

Davis Parent Nursery School

Family Handbook

2011 – 2012 School Year

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(Revised June 2011)

I. FORWARD

It takes time and patience to feel at ease as a participating parent. This handbook will help you on your way. It is intended to be a practical working guide that can be referred to throughout the year. It is made up of suggestions, hints, and procedures appropriate to the need of each nursery school session and will answer many of the questions you might have. This handbook also contains your admission agreement and information required by the State Department of Social Services.

A cooperative nursery school like ours depends on each family member sharing the responsibility for the school's welfare and progress. These responsibilities, as well as how the organization works, are also outlined in this handbook.

Your Director welcomes any questions or concerns which might not be covered in this handbook, and you should feel free to contact other member parents for aid and support when you need them.

The Davis Parent Nursery School has been the beginning of many rich friendships and much learning between children and adults since the school opened in 1949. We hope this handbook will help your years in DPNS to be growing and joyful ones. Relax! And let the good times come!

II. HISTORY OF THE DAVIS PARENT NURSERY SCHOOL

The Davis Parent Nursery School was envisioned in 1948 when four mothers started a small play group for their children in each other's homes on different days of the week. On the basis of their experiences, they decided to start a regular cooperative school, realizing that they would have a more successful project if more parents and children participated. Efforts to begin such a parent nursery school, the first of its kind in Yolo County, were initiated a year later. Public meetings were held; opposition to "dumping children" was patiently met; a steering committee was formed; and immense operational groundwork was laid.

In the fall of 1949, 53 parents enthusiastically attended an Adult Education class in Child Development at the Davis Joint Union High School in preparation for the opening of the nursery school which was to serve as a laboratory for the course. The school itself was not opened until the following February, however, because of difficulties in obtaining proper facilities. In the meantime, food and cake sales, bazaars, rummage sales, card parties, every fundraising device known to us--went on so that equipment could be bought. Finally, on February 13, 1950, the Davis Parent Nursery School began operation with 25 children in six Army surplus tents erected on property surrounding the Davis Boy Scout Cabin.

The log cabin itself was used only for toilet facilities, for storage, and for the program participants in extremely inclement weather. Since the fireplace was used for heat on those days, one participating mother had to be stationed there for the entire session. For the most part, however, activities centered in the housekeeping tent, the craft tent, the book and music tent, the circus tent, the block tent, or the sand tent. The Building and Ground Chairman and a local shoemaker were kept very busy in those days, for often after one of the infamous Davis winds, the chairman would be called upon to restore some collapsed tents before school began and the shoemaker would repair them. In the fall of 1950, the large tent was judged irreparable and the school made do with the remaining facilities.

For two and a half years the nursery school existed in this much-appreciated yet rather pioneer setting while innumerable fund-raising projects went on in order to raise enough money to construct a permanent building on land to be loaned to the Nursery School Association by the school district. Enrollment soared and there was a waiting list even then. Ground was finally broken October 28, 1951, and with \$7,000 raised by direct contributions and fund-raising activities and \$11,000 borrowed from the parents and friends, the present Eighth Street plant was built. It was designed by Price and Ponsford, Oakland architects specializing in school buildings. Two professional carpenters worked weekdays and their work was supplemented on weekends by work parties of parents. On a weekend in April 1952, the nursery school moved to its new quarters with no interruption of the program. The interior was entirely unfinished with bare studs visible everywhere. That summer the parents held painting parties; the patio and wall boards came in the fall; and gradually during the following years, the landscaping, runway, sandbox, etc., were added.

Each year the parents were able to pay \$1,000 on the mortgage, due primarily to the bi-annual nursery school rummage sales. In November 1962, final payment on the mortgage indebtedness was made, and the building and the Association were clear of debt. In 1970, compulsory fund raising, with each member obligated to bring ten boxes of rummage was abolished, but the Association still holds fund raising activities to supplement our operating income. As the school grew, so did the waiting list, and during the 1961-62 school year, it was decided to start another five-day session held in the afternoon in order to accommodate the growing need evidenced by the waiting list. The program was expanded still further in January 1967 with a four-day morning session in facilities belonging to the Davis Community Church. Another four-day session was added in September 1969; both were converted to five days in 1970-71, and moved from the Community Church facilities to more permanent quarters at the United Methodist Church on Anderson Road. Enrollment reached 145 children in 1971-72 with 200 on the waiting list for the following year. In January 1972, a study group assessing preschool needs in Davis was formed. Their findings and recommendations for a fifth session were presented to the Board of Education in March 1972. A third facility was thus initiated at Valley Oak School.

In the ensuing years, changes within the town of Davis and financial considerations indicated a need for a

complete reassessment of all three facilities and sessions.

As a result, the 1976-77 DPNS Board contracted with the Davis Joint Unified School District (DJUSD) to develop a new facility in the C Street facility to replace the Anderson Road (United Methodist Church) plant. The reassessment also resulted in the discontinuance of the Valley Oak location at the DJUSD's request.

The school district and Association shared responsibility for the renovation of the two end rooms of the middle wing of the C Street facility. As a result of great cooperation and super-human effort on the part of school contractors and parent volunteers, "525 C Street" opened (with minor problems, such as no water the first week) on time in the fall of 1977.

In 1987, DPNS became duly licensed by the State of California Department of Social Services.

In 2000 the Davis Joint Unified School District (DJUSD) chose not to renew the DPNS C Street lease, a lease we had held for about 23 years. DJUSD asked DPNS to move its C Street school to the new Marguerite Montgomery Elementary School on Danbury Street in South Davis in the fall of 2001. The school district is leasing a module building, designed by DPNS parents specifically for our use, to DPNS with a 20-year lease.

The following sessions are currently being offered:

8th Street	5 day morning	M through F	9:00 - 11:45am
	Pre-K session	M, T, W, Th	1:00 - 4:00pm
	Playgroup	F	1:00 - 2:30pm
	Playgroup	F	3:00 - 4:30pm
Danbury St.	2 day morning	T, Th	9:00 - 11:30am
	3 day morning	M, W, F	9:00 - 12:00pm
	Playgroup (older)	M	1:00 - 2:30pm
	Playgroup	M	3:00 - 4:30pm

III. PHILOSOPHY

The Davis Parent Nursery School Laboratory is a DJUSD Adult Education family program of child and adult activities: a cooperative workshop in human relations whereby parents embark on a path of commitment with the Davis Joint Unified School District to better their parenting skills. We believe that any school district will be enriched by our broad spectrum of ethnic and experiential backgrounds, and we expect our associates to contribute time and energy at an elevated level throughout their child's educational years. In addition, we recognize the need for our commitment to the excellence of the DJUSD to extend beyond our child's attendance. Each laboratory classroom's member provides many particular skills, talent, and enthusiasm in making a highly successful cooperative program.

DPNS offers parents many opportunities to become more aware of their own child. Seeing this child in a group of children the same age helps parents to understand and interpret development and behavior. Parents can become more at ease with the fact that a child does not always grow and change at a convenient pace or by a regular schedule, and at the same time come to realize that much of what their child does is not necessarily unique or different.

Through discussion and observation of other adults in specific instances, parents can often develop new ways of handling situations and solving problems and can apply this at home. Parents can learn of new and enriching experiences for their child and can contribute ideas of their own for the benefit of other parents.

This family-centered program offers children an opportunity to grow intellectually and emotionally. The children can learn to make social contacts in groups--small and large, supervised and informal. They can learn to cooperate, to take turns, to share, to verbalize their feelings, to defend their rights and to respect the rights of other children. They can learn to develop initiative and leadership, and to respect themselves and others. Children can also develop open, happy relationships with other adults without becoming over-dependent upon them.

At nursery school, children have a chance to explore the world around them through first-hand experiences. A wide variety of materials and activities is provided for this purpose: playground and climbing structures to define and exercise large muscles; puzzles and small toys to develop small motor skills and coordination; blocks and housekeeping areas to provide occasions for replaying life situations; many musical, art and handicraft facilities to offer a basis of aesthetic and cultural experience. In addition to all of this, there are special activities--cooking projects, science projects, interesting visitors, etc., to further broaden the base of each child's experience.

Parents must give of their time, energy, and talents to make this cooperative program successful but they will find that it's well worth the effort!

IV. AN OVERVIEW OF THE PARENT EDUCATION PROGRAM

The Concept of Adult Education

Participating parents are required to enroll in the adult education class offered by the Davis Joint Unified School District Adult Education Program and participate in the DPNS Classroom Laboratory. An Adult Education Principal directs the program, assisted by the DPNS Board of Directors. This Board is composed of parent representatives from each session of the nursery school. Parent Education classes are designed to educate through a variety of means--lecture, discussion, media shows, demonstration, but mainly, active participation--and are offered to supplement our session experience in the DPNSL. This program of classes varies from year to year, and is responsive to the needs and desires of participating parents. Recent classes have been offered in the areas of natural science, child behavior, parent effectiveness, sex education, and in the uses of music, art, dance, and literature in pre-school education. Members of the DPNS are urged to pass on their requests and suggestions to the Parent Education Program.

Objectives of the Parent Education Program

We've found that a parent's confidence in his or her ability to work with children is directly related to a willingness to understand the children's developing emotional and physical needs, and to work with them as they are. Very basically, the objectives of the Parent Education Program center on these ideas:

- To understand that the work of children is play, and to understand the value and logic of that play.
- To realize that children have basic physical, intellectual, emotional and social needs, and to understand that these needs are no less real because children are small in stature.
- To develop responsibility for meeting the basic needs of children so that they are free to grow and function.
- To understand that growth is a continuous, uneven process, and that children develop according to a general recognizable pattern. Occasions for joy and frustration (for kids and grown-ups) are natural and inevitable.
- To discover the special needs and abilities of other children as well as one's own child.
- To learn and watch objectively as children play and work.
- To explore play materials and situations so that parents can offer their children creative and constructive opportunities for learning in the home.
- To work out skills valuable for relating with children and adults in groups.
- To become better persons and better parents.

Financing

DPNS is funded through State reimbursement for class attendance and lab participation (work in the classroom) by parents, through tuition fees and fund raising. The Davis Parent Nursery School Laboratory is designed as a parent education program; therefore, there is not State reimbursement for the attendance of children. We derive State financing from parent participation hours in association meetings, parent classes, work days, and family education time. These hours are converted to ADA (Average Daily Attendance) units and we are reimbursed at the current ADA rate. This financing is a critical source of income along with tuition and fund raising. It is included as a major part of our budget each year. Thus, it is necessary that you as a parent understand the importance of fulfilling and recording your parent participation commitments every day. Each person's individual contribution is important.

DPNS pays the salaries of the Assistant Directors, Bookkeeper, facility maintenance, Association insurance and supplies, session supplies and snacks, and the purchase and maintenance of toys, books and equipment.

PARENT RESPONSIBILITIES TO THE SCHOOL

There are five basic requirements for parents cooperating in the Davis Parent Nursery School program. They include:

- Meeting the requirements of the Adult Education Department of the Davis Joint Unified School District. See "An Overview of the Parent Education Program".
- Participation according to the time schedule of your session, and carrying out the specific program requirements of the session.
- Attending annual bi-annual meetings of the DPNS Association and taking part in the activities of the Association. See the "Association By-Laws".
- Meeting the requirements for "family task time", "family education time" and "work party time", and participating in the annual auction.
- Passing an approved tuberculin test before participating in the program.

See section III. Participation, page 25 for details.

GUIDELINES FOR WORKING WITH YOUNG CHILDREN

Participation in the Laboratory

These guidelines are provided to help the staff (Directors, Assistants, parents) develop consistent methods for dealing with situations arising at the nursery school laboratories. These are suggested ways to talk and act, not magic formulas to be learned literally. The guidelines should be re-read once or twice during the year, because increased experience makes them easier to apply. A parent having difficulty in working out a problem situation should feel free to ask his or her Director, Assistants or other parents for support or help, especially when the difficulty concerns his or her child.

Because the cooperative nursery school is an environment staffed by many different adults, it is inevitable that some children will enjoy testing limits. We've found a friendly, accepting attitude toward each child is desirable, but this does not mean adults allow destructive responses (like throwing blocks or ramming trikes together). Children feel comfortable with adults who define sensible limits and stay as consistent as possible within them.

Supervised, not Directed Play

Each day the staff selects and arranges play materials to set the stage for constructive activities. We encourage parent supervision without directing or structuring the play. If aid is needed, offer it indirectly--through suggestion or redirection--as unobtrusively as possible. The staff steps in when safety is involved, when a child needs physical help, or otherwise when the social situation warrants adult assistance.

Working It Out: Self-Control

We're especially interested in helping children learn ways to work out relationships and problems on their own. This concept is the basis for the ways in which many situations are handled:

- Encourage the children to work out disputes in constructive ways. This may take a long time and much adult support to achieve, but it is a worthy goal, so keep at it. Help the children talk about what angers or frightens them, and give them time to "talk it out" with others involved in the situation.
- The staff tries to help the child develop both a sense of fair play and a sense of his/her own rights. If turns on a piece of play equipment must be limited, for example, make this clear at the outset so that each child can understand the limits of the situation. This is a simple matter, but it goes far to prevent a child's feeling that an adult's whim governs the situation. An example: "We're having ten minute turns with the trikes today because several are broken and many of us would like to use them. I'll watch the clock and tell you when your ten minutes are up." It's often helpful in such cases to let the children pick up tickets--tangible proof that there will, indeed, be turns. If there is a squabble over a turn, encourage the children to negotiate over turns. The adult might suggest that the child ask if he/she can be next, if the other child will be through soon, or if the other child will tell him/her when he/she is finished. A child who is being forced from a piece of equipment or denied a turn should be quietly urged to stand up for his rights. Suggest that the child tell others that it is still his/her turn, that he/she had it first, or that the other child can have it when he/she is finished.
- Encourage the child to learn his/her own physical needs. The staff should be alert to signs of a child's needs to use the bathroom, should suggest it or offer to accompany the child if it seems appropriate. Make it easy and unemotional: if a toilet accident occurs, be as casual and reassuring as you can. Temporary changes in toilet habits are not infrequent as a child enters the first nursery experience; and co-educational toilets can be unfamiliar to a child. Finally, note that there are extra clean clothes at each session.

When Adults Should Take Immediate Action

Adults should take immediate action when certain conditions exist: when activity is potentially dangerous to the child or others as in the case of throwing sand or equipment. Move quickly to avoid injury explaining your action soon afterward, offering redirection. We also discourage the climbing of fences, posts, or other equipment because of the danger of wood splinters, falling injuries, etc. Redirect children to the jungle gym or

other climbing structures. Take action also when a child attempts to leave the grounds without an adult. We give one warning that if this occurs again at any time, he/she will be sent home for the rest of the day. Be consistent in this practice, and make sure you explain why to the child. Finally, take appropriate action if a child is defacing or destroying building or equipment. In most instances, an explanation and re-direction will be sufficient, but physical action ranging from mild restraint or removal to isolation may be appropriate. Such physical action is very much a matter to be decided at each individual session, so parents should establish policy with their Directors.

Suggestions for Handling Negative Aggression

It is important to keep in mind that some aggression is positive and that some negative behavior is normal. Negative aggression can be of concern when someone may be hurt, or when physical or emotional outbursts seem harmful to the child. It is often difficult for the adult to determine the reasons for a child's aggression.

- While it is reasonable for an adult to honestly express emotions in conflict with a child, it is necessary to remain cool and objective when arbitrating a problem between children. If you feel too angry or upset to properly assist children in working out a problem, let someone else work with them. Briefly, here are some suggestions:
- Immediately help the aggressive child control his/her actions. Make it clear that the destructive action in progress is not acceptable. When a child is out of control, help him/her by simply stating, "I can't let you hurt _____". "I can't let you hurt yourself". "I will not let anyone hurt you". This helps the child feel safe and protected from his/her feelings as well as from others.
- Encourage the child to verbalize his/her feelings. Try to determine the child's motivations and help him/her communicate them to the other child. Does he/she want to play in the group he/she is upsetting? Was his/her behavior triggered by something someone else did to him/her? Can you suggest social techniques to work the situation out? Simple comments like, "You're very angry. Can you tell me about it?" or "You'd like to play with them, wouldn't you? But it's hard to be friends when you push other kids. Let's bring a wheelbarrow with blocks; maybe you can be the delivery person," can help.
- Encourage the child who is under attack to express his/her feelings. Encourage him/her toward simple indications: "I don't like that" or "That hurt." We've found that it rarely helps resolve situations by forcing either child to apologize. And it is important that a child not be shamed. Avoid words like "baby, bully, bad boy, bad girl," judgmental comments of this sort. While his/her actions may be undesirable, the child is not bad. Ending the conflict on a frank and friendly note is desirable.

Other Suggestions for Working With Children

- Try to anticipate difficulties; then, redirect the activity to a more constructive mode of play. For example: a group of four children have been gathering near a wooden fort for several days, for the purpose of "ambushing" smaller boys and girls in order to take them "prisoners". If the syndrome seems to be in motion again on your days at school, try to anticipate it before it develops, pointing out how frightened it makes the smaller children, redirecting the children to a large project (log building) or a similar activity.
- Be observant. Try to determine a child's motive. Ask why he/she wants or does a particular thing. Although kids are small in stature, they have reasons--often very good ones--for doing what they do. Understanding why he/she behaves as he/she does is vital to successfully offering alternatives to unconstructive action.
- Be positive. Suggest what a child may do, rather than what he/she may not do.
- Help the child to substitute verbal approaches for gross physical actions: "You can talk to Robert. You can tell him what you want."
- Try not to talk down to children. Squat down next to a child you're working with, so that you can engage him/her at eye level. And be aware that your tone of voice says as much as what you're saying.
- Give a choice in matters only when there really is a choice. If the child does have a choice, we must

often accept a "No!" as his valid response. If there is no choice, make it clear. For example: "Time for snacks right now...!" rather than, "Jean, would you like to have a snack?"

- No one likes to be embarrassed or humiliated, so provide some leeway in situations where grown-ups or children are likely to lose face. Statements like "No, you won't!" or "Yes, you will!" may provoke a child to defiance he/she wouldn't ordinarily choose. Leave room for graceful refusal or bargaining.
- Suggest social techniques where a child appears to be in need. Make your suggestions specific and simple. A child might need help in entering a group, or learning to offer and accept compromises, or learning to arbitrate instead of quarrel. Help him/her to develop the skills to make his/her own way.

AGES AND STAGES

As parents read over the following physical, emotional, social and intellectual stages of children at various ages, they should keep in mind that these are general characteristics to give some indication of what to expect as a child reaches a particular stage. It is not a time line as to when a child should reach that stage nor is it expected that each child will fit the descriptions exactly.

(GENERAL GROWTH CHARACTERISTICS)

PHYSICAL

Two Years

Active, but not always sure of balance. Wants to do things for himself, but may need help dressing, feeding because of lack of coordination.

Three Years

Better motor control. Can manage clothes, handle toilet needs. Twenty teeth. Growth slows. May eat less.

Four Years

Large muscle control. May try more than is capable of with resulting frustration. Boundless energy restlessness.

Five Years

Slow growth--good body control. Less frustration in physical skills. Eye-hand coordination still developing. Some may still spill things. Some may skip, hop, or tie shoelaces. Still active, but with more planning and problem solving.

EMOTIONAL

Beginning to establish feelings of being an independent person. Will say "no" to some suggestions. May cry easily and have temper tantrums. Has some fear of unfamiliar situations.

Usually happier, more trusting and cooperative. Less frustrated (fewer tears) because capabilities have increased.

Emotions at surface. Testing own power--may sometimes defy adults by hitting, throwing, running away, biting, etc.

Emotions more stable. More able to verbalize than display emotion. Less fear. More realistic and adjusted.

SOCIAL

Engages in solitary or parallel play--tends to establish contact with adults rather than children. May grab and snatch and find sharing difficult.

More cooperative in sharing, taking turns. Interest in play with one or two other children, but still likes to play alone.

Begins cooperative play but is more content in small groups. Imaginative, enjoys dramatic play. Experiments with language silly talk, name calling. Non-conforming, resists routines.

More cooperative. Has learned to handle situations. Play has direction with larger groups. Interest in simple organized games.

INTELLECTUAL

Enjoys books, blocks, music. Speaks in two or three-word sentences. Has short attention span.

Great curiosity, investigates new things. Interested in stories, music, painting, blocks. Interest span varies and sometimes may be as short as 4-8 minutes. Vocabulary increases, uses more words.

High interest in world around him/her. Learns with all senses. Tells tall tales. Attention span increases with things that interest him/her. Beginning to learn colors, numbers, more words and ways to use them.

Longer attention span. Language more developed. Can notice differences to finer degree. May talk constantly. Knows more colors and numbers. Beginning an interest in letters, names, writing. Uses materials with a purpose.

SUGGESTED READING LIST

Note: Suggested Reading List is under review. An updated list is expected sometime in 2008/2009.

Anti Bias Curriculum, Tools for Empowering Young Children, NAEYC Publication.

Ames, Louise Bates and Ilg, Frances L., Your Three Year Old.

Ames, Louise Bates and Ilg, Frances L., Your Four Year Old.

Ames, Louise Bates and Ilg, Frances L., Your Five Year Old.

Bos, Bev, Before the Basics.

Bos, Bev, Together We're Better.

Brazelton, T. Berry, M.D., Toddlers and Parents, Delta Pub., N.Y., 1974.

Bredenkamp, Developmentally Appropriate Practice in Early Childhood Programs, NAEYC.

Briggs, Dorothy, Your Child's Self-Esteem.

Cherry, Claire - Many books, all are good!

Dreikurs, Rudolf, Children the Challenge.

Elkind, David, The Hurried Child.

Faber, Adele and Mazlish, Elaine, Siblings Without Rivalry.

Faber, Adele and Mazlish, Elaine, How to Talk So Kids Will Listen and Listen so Kids Will Talk.

Fraiberg, Selma, The Magic Years, Scribner's, 1959.

Galambos, Jeanette, A Guide to Discipline, Nat'l Assoc. for Education of Young Children, 1969.

Le Shan, Eda, When Your Child Drives You Crazy, St. Martin's Press, 1985.

MacKenzie, Rob, Setting Limits, Prima Pub.

Miller, Karen, Ages and Stages.

Miller, Karen, More Things to do with Toddlers & Twos.

Miller, Karen, Things to do with Toddlers & Twos.

Nelson, Jane, Positive Discipline A-Z, Prima Pub.

Nelson, Jane, Positive Discipline, Ballantine.

Platt, John, Life in Family Zoo.

Read, Katherine, The Nursery School: A Human Relationship Laboratory, W.B. Saunders Co., 1969.

Taylor, Katherine Whiteside, Parent Cooperative Nursery Schools, Teachers College, Columbia University, N.Y., N.Y.

White, Burton L., A Parent's Guide to the First Three Years, Prentice-Hall Inc., Englewood Cliffs, N.Y., 1975.

V. THE CURRICULUM OF THE DAVIS PARENT NURSERY SCHOOL LABORATORY

What is a Curriculum?

Curriculum for children is play. We believe that young children learn and profit most from self-chosen and self-initiated play with dynamic and provocative play materials. Our curriculum is providing a rich environment of play opportunities, crafts, and first-hand experiences in a wide variety of areas, such as cooking, music, nature, and make-believe.

"Teaching" in the Nursery School is not at all like what is typically thought of as teaching. We "teach" by showing interest, by preparing the environment to encourage curiosity, and by helping children develop their own interests. Children learn by doing, and finding out "why." We help them find out.

First-hand experience is basic to the development of abstract thinking. Children learn through the experiences that the equipment, the staff, parent-teachers, and other children make possible.

As we see readiness in the children, we plan ways to broaden the experiences we provide for them.

You, as parent-teachers in our Adult Education Laboratory, are a vital part of our curriculum. As you share your world and your experiences with the children, their world is enriched, and our curriculum is expanded by your active interest and participation.

ARTS AND CRAFTS

General Craft Objectives

Nursery school-aged children, if left to themselves, paint, draw, model or build with totally different objectives than older children and adults. Nursery school children are feeling what they do. It is an experience, unplanned and most often with no results in mind. The children may want to see what finger paint feels like when squeezed between the fingers, or they may play with a crayon as they would with a toy, jabbing the paper at random.

We know now that children who are allowed to proceed naturally will become interested eventually in drawing things as they really look; complete with essential details and even embellishment. But in a nursery school, most of the younger children will: 1) play and experiment with the medium; 2) concentrate on a detail that has particularly impressed them, letting a "blob" represent something; 3) allow their work to show how they feel about something as they are making it; 4) express some aspect of their developing imagination, intelligible in a transitory way, only to themselves.

We try to avoid asking children in any form the question, "What is it?" Our comments to them are limited to such remarks as "It's nice," or "Such pretty colors," or "Was it fun?" Once in a while, if a child has a spectacular result, we may ask, "Can you tell me about it?" and leave it up to the child.

On the other hand, we are always alert to any comments a child volunteers about his/her work. Please take time to record them, just as the child said them if possible, on his/her work.

In craft activities, then, the less we say to a child beyond appreciative and encouraging remarks, the less he/she is apt to become self-conscious and restricted in his/her use of craft materials.

If you, as a participating parent, feel uncomfortable with any particular art form, you should be free to discuss your feelings with the Director or to change positions with another parent for that day.

Use of Craft Materials

In general, free experimentation is allowed, if the child is sincerely "trying out" the medium. Aprons are available to the children if they wish to wear them, but they are not required. There are, however, several rules to bear in mind in supervising these activities:

- Children are not allowed to interfere with each other's projects.
- Deliberate and prolonged misuse of materials--jabbing brushes, painting beyond the paper edges, and mixing clay with dirt or shavings, removing materials from table provided for activity--calls for redirection.
- Use of craft materials to mark interior or exterior of building is not allowed.

Easel Painting

Put about an inch of paint in each container and put two or three colors on each easel with a brush in each. Do not attempt to teach the child to paint; let him/her feel the way. You should demonstrate wiping the brush off on the edge of the container to prevent dripping. See that the paint is confined as much as possible to the paper. There is no limit to time or number of sheets of paper a child can use unless there are other children waiting to paint. Print the child's name on the upper left hand corner of each paper. When work is finished, hang it up to dry.

Collage

Give each child his/her own container of paste with a paste brush. Arrange the articles to be pasted attractively so the children can see what the activity is. Remember to put out scissors so that children may cut their own shapes, if they wish. These things can be pasted on newsprint or construction paper. At the end of the activity, the children may help you wash the paste dishes and put supplies away. Save all usable scraps.

Crayons

Put out paper and crayons. See that the crayons remain on the table and a fresh supply of paper is available.

Wet Chalk

Put a few pieces of chalk in a container for each child. Have a wash pail near, as this material stains clothing quickly. Print the child's name on the paper and then dampen it with a sponge. When work is finished, hang it up to dry.

Finger Painting

Put an apron on each child and roll up sleeves. Write name on dry paper. Moisten paper with a sponge or dip it in water. Give the children about one tablespoon of finger paint. Stay close with this activity. Keep children supplied with fresh sheets of paper as needed. Children may use hands, arms, elbows or feet for painting. Hang finished work up to dry. If necessary, help children wash hands and remove aprons. It is a good idea to keep a dish pan of water nearby during finger painting.

Play Dough or Clay

Give each child a ball of clay or dough. Have some "tools" available for this activity (children may use rolling pins and cookie cutters with play dough, but not with clay). After the activity, roll usable clay into balls. With your thumb, make a depression in each ball and fill it with water; place in plastic bag. Roll dough into balls and place in covered container in the refrigerator. Wipe boards and clean tools.

Carpentry

Put out only the number of tools you are able to supervise, as this activity requires close supervision. Let the children make what they wish, but be available to offer suggestions as to how to hammer, saw, etc.

OUTDOOR ACTIVITIES

The play yard gives the children an opportunity for noisy, vigorous play or quiet, slow play. The following chart will help you guide the children in this area.

<u>EQUIPMENT</u>	<u>OBJECTIVES</u>	<u>USE</u>	<u>POSSIBLE DIFFICULTIES</u>
Boxes, Boards & Wheelbarrows	Manipulation Construction Dramatic Play	Climbing, jumping, building, hauling	Throwing, pushing over roughly. Precarious piling.
Fort	Dramatic and social play. Sensory.	Group play. Climbing.	Crowding. Keeping other children out.
Jungle Gym & Tower	Big muscle activity. Dramatic play. Sensory experience.	Climbing, play-boathouse, etc. Accessory materials kept on lower level.	Doing dangerous tricks. Carry toys while climbing. Hitting, pushing, and parking mobile toys underneath. Stepping on others fingers.
Jumping Boards	Motor development. Balancing. Rhythmic activity.	Walking, jumping. As incline for small cars, etc. Sliding.	Crowding. Riding or placing big wheel toys on it.
Ladders	Lifting one's weight. Big muscle activity. Place it securely.	Climbing.	Crowding. Stepping on others fingers. Precarious placement.
Rocking	Rhythmic movement. Social play.	Rocking.	Not stopping to get on. Standing too close. Unbalance of riders.
Sand	Sensory experience, solitary, parallel, and social play.	Patting, smoothing, molding, shaking, pouring, sifting.	Scattering outside sandbox. Throwing, eating. Pouring on another child.
Shovels	Big muscle activity, dramatic and social play gardens.	Digging holes, ditches, planting.	Absolutely no threatening, hitting or running. Show how to carry pointing down.
Swings	Rhythmic motion. Large muscle coordination. Social play.	Swinging. Learning how to pump.	Running in front of. Twisting them.
Slide	Sensory experience.	Sliding.	Crowding.
Large Wheel Toys	Aid to muscular development. Social play.	Riding or pushing in active area.	Running or bumping into people. Pouring sand or mud into axles.

WATER AS A PLAY MATERIAL

Water play has many values and uses in the nursery school program:

"To the development of sensation and feeling it offers a more varied experience and a keener pleasure than any other material except finger paint; to the intellectual development it contributes its great flexibility and vast opportunities for experimentations and exploration. It stimulates the inhibited child and soothes the explosive. Scattered, disorganized youngsters are able to concentrate on it for long periods of time. Those who are uncertain of themselves gain a sense of achievement and find in it a channel for expressing emotions not condoned in their primitive forms. Many children who have had trouble in the group situation begin their adjustment through water-play. Others who are tense, fearful, withdrawn, and inhibited indicate a general loosening up and growth in spontaneity by their acceptance of water as a medium and by their increased freedom in using it." [Understanding Children's Play, by Hartley, Frank, Goldenson, Columbia University Press, New York, 1952, page 185.]

Some of the things the child can learn from playing with a hose are:

1. The force of water can push back your hand.
2. Safe places to shoot the water.
3. The force of water can push dirt and sand.
4. Water can be used to make different sounds.

RICE TABLE

The rice table (a table with large plastic compartments filled with rice, birdseed or ooblik) offers many of the benefits and much of the tactile excitement of sand or water play.

BLOCK BUILDING

Blocks are considered the backbone of any educational program in DPNSL, and are often used through grade school. By working with blocks, our children:

1. Develop coordination and balance.
2. Learn to recognize basic shapes, sizes, volume and numbers.
3. Learn about practical physics as certain kinds of structures stand or topple.
4. Most important of all, blocks are a medium through which kids can recreate what they see and understand in their world. A rocket, a dancing stage, a house--these are structures that serve as the basis for dramatic play.
5. The designs and structures children discover in using blocks are as important in their aesthetic development as any other media.

A Few Hints to Help Block Builders

- Sometimes, children don't know quite how to start. Two or three blocks laid down may engage an imagination. Pointed comments may help: "I wonder if this could be a bridge?" "Could you find something to make a road to go under this?"
- Help the children keep unused blocks picked up. Children play more constructively in orderly surroundings. No need to be obsessive about this, but we have found that created structures stand out more clearly.

- Often, after children have spent some time building, their concentration and interest wane, and their attention wanders. This is fine: the joy is in the doing in most nursery school activities. There is little need to encourage a child to complete a structure he/she seems bored with, or to encourage the child to return to the structure for further play.
- If a child seems to have lost interest in constructive block play, help him/her move on by redirection. Try to suggest other areas or activities that might be of interest.
- Children should help with clean up. "It's time for music. We need your help to put these blocks away."

HOUSEKEEPING

The playhouse area in the school gives the child a chance to relive and explore the experiences that he/she has in daily life. By playing in the area, our children have a chance to:

- Reproduce "real-life" situations on a child-size scale.
- Fantasize and gain the emotional satisfaction that comes with imaginative play.
- Identify with adult and child roles through spontaneous play.
- Work out problems or annoyances that disturb them.
-

Use of Equipment

- Interference with another child's project should be constructive. If not, it may require restrictions. It may be helpful to suggest play-situations that permit a variety of participants--i.e., playing family, apartment house.
- Some children are apt to make this area their headquarters and become very possessive about it. Look out for possible unfair exclusions, and see that all children have chances and encouragement to play here.
- For safety, costume dresses, robes, etc., should barely reach a child's ankles. Trim costumes with scissors as necessary. Try to keep costumes from being used on climbing structures. Although we do try to encourage easy movement with some housekeeping equipment (buggies, dolls, dress-up), we ask that dishes and pans be limited to indoor use.
- Kids playing "bandit" or "cowboys", intent on house-wrecking, may settle for an invitation to dinner.
- A little water in the area is fine, and adults may be needed to help get it.
- Feel free to rearrange the area to make it more inviting and more accessible for imaginative play.

QUIET AREA

Our aim is to present restful activities in a comfortable, calm, quiet setting. Activities include:

Books

Most children enjoy books and are always asking adults in the quiet area to read their favorite. They increase their knowledge of the world around them and gain new experience through a wide variety of books

In selecting books, please remember:

1. To think of the group being read to, their ages and interest.
2. Select books you'll enjoy reading!

It helps when reading to children to:

1. Sit so everyone can see the pictures and is comfortable.
2. Read distinctly in a pleasant, clear, but soft voice.
3. Wait until the children are ready to turn the page.
4. Expect that children often like the same book over and over!

Puzzles and Small Toys

Both children and adults enjoy the special attention and small group experiences that occur in the quiet room.

The toys here are of value to the child because they help him/her:

1. Develop their small muscles, finger manipulation and eye-hand coordination.
2. To have an opportunity for quiet, individual play.

Hints for Supervision

1. Books are to be handled carefully.
2. Books, puzzles, and small toys are to stay in the quiet area except at story time.
3. Puzzles are assembled, beads and pegs sorted, etc. before putting away. One lost piece means one puzzle cannot be used.

Help us keep small toys together.

MUSIC

Most nursery school children enjoy the opportunity to dance, sing, and produce musical and rhythmical sounds on instruments. In their free play, we encourage the children to use the musical instruments, the record player, and have available for them scarves, capes, and other dancing props. Different kinds of background music may stimulate a variety of fantasy play, such as parades, cowboys, etc. Feel free to encourage spontaneous and informal musical experiences, sharing songs you know, showing children how to use fingers to play the piano, selecting favorite records. It is surprising how quickly tensions will subside in an area or a snack table if you start singing a song the children know.

While music times vary from session to session, most sessions play some music activity daily, which may include singing, rhythms, finger plays, or listening. Some children will actively participate, others will learn through observation. With the help of parents participating, guiding the children, and sharing their own special musical talents, we will have an enriched program for all!

SNACK TIME

Snack time is a very special part of the day at DPNS laboratory. It is a time for nutrition, sharing, and small group interaction. It is a learning time and a relaxing time. In fact, many **goals of development** come together in the preparation of the snack and in the snack time experience. Some of these include:

- Nutrition: providing part of the daily food requirements
- Nutrition Education: trying new foods, establishing good habits
- Social Interaction: small group experience
- Manners: courtesy, passing, waiting
- Cooperation: taking turns
- Reinforcement of Nursery School Goals: shapes, colors, using the senses
- Small Motor Development: pouring, spreading, peeling, etc.
- Language Development: labeling of foods, stories, conversation
- Familiarization with other Cultures: trying foods from other cultures
- Math and Science Concepts: counting, comparing, measuring, etc.

Your Role as a Parent Participant

On most participation days, part of your job will be to read a story or lead an activity with a small group of children at a snack table and supervise that group for a snack. Your job card will tell you the location of your snack group. The children have been assigned tables for this time of the day. Your own child, however, may come with you to your table on your participation day, leaving his/her assigned place. You may choose to read a story, play a game, do a puppet show, or offer an art project, etc., at this time.

Also, one parent participant each day will be in charge of the snack preparation. This parent will strive to involve the children in the snack preparation. The kitchen is a "homelike" place for the children at nursery school and they love the experience of cooking.

NATURAL SCIENCE

The purpose of natural science for the pre-school children is to encourage inquiring minds and also to help children observe the world in which they live. It is not to supply vast funds of scientific information. Children and parents are encouraged to bring in animals and nature materials to share. In a science area in the past, we have had sea shells, bird nests, rats, snakes, bones, lichen, etc.

Some of the educational values:

1. Free investigation and handling of natural science materials.
2. Acquiring a vocabulary of, and related to, names, quantities, and materials.
3. First-hand acquaintance with details and nature of plants, small creatures, and inanimate materials.
4. Manipulation of adult instruments of investigation (magnifying glass, thermometer, scales, etc.)

Hints For Handling Science Material

We must help the child realize that some materials and objects are fragile and are to be touched carefully.

- Participants need to be shown how to handle animals correctly.
- Be aware that some children and adults are allergic to animals.

VI. THE LABORATORY EXPERIENCE

Your Teaching Day at School

Below we include a few suggestions for your teaching day at school. Again, please remember that schedules and attitudes vary with each session. As you begin your program, you'll be oriented to the requirements of your particular session.

- Since this is a new experience for most of us, it's natural to feel a little bewildered or inadequate at first. This is a learning-while-doing experience, and a sense of each can come only with time.
- Wear comfortable, informal clothing--garments that are appropriate for the weather and can easily be cleaned. You'll probably be outside sometime during the day.
- The best way to "Be" with kids on your teaching day is to "Be Yourself". Relax and enjoy the company of the children and your fellow adults.
- Be aware of the schedule for the day. Please be prompt.

Your Child's First Days at School

These suggestions may help you and your child to make the first steps toward an enjoyable school experience:

1. Tell your child what to expect, what he/she needs to know:
 - a. That the Director's and Assistant's names are _____, and _____, and they are there every day.
 - b. That you will be there some days and not others.
 - c. That you will stay as long as he/she needs you.
 - d. That other children's parents will be there when he/she needs them, for help with snacks, the toilet, to read stories.
 - e. Your child will probably be more relaxed if you don't drill him/her in advance on "good behavior."
2. Kids separate from their parents in different ways. A gradual adjustment with some shyness and wariness is usually a sign that a boy or girl is sizing up the situation. Be prepared to remain at school for a few sessions, or longer, if your child needs you. Don't ask your child to be a "big boy" or a "big girl." Offer your support, and if he/she is clearly upset, accept the reality of his/her feelings: "Of course I'll stay, as long as you need me. Pretty soon you'll be ready to stay at school and have me go home." And always say good-bye. Let your Director know when you're leaving during these first few days. Be sure your child has been well briefed on the fact that you will eventually be leaving, and that you will return.
3. When you're remaining at school on a non-participating day, these suggestions may be useful: It is easier for a child to leave the parent if the parent does not appear to take an active role, so be as passive as possible. Give your child the help he/she requests from you and let him/her stay near you as he/she watches. Watching is a form of participation at this point. Your child may be willing to go through the routines with the other children if you help with the toilet, washing of hands, or have a snack with him/her. Parent and staff will decide how to increase periods of separation. Perhaps you'll stay in the kitchen at school, or leave and return from quick errands, before your child is ready to stay alone for a full day. Sometimes it helps to leave a tangible possession as proof that you will return--a toy, something from your purse, a scarf. Some children find it easier to make the separation at home and come in a car pool. It may be easier for your child to leave you at home than it would be for him/her to have you leave.
4. In the first few weeks of school, you may notice some symptoms of fatigue, such as change in sleep or toilet routines. Your child may cry more easily or have more outbursts of anger. If these symptoms persist or seem to be a problem, please discuss it with your Director. Sometimes it helps a case of fatigue or over-stimulation to bring your child to school late, or to pick him/her up earlier for a while.

5. Your child may announce one morning that he/she does not want to go to school that day. Casually let your child know that you consider school attendance a routine matter, unless there are special needs or reasons for not going to school. Please confer with your Director if your child's unwillingness to go to school is based on some real fear or extreme tiredness. Sometimes, after having a good day at school, your child will cry when you come. Please remember it can be frightening for a child to be left as the last to be picked up. Please be prompt to collect your child.
6. On your day to participate, your child may behave differently than usual and may need to spend the day near you. If your child needs help, you can ask the staff or another parent to cover the area assigned to you.

The purpose of the school is to meet the needs of the individual child. The staff welcomes and needs your help in learning what these needs are, and welcomes discussion with you, the parent, at all times. The children will be as relaxed and prepared on these first few days as parents and staff are.

One final note...

Please Don't Be Embarrassed if Your Child

- Is shy in the group
- Hits a child in play
- Refuses to give or take turns
- Stands around or wants to cling to you

Each child is a person, finding his/her own way on a pretty big adventure. If children come equipped with all the necessary social skills, they would be superior adults and not young children.

We are all here together to learn.

SUGGESTIONS FOR STAYING HEALTHY

Thankfully for both parent and child, preschoolers are vital and healthy for the majority of their young lives. But because of increased exposure, childhood illnesses (colds, rashes, etc.) will not be uncommon. To assure good health, the Davis Parent Nursery School offers these procedures and suggestions.

- Each child is greeted daily by your Director; at this time she may make a quick check of his/her physical and emotional well-being. If the child seems less healthy than usual, the Director may discuss it with the parent and decide a course of action.
- Parents are asked to provide emergency numbers for use in case of illness.
- We ask that any child running a temperature be kept at home for at least 24 hours after the fever disappears.
- Children who have fresh colds should stay at home for a minimum of three days. In this way, we can keep a contagious exposure to the lowest possible level. After this period, if his/her symptoms persist, but you feel the cold is not contagious, please check with your Director regarding resuming attendance.
- State law requires that children entering school in California submit proof of immunization or a signed waiver. Required immunizations include measles, rubella, tetanus, polio, mumps, diphtheria, whooping cough and varicella (chicken pox). The Yolo County Department of Health also requires these immunizations and now requires Hib (Hemophilus influenza type B). Additionally, prior to entering DPNS, each child must have a physical exam or medical assessment and a Physician's Report identifying that TB risk factors are not present. Refer to "Standing Rules, IV--Health" for specific requirements.

SKIN CONDITION CHART

Purpose: To seek early diagnosis, treatment and to prevent spread of disease.

<u>Disease</u>	<u>Symptoms</u>	<u>Control Measures</u>
Boils	Hardened, reddened, purulent area.	Do not treat. Cover with dry sterile dressing. Notify parent to seek medical care.
Impetigo	Small blisters on the skin. Later becomes crusted and contains pus. On face and hands.	Out of school until lesions are medically treated and adequately covered.
Pediculosis (Lice)	Scratching of head. White egg (nit) on hair that will not flick off.	Out of school until adequate treatment and removal of all nits.
Poison Oak	Reddish sore with blisters. Appearance similar to rash marks.	If blistering, send home. Otherwise, if itchy, cover loosely with bandage. If dry, leave alone.
Ringworm	Flat, spreading scaly, ring-shaped sores. The margins are usually red.	Out of school until medically treated and covered. Exclude from swimming pool.
Scabies	Small raised reddened areas or blisters with connecting grayish white lines. Itching.	Out of school until adequately treated by a physician.
Styes	Same as boils.	Same as boils.

COMMUNICABLE DISEASE CHART

<u>Disease</u>	<u>Incubation Period</u>	<u>Symptoms</u>	<u>Out of School</u>
Chickenpox	2 to 3 weeks.	Slight fever. Fine blisters.	Until all scabs on face and arms are healed.
German Measles	14 to 21 days.	Slight head cold. Rash.	Until rash is gone.
Measles	7 to 15 days.	Runny nose, watery eyes, fever, cough, rash.	Until complete recovery and rash is gone.
Mumps	12 to 26 days.	Swelling over the ear in front of jaw. Pain in cheeks.	Minimum - 10 days and until all swelling is gone.
Strep. Infection Scarlet Fever	2 to 5 days.	High fever. Sore throat. Rash for scarlet fever.	Until completely recovered.
Whooping Cough	7 to 21 days.	Tight, dry cough. Whoop.	Until cough is gone.

VII. ASSOCIATION SECTION

STANDING RULES of the DAVIS PARENT NURSERY SCHOOL ASSOCIATION Updated June 2011

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- I. Eligibility
- II. Fees
- III. Parent Participation
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Care Licensing
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**STANDING RULES OF THE
DAVIS PARENT NURSERY SCHOOL ASSOCIATION**

Updated August 2010

[These rules are designed to ensure that the responsibilities for operating, managing, and funding the Davis Parent Nursery School are equitable and shared by every member. Individual cases in which hardship may result should be brought to the attention of the Emergency Tuition Assistance Committee through your Director or a DPNS Board Member.]

I. ELIGIBILITY

- A.** Recommended ages for each session will be set by and approved by the Executive Board each year. The enrollment of children that do not fit these age restrictions may be admitted according to the discretion of the session Director.
- B.** Either or both parents or a person responsible for the primary care of the child may enroll in the program.
- C.** To be eligible for a DPNS session, each family must register for at least one parent education course per year per child enrolled. This course is offered through Adult Education and either or both registered parents may attend the course.
- D.** Tuition fees must be continued regardless of child attendance to prevent being dropped from the Nursery School.
- E.** Unenrolled siblings are not allowed to attend on the parent's day of participation.
- F.** Any family that has an existing debt to the Nursery School of tuition fees, family time hours, participation hours or fundraising participation is ineligible for re-entry until that sum is paid in full. The Executive Board President, Treasurer or Registrar will notify the family of ineligibility for present or future enrollment.
- G.** The enrollment of exceptional children in a session shall be at the discretion of the Director of that session.
- H.** Because of potential problems arising from siblings in the same session, enrollment of siblings in the same session is at the discretion of the Director of that session.
- I.** Failure to complete all paperwork and health requirements needed for the child's files may result in ineligibility to attend classes. Please refer to "Standing Rules, VI-- Policies, Sec. C.

II. FEES

- A. Application fee: a non-refundable application fee must be received with a child's application to be considered for enrollment each year.
- B. The DPNS Association fee, \$25.00 per family for the first child and \$5.00 for each additional child, is payable to DPNS and is a non-refundable fee which covers costs of the association meetings and administrative costs associated with upkeep of the cooperative.
- C. Adult Education (or Registration) fee: \$25.00 fee paid to DJUSD.
- D. Tuition Fees:
 - 1. Tuition fees will be set each year by the Executive Board.
 - 2. A family's admission agreement is due mid-June. In addition, a non-refundable enrollment deposit, equivalent to one month's tuition shall be collected and that this amount will convert to pre-paid last month's tuition after 1 month of attendance. If a family withdraws enrollment of more than one sibling in August before the first day of school on the DJUSD calendar, the largest tuition deposit is non-refundable, but one half of the other siblings' tuition may be refunded. If a family withdraws on or after the first day of school, and provides 30 days notice, the tuition deposit can count toward their last month of attendance.
 - 3. Tuition fees are due on the first day of the month and are delinquent after the 5th of each month. A ten percent (10%) fine will be assessed on all delinquent fees unless prior arrangements have been made with the session and association treasurers.
 - a. If payment cannot be made on time, contact the Treasurer to arrange payment or to request an Emergency Tuition Assistance Form before the **5th** of the month.
 - b. Tuition dues remaining delinquent beyond the **5th** of the month will be reported to the Treasurer by the session treasurer. The Treasurer will notify the family in writing and demand immediate payment, including late charge.
 - c. If tuition remains unpaid after written notice, then, in consultation with the session's Director, and the President, the Treasurer will present their decision to the Executive Board at the next Board Meeting. Anonymity of the family shall be maintained if possible. If the delinquency is not resolved within two months from the delinquent date, the family will be dropped from the program.
 - d. Changes in tuition other than annual increases shall be brought to the membership before the final vote of the Executive Board.

III. PARTICIPATION

Responsibility includes a combination of laboratory participation, task time, family education time, work party hours and other requirements as outlined below. The minimum number of hours required in each area will be determined annually by the Executive Board, and the manner of its implementation shall be left to each session. There will be an hourly rate of \$25.00 charged to those families not fulfilling their family time requirements. Notification of classroom participation status will be given every two months by the session Participation Chair. Unfulfilled time must be met or families will be billed (at \$25.00 per hour) within one month of notification.

Parents with more than one child enrolled in the association must complete and record participation requirements in their session(s) for each child; however a reduction in certain requirements may be available for families with more than one child enrolled. The number of parent classes is reduced to 4 for the second child.

Overview of Participation Requirements by Session (see description of requirements below)

Requirement	2-Day AM	3-Day AM	Pre-K	5-Day AM
Regular Work Days	Once every two weeks	Once every two weeks	Once every week	Once every week
	<i>A regular work day begins 15 minutes before session start time and ends 30 minutes after session ends.</i>			
Extra Work Days	3 per year	5 per year	None	3 per year
	<i>An extra work day begins 15 minutes before session start time and ends shortly after session ends.</i>			
Work Party	3 hrs per year	4 hrs per year	6 hrs per year	6 hrs per year
Family Education Time (FET)	No extra hours required at this time, but parents are encouraged to attend circle and spend extra time in the classroom.			
Task Time	5 hrs per year (some tasks will require more than 5 hrs)			
Parent Classes	7 classes per year (some monthly classes at start of year are mandatory)			
Auction Participation	Donation of an auction item and completion of an auction job per family			
Weekend Cleaning	Once per year			

A. Laboratory participation:

1. Parents are required to participate in the classroom on regularly scheduled and extra “work days”. See table above for session-specific requirements.
2. Parents with new babies are excused from daytime participation until the baby is six weeks old. No make-up for this period is required, but the parent taking leave, in consultation with the session Director and Participation Chair, will make advance arrangements to assure a balanced participation schedule in the session during the leave period. Families may extend this leave until the baby is twelve weeks old. The family is responsible for arranging coverage for their daytime participation during this extension and for notifying their session director of the coverage plan. Options for coverage may include:
 - a. Making up the participation days before the baby is born or once the baby is older using trades with other session parents,

- b. Using the buyout policy (refer to III A.3.c.),
- c. Having the requirement met by the non-participating parent or another adult family member having a significant relationship with the child (refer to III A.5.c.), preferably enrolled in Adult Education work at DPNS in the parent's place or
- d. Performing weekend cleaning or task time in trade with another parent/family who will cover your daytime participation in exchange.

Contact your session Director and session Participation Chair for more information.

3. Classroom participation eligibility:

- a. Parents who are unable to participate may, on an occasional basis, pay a substitute from the DPNS approved list. Other occasional paid substitutes require prior approval from the session Director. A paid substitute fulfills your participation obligation for that day.
- b. For continuing families of DPNS who find they are unable to participate on their normal work day for a short term or extended basis due to a hardship situation, the Association has a buy-out policy. With the approval of the Director and limited to one family per participation day, families may elect this option. The Association will provide a school-wide list of persons who are willing to work as the participation parent. The suggested buy-out fee is \$40.00 per participation day. If the family prefers, they may elect to use someone from outside the Association with the approval of the Director.
- c. With the approval of the session director and DJUSD Adult School Principal, the participation requirement may also be met by a person who has a significant relationship with the child, who enrolls in the Adult Education program and who is not being hired for the DPNS buy-out option.
- d. Any DPNS family needing to withdraw from their session before the end of the school year must give 30 days notice in writing to the Executive Registrar. A form is available from the session Director. After September 15th, families who give adequate written notice of withdrawal will have their last month's tuition deposit applied to their last 30 days of enrollment from the date notice is given. Prior to withdrawal from the program, and in consultation with the session Director, a prorated family participation requirement (family education, weekend cleaning and task time owed) will be calculated and completed. Families who do not complete their prorated family participation requirement will be charged \$25.00 per uncompleted hour.

4. Number of Participating Adults per Student:

Typically, one or two parents or significant adults per child are registered with the DJUSD Adult Education program for the fulfillment of ADA-generating requirements. However, with the approval of the Director and DJUSD Adult School Principal, and upon completion of director-approved orientation, the participation requirements (including those that do not generate ADA) may be met by a third adult who has a significant relationship with the child and who is not being hired for the DPNS buy-out option. Families who are interested in having a third participating adult are required to submit a written request explaining the reason for 3 adults and describing the anticipated roles of the three adults.

B. Family Task Time (consists of time spent by either parent):

- 1. Maintaining the Nursery School plant and equipment,
- 2. On DPNS Association business,
- 3. Assisting in planning and executing the Nursery School program.

- C. Family Education Time (FET): FET is time spent at extra parent classes, classroom participation and other activities approved by a Director. FET hours help DPNS earn Average Daily Attendance (ADA) units which translate to funding from the State. Additional FET hours may be required to meet overall ADA requirements. Consult session-specific requirements for current year.
- D. Additional requirements:
1. Attendance at the monthly parent classes as specified in table above is required to fulfill our program's Adult Education requirements (ADA, important to our school financially.) When both parents attend, it counts as two (2) parent classes.
 2. Attendance at Fall and Spring Association Meetings is mandatory as it generates ADA funding. When both parents attend, attendance can be applied additionally to one parent class. No additional requirements beyond attendance at the Fall and Spring Association Meetings are placed on a family with more than one child enrolled in DPNS.
 3. Each family is required to perform one auction job per child enrolled and to donate at least one auction item per family. Participation in other fund-raisers is encouraged.
 4. Each family is responsible for at least one weekend cleaning of the school each year (approximately four hours). This time does not count as task time or for ADA hours. A buy-out of this obligation may be available (refer to III A.3.c.).
 5. Each family is responsible for completing work party hours at Danbury Street or Eighth Street during the school year. See Requirements table above for session-specific requirements. At the discretion of your Director, additional time may count as task time.
 6. Each family is responsible for making up some holidays which fall on their work day. For any participating parent on their respective work day, the first two holidays do not have to be made up. If there is a third holiday on one's work day, then the parent must attend the last work party of the year or make up the time in another manner at the Director's discretion (e.g., an extra work day). Any additional holidays thereafter must be made up for as extra participation days. (The above work party time requirement is in addition to the work party time requirement referred to in section III.D .5.)
- E. One-parent Households: Five hours of time are permitted to be deducted at the Director's discretion for those without a second parent to help or families with significant trauma or stress. These five hours may not be work party time, but must be FET, task time or parent classes, if necessary.
- F. New Families: New families are required to attend an orientation meeting in the Fall. Families that join after orientation are required to perform one extra day of observation, in lieu of orientation. This extra observation day must be completed before participating in a work day, although the family is responsible for arranging work day coverage if needed.

IV. Health

- A. All children must have a medical assessment or physical examination performed by or under the supervision of a licensed physician within one year preceding enrollment. The completed physician's report form must be filed with the session Registrar by the designated registration deadline. Students midyear must submit paperwork for Director review and schedule subsequent meetings if indicated for specific health issue
- B. Prior to admission, proof of immunization or a signed waiver shall be provided. Immunization schedules have been undergoing frequent changes. The most recent immunization update by the State Department of Health & Human Services is found on page 29 (source:

www.cdph.ca.gov/programs/immunize/Documents). Proof of immunization or a signed waiver shall be submitted with the physician's report and filed with the session Registrar by the designated registration deadline. Waivers/exemptions require a letter from parent explaining reason for exemption, and parent must sign and date waiver on back of blue immunization card.

- C. All families must sign the consent form in acknowledgement of the “DPNS Health and Safety Policy.”
- D. All participating adults and “at risk” children must have a current tuberculosis (TB) skin test (the Mantoux test is preferred) or negative chest X-ray (in the case of a positive result) for participation in the program. New participants must have proof of a negative TB test which was given within one year prior to the first day of school and every four years thereafter for continuing participants. Alumni who have left the program and return must submit new proof of negative skin test upon re-entry. These completed forms (one for each enrolling “at risk” child and for each participating adult) must be signed by the administering physician and filed with the session Registrar by the designated registration deadline. Children determined to be “not at risk” by their physician are not required to have a tuberculosis skin test, but must submit a completed Physician’s Report form identifying that risk factors are not present. This form must be signed by the physician and filed with the session registrar by the designated registration deadline.
 - 1. Participating adults who have not provide proof of a current, signed TB skin test shall not be allowed to participate in class until such time as proof is provided to the Registrar. However, all participation requirements must still be provided for.
 - 2. Children who do not have a current, signed proof of a TB skin test or current signed Physician’s Report form stating that risk factors are not present shall not be allowed to attend class until proof is provided to the Registrar. However, all participation requirements must still be met by the participating adult.
- E. Late enrolling families are required to complete all health requirements as quickly as possible. A child enrolling late must submit by his/her first day of attendance a:
 - 1. written medical assessment which includes proof of TB skin test or completed Physician’s Report form identifying that risk factors are not present; and
 - 2. proof of immunizations or a signed waiver;
 - 3. completed and signed ID and Emergency Information Form; and
 - 4. medical consent form.Additionally, the following conditions must be met by late enrollee’s participating parents or adult(s):
 - 5. adult participants must provide a negative TB skin test or chest X-ray prior to the first day of work.
- F. Medical leave policy for children excused by a Doctor’s note for up to 12 weeks. The first 6 weeks would not require the family to cover the assigned workday. Anytime after the initial 6 weeks would require the family to cover their assigned workday. If after 12 weeks, there is no return note, then the child’s spot will be given up to the next child on the waiting list.
- G. In cases where the child is excluded from school by the administration for illness, the parent will also be excused from participation for that day, and work time missed shall be made up in additional family education time.
- H. In cases of emergency or illness, the parent or a responsible adult must be available to come for the child.

- I.** Parents, or adults authorized by them, are required to sign the child in upon arrival and sign out at the end of the daily session.
- J.** Directors may not administer any medicine except in a life-threatening situation.

Insert immunization requirements handout (pdf file)

V. Committees

The following committees are described in the Bylaws: Assistant Director Recruitment, Budget, Emergency Tuition Assistance, Fund Raising, Nominating, Personnel, Registrar, and Site Improvement.

VI. Policies

- A. Loan of Equipment: In general Davis Parent Nursery School has a “No Borrowing Policy.” Loan and rental of the Davis Parent Nursery School equipment shall be at the discretion of the Facility Coordinator or the session Director in compliance with the terms set forth in the Association insurance policies.
- B. Assistant Directors' Policy and Procedure: Contact the Association President for information regarding the Assistant Directors' Policy and Procedure.
- C. Updating Facility Forms: Parents agree to inform DPNS at once of any changes to any information contained on the enrollment forms completed prior to admission.

The following forms must be in the child's file before attendance at the Davis Parent Nursery School Laboratory:

Signed Admission Agreement
Physician's Report - signed by physician
Parent TB Test Results - signed by physician
Child TB Results or Physician's Report stating risk factors not present-signed by physician
Identification and Emergency Information Form
Consent for Medical Treatment
Copy of Signed Personal Rights
Copy of Signed Parent's Rights
DPNS Health and Safety Policy
Statement of Health - for each participating parent or caregiver
Child's Preadmission Health History
Copy of Child's Legal Birth Certificate

Parents failing to complete files and health requirements for themselves or their enrolling children will not be allowed to attend class until all files are complete. If a child's health requirements have been met and the ID and Emergency Information and Consent for Medical Treatment forms are on file at the class site, but his or her file is otherwise incomplete, the child may attend class but the participating adult may not attend class until the file is complete. Parents barred from attending class due to ineligible files must provide for their participation requirements to be met. Whether or not an eligible family may attend the first work party or orientation shall be determined by the session Director and the session Registrar acting in concert.

D. Admission:

1. To apply for admission to the Davis Parent Nursery School, contact the school, leaving your name, address and telephone number. Information regarding the school and registration will be sent to you. Forms can also be downloaded from the DPNS website which is www.davisparentnurseryschool.com.
2. Session Placement: The following criteria are used to determine session placement. The goal is to fill the sessions from the applicant pool, following priority enrollment policies as outlined in VI.D.3. and balancing the classes by age and gender as necessary.

- a. Each session is balanced for gender, age and the needs of a child. The age and gender balance is determined by the Director, unless the class is not filled by August 1st. Priority is then given to filling the class; in cases of gender balancing there will be no more than 2/3 to 1/3 extreme.
 - b. Family needs may also be considered at this time. The Registrar should be informed of these circumstances at the time of application.
 - c. Siblings are not placed in the same session. Occasional exceptions may be made upon review/approval of the session Director.
 - d. Kindergarten eligible children (in accordance with current DJUSD standards for kindergarten eligibility) may be placed at either site. Consideration for placement requires prior review/approval by the session Director. A maximum of 2 children may be placed in the 3 day a.m. session at Danbury. The 5-day AM session at 8th Street will have a limited number of K-eligible openings with Director approval. The Pre-K class will allow K-eligible children as long as the class stays balanced and at the Director's discretion.
3. Enrollment Priority: Applications for the new school year received by the spring priority deadline are considered in this order:
- a. Continuing students returning to the same session.
 - b. Children of incoming Executive Board members. In the recognition of their work for the school, Board members receive priority in the placement of one child unless the Board member has twins/multiples enrolling in the same session in which they will receive priority status for both/all children.
 - c. Continuing students enrolled prior to winter break.
 - d. Children of continuing families.
 - e. Continuing Students enrolled between winter and spring breaks.
 - f. Alumni (siblings or parent formerly enrolled) **and** enrolled in playgroup the previous year.
 - g. Alumni (siblings formerly enrolled.)
 - h. Children enrolled in playgroup the previous year prior to spring break.
 - i. Continuing Student enrolled after spring break.
 - j. Children enrolled in playgroup after spring break or new families on the waitlist since prior to winter break. This does not include families who applied for sessions where their child was non age-eligible for the session.
 - k. Alumni (parent formerly enrolled.)
 - l. New families living within Davis Joint Unified School District boundaries.
 - m. New families living outside Davis Joint Unified District boundaries
 - n. Applications or session transfer requests received after the spring Open Enrollment deadline will be reviewed in the order of receipt, and considered for the requested session or added to the wait list according to the date received by the Registrar.

4. Enrollment Priority for Playgroup Students Enrolled in Two Sessions

Playgroup students who are enrolled in twice weekly sessions shall be afforded Continuing Student Priority Status for the next year when they meet the following participation requirements:

75% attendance at playgroup sessions

16 hours of FET, including:

Playgroup orientation

2 DPNS Association meetings

4-5 parent classes

4 hours Task time

3 hours Work party

Auction (Auction Job and Donation item)

Families with children above the 15 mo. – 27 mo. age at the time of entry into Playgroup may enroll in the Mixed-Age Playgroup with Director approval only.

Families wishing to be afforded Continuing Student Priority Status for the following school year must enroll in two Playgroup sessions prior to winter break and within 30 days of entry into the Playgroup program.

5. Lottery and Wait Lists

- a. When there are more applicants for a session than spaces available, a lottery is used to determine session placement/wait list priority. A lottery is conducted within each priority group, by the Registrars.
- b. Once the lottery is conducted, an ordered list of only the age and gender of the children is presented to the Director so that an unbiased choice in placement is made. Those not placed in a session at this time are added to the waitlist(s) in priority order.
- c. Any change in priority status after class list formation will not affect placement on wait list.
- d. The Registrars have the discretion to place a current student ahead of others on the wait list in cases of urgent family or child need.

E. Tuition assistance and short term emergency relief may be available from year-to-year, depending on the financial situation of the Davis Parent Nursery School.

VII. Statement of Insurance Coverage

The Davis Parent Nursery School carries a general liability policy covering property damage and personal injuries arising out of the activities of the Laboratory. The Association also carries worker's compensation coverage for all paid employees. Under this policy all medical expenses incurred by such employees from job-connected injuries are paid. In addition, there is a partial income reimbursement following such injury.

VIII. Inspection Authority by Community Care Licensing: Section 101195 (b) (c)

The Department of Social Services or licensing agency shall have the authority to interview members, including children or staff, and to inspect and audit member or facility records without prior consent.

The Department or licensing agency shall have the authority to observe the physical condition of the children, including conditions which could indicate abuse, neglect or inappropriate placement, and to have a licensed medical professional physician examine the children.

IX. Avenues of Communication for Parents

Direct and open communication in a cooperative nursery school is imperative and contributes to the growth of the Association, as well as the parents, their children, and the DPNS staff. Direct communication with the DPNS staff and Association Board is the best source of information, and the level where problems and

misunderstandings are most appropriately solved. Confidential communication regarding our children is a given. At DPNS there are many avenues to effectively communicate:

1. One on one with your session Director and/or Assistant Director
2. Participating day's after-school parent meeting in your session
3. Session Representative, who is the liaison between your session and the DPNS Association Board. Each Session Representative is a voting member of the DPNS Association Board
4. Monthly parent class and the bi-annual Association meetings
5. Monthly DPNS Association Board meeting to which all association members are invited to attend and participate. The Board agenda and minutes are posted each month on the communication board at each site. DPNS Board members' names are posted by the phone at each site and on our website. Keep in mind that in mid-February we will be accepting applications and actively seeking Board members for the following school year.
6. Monthly newsletter. Association members can submit creative ideas/projects, children's' pictures, notice of upcoming family or educational events, personal business advertisements, recipes, thank-yous or other pertinent DPNS communication to the newsletter editor by email for consideration.
7. Written Session program and Assistant Director evaluations (filled out by parents in late winter)
8. Problem Solving Procedure (below.)

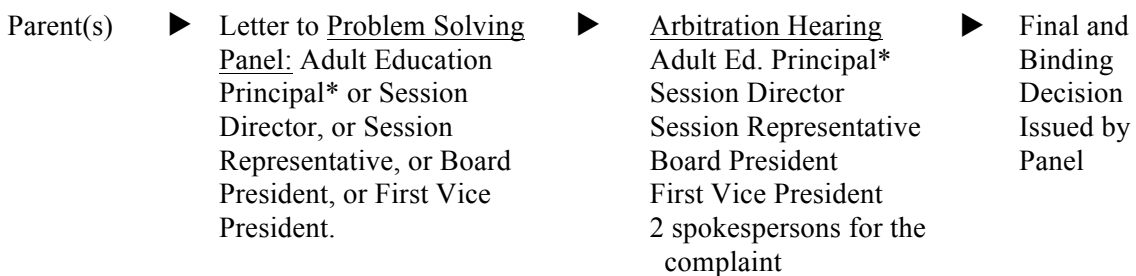
X. Problem Solving Procedure

DPNS incorporates a variety of parenting and teaching styles under the administration of the DJUSD Adult Education Program, the State Community Care Licensing Board, and the DPNS Standing Rules and Executive Board. As a cooperative, DPNS attempts to create a balance between the many components which make up the overall program. While our goal is to maintain an atmosphere free from conflict and problems, we provide this as a method for a parent or parents to resolve a problem when informal methods are unsuccessful or feel uncomfortable or inappropriate. Below is an outline of the procedure.

Level I: Informal/Verbal



Level II: Formal/Written/Binding Arbitration



*Panel Chairperson

Direct communication is the best source of information and the level where problems and misunderstanding are most appropriately solved. Sometimes even minor problems can take on major significance if left untreated. The first level provides for direct verbal communication between the involved parties. Advancement to Level II occurs if Level I fails to produce a resolution or parent chooses to avoid direct communication. Level II begins a formal procedure, in which a complaint is presented in written form to any member of the Problem Solving Panel, comprised of the session Director, Session Representative, Board President or Adult Education Principal, who will act as Panel Chairperson. A letter received by one panel

member will be copied and delivered to other panel members within 48 hours. Notice of a hearing will be issued by the panel to parent(s) authoring the letter within 10 days of receipt of the letter. The hearing will be attended by the Problem Solving Panel and parent(s) authoring the complaint. The panel will recognize two spokespersons for the complaint during the course of the hearing. The panel will reach a decision by simple majority. If a conflict of interest exists due to personal involvement of any panel member, the panel may request that that individual abstain from final vote. Written notice of panel's decision will be issued to interested parties within 10 days, and shall be final and binding.

While in process, procedure can be amended by the panel at any time as deemed necessary. Permanent changes in policy will require Executive Board approval, followed by Association approval.

To ensure fairness and efficiency, it is expected that all parties involved, parent(s), spokespersons for the complaint and the panel maintain strict confidentiality throughout the procedure.

Parents using methods outside this problem-solving procedure which are judged by the panel to be disruptive to an individual session or the overall program may be subject to expulsion from the program. This decision will be subject to Executive Board approval. In that event, tuition paid DPNS will be returned on a pro-rated basis.

Under this procedure, a parent with a problem involving another parent must go to the session Director first. If the Director is unable to resolve the problem, the Problem Solving Panel will meet with parents and continue through the procedure as needed.

This procedure may also be followed in the event a session Director has a problem with a parent that cannot be resolved through direct communication. The Director is responsible for distributing copies of the letter to parent(s) and to each panel member.

You have the right to call or write the licensing agency if fault is found in the operation of the school or treatment of your child. Call or write, including the DPNS licensing numbers.

Danbury Street: 573606907
Eighth Street: 570310219

Community Care Licensing
8745 Folsom Blvd, Ste 200
Sacramento, CA 95826
(916) 387-4530

**VIII. BYLAWS OF
THE DAVIS PARENT NURSERY SCHOOL ASSOCIATION
June 2011**

Article I	Name
Article II	Objectives
Article III	Membership and Dues
Article IV	Meetings
Article V	Executive Officers and Their Election
Article VI	Duties of Executive Officers
Article VII	Executive Board
Article VIII	Session Councils
Article IX	Program and Staff
Article X	Committees
Article XI	Amendments
Article XII	Rules of Order
Article XIII	Dissolution of the Association

**Article I
Name**

The name of this organization shall be the Davis Parent Nursery School Association.

**Article II
Objectives**

The objectives of this Association shall be:

1. To establish and conduct a nursery school, in cooperation with the Davis Joint Unified School District, which will serve as a laboratory for parent education courses offered under the Adult Education Program of the California State Department of Education;
2. To become better informed on all aspects of home, school and community life which affect the health and security of children and their families;
3. To promote the welfare of children in home, school and community and to better family relations.

**Article III
Membership and Dues**

Section 1. Any person who is interested in objectives for which the Association is organized may become a member upon payment of dues.

Section 2. Annual dues of the Association shall be \$25.00 per family per year, payable as a condition of registration.

Section 3. An active member is one who is enrolled in a parent education course and whose child is enrolled in the Nursery School program. Those who were active members the preceding June and have registered as members for the following September will be regarded as active members over the intervening summer.

Section 4. Only active members as defined above may vote, one vote per family.

Article IV Meetings

Section 1. Unless otherwise ordered by the Association or by the Executive Board, the Association meetings shall be held at least twice a year; in the fall, to acquaint new members with the aims and activities of the Association, and in the spring to elect new officers.

Section 2. Association meetings may be held at other times upon the request of the Executive Board or a petition of one-third of the membership. During the summer months the request of five continuing members shall be sufficient to call an Association meeting.

Section 3. One-fourth of the active families shall constitute a quorum at Association meetings.

Section 4. A simple majority of voting members constitute a quorum at Board Meetings, and is required to pass a motion (shared positions count as one member). The Board may elect to delay important decisions if a simple majority does not seem sufficient.

Article V Executive Officers and Their Elections

Section 1. Executive Officers shall include a President, Executive Vice President of Personnel, Executive Vice President of External Affairs, Registrar, Secretary, Treasurer, Facility Coordinator for 8th Street, Facility Coordinator for Danbury Street, Newsletter Chair, and Purchaser for 8th Street, Purchaser for Danbury Street, General Fund Raising Chair, Auction Coordinator, Scrip Coordinator, an Alumni Relations Chair/Historian and a Session Representative from each session.

Section 2. Officers shall take office at a joint board meeting in June and shall serve for a term of one year with the exception of the Treasurer who shall hold office from July 1 to June 30 to correspond with the fiscal year. Newly elected executive officers shall attend those meetings between their election and the joint board meeting in June to familiarize themselves with the Board's operation. Vacancies in offices occurring between elections shall be filled by appointment by the Executive Board.

Section 3. Nomination of executive officers shall be made by a Nomination Committee composed of one member from each session to be nominated by their session at a parent class in January. If there are no nominations, the Nominating Committee Chair shall appoint the Nominating Committee member. The chair of the Nominating Committee will be appointed by the President.

By mid-February, the Nominating Committee shall make known to all members of the Association the nature of the executive offices to be filled. Candidates interested in holding office will so indicate in writing on an appropriate form indicating a priority list of office(s) desired and a brief description of qualifications and interest in positions. All continuing, reentering, and new Association members may become nominees. Alumni of the Association may become nominees for the position of Grant Writer. Present Board members are eligible for re-election. Members of the Nominating Committee are barred from becoming nominees for office. Nomination forms should be submitted to the chairman of the Nominating Committee no later than March 1 or at the discretion of the Nominating Committee.

The chairman shall circulate nomination forms among Nominating Committee members at least one week before the meeting to nominate new officers. One candidate shall be nominated for each office. In the event that more than one candidate applies for the same position, interviews may be called. The balloting in the Nominating Committee shall be by secret ballot, and proceedings of the meeting shall remain confidential. The committee should try, as far as possible, to present nominees equally representative of each plant for the upcoming year. The list of nominees shall be posted at each plant as soon as possible. The Nominating Committee will report to the Executive Board and the slate will be presented at the Association meeting for

approval. The Nominating Committee shall report to the Association at the meeting in the spring. Where Executive Board positions have not been filled, additional nominations may be made from the floor. If positions remain unfilled after the Association meeting, the Executive Board will appoint that member.

Article VI Duties of Executive Officers

Section 1. The ***President*** shall:

1. Preside at all meetings of the Association and the Executive Board;
2. Call meetings of the Association or the Executive Board at any time deemed necessary;
3. Prepare and post an agenda of the Executive Board meetings prior to such meetings;
4. Represent the Association or appoint a delegate(s) to represent the Association at meetings and functions of concern to the activities and objectives of the Association;
5. Act as a liaison with Davis Joint Unified School District through communication with the Adult School Principal;
6. Oversee job functions of all other board officers;
7. Present the Katie Sallee Award at the Davis Senior High School each year;
8. Appoint all committees of the Association, except the Scholarship Review committee, and serve as *ex officio* non-voting member of all committees except the Nominating and Scholarship Review committees;
9. Serve on the Problem Solving Panel;
10. Monitor spending and the yearly budget;
11. Countersign checks;
12. Review insurance each year and record for the following year in March;
13. Participate in scrip monthly.

Section 2. The ***Executive Vice President for Personnel*** shall:

1. Recruit, hire and supervise all DPNS employees;
2. Prepare personnel reviews of all DPNS employees, with assistance from each Director for their respective Assistant Director;
3. Chair the Personnel Committee to address personnel policy, evaluation process, job descriptions;
4. Coordinate with Licensing Coordinator to ensure compliance with all local, state and federal regulations regarding personnel;
5. Perform the duties of the President in the President's absence;
6. Serve as member of Budget Committee;
7. Participate in scrip monthly.

Section 3. The ***Executive Vice President for External Affairs*** shall:

1. Coordinate operations and management with the Davis Joint Unified School District;

2. Act as aide to the President;
3. Plan and organize, in conjunction with Directors, Association meetings and their educational speakers;
4. Represent the Association to Superintendent's Parent Advisory Committee;
5. Attend or coordinate attendance at meetings of the California Council of Parent Participatory Nursery Schools, when DPNS is member of CCPPNS;
6. Collect monthly ADA (Average Daily Attendance) figures from Davis Adult School for quarterly reporting to the Executive Board;
7. Represent the Association at meetings and functions of concern to DPNS;
8. Serve as member of Budget Committee;
9. Participate in scrip monthly.

Section 4. The ***Co-Registrars*** (this is a position shared by two people) shall:

1. Have general responsibility for the enrollment of parents and children into the Davis Parent Nursery School Laboratory;
2. Distribute preliminary information regarding the Nursery School to interested parents;
3. Transfer registration fees and annual dues received to the Association Treasurer for deposit;
4. Maintain accurate records of enrollment for all sessions and send copies of the records in a timely manner to the Treasurer, President, Session Directors, Webmaster, and the Adult Education office of the school district if necessary;
5. Serve as Chair of the Registration Committee which makes recommendations to the Executive Board in January regarding program issues and registration policy changes;
6. Serve as member of the alumni foundation "Tuition Assistance" Committee;
7. Complete, maintain and update throughout the year, an immunization report for the County following the return of medical forms for each child of a participating family;
8. Organize Open House activities for all sessions in Spring;
9. Select and register participating families for each session, with assistance from Directors;
10. Coordinate activities of an Assistant Registrar from each session;
11. Serve as a member of the Budget Committee;
12. Perform such other duties as may be requested by the President;
13. Submit names of graduating families from the previous school year to the Alumni Relations Chair for inclusion in the alumni record;
14. Participate in scrip monthly.

Section 5. The ***Secretary/Historian*** shall:

1. Keep accurate records of the proceedings of all meetings of the Association and of the Executive Board. This record shall be posted at each site within one week after said meeting and shall be presented for approval at the next meeting;
2. Prepare an attendance sheet for Board Meetings and make copies for each Director following each Board Meeting;
3. Take minutes at the Budget Committee meetings;
4. Distribute minutes (via email to those Board Members who have it and hard copy to all Directors, Extended Day Staff, Foundation President, and archive one copy in each onsite binder) and be prepared to refer to minutes of all aforementioned meetings;
5. Maintain a current Executive Board member directory and distribute 2 copies to each Director and post one by the telephone at each site;
6. Prepare a summary of all unfinished business for the use of the President;
7. Conduct and keep an accurate file of all general Association correspondence;
8. Update handbook in May for the next school year;
9. Update the bylaws and standing rules of the Association as needed;
10. Record and post bylaw changes prior to an Association meeting vote;
11. Maintain and post a calendar of events and committee meetings at both sites (this can be done by posting a blank calendar at each site for people to write in committee meetings and parent classes as they are scheduled);
12. Perform such other duties as may be requested by the President;
13. Countersign checks;
14. Update and preserve DPNS history as acting historian of the Association;
15. Collect historically valuable items and organize them for future access;
16. Participate in scrip monthly.

Section 6. The ***Co-Treasurers*** (this is a position shared by two people-one responsible for income and the other responsible for expenditures) shall:

1. Receive all monies due the Association and deposit them in the name of the Association in a bank approved by the Association, including weekly deposits of extended day income;
2. Review all invoices and deliver to bookkeeper on the 10th and 25th day of each month;
3. Deliver employee paychecks on the 15th and last day of each month;
4. Working with the bookkeeper, keep an accurate monthly record of receipts and disbursements, and publish a statement of accounts to the Board monthly;
5. Review monthly statements and keep Directors and other Board members apprised of budget concerns;
6. Sign all checks and warrants, countersigned by the President or Secretary;
7. Coordinate activities of an assistant treasurer from each session and a bookkeeper;
8. Collect all records from the session treasurers and from the bookkeeper and present them, with his/her own records, for audit by the end of the fiscal year;

9. Chair the Budget Committee, consisting of the incoming and outgoing Presidents, Executive Vice Presidents and Treasurers, and the current Facility Coordinators, Registrar, the bookkeeper, and Secretary (to take minutes); the Budget Committee shall prepare the Association budget in May for the following fiscal year and present it for adoption by the new Executive Board at the June meeting; following adoption of the new budget, the Budget Committee shall consist of the incoming President, Executive Vice Presidents, Facility Coordinators, Treasurer, Registrar, bookkeeper;
10. Chair the Emergency Tuition Assistance Committee when family financial need arises;
11. Chair the Long Range Financial Planning Committee meeting to be held annually prior to the Budget Committee to review and recommend long-term goals and commitments of the Association;
12. Participate in scrip monthly.

Section 7. The ***Facility Coordinators for 8th Street*** (position shared by two people) **and *Facility Coordinator(s) for Danbury Street*** (position can be filled by one or two people) shall:

1. Coordinate and manage capital improvements, maintenance and repair of the school building at the site, contracting appropriate services as needed;
2. Coordinate work parties and maintain lists of tasks to be carried out at those events or on an adopt-a-job basis by individual families. Report to directors and President on the status of jobs as needed;
3. Submit estimates and / or recommendations for repairs, replacements and new projects for Executive Board approval;
4. Arrange for an annual safety inspection by the Fire Marshall;
5. Conduct, with the aid of the Directors, site safety inspections after each work party;
6. Convene the Site Committee at least once each year to review and plan short- and long-range site improvement goals and priorities;
7. Serve as a member of the Long-Range Financial Planning Committee and the Budget Committee;
8. Participate in scrip monthly

Section 8. The ***Newsletter Chair*** shall:

1. Establish a monthly deadline for newsletter submissions with board members and directors;
2. Supply an email address for submissions. At the Newsletter Editor's discretion, newsletter submission envelopes may be placed at each site;
3. Gather all the editorial material for a given issue from all its various sources. Consistent features in each edition include a president's message, messages from board members on an as-needed basis, and a calendar page. Other features may include advertisements, articles, reminders, birth announcements, recipes, scrip order forms, etc. A Board directory should be included periodically;
4. Solicit ads, provide information to and collect ad payments from advertisers, keep log of advertisers and payments, prepare simple ads, as needed;
5. Maintain the on-line calendar and the monthly calendar that appears in the Newsletter. Recurring dates include, but are not limited to: school holidays, parent classes, make-up playgroup sessions, PR and fundraising events, work parties, and Board and Committee Meetings.
6. Proofread and edit all materials for style consistency;
7. Lay out a final version using desktop publishing software. (Specific software, which computer platform to use, and font choice is up to each newsletter editor.) Current style is for double-sided letter-size pages stapled in the corner as this is the most cost-effective method;

8. Make copies for Directors and Assistant Directors if they desire them, as well as 3 for each site and 1 for the newsletter binder at 8th Street. Current vendor is Office Max since they offer a discount to school district customers, but this arrangement is subject to change;
9. Email issues to all families, all Directors, other teaching staff and employees, DJUSD administrator(s), and the DPNS Foundation. Make additional issues available at each site, and archive one of each issue in the newsletter binder at the 8th St. site;
10. Publish a total of eight issues for the school year: One in September, October, November, December/January combined, February, March, April and May;
11. Recommend a newsletter budget to the Budget Committee for the following fiscal year. Advertising revenue will be used to offset the minimal printing costs and serve as a fundraiser for DPNS.
12. Perform other such duties as requested by the President;
13. Participate in scrip monthly.

Section 9. The ***Purchaser for 8th Street and Purchaser for Danbury Street*** shall:

1. Work with each site's Director to inventory materials and supplies;
2. Be responsible for the acquisition of all supplies, materials and equipment;
3. Provide the Treasurer with a monthly log of all expenditures for budget purposes;
4. Monitor budget outcomes and regulate expenditures accordingly;
5. Perform other such duties as requested by the President;
6. Serve as a member of the Budget Committee and Site Committee;
7. Participate in scrip monthly.

Section 10. The ***General Fundraising Coordinator*** (this position maybe combined with the Auction Co-chair position to make a Fundraising Team, instead of two separate positions) shall:

1. Coordinate Annual Bazaar and DPNS fundraising activities other than the auction;
2. Coordinate with the Auction Coordinators and session fundraising representatives to plan and carry out fundraising activities as appropriate throughout the year. The activities shall be designed to meet a fundraising goal of \$5,000 for the year;
3. Work with the Public Relations/Historian/Alumni chair to improve outreach to alumni through direct mail and other means for fundraising activities;
4. Serve as Chair of the Fundraising Committee, which works with the President, Directors, Executive Vice Presidents, and session fundraising representative to submit recommendations for disbursement of fundraising monies received for Executive Board approval;
5. Work with Scrip Coordinator as appropriate to encourage alumni and others in the DPNS community to participate in scrip;

6. Participate in scrip monthly.

Section 11. The ***Auction Co-Coordinators*** (this is a position shared by two people) shall:

1. Coordinate all aspects of the annual DPNS auction, including working with fundraising representatives from each DPNS session and providing periodic reports to the Board;
2. Coordinate with Fundraising Coordinator and session fundraising representatives to schedule activities as appropriate throughout the year;
3. Serve on the Fund Raising Committee, which works with the President, Directors, Executive Vice Presidents, and session Fund Raising Representatives to submit recommendations for disbursement of fund raising monies received for Executive Board approval;
4. Working with the Treasurer and Bookkeeper keep a record of all monies received from each fundraising activity, and ensure these monies are deposited in the name of the Association into the fundraising account at a bank approved by the Association;
5. Sign all checks drawn from the Fundraising Account countersigned by the President or Treasurer;
6. Perform other such duties as requested by the President;
7. Participate in scrip monthly.

Section 12. The ***Public and Alumni Relations Chair*** shall:

1. Be responsible for keeping an up-to-date record of Association alumni, including paper and electronic records;
2. Work annually in association with Registrar to obtain information on graduating families for posting to a permanent alumni record;
3. Contact alumni regarding school events;
4. Organize, with the aid of the session representatives, the annual Spring Lemonade Party for alumni and continuing families;
5. Be responsible for the release to the public of information regarding nursery school and related activities, including paid advertising, as necessary;
6. Support needs of other Board members, including the Registrar's recruiting and enrollment needs (Open House and class promotion) and the Fund Raiser's special activities;
7. Promote and coordinate DPNS participation in community events (e.g., Pig Day);
8. Manage annual t-shirt design, ordering process and distribution;
9. Perform other such duties as requested by the President;
10. Participate in scrip monthly.

Section 13. The ***Grant Writer*** shall:

1. The Grant Writer will be a member of the DPNS Board of Directors. The position may be filled by either a current or alumni DPNS parent or student.
2. The Grant Writer will be responsible for researching, compiling, and maintaining a directory of potential funders for DPNS. Funders will include any entity that provides funding to a non-profit organization; this includes but is not limited to: private foundations, corporate giving programs, and municipal agencies. The Funder Directory will include such information as: all contact information

for the funding entity, funding areas, proposal deadlines, and history of funding submissions (successful or not).

3. The Grant Writer will track funding proposal deadlines. In cases where bidders' conferences are required, the Grant Writer will attend, or will ensure attendance by a DPNS Board member.
4. The Grant Writer will write and submit funding proposals in a timely manner. All associated budgets will be vetted by the Board prior to proposal submission; in cases where timeliness is an issue, budgets will be based upon the Grant Writer's best estimates. In cases where funding is received, the Grant Writer will monitor all accompanying documentation associated with receipt of funding; this includes but is not limited to: thank you notes, required reports (quarterly, final, or other) and communications with the funder.
5. The Grant Writer will work to the best of his/her ability to work with the DPNS Board, Directors, and Assistant Directors to sustain and create the best possible environment for families.
6. Participate in scrip monthly.

Section 14. Each ***Session Representative*** shall:

1. Attend all board meetings or find a suitable replacement from the session represented. Communicate Board information to their session by forwarding an email version of the minutes to each family;
2. Serve as the liaison to individual members of their session and share communications. Answer session questions for individual members and, when necessary, assist them in bringing these issues to the Executive Board, Problem Solving Panel or other germane committee or responsible officer of the Association;
3. Serve as chief coordinator for session event (i.e. DPNS Annual Bazaar, Tree-Lighting Ceremony, etc.). Reports to the General Fundraising Coordinator and shall be entirely responsible for staffing and executing the event;
4. Serve as a session auction coordinator. Specific duties include: coordinate the session donation for the annual auction (i.e. determine the amount of money to be collected from each family, oversee the making of the item and coordinate delivery of the item to the auction); oversee family auction donations to ensure the timely delivery of both the paperwork and the donation to the Auction Coordinators; help the session raffle ticket chair (this is an auction job) as needed; nominate members of session as needed for auction jobs that require a specific skill set; serve on the auction committee to meet as needed with Auction Coordinators. Note: Playgroup families participating in one playgroup session per week are encouraged, but not required to participate in auction jobs, family donations, or raffle ticket sales. The Playgroup Session Representative should coordinate a session donation, enter the description online, and deliver the session donation to the Auction Coordinators;
5. Serve as a liaison with the General Fundraising Coordinator to facilitate other fundraising efforts with session, and promote all fundraising events and opportunities to the session;
6. Serve as session scrip coordinator;
7. Serve on the problem solving panel (if applicable);
8. Coordinate amongst the session families Teacher Appreciation on a monthly basis; and
9. Participate in scrip monthly

Section 14. Each officer maintains a portfolio of office containing the basic duties of the position. Annual reports from executive officers shall be passed on to their successors. Copies shall be sent to the President,

for inclusion in the President's portfolio, and the Secretary by the week prior to the joint meeting in June.

Section 15. In the event that an executive officer fails to attend three consecutive meetings without an adequate reason, the Executive Board may declare such a position vacant. An explanation for failure to attend Board meetings must be communicated to Board president, even if Board position is a shared position.

Article VII Executive Board

Section 1. The Executive Board shall consist of the executive officers and the representative from each session. Every Board member shall have one vote, regardless of shared positions.

Section 2. Executive Board shall formulate plans and policies and transact the business of the general Association, except as otherwise provided in these bylaws. It shall fill all vacancies of office on the Board and shall recruit, hire and supervise all personnel paid by the Association. It shall adopt such standing rules as it deems necessary. Intention to implement major expenditures not provided for in the budget shall be posted for two weeks prior to action by the Executive Board.

Section 3. All meetings of the Executive Board shall be open to members of the Association.

Section 4. Decisions of the Executive Board may be overruled by a petition signed by a simple majority of Association members.

Section 5. Expenditures exceeding one percent (1%) of the operating budget (exclusive of emergency or normal operation expenses) must be discussed at two Board meetings before action is taken by the Board.

Section 6. Emergency repairs exceeding \$750.00 must be pre-approved by at least three (3) Executive Board members.

Section 7. With the exception of previously budgeted and emergency items, money is not to be paid in advance for repairs, purchases or services without the approval of three (3) Executive Board members.

Section 8. Program and registration changes must be discussed at two consecutive Board meetings before action is taken by the Board.

Article VIII Special Session Jobs

Section 1.

Each session will have the following session task-time jobs.

1. *Session Administrator* shall coordinate the completion of the bubble sheets required by Adult Education and DJUSD, and any other administrative function as required by DJUSD, state licensing or DPNS; distribute the Assistant Director evaluations as directed by the Vice President of Personnel; distribute, collect and summarize the session's Program Evaluation in January or February and submit a copy of the Program Evaluation Summary to the Session Director, Board President, and Adult Education Principal before the April board meeting.
2. *Director's Assistant* shall coordinate December and June potlucks; coordinate volunteers for miscellaneous events/activities as needed; make telephone calls as needed; help coordinate field trips; coordinate teacher gifts, coordinate task time; and coordinate maternity leaves.
3. *Building and Grounds Representative* shall assist and be responsible to the Facility Coordinators.
4. *Participation Chair* shall be responsible for notifying families and the session Director of family time requirements, arrange participation and substitution schedules, and provide support to the Director for calculating and compiling monthly ADA (Average Daily Attendance) figures.
5. *Session Treasurer* shall be responsible to the Association Treasurer and shall collect and record monthly tuition and other monies owing to the Nursery School, and deposit all monies in the bank monthly.
6. *Session Purchaser* shall assist and be responsible to the Director for purchasing groceries.
7. *Assistant Registrar* shall be responsible to the Registrar, to collect forms and complete student confidential files over the summer prior to the start of their session, and to maintain a current session participation/phone list throughout the year.

Article IX Program and Staff

Section 1. The Directors are professionals, employed by the School District. Directors shall be the head teachers of their sessions and shall have final approval of the program, activities and equipment, which in their professional judgment, is in the best interest of the development and safety of the children. Though not voting members of the Board, the Directors are invited to take an active part in Executive Board discussions. The Directors or the Adult Education Principal shall be invited to attend all meetings of the Executive Board and its subcommittees. If the problem-solving procedure is activated within their session, the session Director will serve on the Problem Solving Panel.

Section 2. An Assistant Director for each session may be hired by the Executive Board of the Association. An Assistant Director Recruitment Committee, composed of the Association President, the Executive Vice President for Personnel, the Personnel Coordinator, a Director, and a Board member-at-large or parent selected by the President or Director from the affected session(s), shall advertise the position, interview the applicants and make its recommendations to the Executive Board.

Section 3. The Executive Vice President for Personnel shall coordinate the recruitment and review of employees, produce and maintain personnel records, and act as Primary Manager for DPNS' Injury and Illness Prevention Program.

Section 4. The Licensing Director shall serve as contact person with state licensing personnel regarding licensing requirements (forms, inspections, procedures, etc.); communicate licensing requirements and changes to DPNS Board and staff; and ensure that Association records meet licensing requirements.

Section 5. The Executive Board in exercising its function of hiring personnel shall, in all cases, give precedence to the procurement and hiring of an Assistant Director for each session before consideration of hiring any other paid or contract personnel.

Section 6. Employment rights. The Davis Parent Nursery School Association is an Affirmative Action/Equal Opportunity employer. Any grievances related to employment rights shall be communicated to the President of the Association. Investigations and action to redress grievances shall conform to the DPNS Problem Solving Procedure (see Standing Rules, page 33 of Parent Handbook).

Article X Committees

Section 1. There shall be such standing committees created by the President or Executive Board as may be required to carry on the work of the Association. Chairs of the committees may be appointed by the Board.

Section 2. Standing committees described in these Bylaws:

Nominating Committee	Article V, Section 3
Emergency Tuition Assistance Committee	Article VI, Section 6 (#7)
Budget Committee	Article VI, Section 6 (#6)
Personnel Committee	Article VI, Section 1 (#10)
Registrar Committee	Article VI, Section 4 (#5)
Fund Raising Committee	Article VI, Section 10(#3)
Site Improvement Committee	Article VI, Section 3 (#8)

Article XI Amendments

These Bylaws may be amended by a two-thirds vote of those voting, a quorum (one quarter of active families) being present, at an Association meeting, provided notification of the amendment(s) has(ve) been distributed in writing to the membership at least two weeks in advance of the meeting.

Article XII Rules of Order

The rules contained in *Robert's Rules of Order, Revised* shall govern this Association in all cases where they are applicable and not inconsistent with these Bylaws.

Article XIII Dissolution of the Association

In the event of dissolution of the Davis Parent Nursery School Laboratory and the Association, all major assets or proceeds from the sale thereof shall be given to the Davis Joint Unified School District.

Davis Parent Nursery School

Family Handbook

2011 – 2012 School Year