beginning of each semester to assign jobs to each member, including him/herself, and manage the structure of each day. The Day Coordinator is also the first person you should reach out to with any issue (program–process or interpersonal related). If your concern is with a Day Coordinator, please contact the Program Coordinator directly

## Assistant Duties

Each day that I to I meets, the Day Coordinator and six additional members are required to hold jobs to ensure the day runs smoothly. If there are positions that are difficult for you to fill or days you know that you will need to miss the group, please let your Day Coordinator know. If you cannot attend on the days you are assigned a job, it is **your responsibility to find a replacement and notify your Day Coordinator.**

*Daily jobs are as follows (please see Appendix D for full job details):*

- Two Opening Assistants
- Two Closing Assistants
- Circle Time Leader
- Optional- Discussion leader

## Opening

Opening Assistants arrive 15 minutes early to set up for the day. **This is very important.** Please ensure the day's craft project and other toys are set up on time, as it takes away from the one-on-one time of the entire group if things are not ready when families arrive.

## Closing

Closing Assistants are the last ones to leave (at approximately 11:30 am). After everything is put away, clean floors, and make sure the lights are turned off.

## All assistants

The main role of all four assistants together is to supervise the children during free play/discussion and engage children who are having trouble separating.

## Circle

Each week the children are introduced to the theme through the weekly art project. Circle time is an extension of that theme and leaders can use books, songs, finger play, or other 'props'. It is the Circle Leader's responsibilities to define the activities for the day and procure necessary materials (books, music, visual aids). See [Circle Time Resources](#) for available I to I resources and ideas.

## Discussion Leader

This individual should also come prepared to lead a topic during discussion time. This role is only used during semesters with high enrollment or semesters when parent members are struggling to connect as a group.



# VI. How the Day is Run

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## **Sign in, Name Tags, and Overview of Schedule**

Please make it a habit to check off the attendance sheet for yourself and your child when you arrive. This is for attendance, fire drill and emergency purposes.

Name-tags are available on the front table next to the sign in sheet. Members are encouraged to wear their name-tag each week.

## **Daily Activities**

### **9:00-9:15 Set Up**

Assistants A & B arrive to set up the space for the day by setting up the attendance board, making coffee, pulling out the craft, pulling out fine motor skills toys (Yellow Labels) and ensuring the handwashing station is set up and the heavy swinging door that leads to the handwashing station is securely open.

Tuesday assistants are responsible for bringing the floor mat out from the closet as well as putting away any extra adult tables and bringing out the kids tables & chairs, ensuring the piano is not accessible for the kids, and securing the gate at the kitchen entrance.

### **9:15-9:50 One on One Time**

During this time parent and child(ren) can choose to focus on creating the weekly craft project or spend time developing fine motor skills using various toys. This time is an important part of the program and provides an opportunity to see your child as an individual.

When One on One time is over the lights will flash and everyone sings the “clean up” song (see Appendix C) to transition to the next activity.

### **10:00-10:15 Circle**

Circle time begins with a name song, typically, “old shoes, new shoes” (see Appendix B) and then parents and children participate in a variety of activities centered on the theme of the day. This usually includes, but not limited to, storytelling, songs, finger play and movement activities (ex., parachute or ring around the rosy), and use of props by the circle leader.

When Circle Time is over everyone sings “good-bye circle” (see Appendix C) to transition to hand washing.

### **10:15-10:40 Snack**

Assistants help set up for snack while everyone else help the children wash and dry their hands. After washing hands children enjoy a healthy snack while assistants enjoy a break. Non-assistants attend to children and snack replenishments. Toward the end of snack non-assistants bring out the large toys for free play before heading to discussion.

When the snack is over the assistants clean the area while the rest of the parents go to discussion. This is a good time to encourage children to help clean up.

**10:40-11:10 Free Play/Discussion**

Assistants remain with the children while the rest of the parents go to another room for discussion time. This is an extremely important part of the program, as gentle separation is helpful for children and time alone with other adults is needed for all parents. One of the key goals of I to I is to encourage independence, and learning to separate for even a short time is an important step in that process.

Nursing and very young children (under 12 months) are welcome to join their parent during discussion time.

During discussion time the leader presents the topic and leads the discussion. Discussion should be a relaxed atmosphere. If you are called out of discussion or choose to stay with your child during free play, please assume an Assistant role so that someone may take your place in the discussion.

Some children experience separation anxiety and it is important for all parents to be aware of how to manage that process. It can be helpful for parents to remind children that they are in the next room, that they will return shortly, and that there are other children to play with.

Assistants will try multiple types of distraction. However, if your child is very upset and cannot be calmed you will be called out of discussion. When s/he is calm, you may choose to return to the discussion group.

I to I advocates teaching children to share and take turns. We encourage assistants to allow children to manage this process on their own, and intervene when they are unable to do so. When children are very young, it is appropriate to give them models for solving a problem and to use words to express feelings instead of pushing, biting or hitting. Once children understand the limits to solving conflicts, they can settle most arguments for themselves.

**11:05-11:10** Assistants begin organizing toys and put away items not in use during free play.

**11:10-11:15 Family Clean Up**

At the end of Free Play/Discussion, parents return to the main room and we flash the lights and sing the “clean up” song while all families help put toys away.

**11:15 Goodbye**

We sing “wave hands with friends” (see Appendix C) to signal the end of the day and all families not assigned to Assistant C or D positions leave. If not assigned to close, please pack up reasonably quickly so C and D can complete assigned tasks. Please do not begin sweeping or mopping until all other members have left.

**11:15-11:30 Final Cleaning**

Assistants C & D stay late to complete final clean up. Assistants should wash and dry dishes





and put them back into the cupboard, empty coffee pots, sweep the floor and turn out the lights. Thursday group only needs to put the children's tables and chairs away, put the mat back in the closet, and take out the trash and recycling, replacing the trash bags.

# VII. Policies and Procedures

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## Registration

Families are encouraged to visit a session of I to I to ensure the program is a good fit before registering. If parents decide to join, registration must be complete before the family may begin to attend regular sessions. Registration is complete when the Registrar receives all registration forms (including waivers and medical forms), plus full tuition fees.

The maximum number of children per day is 20. We will continue to accept registrations for each day on a rolling basis until this maximum is reached.

## Tuition

The current tuition rate is \$100 for the first child and \$20 for each additional sibling over one year. Children under one year are free with a paid sibling. *If you would like to apply for a scholarship to join our program, please contact the Registrar.* Scholarships are available based on need and are awarded by the officers. Tuition fees will be prorated for families joining the program after the semester start.

Tuition fees are used to cover expenses for space rental, snacks, supplies, and equipment, along with administrative needs.

## Orientation

At the beginning of each semester new members attend a mandatory orientation to review the space and storage organization, semester and daily schedule, and member responsibilities. Parents should plan on attending without their children so they can devote their full attention to the large amount of information presented. Returning members are encouraged to attend this orientation.

## Attendance

Attendance on a regular basis is necessary if members and their child(ren) are to benefit from I to I. Of course, we are all parents and understand that schedules do occasionally need to change at the last minute. Also, please see the illness policy below if either you or your child is sick.

It is the parent's responsibility to contact the day coordinator if unable to attend for any reason and also to find a replacement if they are scheduled for a job that day. If three consecutive sessions are missed without the member contacting the day coordinator, it will be assumed that the member has dropped out.

## Snow/Cancellation

I to I follows the cancellation policy of the Waltham Public School district. If school is delayed, please contact your day coordinator to determine if I to I can still be held.

## Outside Toys

With the exception of small personal objects or "lovies" for soothing, I to I does not allow families to bring toys from home to our program. Just as most elementary schools do not allow outside toys, we find them to be extremely distracting to the children and often the cause of disagreements. Children are more engaged when they are using toys provided by I to I and not worrying about their personal toys.



## **Illness**

Although the spread of colds and other illnesses is inevitable within any group, at I to I we try to minimize this as much as possible. In addition to being contagious to others, a sick child will not be able to enjoy the day's activities. We ask you to keep your child at home if s/he has:

- Fever within the past 24 hours
- Conjunctivitis
- Impetigo
- Vomiting/Diarrhea
- Productive Cough or thick yellow/green nasal phlegm
- Chicken Pox (until all lesions have crusted and no new ones appear)

Please be sure to contact the Day Coordinator or other member on your day to cover last minute cancellations due to sickness. You can cover the responsibilities when your child is feeling better.

## **Who Brings the Child**

One of I to I's primary goals is to bring parents and children together. Due to this structure, our program is open to parents or legal guardians and their child(ren). Unfortunately this means that others, even if they are the primary weekday care giver, are not eligible to bring children to our group on a weekly basis. Under special circumstances (parent appointment/illness, etc.) alternate caretakers, such as grandparents, babysitters, etc. are allowed to bring your child; please notify your Day Coordinator in advance. It is important for your child (and for the other children attending I to I) that the same person attends I to I on a regular basis.

## **Visitors**

If friends of members are interested in our program, they may attend one session free of charge. Please confirm with both the Day Coordinator and the Registrar before bringing any guests. An informal tour of the program will be given, and both parent and child are welcome to join the day's activities. Relatives of enrolled children are also welcome to visit the program; please notify the Day Coordinator in advance.

## **Handbook Changes**

Grammatical changes to this handbook can be made with a majority approval of the organization's officers as follows: Program Coordinators, Treasurer, Secretary and Registrar. Policy changes may be made after a majority vote at a General Membership Meeting if a quorum (one-third of members) is present. Extensive changes, such as any change which impacts the integrity or structure of the program, must be voted on by paper or electronic ballot. Should there ever be a conflict between the handbook and the bylaws, the bylaws prevail.

## **Insurance**

All parents are responsible for the safety of the children (theirs and others) attending I to I, and should be conscious of safety issues and never leave a child unattended while at I to I (inside or outside) at any time.

## **Reimbursements**

Reimbursements will be given for all approved purchases. Please discuss with the Program Coordinators or appropriate committee chair before making any purchases. Receipts must be turned in to the treasurer in a timely manner. I to I's debit card is to be used by approved board members only.

## **Program Refunds**

If a family chooses to leave the coop any time prior to the second session of a semester, they will receive a full

refund. Choosing to leave after the second session and prior to the third session of a semester will result in a 50% refund. From the third session on, no refund will be granted. In the event of unusual circumstances, refunds may be granted at the discretion of the officers.

### **Allergies**

We strive to accommodate all allergies within the snacks that we provide. However, we are unable to ensure the facility is allergen free as we are not the only program that uses the space. We can also provide allergen free playdoh upon request.



# IX. Safety

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Parents are always concerned for their children's safety. Please help each other by being aware of all the children on your day, especially in the following areas:

- During discussion: When you are an assistant, please be particularly safety conscious. Know how many children are attending that day, and perform frequent head counts. Your job as an assistant is to play with and watch out for the safety and well-being of all the children.
- Setup and Clean up: Be careful that no child wanders away alone. If you need to leave your child for a short time while you are busy with other things, ask another parent to keep watch, and then check back in with that person when you return.
- No smoking is allowed at I to I or on the premises of the church at any time.
- Be familiar with the fire drill procedures (see Appendix C).

# IX. Communications

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## **Internal Communications**

I to I uses the Google suite of products to facilitate communication between I to I members. All important communications are delivered via email in addition to verbal announcements. It is imperative that members read emails from their Co-pros and Day Coordinators to ensure they have the most up to date information.

I to I also maintains a private Facebook group for members for communication and social activities. All members are encouraged to join the group if they utilize Facebook.

## **External Communications**

I to I maintains a website at [www.walthamplaygroup.org](http://www.walthamplaygroup.org). The main purpose of the website is to explain what I to I is and give prospective members an opportunity to learn more about us. Please pass out this website address to all you know.

I to I also maintains a public Facebook page and Instagram account for advertising purposes.

## **Program Evaluation**

Continual evaluation and review of how we are doing, both on the program level and individual levels, is essential to improving the quality of I to I. Members should bring forward any issues, program or interpersonal, to their Day Coordinator and/or the Program Coordinators, as they arise. In the early part of the semester each member will be asked to complete a short survey to determine how the program is meeting expectations and to ascertain any concerns. Toward the end of each semester each member will be asked to complete an online survey, the results of which will be compiled and shared at the GMM at the end of the semester.



# X. Social Activities

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## **Brunch**

Once or twice a semester each day has “brunch”. On this day there is no discussion time, rather all the parents sit together in the main room with the children and enjoy a potluck brunch.

## **“Parent’s Night Out” Events**

The Social Coordinator plans and manages social events for the parents. These events are usually on a weekday night and are for adults only. Popular events are Bunco, Book Club, “Project Night”, and Trivia. If members have other ideas for activities, or would like to host an event, they are encouraged to talk to the Social Coordinator.

## **Family Events**

Once or twice a semester an activity is planned for the whole family. This event could be a music show for the children, a family picnic, or a family outing. If members have suggestions for other activities, they are encouraged to talk to the Social Chair.

## **Church Activities**

At times the Church may ask us to participate in some of their fundraising, community service, or social activities. The Social Committee will work directly with the Church and the I to I membership to coordinate these activities.

*Participation is optional for all events occurring outside of the regular I to I day.*

# Appendix A – Job Descriptions

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## Daily Position: General Membership

### Objective of Position

While assistants have specific tasks assigned to them, the rest of the parents are expected to help out in all other areas of the program

### Responsibilities

*One on One time, 9:15 am*

- All parents must help clean up the craft project and encourage the children to help also

*Circle, 10:00 am*

- Parents are expected to fully participant in circle time; please help by encouraging your child to stay on their mat, sing songs, be engaged during stories, etc.
- Some children maybe not sit during circle; feel free to distract them with a separate book or toy. Please use only I to I provided materials, as toys from home can cause conflict among the children
- If they continue to be distracted, please try moving them to another part of the room. The nursery upstairs is available if a private space is needed to calm down.
- Snack, 10:15 am
- While the children are washing hands, parents should clean tables and plate and distribute the snack
- Once children are finished, parents remove free play toys from under tables and remove the bins marked with red from the storage closet

*Discussion, 10:40 am*

*Clean Up, 11:15 am*

- The circle leader should lead the children in a song or game (ie parachute) to entertain them while the parents assist in putting free play toys away
- If not assigned to close, please pack up reasonably quickly so Assistants C/D can complete assigned tasks





## Daily Position: Opening Assistants (A/B)

### Time Commitment

- Each member of the coop will take on each daily role at least once during the semester

### Objective of Position

- Arrive early on assigned day to set up room and all playgroup materials
- Work with other assistants to care for children during free play

### Responsibilities

#### *Set Up, 9:00 am*

- Turn on lights
- Set up attendance sheet (this is part of our Fire Drill procedures, an accurate attendance record is imperative for safety)
- Check area for small and dangerous objects
- Set up craft project
- Bring all toys marked with yellow labels out of closet and set up on rug
- Make coffee for adults
- Ensure paper towels and soap are available at the handwashing sinks and the heavy swinging door is securely open

#### *Additional Tasks for Tuesday only (these must be completed before room set up begins)*

- Set up gate around piano
- Move extra adult tables (if more than 3) and chairs into corner storage room if needed
- Move children's tables and chairs from preschool room into main room
- Remove mat from storage room and roll it out on the floor
- Set up handwashing station with soap and paper towels

#### *Snack, 10:15 am*

- Assistants help with preparing snack while other parents help with handwashing
- Assistants take a break and have their own coffee/snack, once child snack is underway

#### *Free Play, 10:40 am*

- Bring out gross motor skill toys with the red labels, ride-ons, and/or slide/seesaw
- Watch and play with children
- Assist with separation as needed
- Take a periodic head count
- 1 Assistant washes dishes if able based on number of children
- Let parents know if child needs to use restroom or needs a diaper changed
- About 11:05 am, call parents back from discussion and begin cleaning up

## Daily Position: Closing Assistants (C/D)

### Time Commitment

- Each member of the co-op will take on each daily role at least once during the semester

### Objective of Position

- Stay late on assigned day to help clean up the space
- Work with other assistants to care for children during free play

### Responsibilities

#### *Snack, 10:15 am*

- Assistants help with snack
- Assistants take a break and have coffee/snack, once snack is underway

#### *Free Play, 10:40 am*

- Bring out gross motor skill toys with the red labels, ride-ons, and/or slide/seesaw
- Watch and play with children
- Assist with separation as needed
- Take a periodic head count
- Begin washing dishes
- About 11:05 am, begin organizing toys and put away items not in use
- Let parents know if a child needs to use the restroom or needs a diaper changed

#### *Clean Up, 11:15 am*

- Please wait until all other families have left before sweeping or mopping the floors
- Please do not allow children to use the large broom provided by the church; they may use the child-sized brooms provided by I to I
- Clean floors
- Make sure all toys are away
- Wash coffee pots
- Wipe down tables and counters
- Turn off lights

#### *Additional Tasks for Thursday*

- Empty trash (kitchen, bathroom, sinks) and recycling; trash and recycling containers are outside of church
- Return mat and piano gate to the storage closet
- Move children's tables and chairs back into preschool room
- Dry and put away dishes
- Put away paper towels and soap dispensers at the handwashing station



## Daily Position: Circle Time Leader

### Time Commitment

- Each member of the coop will take on each daily role at least once during the semester

### Objective of Position

- Lead circle time for the group

### Responsibilities

- Prepare 10-15 minutes of educational material such as fun books, songs or games tied to the weekly theme
- Begin with a welcome song of choice (see Appendix B) and end circle with “Goodbye Circle” (also in Appendix B)
- Gather children and sing songs or play games (ie parachute) during final clean up to allow adults time to put toys away

## Daily Position: Discussion Leader

### Time Commitment

- Each member of the coop will take on each daily role at least once during the semester

### Objective of Position

- Provide snacks for children and adults and Lead discussion

### Responsibilities

- Present a discussion topic and guide discussion as needed



## Officer Position: Co-Program Coordinator (2)

### Term of Position

- 1 coordinator will hold the position for 1 school year, Fall-Spring semesters
- 1 coordinator will hold the position for 1 calendar year, Spring-Fall semesters

*By having coordinators overlap schedules, 2 new coordinators will not begin the position at the same time. This ensures that the experience learned from one semester to the next will not be lost, allowing better communication between coordinators.*

### Objective of Position

- Coordinate all administrative aspects of the program
- Ensure the program issues/concerns are handled effectively
- Help group grow toward future goals

### Qualifications

- Must have attended I to I for at least 1 year
- The 2 coordinators should attend separate days of I to I in order to gain a more complete view of the program. Exceptions can be made as needed.
- Team leadership, volunteer supervision skills and experience a plus
- Organization, multitasking and attention to detail
- Drive to move group in a positive direction

### Responsibilities

- Attend one 2-hour planning meeting prior to the start of each semester
- Attend two 2-hour General Membership Meetings per semester
- Attend officer meetings as scheduled

### Manage Officers' Meetings

- Coordinate attendance, meeting logistics and agenda
- Lead discussions: Semester themes, scheduling and operations
- Maintain order/keep on task

### Manage General Membership Meetings

- Coordinate attendance and meeting logistics
- Prepare agenda, gathering information and/or concerns from committee and day coordinators
- Review program evaluations and prepare results to share
- Address any program issues (current or pending) and conduct voting as necessary
- Ensure each Coordinator is prepared to provide updates and answer questions for their areas
- Follow up with Secretary to ensure meeting minutes are accurate and made available after the meeting.

### **Run Orientation for new members**

- Conduct a shortened version of program day and walk new members through all aspects of the organization
- Request assistance from 'veteran' members as needed
- Work with Registrar to create registration and information packets

### **Delegate projects as needed**

- Assign tasks to other members
- Ensure tasks are completed

### **Future Growth**

- Annual planning/goals for the group/big picture plans
- Recruiting new volunteers for leadership positions

### **Communication**

- Works with Church staff to manage contract/lease details and scheduling
- Keep in direct communication with all committees and issues concerning their specific duties
- Address and resolve any issues that members may have about the program or about other members.

### **Transitioning**

- Keep a file of information pertaining to the position to pass on to successors
- Set up a meeting with successor to pass off information and answer any questions



## **Officer Position: Registrar**

### **Term of Position**

- 1 school year

### **Objective of Position**

- Manage registration process for new and returning families
- Maintain personal information for members

### **Qualifications**

- Organized and attentive to details
- Personable and professional presentation to the public
- Clear oral and written communication

### **Responsibilities**

- Attend one 2-hour planning meeting prior to the start of each semester
- Attend two 2-hour General Membership Meetings per semester
- Attend officer meetings as scheduled
- Act as main contact for all new inquiries into the program
  - Receive all calls from Google Voice Number
  - Receive all emails to [info@walthamplaygroup.org](mailto:info@walthamplaygroup.org)
  - Once contact is made, ask how they heard about I to I and tell them about the program
- Provide tours for interested families
- Coordinate Open Houses with the Advertising Committee
- Coordinate Orientation with Program Coordinators, including registration and information packets
- Distributes re-registration forms to existing members before end of each semester
- Collect registrations and ensure all tuition checks are submitted to the Treasurer
- Generate attendance list, daily roster, emergency contacts and allergy lists once all registration forms are received; distribute lists as appropriate to members and day coordinators
- Maintain member information for each day
- E-mail letters at beginning of every semester indicating each member's position and responsibilities

### **Transitioning**

- Keep a file of information pertaining to the position to pass on to successors
- Set up a meeting with successor to pass off information and answer any questions

## Officer Position: Secretary

### Term of Position

- 1 school year

### Objective of Position

- Official correspondent of I to I
- Handles all paperwork, announcements, meeting minutes and records

### Qualifications

- Organized and attentive to details

### Responsibilities

- Attend one 2-hour planning meeting prior to the start of each semester
- Attend two 2-hour General Membership Meetings per semester
- Attend officer meetings as scheduled
- Take minutes at all meetings and share with group within one week after meeting
- Email the follow up feedback to the Program Coordinator
- Manage all updates to group paperwork
- Maintain a lending library as the group grows and is able to offer more resources for its members to use
- Maintain correspondence with Secretary of State, as needed
- File Annual Report with Commonwealth of Massachusetts (online form updating officers), as well as \$15 fee, due November 1st of each year

### Transitioning

- Keep a file of information pertaining to the position to pass on to successors
- Set up a meeting with successor to pass off information and answer any questions





## **Officer Position: Treasurer**

### **Term of Position**

- 1 school year

### **Objective of Position**

- Create and maintain annual budget

### **Qualifications**

- Experience with finance, accounting or budgeting a plus

### **Responsibilities**

- Attend one 2-hour planning meeting prior to the start of each semester
- Attend two 2-hour General Membership Meetings per semester
- Attend officer meetings as scheduled
- Maintain bank accounts
  - Deposit semester tuition for all members
- Prepare and maintain semester budgets
  - Keep an accurate account of all expenses
  - Define and manage coordinator/committee budgets
  - Balance bank account with budget expenses/income
- Reimburse members as requested and in a timely manner; ensure receipts are submitted
- Provide reports to group of current account status at GMM
- Create one \$115 scholarship per semester scholarship fund
- Work with organization on any grant projects
- File federal taxes, Form 990EZ
- Maintain correspondence with IRS, as needed

### **Transitioning**

- Keep a file of information pertaining to the position to pass on to successors
- Set up a meeting with successor to pass off information and answer any questions

## Committee Positions: Advertising

### Term of Position

- Chair: 1 school year, Members: 1 semester

### Objective of Position

- Coordinate activity to generate publicity as needed to obtain new members
- Encourage members to help share information about our program

### Committee consists of 3 Positions, tasks for each listed below

- Chair
- Development
- Publications

### Chair Responsibilities

- Attend one 2-hour planning meeting prior to the start of each semester
- Coordinate Advertising Committee activities
- Solicit ideas and develop strategies for advertising I to I
- Work with Officers on Open House dates and publicity
- Manage design, copy and distribution of printed materials
- Maintain copies of all I to I publicity materials
- Maintain files of all stories published about I to I
- Manage copy content for different publicity venues and events
- Head committee meetings as needed, coordinate activities via email when not meeting in person
- Solicit photos from the group to use for advertising

### Transitioning

- Keep a file of information pertaining to the position to pass on to successors
- Set up a meeting with successor to pass off information and answer any questions

### Development Responsibilities

- Cultivate contacts at other organizations to advertise I to I
- Determine advertising opportunities (fairs, expos, etc) and coordinate logistics of attending these events (staffing, booth, materials, etc.)
- Approach organizations/businesses about discounts for members of our coop as cross advertising opportunities



## **Publications Responsibilities**

- Manage master list of print and online publications and contact information appropriate for I to I advertising
- Identify new publications for posting
- Manage member list of online posting access and frequently remind members to post notices
- Send information notices to print and online publications as needed
- Coordinate efforts to distribute printed materials to local libraries, business and family organizations, etc

## Committee Positions: Craft

### Term of Position

- Chair: 1 school year, Members: 1 semester

### Objective of Position

- Coordinates all aspects of children's weekly craft projects

### Chair Responsibilities

- Attend one 2-hour planning meeting prior to the start of each semester
- Create weekly themes and create coordinating crafts; keep projects appropriate for all ages
- Maintain inventory and purchase all art-related supplies
- Coordinate committee meeting(s)
- Be available to all members of committee for assistance or technical support
- Put all prepared future art projects in closet, clearly labeled with week and theme
- Keep a collection of popular projects as samples

### Transitioning

- Keep a file of information pertaining to the position to pass on to successors
- Set up a meeting with successor to pass off information and answer any questions

### Graduation

- At the end of the school year, put together graduation gift bags for children graduating from the program. Prepare end of year certificates for all attending children

### Member Responsibilities

- Attend one committee meeting per semester
- Meeting will be used to prep projects for ease of weekly use, such as precutting and separating project pieces
- If unable to attend committee meeting, must prepare pieces for weekly projects at home, as directed by the Chair(s)
- All projects completed at home must be returned I to I the following week
- Make batches of play-dough as needed (see recipe Appendix F for recipe)



## **Leadership Position: Church Liaison**

### **Term of Position**

- 1 school year

### **Objective of Position**

- Maintains communication with church staff

### **Qualifications**

- Organized and attentive to details
- Strong communication skills

### **Responsibilities**

- Check with church secretary for any I to I mail and make sure it gets to the appropriate members (i.e. debit card bills go to treasurer, registration forms go to registrar)
- Handle any maintenance issues by contacting church staff and co-program coordinators.
- Communicate with Church regarding sharing of materials (i.e. toys, snack tables, etc)
- Work with Church to determine opportunities for I to I involvement in social and / or community outreach programs
- Coordinates member involvement in Church activities

## Leadership Position: Cleaning Party Coordinator

### Term of Position

- 1 semester

### Objective of Position

- Ensure cleaning of all toys and facilities throughout the semester

### Responsibilities

- Coordinate end of semester cleaning party
- Identify all tasks that need to be done and delegate tasks to members
  - Clean all toys and bins
  - Discard broken or hazardous toys
  - Organize supply closet as needed
- Ensure we have cleaning materials (ex. rags, cleaning products, sponges, paper towels etc.).
- Note any major items that need to be replaced for next semester and inform Supply Manager
- Create sign-out sheet for any toys that are cleaned at home by members unable to attend work party
- All toys cleaned at home must be returned to I to I the following week



## **Leadership Position: Community Outreach Coordinator**

### **Term of Position**

- Minimum of one semester

### **Objective of Position**

- Organize community activities

### **Qualifications**

- Organized and attentive to details
- Strong communication skills

### **Responsibilities**

- Schedule assisted living visit for the Fall semester before the fall planning meeting
- Schedule fire station visit for the Spring semester before the spring planning meeting
- Send out reminder emails to day coordinators for community activities
- Maintain contact information for all community activities
- Communicate any new ideas for community outreach activities to Co-program Coordinators.

## Leadership Position: Day Coordinator (1 Per Day)

### Term of Position

- 1 school year

### Objective of Position

- Creates and coordinates daily schedule
- Ensures each day runs smoothly

### Qualifications

- Organized and attentive to details
- Experience with scheduling volunteer tasks a plus

### Responsibilities

- Review the program at first session of the semester and make introductions
- Distribute roster when available from Registrar
- Assist new members as needed until they are acclimated to the program
- Set up schedule for semester, revise schedule as needed
- Distribute schedule through Google Groups email list and send weekly reminders of assignments; include allergy list on schedule for snack person
- Primary responsibility for leading the children out of the building during a fire or drill
- Serve as point person for issues/concerns of the day
  - Be responsive to major issues (ex. safety, damage to property, interpersonal) and inform Program Coordinators
- Serve as timekeeper to keep day moving (ex. flash lights at clean up time)
- Maintain daily attendance list of adults and kids, in case an emergency arises
- Retain list of member's emergency contacts and all allergies and ensure that it is available each week at I to I in case of emergencies
- Send thank-you notes (fire station visit, assisted living visit, etc.)





## Leadership Position: IT Coordinator

### Term of Position

- 1 school year

### Objective of Position

- Maintain and update all internet related communications

### Qualifications

- Organized and attentive to details
- Technological ability to maintain and update all internet related communications

### Responsibilities

- Update Google Group List each semester
- Maintains Google Drive file structure
- Maintains automatic announcements, databases, and group calendar
- Assists members as needed with using the Google Groups
- Work with Advertising to ensure that all advertising related information, or special events (i.e. open house dates) are on the public Facebook page and the I to I website (*moved from ad/social media*)
- Maintains public Facebook page and other social media as needed
- Maintain and update I to I website
- Manage the Google Apps account, email addresses and Drive

## Leadership Position: Social Coordinator

### Term of Position

- 1 school year

### Objective of Position

- Organizes monthly events for coop members and families and manages newsletter production

### Qualifications

- Ability to host events helpful, but not necessary

### Responsibilities

- Maintain a list of alumni who are interested to continue social events and invite as appropriate
- Handle logistics of outing: event, time and location as well as negotiating a group price if applicable
- Solicit ideas/feedback from group on desirable outings
- Encourage members to host events at their home
- Propose monthly family outings
- Create events for social activities and update with photos on the I to I private Facebook page
- Add events to the Google calendar
- Notify members of activities in the area for families with young children as appropriate
- Monitor all activity on the I to I private Facebook page



## Leadership Position: Supply Manager (2)

### Term of Position

- 1 semester

### Objective of Positions

- Maintains inventory of all supplies and toys, purchasing additional items as necessary

### Qualifications

- Membership to wholesale business (ie BJ's, Costco) necessary
- Ability to shop frequently

### Responsibilities

- Ensure that all non-food supplies and other purchases are made available during the semester (i.e. paper supplies, cleaning supplies)
- Label all non-food items purchased with 'I to I' using green stickers
- Keep non-food storage areas organized
- Check supply quantities regularly
- Make all purchases using an I to I account debit card or receive reimbursements from the treasurer
- Buy new toys, etc. as needed
- Ensure that all food supplies are made available during the semester (i.e. snack food, juice)
- Label all food items purchased with 'I to I' using green stickers
- Keep food supplies organized
- Label anything that may contain known allergens; keep original ingredients list with snacks transferred to Tupperware in order to preserve allergen information
- Make purchases using an I to I account debit card or receive reimbursements from the treasurer

*The responsibilities of the Supply Manager may be overseen by one member if volunteers are limited.*

# Appendix B—Classic I to I Songs

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## **Clean Up**

Clean up, clean up, everybody, everywhere.  
Clean up, clean up, everybody do your share!  
(Repeat as necessary)

## **Old Shoes, New Shoes**

Old shoes, new shoes, (child)'s wearing brown shoes.  
One, two, three, four, tap them gently on the floor

## **Willaby, Wallaby, Wee**

Willaby, wallaby, wee, an elephant (or any other animal) sat on me.  
Willaby, wallaby, woo, an elephant sat on you.  
Willaby, wallaby, wusan, an elephant sat on Susan.  
Willaby, wallaby, wack, an elephant sat on Jack.

## **Goodbye Circle**

Goodbye circle, goodbye circle, goodbye circle,  
It's time to wash our hands.

## **Wave Hands With Friends**

Wave hands to friends 'cause it's time to go.  
Wave hands to friends 'cause it's time to go.  
Shake hands with friends 'cause it's time to go.  
We'll see you another day.

## **Roll Out (or Up) the Mat!**

This is the way we roll out (up) the mat,  
roll out (up) the mat,  
roll out (up) the mat.  
This is the way we roll out (up) the mat,  
Here at I to I.



# Appendix C—Fire Drill Procedures

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The Day Coordinator has the primary responsibility during a fire drill or alarm, helped by Assistants A and B.

**Day Coordinator**—Responsible for bringing the sign-in sheet outside and leading families out of the building using one of three exits:

1. Side door nearest the restrooms. This is the preferred exit as it is closest to our meeting space.
2. If the side door is blocked by fire, then use the main entrance by the elevator and church office.
3. If both the side and main doors are blocked by fire, use the exit at the end of the hall past the sinks, on the left directly across from the teen room.

Meet in the side yard by hedges lining the sidewalk. Begin head count and roll call to ensure the entire group is accounted for.

**Assistant A**—Responsible for checking the main room, the storage closet, the room by the piano, the kitchen and the restrooms for people before following families out the side door nearest the restrooms. Meet in the side yard by the hedges lining the sidewalk.

**Assistant B**—Responsible for checking the door stairs hallway, the preschool classroom, the discussion room, the office, and the teen room in back for people before heading up the stairs by the sinks and out the front door.

In case of actual fire—After completing above jobs, everyone meets in the side yard by the hedges lining the sidewalk. The Day Coordinator should be ready to report the roll call status to the first emergency crew to arrive. Everyone must remember to stay clear of the parking lot to allow emergency vehicles to come through. Once all members are accounted for, the entire group will cross the street.

# Appendix D – Discussion Topic Suggestions

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Discussion takes place every week at I to I for parents who do not have Assistant duties. Every parent has an opportunity to lead discussion and choose a topic. The list below contains suggested categories that encompass many topics which parents may choose to use for discussion. Topics are not limited to these categories. They are meant as a guide to encourage variety and prevent repetition.

## **Parenting Styles**

At I to I, we strive to become more effective parents and we recognize that each of us does this in a different way with a unique style making us the parents our children need. Thus, understanding our parenting styles is essential to being able to support one another at I to I.

## **Communication Styles**

Discussion gives parents the opportunity to model the effective communication we are trying to teach to our children. I to I requires open communication for the success of the program. Knowing communication styles can help members to relate better, enhance the experience and form stronger relationships.

## **Self-Development**

Because parenting is a full time job, it is important to have time to focus on your self-development. Being part of I to I means being supported by other parents who realize that doing things for yourself outside of parenting only makes us better parents.

## **Child Development**

Children develop in their own way. The beauty of discussing child development is that even though every child is an individual, every parent can offer support to help respect and foster the individuality of the child.

## **Family Dynamics / History & Bonding**

When you know about someone's family history; where s/he comes from, how many brothers & sisters s/he has, etc. it is an opportunity to find common ground. Knowing where someone has been is essential to understanding where s/he wants to go.

## **Education**

Because schools do not offer a degree in parenting, we come to I to I to learn from each other and develop greater self-confidence in our abilities as parents. Sharing ideas about education helps our families grow.

## **Cooperative Play & Work**

Cooperation is working together to accomplish shared goals. Cooperative play & work result in members striving for mutual benefit so that all of us gain from each other's efforts. As we learn how to function as a coop, we model to our children how to cooperate with others. Cooperation is a skill learned by positive interdependence, individual & group accountability, doing & accomplishing tasks together and by group processing.



**Health & Safety**

“Be Kind, Be Safe, Be Gentle” is a motto we can use for ourselves and our children. As parents, the health and safety of our children is always our first concern.

# Appendix E – TEAM (Orientation Handout)

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## Tips for safety

1. Parking: Take care when entering and leaving the parking lot.
2. Food Allergies: Please let your Day Coordinator know of any allergies, adults or kids.
3. Cleaning: Use Seventh Generation cleaning spray on all food surfaces.
4. Sign-in: Sign-in every week in case of fire and for assistant's use during free play
5. Diapers: Please take all soiled diapers home with you.
6. Illness: Do not come with child if he/she has been sick, has had a fever, diarrhea or vomiting over the past 24 hours, has thick yellow green nasal phlegm, cough, etc.
7. Boundaries: Children are not allowed in the kitchen or behind the partitions. Children should always be accompanied by an adult.

## Education

We are all learning how to be parents as our children grow. I to I is a place to exchange information, share problems, successes and joys, and learn different alternatives in childrearing. The parenting skills that we are trying to improve upon should allow us as parents to set consistent, effective limits for our children, keep open the lines of communication and love, and keep both our children's and our own self-esteem high.

## Assistants

1. Job Description: Review job description ahead of time to ensure you understand your role. Perform frequent head counts while watching children during free play.
2. Fire Drill: Be responsible for following appropriate fire drill procedures.
3. Break: During snack time take a break in the kitchen.
4. A and B: Need to arrive at 9:00 am, please do not be late.
5. C and D: Need to be the last to leave after a final walk through, don't forget to turn off the lights.

## Member

1. Stay involved with the I to I community – check Facebook and the Google Groups on a regular basis.
2. Participate: Help to advertise our great I to I program.
3. Co-op: No difference in work between assistants and others except during discussion.
4. Behavior of children: Mind children for aggressive behavior, teach “be kind, be gentle, be safe”.
5. Communication: Call ahead to switch positions for day and call day coordinator if you will not be attending.
6. Help: Lend a hand to others in need, returning members help new members with routine.
7. Officers: Administration of general co-op talks – no inherent privileges.
8. Remember to play, learn and have FUN.





# Appendix F – Play-dough Recipe

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This play-dough recipe is made in less than 10 minutes and costs about \$1.00.

## Ingredients:

- 1 and 1/2 Cups salt
- 3 Cups flour
- 2 T. oil
- 2 T. cream of tartar
- 3 Cups water with food coloring added

## Directions:

Mix all of the ingredients together and pour (dump) into a heated Teflon pan. Cook using medium to high heat. Constantly mix the playdough until it becomes “playdough consistency”. This usually takes about 4 minutes. Let cool in pan for about 30 minutes and put into a ziploc bag.