



# AWAKENING SEED SCHOOL

## INTERN/SUB/VOLUNTEER HANDBOOK

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## Tomorrow's Child

What is hope?

It is the pre-sentiment that imagination  
is more real and reality is less real than it looks.  
It is the hunch that the overwhelming brutality  
of facts that oppress and repress us  
is not the last word.

It is the suspicion that reality is more complex  
than the realists want us to believe.

That the frontiers of the possible are not  
determined by the limits of the actual;  
and in a miraculous and unexplained way  
life is opening up creative events  
which will open the way to freedom and resurrection--  
but the two--suffering and hope  
must live from each other.

Suffering without hope produces resentment and despair.  
But, hope without suffering creates illusions, naïveté  
and drunkenness.

So let us plant dates  
even though we who plant them will never eat them.  
We must live by the love of what we will never see.  
That is the secret discipline.

It is the refusal to let our creative act  
be dissolved away by our need for immediate sense experience  
and it a struggled commitment to the future of our grandchildren.  
Such disciplined hope is what has given prophets, revolutionaries and saints,  
the courage to die for the future they envisage.  
They make their own bodies the seed of their highest hopes.

--Rubin Alves

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# THE SEED PHILOSOPHY AND VISION

Throughout history, people from all walks of life have shared a vision of an age in which all beings will live together in peace. Those who hold this vision are committed to working for the benefit of all others until each one has attained an awareness of the unity of life. Awakening Seed is a part of this worldwide vision of peace and was founded on these basic principles:

- All life forms are interconnected. When we damage one portion of the web of life, we damage the entire system. Helping even the smallest creature contributes to the harmony of the whole planet.
- Life can be viewed as a series of cycles or patterns. By studying smaller cycles such as the breath in the human body or life cycles of insects and spiders, the universals of life are more easily understood.
- Each person is more than a physical being. Our intellect and spiritual nature need cultivation as well, in order to become a balanced person.
- We all need love and support in our efforts to learn and grow.
- Suffering can be eliminated through loving kindness and compassion. This attitude is cultivated most effectively at an early age.
- World peace is possible.

With these principles in mind, Awakening Seed was conceived in 1977 in order to provide a school environment that furthers this vision. More specifically, the Seed was established to provide a setting where children and families of diverse backgrounds can come together to learn and grow, where developing humanitarians, artists, and creative thinkers is equally important to learning about the basic academic subjects. Furthermore, the Seed's intention is to promote a type of education that will raise the awareness of the needs of our planet and its inhabitants, and learn how each of us can be a more mindful planetary citizen and steward.

At the Seed we strive to provide a safe environment with a nurturing, community atmosphere. We attempt to model respect and expect that children will be respectful to their peers and the adults in their lives. Educationally, we believe that children should be well rounded, develop a disposition to love learning when they are young, and enjoy coming to school. We use an emer-

gent curriculum model, which means that the interests, passions, and daily lives of both children and teachers frequently drive classroom content. Academic subjects are often integrated into larger projects, which allows students to apply basic skills in meaningful ways. We make a strong effort to adhere to the Arizona State Standards, as well as guidelines provided by the National Association for the Education of Young Children.

If you have more specific questions about the Seed philosophy or curriculum, please consult the Director, Assistant Director, or any experienced staff member. School communications, such as newsletters, the Seed website ([www.awakeningseedsschool.org](http://www.awakeningseedsschool.org)) and information provided by the classroom teachers and other staff members should help answer any questions you have. A reading list of relevant materials is available upon request.

## WHAT MAKES THE SEED UNIQUE?

- Children are respected for their strengths, supported in their efforts to become well-balanced individuals, and encouraged to become intelligent, divergent thinkers. An emphasis is placed on what a child does well, building on that to develop areas of challenge.
- Students are treated with respect and are given support and guidance as they develop their social skills. Social/emotional development is considered as essential as learning to read and write.
- The Awakening Seed curriculum is designed to evolve from and with the children and staff. Children are highly motivated, self-directed learners because they are allowed to have a voice in determining their learning experiences.
- The rich multicultural learning environment allows students to appreciate both the similarities and differences we share as human beings. Many school activities include all ages and foster a spirit of cooperation, creating a sense of family and community.
- Class sizes are kept small, thus providing the maximum amount of attention for each child. Adaptations are made to meet individual needs and parents are highly involved, giving extra to support to both students and staff.

- The outdoor environment plays a significant role in a child's Seed education. Gardening, tending personal outdoor spaces, spending time in the playground's natural spaces, and learning about ecological issues are built into the Seed curriculum.
- Creativity and artistic expression are a high priority at the Seed. Both process and product are honored, giving children yet another means of self-expression.
- Seed students love to come to school because they are interested in what is offered and it's a happy place in which to grow.

## VOLUNTEER EXPECTATIONS

Volunteers are an important part of the Seed community. We depend on our volunteers to provide expertise, interests, and assistance that extend beyond the range of our regular staff members in their daily roles. As a volunteer, we rely on you to provide the following:

- Dependability
- Communications
- Confidentiality
- Attitude
- Support



### Dependability

Parent volunteers are always welcome and help keep the school running smoothly. Awakening Seed encourages you to share your talents to help enrich the program. Serving on volunteer committees, teaching specific skills, driving on field trips, preparing materials at home for the classroom, serving as a room representative, or participating regularly in the classroom with

your own child are a few of the ways you can be involved. If you sign up for a committee or volunteer to help in any way, please make sure to follow through. Last minute changes (e.g. not being able to drive on a field trip) or no shows create a lot of stress for the staff and children. With adequate warning, changes can be accommodated.

### Communications

As a volunteer, you will receive communications regarding school activities, classroom events, and volunteer expectations. Communications will be offered via personal conversation, email, occasional written documents, and the school website. It is your responsibility to check messages regularly from all these potential sources for updates and further details.

### Confidentiality

From time to time in your role as a volunteer or parent participant, you may have access to personal information about others in the school setting (e.g. a child's behavior or ability to perform given tasks). These guidelines give more specifics about expectations for confidentiality:

- Please respect other children and other families in the class and school.
- Please refrain from inquiring about other children's academic progress or asking personal questions about them.
- Speak respectfully about other children in the classroom, in the same way you'd like others to speak about your own child.
- Any concerns that arise from your classroom participation should be confidential and discussed with the teacher or director.
- Parent participants do not have access to student or staff files at any time.
- If, as a parent participant, you are approached by parents or staff members not directly working with a child, please defer any questions to the classroom lead teacher.

### Attitude

As an Awakening Seed volunteer or intern, you are expected at all times to exemplify the school's high standard of professionalism. This includes personal conduct (e.g. refraining from gossiping about others), adhering to the dress code (see Professional Conduct section on the following page), and serving as an





ambassador for the school. Details regarding professionalism are included in the following pages.

## Support

Your primary responsibility as a volunteer, parent participant, or intern is to support the Awakening Seed program. The parent volunteer bulletin board in the hallway displays all of the committees that function throughout the school year. Each family is required to serve on at least one committee and/or volunteer a minimum of 10 hours per year. Please check the bulletin board to sign up for your committee. If you need further information about a committee, please consult the Parent Handbook on the website or ask the Executive Director, Founding Director, APA leadership team members, or your child's teacher for details.

All student interns are responsible for directly supporting the classroom teacher to which you are assigned. Any questions or communications regarding your experience at Awakening Seed should first be directed to your classroom teacher. Any additional questions or concerns should be brought to the Director's attention.

The following are ways you can support your classroom teacher:

- Respect other children and other families in the class and school. Please refrain from inquiring about other children's academic progress or asking personal questions about them.
- Speak respectfully about other children in the classroom, in the same way you'd like others to speak about your own child.
- Any concerns that arise from your classroom experience as a parent participant should be confidential and discussed with the teacher or director.

- Turn cellular phone ringer off while in the classroom and put your phone away. Parent participants are expected to follow the same cellphone guidelines as the staff.
- Dress appropriately to work with young children. Short shorts, mini-skirts, and tops that reveal cleavage are inappropriate. If you're unsure if something is inappropriate, it's best not to wear it. This is in line with the Awakening Seed staff dress code.
- Clarify your objective as a parent participant with the teacher; i.e., observe, help your child with a particular subject, get to know your child's schedule, help with classroom tasks, etc.
- Interact specifically with your own child. Other children may join in with what you are doing with your child (e.g. if you're reading a story to your child). Interns should attend to all children.
- Designate a specific time and day you'd like to participate with your child in class.
- Notify the teacher in advance when you have to cancel.
- Direct all questions or concerns back to the teacher.
- Follow teacher-given directions when helping your child.
- Check with the teacher to clarify how much help and/or direction should be given to your child for any given assignment.
- Always address children with respect, both physically and verbally.
- Stay focused on your child's school experience. Save personal conversations with other adults (including the teacher) for non-classroom time.
- Follow all school/class rules set for the children.
- Use positive, encouraging language when in the classroom.
- To enhance your parent participation experience, sign up to attend a Love & Logic parent workshop series.



## PROFESSIONAL CONDUCT

### Dress Code

While Awakening Seed does not have a specific dress code for the staff, students, interns and volunteers, you are expected to wear clothes that are clean, neat and in good repair. Casual, comfortable clothing is certainly appropriate, even necessary, for the work we do. At the same time, it is important to remember that we are professional educators. Our appearance should reflect this. Undergarments must be covered at all times, and no low cut tank tops, v-necks, or spaghetti strap tops should be worn. Tank top straps must be a minimum of three inches wide. Please make sure that all tops are long enough and pants/shorts/skirts are high enough to cover the midsection of your body. Miniskirts are generally not appropriate due to the time we spend on the floor. If you're unsure if something is inappropriate, it's best not to wear it.

### Professionalism

While on the Awakening Seed School campus, it is important that all student interns and volunteers demonstrate professionalism. All student interns and volunteers are expected to be courteous of parents and children coming and going from the building, as well as in the hallway. Please be mindful of conversations with content that might be inappropriate for children and/or their parents to hear in a school setting (e.g. social life details, going out to bars, foul language, etc.). Furthermore, please make sure your cars are free of bumper stickers, painted messages, decals, etc. that might be inappropriate for children and parents to see.

### Smoking

Awakening Seed School is a smoke-free environment.

### Personal Phone Calls (School Phone)

Please keep personal phone calls to a minimum. They must not interfere with your volunteer work. Emergency calls regarding illness or injury to family members, changed family plans, or calls for similar reasons may be made or taken at any time. Incoming urgent calls will be directed to you.

### Cell Phone Use

Parent participants and interns are expected to follow the same guidelines for cell phones as regular staff members. Cell phones must be silenced and out of sight during class time. Please refrain from texting during volunteer times as well as photographing students. Mornings before and after playground duty, during lunch breaks, and after school (unless you are an after school intern) are appropriate times to use cell phones. Please have anyone call you at school through the office (602) 454-2606 in the event of an emergency so that a substitute can be provided during your phone conversation. The exception to this policy is for staff members who have older children not attending the school, who might need to contact their parent for emergencies, rides, coordination of plans, etc. In this case, they may call the staff member/parent directly.

### Social Media

While interning or volunteering, we ask that you NOT photograph Seed students and/or post classroom photos on social media. Not all parents have given permission for their children to be photographed and we want to respect this request. You are welcome to photograph your own child at school.

### Personal E-mail/Computer Time

Parent participants and interns are encouraged to use school technology for anything that supports classroom work, including e-mail, Internet searches, and technology projects. Any personal use of computers (e.g. checking your personal e-mail, attending to matters not related to your classroom work, personal social events, or other life activities) should be limited to non-duty times, personal lunch time, and after school (if not on duty).

### Copy Machine Use

If you wish to use an Awakening Seed School copier for personal use, you are to reimburse Awakening Seed School at the rate of 10 cents per copy. This includes printing non-school related documents from the Internet as well as copies for university courses being taught or taken. We operate on the honor system



with this, so please be respectful of the school's financial situation and be accountable for any non-school copies you make.

## **Volunteer Food and Drink Policy**

Modeling the school's wholesome food and drink policy is an important aspect of our work with children. The following policy was drafted and accepted by staff members to which everyone is expected to adhere:

While in the presence of students and parents, Awakening Seed staff members, parent participants, and student interns are required to follow the school policy for food and drink consumption. Any non-alcoholic beverage may be consumed during school hours, preferably in a non-transparent cup. Coffee drinks topped with whipped cream and syrups (that look more like desserts) may not be consumed in front of students, unless they are transferred into a nontransparent cup.

## **PARKING LOT AND AUTO SAFETY**

### **Auto Safety**

Please exercise caution when entering or leaving the parking lot. We ask that staff and families who don't have multiple children under five please park further away from the building and leave the spots along the sidewalk for families with several younger children. Please drive slowly, park only in designated parking spaces, and be sure to watch for children crossing the parking lot, regardless of age. The area in front of the building along the yellow curb is a designated drop-off area for older students only. At no time should a car be left unattended along the yellow curb. Please help us keep our students safe by not parking in this area.

Occasionally we have had cars broken into in the parking lot, mostly in the afternoons. In each instance there was a purse, backpack, money, cell phone, or stereo visible from the exterior of the car. Please be sure to bring these items into the building with you or place them somewhere they are hidden from view. If you see an unattended child in a car, please report this to the front desk or an administrator and we will follow up with the parent.



## **DISCIPLINE AND GUIDANCE**

The Seed staff has worked diligently to develop a guidance and discipline policy that is based on learning rather than punishment, ensures the safest possible environment, gives children a consistent and common language for solving problems, and supports students in their development as social beings. Considerable efforts have been made to minimize unsafe behaviors on the playground, eliminate unkind or inappropriate language, and diminish the number of disruptions in classrooms.

Consistent with our emergent curriculum model, we are always in the process of developing and adapting our guidance and discipline policy to meet the needs of the children in attendance at the Seed and the world in which we live. The following policy is our current working plan for maintaining a safe and peaceful school environment.

# THE SEED GUIDANCE/ DISCIPLINE POLICY

## Safety

Safety is our first priority. We are committed to maintaining a school environment that is physically and emotionally safe for all children. All children deserve to be treated with respect. They function and learn optimally when they feel secure. Safety is cultivated through our warm, accepting school climate, which fosters connection and contribution. Children are expected to contribute in meaningful ways to the community and to help maintain a safe environment. They are taught pro-social strategies and how to be helpful. Students are given tools to report unsafe situations and to prevent them by making better choices. Frequent discussions, all-school assemblies (which also build community), and posters serve as reminders of the importance of safety. By emphasizing physical and emotional safety first, we express our belief that connection and a sense of belonging are what motivate children to behave, and are the foundation of emotional intelligence and academic success.

## Pro-social Skills and Accountability

Central to our policy is the belief that the goal of guidance and discipline is to help children lead fulfilling moral lives. Our goal is to help children become self-aware, build positive relationships and self-esteem and resolve conflicts effectively. Thus, we actively teach and model social skills, just as we do academic skills. Problems are viewed as teaching opportunities and misbehavior is seen as an expression of a need for knowledge and understanding. Children learn skills in the context of problems or conflicts or during frequent group discussions and role-plays. Children are expected to be self-disciplined and are held accountable for skills that have been taught.



## Nonjudgmental Feedback, Consequences, and Problem Solving

Traditional rule-based discipline models seek compliance through rewards and punishments and tend to address only acted out behaviors. Our approach to discipline addresses school rules and all inappropriate behavior, as well as children's emotional needs and developmental needs for social knowledge and skills. We do this by modeling appropriate, caring behavior and through skillful guidance, nonjudgmental feedback, and the use of consequences and problem solving.

Rewards and punishments involve adult judgment of behavior and encourage dependency on the judgment of others as the basis for moral decisions. Consequences, however, encourage children to reflect. When children connect their behavior and the results of their behavior, they become more conscious of their actions and learn from their mistakes. They are empowered and develop internal standards for moral living. This "thinking and reflecting" approach is also consistent with our discovery and inquiry model of curriculum. In addition, rewards and punishments carry overt or covert threatening messages which reduce optimal functioning, inhibit problem solving, intrinsic motivation, and the ability to develop values of caring and respect.

Natural and imposed consequences give children nonjudgmental feedback about their choices. Natural consequences arise from the child's choices and interactions. They do not depend on adult imposition (If the child does not tie his/her shoe, he/she might fall.). Imposed consequences relate logically to established behavioral expectations and safety, and require adult intervention ("If you choose to grab and hit, you will play here on the floor by me with the toys I give you."). The supervising adults develop imposed consequences. Children also help determine consequences and solve problems during school and class meetings. In this way, misbehavior is seen not only as a problem of the individual.

Children are empowered to show disapproval for inappropriate behaviors and encouraged to coach each other in helpful ways. Consequences are most effective when delivered after a strong dose of empathy. ("Oh, bummer. Kids who share get to play with blocks. Don't worry. You can try again tomorrow.") Empathy should be sincere and non-sarcastic.

## Recovery Areas and Self-Calming Skills

The use of "time out" is discouraged. Instead, all classrooms have a recovery area or safe space where a child may go, or be encouraged to go, to gain composure and regroup. This place is designed to be comfortable, safe, and appealing, a place where stress can be released and emotional balance restored.

We can all learn from our mistakes and make better decisions when we are calm. Self-calming skills are actively taught and children are expected to use these when in the recovery area. Older students gradually learn how to recover within themselves as a transitional step that will help them in future settings where a physical recovery space is not present.

### **Additional Support and Intervention**

Sometimes disruptive and unsafe behaviors require that a child be removed from the group to have time and space for further recovery. This happens within the classroom first, and once the child has recovered, she/he is welcomed back to the group. If a child needs further time/space for recovery, an opportunity to do so is available in another classroom or the school office.

If a child is removed from the room, an adult will be present for supervision. In accordance with our policy and philosophy, the use of physical punishment is never employed at Awakening Seed.

Some children need additional support and guidance in order to succeed in school and life. Underlying behavior issues can be complex in the developing child. These are sometimes due to brain chemistry or uneven or immature neural development. Considerable support, openness and expertise are required to address these, and sometimes only incremental change can be expected.

Most behavior problems can be addressed successfully during the course of the day at school. If a problem persists, the parents are asked to work with the teacher and the child to develop a plan to solve the problem. Occasionally, a child's unsafe behavior necessitates that a parent is called during school hours to address an issue. Repeated unsafe or disruptive behavior may necessitate that the child leave school for the day.

If your child displays concerning behaviors, you will be notified and a conference will be requested with the classroom teacher and perhaps one of the school directors. Depending on the observed behaviors, a plan will be put in order which may include some or all of the following: a behavior plan (to link school behaviors to consequences and celebrations of success at home), a developmental evaluation, consultation with developmental specialist or therapist, and a time line for reaching target goals. Some teachers may choose to put the plan in writing so there is a clear and succinct written record of the things that the child, parent and teacher agree to do with an established date for reviewing progress.

Like plants that require different amounts of sunlight and water, children require different types of attention to succeed in school. Each child has important talents and qualities that contribute to the success and positive development of other children and the community. Our intention is to be inclusive with our student population, honoring diverse needs, while offering a healthy, positive learning environment. We give our best to children on a daily basis and expect parents to do the same. There will be situations in which we will expect extra support from parents in order to help a child succeed. We are willing to go a long way with a family if we know that our work at school is being supported at home.



### **Love and Logic Parenting Programs**

Awakening Seed uses the Love and Logic approach in all classrooms and encourages parents to use it at home. The Love and Logic Parent programs are professional programs that have a tremendous reputation for producing excellent results in changing behavior in children and adolescents through changes used in parenting beliefs. Both programs were developed by Jim Fay and Foster W. Cline, M.D. of the Cline/Fay Institute, Inc. of Golden, Colorado.

After taking the classes, parents using the techniques have stated, "Parenting is now fun again." One mother using the techniques taught to her stated, "I don't know why schools and other parents aren't using this. This is great information for everybody



to have. It is the only thing that has worked on my son to get results.”



The main idea in how the Becoming A Love and Logic Parent program works is through the philosophy that children need to learn how to have “real world” learning experiences. The way to have this happen is to NOT protect them from the consequences that come from the mistakes they make in their bad decisions. Parents are trained to consult with their children when they make bad choices while they’re young and the consequences are not expensive and damaging. Rather than getting angry at their child’s mistakes, parents learn to offer empathy and consequences to their children, putting the thinking and responsibility right back where it belongs – on the child.

Preparing children for the real world is the biggest job parents face. This is what “parenting with Love and Logic” is all about – getting our children ready to leave home at age eighteen, knowing they are not at risk. We want them to look at the real world and say: “I recognize this world! We practiced for it at home!”

At the Seed we offer parents a choice of two different class series. Both are based on the same philosophy. The main differences are the age focus, examples, amount of discussion, and length of the class. Many parents choose to attend the Early Childhood sessions first and the Becoming a Love and Logic Parent sessions to strengthen their skills. Staff can help you decide which class is best for you if you are unsure.

### **Love and Logic Early Childhood Parenting Made Fun! ®**

(A class from the Love and Logic Institute for parents of kids from birth to age 6)

This class is directed towards parents of children birth to age 6. It provides parents with specific, tangible skills to use and a mind-set that allows you to be present with your children, meet

their needs, develop a loving relationship from your infant's first day, and set developmentally appropriate limits and boundaries. It is empowering to both parents and children. Taking this class when your children are infants gives you a way of thinking about parenting and your role as a parent who can raise children from a very young age who can think and problem-solve. Classes run for five weeks, one night per week, for two hours per class. Information on registration is available at the front desk.

### **Becoming A Love and Logic Parent®**

(A class from the Love and Logic Institute for parents of children of all ages)

This class is for parents of children of any age. The examples and stories range in example from toddlers to teenagers. This course consists of video presentations, in class readings and discussion sessions. By taking this course parents can expect to accomplish long lasting, successful parenting skills that will enable them to feel more confident in raising their children. As parents feel excited to implement these skills in the home, children will feel more supported by their parents as well as be responsible for their own behavior and changes in their beliefs and values. Classes run for seven weeks, one night per week, for two hours per class. Information on registration is available at the front desk.

### **Logical Consequences--An Example**

The following is an example from one of the Love and Logic training sessions:

*My toddler, as most are, is a strong-willed, ready-to-make-her-own-decisions kind of kid. It was wintertime at our home in Colorado. There was a fresh blanket of a few inches of snow in the backyard. My daughter loves spending her time outside. So, that morning after breakfast, she asked to go outside. I don't have any issues with that request, except that she was only wearing a diaper and snow boots, nothing else. I asked her if she would like to get dressed to go outside, or just wear her boots. She said, "NO" to getting dressed, and demanded "OUTSIDE"! As a Love and Logic® parent, I figured, "great opportunity to learn about the cold". It won't kill her to be cold for a few minutes, or to get snow on her skin. Like any good parent, I helped her open the heavy sliding glass door to the patio, and watched her waddle off into the backyard, knowing she was still perfecting her snow-boot walking technique. She made a few steps onto the snow-covered grass, and then as I anticipated, tripped, and fell forwards, flat onto the snow. There was a brief moment of silence; I believe this was for her to process the shock of lying in cold snow on bare skin. Then a small whimper, followed by crying, "Need gloves, Mommy." I was shocked. "Gloves? That's it?" I*

*gently helped her to stand back up and asked, "Is it cold?" She replied, "Yes, cold, need gloves." I didn't have to ask her to come back into the house, because by this time she was headed there in front of me. After retrieving her gloves, she must have decided clothes were a good idea, too, because she proceeded to get dressed with no battle. For the remainder of the winter, whenever it snowed, she'd comment, "Cold, need gloves." I also never had to ask her to get dressed first before going outside again."*

## Playground Supervision Guidelines

- Circulate to all the children within your designated area to provide a safe environment where all children feel secure
- If no children are playing in your designated area, move to where children are
- Scan the playground or room continually, rather than focusing on one or two children
- Be proactive—listen, observe, question, PREVENT problems before they happen
- Evaluate and intervene in situations that are potentially dangerous
- If you are unsure if a situation is problematic or not, or need assistance in resolving a situation, seek the advice of an experienced staff member
- Foster the development of autonomy in children
- Demonstrate sensitivity to the needs and feelings of all students
- Help maintain positive and productive student behavior
- Help children develop open-mindedness and embrace diversity
- Help children develop a respectful attitude for the environment and for those who inhabit it
- Give children the chance to solve their own problems
- Keep an extra close eye on children or groups of children who have a tendency toward conflicts or unsafe behavior



## Playground Rules

- Only one child is permitted on the swing at any given time. No twisting on the swing. (This causes damage to the swing as well as potential injury to children.)
- Children should always sit upright in swings, rather than leaning backwards (to avoid neck injury).
- Only one child is permitted on the monkey bars at a time.
- Inappropriate or dangerous looking climbing on any of the playground equipment is NOT permitted at any time. Climbing or running up the slide is not permitted.
- Children are not permitted to climb on the playground wall and should always stay within the main playground, unless permission is given for students to work in their outdoor classroom areas.
- Trucks and toys will be confined to the sand and dirt areas. Bikes must be used on the designated sidewalk area of the playground.
- Bikes should be ridden rather than pushed from behind. Children are not permitted to stand on trikes at any time.
- Balls and games requiring balls will be played only on the grassy area or basketball court.



- Ropes, strings, etc. may NOT be tied to anything (e.g., playground equipment, bikes, trees, other children, or oneself).
- Children should use the outside drinking fountain during recess and before and after regular school hours. The drinking fountain shall NOT be used for washing sandy hands.
- Dirty, sandy, or muddy children will not be allowed in the building (PLEASE help to reduce the number of daily hours required for janitorial duties!) Sand must be emptied from shoes, socks, and pockets before reentering the school building.
- Any holes dug should be no deeper than one foot deep in the sand or dirt areas.
- Children who damage and destroy school equipment will be asked to replace all damaged items.
- CHILDREN ARE NOT PERMITTED TO BE IN THE BUILDING OR ON THE PLAYGROUND WITHOUT ADULT SUPERVISION AT ANY TIME. When a child needs to leave the playground to go inside, he/she is required to have a playground bracelet, which designates permission given to enter the building. The children should use only the door to the hallway.
- If a preschool child needs to go inside for a change of clothes, he or she should be accompanied by a staff member to assist.
- If an accident occurs that may warrant further medical attention, a report must be filed in the accident report book in the office and the parent and/or paramedics may need to be called, depending on the severity of the injury.

## Language We Use

- Use positive strategies and positive language for conflict resolution (children who feel respected will be less likely to engage in power struggles)
- Examples of positive language:  
 "Please choose another area in which to play." instead of "Don't play here."  
 "Walking feet, please." instead of "Don't run." or "Stop running."  
 "Please untwist the swing." instead of "Please don't twist the swing."  
 "Please use the bike/swing/sand toys, safely/with good judgment."
- Draw attention to positive behaviors, instead of negative



"Have you noticed how (child's name) is waiting patiently/sitting quietly/playing with the trucks?"

- Focus on WHAT questions instead of WHY questions:  
 "What happened?" rather than "Why did you do that?"  
 "What do you want to say to the person who hurt you or your feelings?"  
 "What do you want them to do?... (keep it in the positive format)"
- Try to avoid the words "No" and "We don't do that." (again – keep it positive and tell them what you want them to do)
- Suggest that children face each other and/or establish eye contact when discussing a problem
- Suggest making amends with kindness, rather than forcing false words (e. g. "Can you say something to (child's name) that might make her/him feel better?" rather than forcing an apology immediately (later on an apology may be important, when it can be delivered in a sincere way)



## When A Problem Arises

- Use behavior redirection instead of consequence, where appropriate:

"Please find something else to do for a while." or "Would you like to play on the swing until you feel calmer/until it's your turn?"

- If a consequence is necessary, choose one that fits the action as closely as possible e.g. collect rocks from the playground for inappropriate use of rocks/sand/dirt clods show an act of kindness toward someone who has been hurt, excluded, etc. Sometimes deferring a consequence can be most effective (e.g. "We're going to have to do something about this and I need time to think about it. Try not to worry.").
- Make amends for disrespectful language and/or behavior (write an apology/spend time with them during projects)
- Place realistic, age-appropriate limits on consequences especially for preschoolers (3-5 minutes away from area/structure/toy/vehicle is all the attention span can handle)
- Please avoid using the term "TIME OUT" (Lillian Katz, an internationally respected early childhood educator, once said, "Timeout develops a disposition for revenge.")
- If a child needs time alone to think or calm down, communicate this in a positive manner
- Before the child returns to the group or previous activity, be sure the child can articulate what it was intended that he/she learn from the reflection time in the event that a child needs to be restrained, for the sake of his/her own safety or that of other children (e.g. if a child is running out of the building), take great caution to be sure the child is held in a firm but harmless way--a child's mouth (or face) should never be covered (even if the noise is REALLY LOUD!)
- At no time should a child be hit or harmed--any such action will result in immediate termination of employment or opportunity to volunteer, intern, etc.
- If a child's concerning behavior is repeated, the classroom teacher, Director, Assistant Director, and/or After School Director, or should be notified so further consequences or interventions can follow

## Threats and Violent Behavior

Safety is of utmost importance at the Seed. Awakening Seed has a no weapons (imaginary, toy, or otherwise), no violence policy. Verbal threats and physical violence are not tolerated and parents of any child involved in these behaviors shall be called immediately. Children involved in such activities will be given an age appropriate consequence, and if this behavior continues, parents may be asked to withdraw the child from Awakening Seed School. If at any time you are frustrated beyond the point of composure, please let someone else close take over for you or ask the administration for help. Reporting of Suspected Child Abuse  
All Awakening Seed staff members are required by law to report any suspected cases of child abuse. If you suspect abuse of any kind, please inform an administrator immediately.

If a child discloses information that might lead you to suspect abuse, respond to the disclosure in the following way:

- Listen to the child openly and calmly
- Don't make promises you can't keep
- Tell the child that
- you believe him/her
- you will do your best to find help
- you are glad they told you
- you cannot keep this information a secret (it is the law that this information must be reported)
- it is not the child's fault
- Then immediately report to administrator who will contact CPS

All new staff members will receive additional training in how to respond to reports of suspected child abuse during the new staff orientation.

## OTHER RESOURCES FOR VOLUNTEERS

Arizona Department of Education, Early Childhood Education Unit  
[www.ade.az.gov/earlychildhood](http://www.ade.az.gov/earlychildhood)

Quality First  
[qualityfirstaz.com](http://qualityfirstaz.com)

Arizona Child Care Resource and Referral  
<http://arizonachildcare.org>

Arizona Child Care Association  
[www.azcca.org](http://www.azcca.org)

Arizona's Children Association  
<http://www.arizonaschildren.org>

NAEYC  
[www.naeyc.org](http://www.naeyc.org)  
1-800-424-2460

For more resources, see page 159 of <http://www.ade.state.az.us/earlychildhood/downloads/EarlyLearningStandards.pdf>

Love and Logic website  
<http://www.loveandlogic.com/>

## CONTACT INFORMATION

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