

Davis Parent Nursery School Handbook

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COMMONLY USED ACRONYMS

DPNS - Davis Parent Nursery School

DJUSD - Davis Joint Unified School District

DACE – Davis Adult & Community Education

PA – Participating Adult registered with DACE (Including, but not limited to, parents, legal guardians, grandparents, relatives, nannies, and au pairs).

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.

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 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.

Davis Parent Nursery School (DPNS) 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 at DPNS be ones filled with growth and joy.

HISTORY OF THE DAVIS PARENT NURSERY SCHOOL

DPNS 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 due to difficulties in obtaining proper facilities. In the meantime, cake sales, bazaars, rummage sales, card parties, and every fundraising device known to us--went on so that equipment and supplies could be bought. Finally, on February 13, 1950, DPNS began operating 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, storage, and 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 DPNS 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 wallboards 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 items 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 Davis 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 site 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, the State of California Department of Social Services duly licensed DPNS.

In 2000, DJUSD chose not to renew the DPNS C Street lease, a lease that was 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. This site is known as the Danbury site.

Currently DPNS offers a 5-Day, Extended Day, and Playgroup program at its 8th street site. At the Danbury site a 2-Day, 3-Day, and Playgroup program are available. Playgroup times and site are determined yearly as needed, please check with a registrar for current information. The following sessions are currently being offered:

Table 1: DPNS Current Sessions

Location	Ages	Days	Times
8 th Street	5-Day Extended Day Mixed-Age Playgroup	M through F M through F TBD	9:00 am - 11:45 am 11:45 am - 4:30 pm TBD
Danbury St.	2-Day 3-Day Mixed-Age Playgroup	T, Th M, W, F TBD	9:00 am - 11:30 am 9:00 am - 12:00 pm TBD

PHILOSOPHY

The DPNS 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 DJUSD 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 participating family provides a particular skill, talent, and a sense of 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 observation and discussion with other Participating Adults (PA) and teaching staff, PA can develop new understandings of their child's behavior and ways of handling or viewing situations and problem solving. These newly acquired skills can then be applied at home. PA can also share activities, enriching experiences and traditions of their own for the benefit of other families.

This family-centered program offers children an opportunity to grow intellectually and emotionally. The children can learn to make social contacts in groups, both 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 overly dependent upon them.

At the 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. For example, 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, music, art and handicraft projects to offer a basis of aesthetic and cultural experience. In addition to all of this, there are special activities, such as cooking, science projects, interesting visitors, etc., to further broaden the base of each child's experience.

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

THE PARENT EDUCATION PROGRAM: AN OVERVIEW

The Concept of Adult Education

Participating Adults are required to enroll in the adult education class offered by DJUSD through the DACE program and participate in the DPNS Classroom Laboratory. An Adult Education principal directs the program and the DPNS directors coordinate the specific parent classes offered. The Directors are responsible for scheduling the parent education classes and teaching, or finding the appropriate child development expert to teach said classes. Parent education classes are designed to educate through a variety of means, such as lecture, discussion, media shows, demonstration, but mainly, active participation, and are offered to supplement our session experience in the DPNS Classroom Laboratory. This program of classes varies from year to year, and is responsive to the needs and desires of participating parents. The Association is urged to pass on their requests and suggestions to the session directors for class topics. The DPNS Executive Board assists both the Adult Education principal and DPNS directors. The board is composed of parent representatives from each session of the nursery school.

Objectives of the DPNS Classroom Laboratory

We have found that a parent's confidence in their 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. The objectives of the DPNS classroom laboratory center on these ideas:

- A. To understand that the work of children is play and to understand the value and logic of that play.
- B. 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.
- C. To develop responsibility for meeting the basic needs of children so that they are free to grow and function.

- D. 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.
- E. To discover the special needs and abilities of other children as well as one's own child.
- F. To learn and watch objectively as children play and work.
- G. To explore play materials and situations so that parents can offer their children creative and constructive opportunities for learning in the home.
- H. To develop valuable skills for relating with children and adults in group settings.
- I. To become better people and parents.

Financing

Parents fund DPNS through tuition fees and fundraising. DPNS' expenses include the salaries of the assistant directors, Extended Day staff, bookkeeper, administrative assistant, and webmaster; facility maintenance; association insurance; session supplies, and the purchase and maintenance of toys, books, and equipment. DPNS pays the salaries of the directors through a reimbursement to DJUSD.

PARENT RESPONSIBILITIES TO THE SCHOOL

There are basic requirements for parents cooperating in the DPNS program. They include:

- A. Meeting the requirements of DJUSD's DACE program (attend required parent classes and pay annual DACE fees).
- B. Laboratory participation according to the requirements of your session.
- C. Attending bi-annual meetings of the DPNS Association and taking part in the activities of the Association. See the "Association By-Laws".
- D. Meeting the requirements for task time, work party time, and weekend cleaning, and participating in the annual auction and class fundraising events.
- E. Passing an approved TB test before participating in the program.
- F. Providing a copy of parent's immunization record for pertussis and measles or a statement from the parent's physician saying that there is a medical reason not to vaccinate or a statement from parent's physician stating the parent is already immune before participating in any program. (Per CA law SB 792)

- G. Submitting proof of influenza vaccination or submitting an opt-out form by December 1st. (Per CA law SB 792)

GUIDELINES FOR WORKING WITH YOUNG CHILDREN

Participation in the Laboratory

These guidelines are provided to help the staff (directors, assistants, PA) develop consistent methods for dealing with situations arising at the nursery school laboratories. These are suggested ways to communicate and interact. The guidelines should be reread once or twice during the year because increased experience makes them easier to apply. A PA who is having difficulty resolving a conflict or issue should feel free to ask their director, assistant director, or other PA for support or help, especially when the difficulty concerns their own 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 have found a friendly and accepting attitude toward each child is desirable, but this does not mean adults allow destructive behavior (throwing blocks or ramming trikes together). Children feel comfortable with adults who define sensible and consistent limits.

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 are 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:

- A. 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.
- B. The staff tries to help the children develop both a sense of fair play and a sense of their own rights. If turns on a piece of play equipment must be limited, for example, make this clear beforehand, 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. The adult might suggest that the child ask

if they can be next, if the other child will be through soon, or if the other child will tell them when they are 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 their turn or that the other child can have it when they are finished.

- C. Encourage the child to learn their own physical needs. The staff should be alert to signs of a child's needs to use the bathroom and 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 school experience and co-educational toilets can be unfamiliar to a child. Finally, note that there are extra clean clothes at each session.

When Adults Need to 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 and 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, they 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 redirection will be sufficient, but physical action ranging from mild restraint or removal from the area may be appropriate for the safety of the children.

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 calm 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. Here are some suggestions:

- A. Immediately help the aggressive child control their actions. Make it clear that the destructive action in progress is unacceptable. When a child is out of control, help them 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 their feelings as well as from others.
- B. Encourage the child to verbalize their feelings. Try to determine the child's motivations and help them communicate them to the other child. Do they want to play in the group they are upsetting?

Was their behavior triggered by something someone else did to them? 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.

- C. Encourage the child who is under attack to express their feelings. Encourage them 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 judgmental comments like "baby, bully, bad boy, bad girl," While their 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

- A. 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 children 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 another project or a similar activity.
- B. Be observant. Try to determine a child's motive. Ask why they want to do a particular thing. Although kids are small in stature, they have reasons, often very good ones, for doing what they do. Understanding why they behave as they do is vital to successfully offering alternatives to unconstructive action.
- C. Be positive. Suggest what a child may do, rather than what they may not do.
- D. Help the child to substitute verbal approaches for physical actions: "You can talk to Jami. You can tell them what you want."
- E. Try not to talk down to children. Squat down next to a child you're working with, so that you can engage them at eye level. Be aware that your tone of voice says as much as what you're saying.
- F. 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 their valid response. If there is no choice, make it clear. For example: "Time for snacks right now...!" rather than, "Kasi, would you like to have a snack?"
- G. 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 they wouldn't normally choose. Leave room for graceful refusal or bargaining.

- H. 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 them to develop the skills to make their own way.

AGES AND STAGES

As parents read over the chart provided following the 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 timeline as to when a child should reach that stage nor is it expected that each child will fit the descriptions exactly.

Table 2: General Growth Characteristics Age 2-5

Age (years)	Physical	Emotional	Social	Intellectual
2	Active, but not always sure of balance. Wants to do things for themselves, but may need help dressing, feeding because of lack of coordination.	Beginning to establish feelings of being an independent person. Will say "no" to some suggestions. May cry easily and have temper tantrums. Has shown some fear of unfamiliar situations.	Engages in solitary or parallel play--tends to establish contact with adults rather than children. May grab and snatch and find sharing difficult.	Enjoys books, blocks, and music. Speaks in two or three-word sentences. Has short attention span.
3	Better motor control. Can manage clothes, handle toilet needs. Twenty teeth. Growth slows. May eat less.	Usually happier, more trusting and cooperative. Less frustrated (fewer tears) because coping skills have increased.	More cooperative in sharing and taking turns. Interest in play with one or two children, but still likes to play alone.	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.
4	Large muscle control. May try more than is capable of with resulting frustration. Boundless energy restlessness.	Emotions at surface. Testing own power—may sometimes defy adults by hitting, throwing, running away, biting, etc.	Begins cooperative play but is more content in small groups. Imaginative, enjoys dramatic play. Experiments with language, silly talk, name calling. Nonconforming resists routines.	High interest in world around them. Learns with all senses. Tells tall tales. Attention span increases with things that interest them. Beginning to learn colors, numbers, more words and ways to use them.

Age (years)	Physical	Emotional	Social	Intellectual
5	Slow growth, good body control. Less frustration in physical skills. Eye-hand coordination still developing. Some may skip, hop, or tie shoelaces. Still active, but with more planning and problem solving.	Emotions more stable. More able to verbalize than display emotion. Less fear. More realistic and adjusted.	More cooperative. Has learned to handle situations. Play has direction with larger groups. Interest in simple organized games.	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, and writing. Uses materials with a purpose

SUGGESTED AUTHORS AND READING LIST

- Anti Bias Curriculum, Tools for Empowering Young Children, NAEYC Publication.
- Ames, Louise Bates and Ilg, Frances L.
- Bos, Bev
- Brazelton, T. Berry, M.D., Toddlers and Parents.
- Bredekamp, Developmentally Appropriate Practice in Early Childhood Programs, NAEYC.
- Briggs, Dorothy, Your Child's Self-Esteem.
- Cherry, Claire
- Dreikurs, Rudolf, Children the Challenge.
- Elkind, David, The Hurried Child.
- Faber, Adele and Mazlish, Elaine
- Fraiberg, Selma, The Magic Years.
- Galambos, Jeanette, A Guide to Discipline.
- Le Shan, Eda, When Your Child Drives You Crazy.
- Louv, Richard, Last Child In The Woods: Saving Your Child From Nature Deficit Disorder.
- MacKenzie, Rob, Setting Limits.
- Miller, Karen
- Nelson, Jane
- Platt, John, Life in Family Zoo.
- Read, Katherine, The Nursery School: A Human Relationship Laboratory.
- Taylor, Katherine Whiteside, Parent Cooperative Nursery Schools.
- White, Burton L., A Parent's Guide to the First Three Years.

THE CURRICULUM OF THE DAVIS PARENT NURSERY SCHOOL

WHAT IS A CURRICULUM?

Curriculum for children is play. We believe that young children learn and benefit from self-chosen and self-initiated play with dynamic and provocative play materials. Our curriculum provides 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.

We "teach" by showing interest, by preparing the environment to encourage curiosity, and by helping children develop their own interests. Children learn by engaging in hands-on experiences and exploration. Asking open ended questions and finding ways to help them expand their play are all forms of teaching.

First-hand experience is basic to the development of abstract thinking. Children learn through the experiences that the staff, PA, other children, equipment, materials, and activities make possible. As we see readiness in the children, we plan ways to broaden the experiences we provide for them.

You, as 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-aged children are feeling what the materials do. It is an unplanned experience 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 "Tell me about it" or "Was it fun?" Avoid labeling the items on their picture or using text to explain what something is or what is happening unless asked by the child to do so.

In craft activities, the less we say to a child beyond appreciative and encouraging remarks, the less they are apt to become self-conscious and restricted in their use of craft materials.

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:

- A. Children are not allowed to interfere with each other's projects.
- B. Deliberate and prolonged misuse of materials, such as jabbing brushes, painting on other than the materials provided, and removing materials from the art area calls for redirection.
- C. 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 them feel their 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. Ask the child where they would like their name printed, and encourage children who are interested in printing their own name on their work to do so. When work is finished, hang or lay flat to dry.

Collage

Give each child their own container of glue with a glue brush. Arrange the articles to be glued 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. At the end of the activity, the children may help you clean up if interested. 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.

Finger Painting

Place finger paint directly on the table and encourage children to explore the sensory experience. Stay close with this activity. Children may use hands, arms, elbows, or feet for painting. Hang finished work up to dry if creating a print. If necessary, help children wash hands and remove aprons. It is a good idea to keep a tub 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 such as rolling pins and cookie cutters. After the activity, bag the play dough or clay tightly. Wipe down table and clean tools as needed.

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 CURRICULUM

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.

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.]

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.

Other Ideas for Outdoor Curriculum

The following table includes several other ideas for outdoor play.

Table 3: Ideas for Outdoor Play

Equipment	Objectives	Use	Possible Difficulties
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.
Rockers	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.	Digging holes, ditches, planting gardens.	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.

INDOOR CURRICULUM

Block Building

Blocks are considered the backbone of any educational program in DPNS, and are often used through grade school. By working with blocks children learn;

- A. To develop coordination and balance.
- B. To recognize basic shapes, sizes, volume, and numbers.
- C. About practical physics as certain kinds of structures stand or topple.
- D. Abstract thinking and that blocks are a medium through which they can recreate what they see and understand in their world. A rocket, a dancing stage, and a house are all structures that serve as the basis for dramatic play.
- E. The designs and structures children discover in using blocks are as important in their aesthetic development as any other media.

Hints to Help Block Builders

- A. Sometimes, children don't know quite how to start. Two or three blocks laid down may engage 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?"
- B. 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.
- C. 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 they seem bored with or to encourage the child to return to the structure for further play.
- D. 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.
- E. 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 they have in daily life. By playing in the area, our children have a chance to:

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

Hints to Help with Housekeeping Play

- A. Children’s play should be respected. Try to prevent one child from disrupting another’s play by helping the interested child ask the playing child about their project, and if they can participate in a particular way, such as asking for a job or service that needs to be done. For example, delivering or cooking food for restaurant play.
- B. 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.
- C. For safety reasons, dress-ups should just reach a child's ankles. Ask the director to trim costumes if necessary. 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.
- D. Children playing "robbers" or "bad guys" intent on house wrecking may settle for an invitation to dinner.
- E. 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, and quiet setting. Both children and adults enjoy the special attention and small group experiences that occur in the quiet room. Activities include books, puzzles and small toys, and music.

Books

Most children enjoy books and are always asking adults in the quiet area to read their favorite. By reading to children, you are helping them to;

- A. Create a bond with the reader.
- B. Expand their vocabulary.
- C. Enhance cognitive and language development.

- D. Increase their knowledge of the world around them and gain new experience through a wide variety of books.

In selecting books, please remember to think of the ages and interest of the group being read to and to select books you'll enjoy reading too.

It helps when reading to children to:

- A. Sit so everyone can see the pictures and is comfortable.
- B. Read distinctly in a pleasant, clear, but soft voice.
- C. Wait until the children are ready to turn the page.
- D. Expect that children often like the same book read over and over again.

Puzzles and Small Toys

Manipulatives are of value as they give children an opportunity for quiet, individual play while they develop their fine motor skills and hand-eye coordination. In addition, manipulatives encourage creativity and improve physical awareness.

Hints for Supervision in the Quiet Area

- A. Books are to be handled carefully.
- B. Puzzles and small toys are to stay in the quiet area (you can take books for your snack table).
- C. Puzzles are assembled, beads and pegs sorted, etc. before putting away. One lost piece means one puzzle cannot be used.
- D. If children become overstimulated or loud, redirection to outdoor play is an acceptable solution.
- E. If a child seems fearful about moving to an area outside of the quiet room, please let your directors know.

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 and the CD player, and have available for them scarves and ribbons. Different kinds of background music may stimulate a variety of fantasy play. Feel free to encourage spontaneous and informal musical experiences, such as sharing songs you know, showing children how to use fingers to play the piano, or selecting favorite

songs to play. It is surprising how quickly tensions will subside in an area or at 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, often at circle, which may include singing, rhythms, finger plays, or listening. Some children will actively participate while 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 enriching program for all!

Natural Science

The purpose of natural science for the preschool children is to encourage inquiring minds and also to help children observe the world in which they live. It is not to supply detailed 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 seashells, bird nests, rats, snakes, bones, lichen, etc.

Some of the educational values:

- A. Free investigation and handling of natural science materials.
- B. Acquiring a vocabulary of, and related to, names, quantities, and materials.
- C. First-hand acquaintance with details and nature of plants, small creatures, and inanimate materials.
- D. 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. For example, nests, rocks, and magnifying glasses. Participants need to be shown how to handle and respect animals correctly. Be aware that some children and adults are allergic to animals. Some children and PA may have a fear of certain animals and insects and must not be forced to participate if they would rather not.

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 snack time experience. Some of these include:

- A. Social Interaction: small group experience
- B. Nutrition Education: trying new foods, establishing good habits

- C. Reinforcement of Nursery School Goals: shapes, colors, using the senses
- D. Small Motor Development: pouring, spreading, peeling, opening packages or containers, etc.
- E. Math and Science Concepts: counting, comparing, measuring, etc.

Your Role at Snack Time

On most participation days, part of your job will be to read a story or lead an activity and supervise a small group of children at a snack table or picnicking on mats or towels in the grass. The children have been assigned groups for snack, although groups may change if children are absent or at the director's discretion. Your own child may come with you to your table on your participation day, leaving their assigned place. You may choose to read a story, play a game, or provide a short activity.

At times we will have a special snack provided by the nursery school or PA such as birthdays or holidays. If your child has strict dietary requirements, please work with the director to ensure the food your child is served during snack time meets said requirements. Please notify the PA in the kitchen at check in if your child will not be participating in the event.

THE LABORATORY EXPERIENCE

Your Teaching Day at School-Nursery School Sessions

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 comfort can come only with time.

Wear comfortable, informal clothing, such as 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. Check the lesson plan upon arrival. Please be prompt, arriving at 8:45 am for your participation day.

Your Child's First Days at School

Kids separate from their parents in different ways. A gradual adjustment with some shyness and wariness is usually a sign that a child is sizing up the situation. Be prepared to remain at school for a few sessions. If you need to leave and your child isn't ready, talk with your director to come up with a plan that works for your family. Directors are here to help you with separation issues. Be sure your child has been well briefed on the fact that you will eventually be leaving, and that you will return. Always remember to say goodbye to your child.

These suggestions may help you and your child to make the first steps toward an enjoyable school experience. Tell your child what to expect, what they need to know:

- A. That the teachers' names are _____, and _____, and they are there every day.
- B. That you will be there some days and not others.
- C. That you will help them to get settled before you leave.
- D. That other children's parents will be there to help them. Let them know they can ask for help as needed.
- E. Your child will probably be more relaxed if you don't drill them in advance on "good behavior."
We can help them learn the expectations of school as they adjust.

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 they request from you and let them stay near you as they watch. 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 them. 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. 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 them to have you leave.

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.

Your child may announce one morning that they do 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.

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 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, or stands around or wants to cling to you

These are all normal behaviors and each child is a person, finding their 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.

HEALTH INFORMATION

SUGGESTIONS FOR STAYING HEALTHY

Thankfully for both parent and child, most 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. A child should not come to school or will be sent home from school they have any of the following conditions:

- A. A temperature of 100° or greater;
- B. Persistent cough;
- C. Significant green or yellow nasal discharge;
- D. Vomiting;
- E. Diarrhea;
- F. Rash with fever;
- G. Conjunctivitis (pink eye);
- H. Any symptoms of Scabies, head lice (including nits), or other infestation;
- I. Impetigo; and
- J. Symptoms of possible severe illness such as lethargy, marked irritability, persistent crying, difficulty breathing, or other unusual symptoms.

Children must be asymptomatic for at least 24 hours before returning to school (no vomiting/diarrhea) for 24 hours before returning to school). If a child has had a fever, they must have had a temperature below 100 degrees without fever-reducing medicine for 24 hours before returning to school.

To assure good health, DPNS offers these procedures and suggestions;

- A. Each child is greeted daily by your director; at this time, the director will make a quick check of the child's 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.
- B. Parents are asked to provide emergency numbers for use in case of illness.
- C. We ask that any child running a temperature be kept at home for at least 24 hours after the fever disappears.
- D. 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 their symptoms persist, but you feel the cold is not contagious, please check with your director regarding resuming attendance.
- E. California State law requires children entering school in California submit proof of required immunization or a physician-signed medical exemption form. Refer to section on Health and Medical Requirements for a chart on required vaccines. DPNS follows the state law regarding vaccination waivers
- F. Prior to entering DPNS, each child must have a physical exam or medical assessment and submit the Physician's Report Form identifying that TB factors are not present.

COVID POLICY OR OTHER HEALTH AND SAFETY CRISIS

COVID Masking

Currently masks are no longer required for indoor or outdoor activity unless it is of the desire of the family. Please let your Director know your desire for masking, and a plan will be put in place to accommodate requests.

COVID Related Illness or Exposure:

If you have been exposed you may remain at school but must wear a mask for the next 10 days. Exposure constitutes someone sharing the same indoor airspace for a cumulative total of 15 minutes or more over a 24-hour period, regardless of previous COVID-infection status.

Please follow DJUSD guidelines to determine when masking is no longer required post-exposure, or what to do in the event of a positive COVID test. For further information regarding COVID and recommendations please visit:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Child-Care-Guidance.aspx>

<https://www.djUSD.net/covid-19>

DPNS STAFF and ADDITIONAL PROGRAMS

DPNS STAFF JOB DESCRIPTION

Directors

Nursery School Directors are DJUSD-employed teachers with bachelor's degrees and post-graduate teaching credentials issued by the California State Commission on Teacher Credentialing, which enable them to teach parent education. Nursery School Directors are also qualified as Child Care Center Administrators and Teachers through the California State Department of Social Services.

Directors oversee their sessions and 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 children. Though not voting members of the Board, the directors shall 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. The directors are responsible for the DJUSD educational program for both the parents and children enrolled in their sessions. They are asked by the Association to keep records of each family's commitments to the school. Directors will notify the President and the Registrars of families deficient in their requirements at the end of the school year.

The Nursery School directors serve as site administrators for the Department of Social Services. The Nursery School directors are responsible for seeing that their programs are in compliance with all state licensing regulations in coordination with the registrar and licensing director.

Playgroup Director

Playgroup teachers are employed by DJUSD on an hourly basis and receive the hourly wage for Adult Education teachers. They meet state licensing requirements for the position of Head Teacher. Playgroup Teachers oversee their own session and 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 children. Though not voting members of the Board, the Playgroup teacher shall take an active part in executive board discussions. The playgroup teacher or the Adult Education principal shall be invited to attend all meetings of the executive board and its subcommittees. The Playgroup teacher is responsible for the DJUSD educational program for both the parents and children enrolled in their sessions. They are asked by the Association to keep records of each family's commitments to the school. Playgroup teachers will notify the President and the Registrars of families deficient in their requirements at the end of the school year.

Assistant Directors

The assistant directors are employed by the DPNS Association and shall be responsible to both the DPNS Association and to the session director. Assistant directors are responsible for assisting the session director in general supervision and management of children and their participating parents.

Extended Day Head Teacher

The Extended Day head teacher is employed by the DPNS Association and shall be responsible to the DPNS Association. This position is responsible for the general supervision of the children and the staff of the DPNS Extended Day program. Additionally, the Extended Day head teacher is responsible for planning, supervising, and implementing the Extended Day program in accordance with the policies and philosophy of the school.

Extended Day Assistant Teacher & Extended Day Aide

The Extended Day assistant teacher & Extended Day aide are employed by the DPNS Association and shall be responsible to both the DPNS Association and the Extended Day head teacher. These positions are responsible for assisting the Extended Day Head teacher in the general supervision of the children.

DPNS ADDITIONAL PROGRAMS

Playgroup

Playgroup aims to support toddlers in their physical, cognitive, social and emotional growth by combining free play in an interesting environment with opportunities to interact with other children and parents. It is an opportunity for adults to ask questions and learn in a nonjudgmental environment as well as a chance to meet other parents and develop friendship and support. Most importantly, it provides a safe, fun space where you can continue to build a bond with your child and observe them with others as well.

At playgroup, children will have the opportunity to play freely and engage in circle time. Toddlers are very active explorers who are interested in everything they come upon. They learn with their bodies and with their hands. Movement is part of everything they do, both indoors and out. The process of doing is all there is. They are fascinated with pouring, squeezing, pushing, and pulling. Let children proceed in their own way making choices and decisions as long as they are not hurting themselves or others. If you are watching closely, you will know when to step in and divert their attention and redirect as needed. You can also refer to your Playgroup director for guidance.

Take Playgroup time to be with your child following their interests. It is the golden opportunity to be with your child and enjoy the amazing person they are.

Table 4: Playgroup Participation Requirements

Requirement	Playgroup 1x/week	Playgroup 2x/week
Regular Work Days	Attend all sessions with your child	Attend all sessions with your child
Work Party	None required but can count towards Task Time	None required but can count towards Task Time
Task Time	3 hours	4 hours
Parent Classes	2	4
Parent Orientation	1—Playgroup Orientation (evening)	1—Playgroup Orientation (evening)
Association Meetings	2—Fall and Spring	2—Fall and Spring
Auction Participation	None Required	None Required
Weekend Cleaning	None required but can count towards Task Time	None required but can count towards Task Time

- A. A potential PA and age-eligible child may attend one playgroup as a trial to see if it is a good fit for the child. Before a "trial" playgroup session, an application and application fee must be submitted. Once the registrar processes the application, the PA can contact the registrar to request a "trial" and the registrar and PA will then coordinate a date that works for all parties.
- B. Tuition for Playgroup must be paid regardless of attendance. Make-up sessions will not be scheduled for absences due to illness or other reasons.
- C. A non-refundable DACE fee is determined by and made payable to DJUSD. The annual amount and payment schedule will be communicated during summer enrollment. DACE fees collection is the responsibility of the DJUSD Adult School Principal.
- D. To begin in Playgroup, an application, application fee, tuition deposit, DACE fees, and enrollment fees must be submitted. A child and participating adult will not be allowed to attend playgroup until the child's file is complete.
- E. Playgroup is a time for a PA and toddler to interact with each other, other children of the same age, and other parents. In order to honor this special time, siblings are not allowed to attend playgroup sessions (except for babies under 6 months).
- F. For families with more than one child enrolled in DPNS, the following requirements apply:
 - a. Task time is per child, at the director's discretion.
 - b. Work party hours are determined by the nursery school session the older child is enrolled in. Playgroup has no work party requirement.

- c. Parent class requirements remain per family requirements, consistent with Nursery School requirements.
- G. Attendance at the number of parent classes as specified above is required to fulfill our program's DACE requirements. When two registered DACE adults attend, it counts as two (2) parent classes.
- H. Attendance at fall and spring association meetings is mandatory. 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.
- I. For Single-parent households, a (2) two-hour reduction in task time per Playgroup session can be made for single parent households at the director's discretion.

Extended Day

The DPNS Extended Day Program offers children the opportunity to engage in an afternoon of enriching outdoor play at our beautiful 8th Street site. This program follows the routine and philosophy demonstrated by the other DPNS programs in a flexible setting. Extended Day is available every afternoon, Monday through Friday, 11:45 am to 4:30 pm, at the 8th Street location. The program concludes on the final day of kindergarten for the DJUSD school calendar. There are no parent participation requirements for this program. An Extended Day session may be offered in summer as determined each spring by the executive board.

A. Participant Requirements

- a. The minimum age is 3 years and 6 months by the first day of attendance.
- b. The maximum age is 5 years and 11 months at August 31 of the school year in which the child is applying for the program.
- c. Age Exceptions can be made at the Head Teacher's discretion.
- d. Children must be potty trained to attend.
- e. A sibling must be enrolled in a playgroup to request a sibling playgroup spot.
- f. Extended Day is an outside program, meaning we spend little to no time inside. The children love taking advantage of the beautiful grounds at 8th street and we enjoy experimenting with weather-based activities, such as rain painting and shadow art.
- g. Children must provide their own lunch and snacks (no peanut/tree nut products).
- h. There are no parent participation requirements.

B. Enrollment Policies

- a. The number of children enrolled can be up to 24 if there are four teachers, 18 if there are three and 12 students if there are two teachers. Teachers are scheduled based on enrollment.
- b. Four of the permanent spots are reserved for Playgroup siblings on days that have Playgroup at either campus: two for siblings of children in each playgroup.
- c. Priority enrollment is as follows: 1) currently enrolled DPNS student, 2) DPNS alumni, 3) All other students.
- d. Applications must be received or postmarked by July 1st. Applications received after July 1st will be considered on a first come, first served basis.

C. Tuition

- a. Each spring the executive board will determine the subscription rate for attendance to be effective by the next school year. If the family enrolls more than one child, the subscription rate discount for each additional child is 30%. You will be billed on either the 1st or 15th of the month, as per your preference in the signed contract.
- b. Tuition will be reduced for the following school holidays: Thanksgiving, Winter Break, Spring Break, and at the beginning and end of the school year-August and June.
- c. Tuition is Managed through Brightwheel. Families can set up their account to pay with an on-line bank account (ACH) or with a credit card. The fees for ACH and credit card payments are \$0.90 and 2.9% respectively. Accounts must be settled by the 5th or 20th for the month of attendance for the bill date of the 1st or 15th respectively... If payment is not received by the specified due date, a late fee of 10% will incur. Please submit payment via Brightwheel. Payment procedure is the same for both types of regular and drop-in spots. Receipts can be obtained from your account in Brightwheel. Contact the Income Treasurer if you need support with this.
- d. Late Pick Up Fee. For students attending a Half-day: \$25 first time, automatic conversion to full day program second time. Students attending Full-day: \$25 each time
- e. Families enrolled in DPNS Extended Day must maintain good standing.
- f. A family loses their good standing if they are delinquent in Extended Day tuition and do not resolve this issue within (60) days. If a family does not resolve the delinquencies noted above within the (60) day timeframe, they shall be dropped from the program and ineligible to re-enroll until the delinquency has been resolved within that school year, either in payment in full or by approval of the extended day director and extended day registrar. The

executive board president, income treasurer, or registrar will notify the family of ineligibility for present or future enrollment.

D. Regular and Drop-In Spots

- a. Regular and drop-in spots require a half or full day commitment.
- b. Regular playgroup sibling and drop-in playgroup sibling spots require a minimum attendance of 2 hours.
- c. If your child has a regular spot or a regular playgroup sibling spot, there is a reserved space for your child every day of their chosen attendance. Because the spot is guaranteed, attendance is required.
- d. If your child has a drop-in spot or drop-in playgroup sibling spot, you will be notified by email of any openings on the particular days you have requested. You will be notified as soon as possible and the spot will be given on a first come, first served basis.
- e. If you do not receive the spot you requested, you will automatically be placed on the drop-in/waitlist. When a permanent spot becomes available, you will be notified. You will also be notified of drop-in spots.
- f. 3 pm Playgroup Sibling Spots: If you have a child enrolled in an afternoon playgroup at DPNS, your child enrolled in Extended Day may stay until 4:30 pm. This service is offered only to playgroup families and only on days playgroup is offered.

E. Absences

- a. Regular spots are reserved specifically for that particular child. If your child with either type of regular spot will be absent, notice is appreciated but not required.

F. Extended Day Summer Session

- a. Extended Day Summer Session may be offered as determined each spring by the Executive Board. The camp typically runs four afternoons a week from 11:45 am to 4:30 pm. The exact dates and times will be determined by the Summer Camp director and ED head teacher and shared with the board and Association in the Winter. Summer ED eligibility requirements are the same as the regular Extended Day program. Billing statements will be sent once registration is complete and participants must submit payment by Brightwheel prior to the established due date. If payment is not received by the specified due date, a late fee of 10% will incur.

G. Required Forms. Contact registrar for a list of required forms for extended day.

Summer Camp

DPNS Summer Camp is a DPNS program that may be provided during the summer break. DPNS Summer Camp offers children the opportunity to engage in a summer program that follows the routine and philosophy demonstrated by the other DPNS programs. The program may be offered as determined each spring by the executive board. The program is run as a parent cooperative with parent participation required. The director, an assistant director and a number of participating parents (in accordance with licensing requirements) will be present each day. The number of children enrolled is at the director's discretion. The camp typically runs four mornings a week, 9:00 am -11:45 am, with the dates to be determined by the director and shared with the association in spring.

H. Eligibility

- a. Children must be between the ages three years, three months and five years, six months by July 1st. Children who do not meet the criteria may be admitted at the director's discretion if there are still spaces available after priority enrollment.
- b. Each student must have a completed file prior to the first day of class, which includes the following:
 - i. Signed enrollment agreement
 - ii. Physician's report and proof of all required vaccines
 - iii. TB test verification for the participating parent(s) and proof of all required vaccines
 - iv. A signed application
- c. Priority for admission will be based on
 - i. DPNS affiliation in the following order: 1). Current DPNS student, 2). DPNS alumni, 3). New families
 - ii. Brightwheel Application submitted by the stated due date
 - iii. A balanced mix of age
- d. Withdrawing from the program
 - i. If a family wishes to withdraw from the program, they must contact the director. Refunds will only be made if another student fills a reserved space.
- e. Waitlist policy
 - i. Once the class has reached maximum enrollment, a waitlist will be formed.
 - ii. Any applications received after the deadline will be put on a waiting list and not eligible for priority enrollment.
- f. Fees
 - i. A non-refundable application fee must be received with each child's application to be considered for enrollment.

- ii. The cost of the tuition (a one-time payment) for the camp will be shared in winter when applications are available.
- iii. Tuition is payable after notification of placement and must be received by a stated due date (spring) to reserve a space.
- iv. Refunds will be made if another student fills a reserved space or the session is cancelled due to low enrollment.
- v. Tuition is Managed through Brightwheel. Families can set up their account to pay with an on-line bank account (ACH) or with a credit card. The fees for ACH and credit card payments are \$0.90 and 2.9% respectively. Receipts can be obtained from your account in Brightwheel. Contact the Income Treasurer if you need support with this.

g. Participation

- i. Parents are required to participate in the classroom once a week per child. There are no after-school parent-teacher meetings or Stay and Play.
- ii. Parents are assigned a task (registrar, laundry, weekend cleaning, etc.) for the duration of the camp.

ASSOCIATION SECTION

STANDING RULES of the DAVIS PARENT NURSERY SCHOOL ASSOCIATION

These rules are designed to ensure that the responsibilities for operating, managing, and funding DPNS are equitable and shared by every member. Cases in which hardship may result should be brought to the attention of the family's session director.

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. To be eligible for a DPNS session, each year every family must register for the DACE Parent Education course. Registration under the family's name takes place in the Davis Adult Ed School portal. The link for the portal will be shared at parent orientation in the fall.
- C. Tuition fees must be paid regardless of child attendance to prevent the family being dropped from DPNS.
- D. When applying for the following school year, a family and/or child is considered "continuing" if they attended until the end of the school year. Families who drop from their session are not considered as "continuing".
- E. Siblings that are not enrolled are not allowed to attend on the parent's day of participation.
- F. Families enrolled in DPNS must maintain good standing in the Association.

G. A family loses its good standing if any of the following occur:

- a. It is delinquent in tuition and does not resolve this issue within (60) days of payment due date.
- b. It is delinquent in tuition *late fees* and does not resolve this issue within (60) days of the payment due date.
- c. It is delinquent in DACE fees and does not resolve this issue within (60) days of being notified by DACE.
- d. If a family does not resolve the delinquencies noted above within the (60) day period, it shall be dropped from the program and ineligible to re-enroll until the delinquency has been resolved within that school year, either by payment in full or by approval of the extended day director and extended day registrar. The executive board president, income treasurer, or registrar will notify the family of ineligibility for present or future enrollment.
- e. In addition, a family will also lose its good standing if it does not complete all participation and fundraising requirements by the end of the school year for any session in which it has a child enrolled. The directors will give mid-year reminders to families who are not on track to complete participation and fundraising requirements.
- f. Failure to complete all paperwork and health requirements needed for the child's files may result in ineligibility to attend classes.
- g. Acceptance for continuing families applying for the following school year is provisional with the expectation that all participation requirements are fulfilled by the end of the school year. If the requirements are not met by the end of the school year, the child will be dropped to the bottom of the session waitlist and all requirements must be met before placement in any session, at the discretion of the family's existing session director.

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. A non-refundable Adult Education fee is determined by and made payable to DJUSD. The annual amount and payment schedule will be communicated during summer enrollment. DACE fees collection is the responsibility of the DJUSD Adult School Principal. Directors and executive board members may assist with the collection of these fees.
- C. Tuition Fees:

- a. Tuition fees will be set each year by the executive board. Tuition is calculated for the entire school year and divided into 10 equal payments (last month's tuition deposit plus 9 payments made Sept. 1 – May 1).
 - b. A Last Month's Tuition Deposit, equal to one tuition payment, is due for each child enrolled in a DPNS program. This deposit is due annually in June (exact date to be determined each spring) along with initial enrollment forms. Families whose children are accepted in the summer after the deposit and initial enrollment forms are due, must submit the Last Month's Tuition Deposit within 5 days of notification of acceptance by the school. Families who enroll after the beginning of the school year must submit the Last Month's Tuition Deposit by the child's first day of attendance. The remaining tuition payments will be prorated based on the child's start date.
 - c. Once paid, the Last Month's Tuition Deposit is non-refundable and non-transferrable irrespective of whether the child attends or not.
 - d. If a family withdraws a child from DPNS, a 30-day written notice of intent to withdraw must be given to both the registrar and the income treasurer to be eligible for a prorated tuition refund. Parent requirements must continue to be fulfilled during this 30-day period to be eligible for a prorated tuition refund. Prorated tuition refunds will only be considered for families giving notice to withdraw from the program after September 1st. Prorated tuition refunds are calculated based on the date the written request was received by the Income Treasurer.
 - e. Tuition and fees except DACE fees shall be paid via Brightwheel.
 - f. In Brightwheel, families can set up their account to pay with an on-line bank account (ACH) or with a credit card. The fees for ACH and credit card payments are \$0.90 and 2.9% respectively. Receipts can be obtained from your account in Brightwheel. Contact the Income Treasurer if you need support with this
- D. After the last month's tuition deposit is paid, the remaining tuition payments are due on the first day of the month and are delinquent after the 5th of each month (September-May). A ten percent (10%) fine will be assessed on all delinquent payments unless prior arrangements have been made with the income treasurer.
- a. If the payment cannot be made on time, the parent should contact the income treasurer to arrange payment before the 5th of the month.
 - b. Tuition dues remaining delinquent beyond the 5th of the month will be noted by the income treasurer. The income 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 income 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 60 days from the due date, the family will be dropped from the program.
- d. Changes in tuition other than annual increases shall be brought to the association before the final vote of the Executive Board.
- e. A Bank Handling Fee will be assessed and billed to families when DPNS incurs bank fees as a result of failed payments (Failed Brightwheel Payments, Returned Checks).

Participation

- A. Responsibility includes a combination of laboratory participation, task time, parent classes, work party hours, auction and class fundraising events, and any other requirements as outlined below. The executive board will determine the minimum number of hours required in each area annually, and the manner of its implementation shall be left to each session. Unfulfilled participation requirements must be met by the end of the school year or families will be billed at \$25.00/hour delinquent, whether or not they wish to maintain their good standing in the Association.
- B. Parents with more than one child enrolled in the Association must complete and record participation requirements in their sessions 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 for more than one child enrolled is 7 total. Work party hours are one hour less than the total hours of both sessions combined. Board members with more than one child enrolled in a DPNS program satisfy task time requirements for each child's session.
- C. Laboratory participation:
 - a. Parents are required to participate in the classroom on regularly scheduled and extra "work days". See table below for session-specific requirements.
 - b. Maternity Leave - Parents with new babies, born during the school year, or just prior to the start of school (August), are excused from daytime participation for a total of 6 work days from the date of birth per session. No make-up for this period is required, but the parent taking leave, in consultation with the session director, will make advance arrangements to assure a balanced participation schedule in the session during the leave period. 5-day families may extend this leave for an additional 6 work days. 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:
 - i. Making up the participation days before the baby is born or once the baby is older using trades with other session parents or using the buyout policy (details below).

- ii. Having the requirement met by a different adult enrolled in the family's DACE course working at DPNS in the parent's place.
 - iii. Performing weekend cleaning or task time in trade with another parent/family who will cover your daytime participation in exchange.
 - iv. Contact your session Director for more information.
- c. Bereavement Leave - Association families who experience a sudden loss in the immediate family will be excused from daytime participation for 1 work day following the notification to the session director. If travel or an extended absence is required the families must work out the duration with the session director and arrange either a trade or a buy out with another association member for coverage for their daytime participation during this extended time frame.

Table 5: Overview of Participation Requirements by Nursery School Session

Requirement	2-Day AM	3-Day AM	5-Day AM
Regular Work Days	Once every two weeks	Once every two weeks	Once every week
	<i>A regular workday begins 15 minutes before session start time and ends 30 minutes after session ends.</i>		
Extra Work Days	3 per year	5 per year	3 per year
	<i>An extra workday 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
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)		
Parent Orientation	1—in class at the start of the year		
Class Fundraiser	Minimum one hour working at the annual class fundraiser 5-Day class typically occurs in the fall, 2/3-Day class typically occurs in the spring.		
Association Meetings	2—one in Fall and one in Spring		
Auction Participation	Donation of an auction item and completion of an auction job per family		
Weekend Cleaning	Once per year		

d. Classroom participation eligibility:

- i. Parents who are unable to participate on an occasional basis, may offer a buy out to another DPNS family. A paid substitute fulfills your participation obligation for that day.
- ii. Buy-Out Policy - For continuing families of DPNS who find they are unable to participate on their normal workday for a short term or extended basis due to a hardship situation, the Association has a buy-out policy which allows a family to pay another family to cover their work day with no other trade. With the approval of the director and limited to one family per participation day, families may elect this option. The suggested buy-out fee is \$40.00 per participation day. A 5-Day

family may have a total of 5 work days bought out over the course of a school year. A 3-Day family may have a total of 4 work days bought out over the course of a school year and a 2-Day family may have a total of 3 work days bought out over the course of a school year. Maternity leave extension buy-outs do not contribute to this limit.

- iii. With the approval of the session director, a person who has a significant relationship with the child (i.e., grandparent or nanny), who enrolls in the DACE Program, may help meet the participation requirements for a family.
 - iv. Any DPNS family needing to withdraw from their session before the end of the school year must give 30 days' notice in writing (an email will suffice) to the executive registrar. After August 1st, 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 (parent classes, 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.
 - v. Up to three adults per child may be registered with the DACE program.
- e. Task Time: Directors work with families to assign Task Time Jobs that may be completed by anyone in the family. Task Time Jobs will be assigned during the first weeks of school. Board positions cover Task Time requirements for all and multiple sessions that may be completed by anyone related to that family.

D. Additional Requirements:

- a. Attendance at the number of parent classes as specified in the table above is required to fulfill our program's DACE requirements. When two registered DACE adults attend, it counts as two (2) parent classes.
- b. Attendance at fall and spring association meetings is mandatory. 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.
- c. Each family of the association is required to perform one auction job and to donate at least one auction item. The fundraising committee and/or auction chairs determine the suggested value of the auction item for their year based on the fundraising goals for the year. Participation in the Class Room fundraiser is required. (Fall festival for 5-Day, DPNS Rocks for 2- or 3-Day)
- d. Each family is responsible for at least one weekend cleaning of the school per child enrolled each year (approximately 2 hours).
- e. 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.

- f. Each family is responsible for making up some holidays, which fall on their workday. For any participating parent on their respective workday, the first two holidays do not have to be made up. Families who have more than 2 holidays fall on their workday may be required to work extra participation days if the director determines that certain families are scheduled to work fewer days than other families may be required to work extra participation days if the Director determines that certain families are scheduled to work fewer participation days than other families.
- g. One-Parent Households: For Nursery School sessions, 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 task time or parent classes, if necessary.
- h. Special Circumstances: Directors have discretion to make alternative parent requirements in special circumstances.

Health And Medical Requirements

- A. All children must have a medical assessment or physical examination performed by or under the supervision of a licensed physician dated anytime within (12) months prior to the child's first day of school. The completed physician's report form must be filed with the session Registrar by the designated registration deadline. Students enrolling midyear must submit paperwork for director review and schedule subsequent meetings if indicated for specific health issue. (Nursery School sessions and Extended Day only)
- B. Prior to admission, proof of immunization or a physician signed medical exemption waiver form needs to be submitted with the physician's report and filed with the session registrar by the designated registration deadline. Vaccination waivers can be submitted as allowed by California state law. Should California immunization laws change subsequent to the adoption or amendment of this provision, California state law takes precedence and families will be obligated to adhere to state law.
 - a. If your child has a medical exemption to a required immunization, you must submit a written statement from a licensed physician (MD or DO) which state:
 - i. That the physical condition or medical circumstances of the child are such that the required immunization(s) is not indicated.
 - ii. Which vaccines are exempt.
 - iii. Whether the medical exemption is permanent or temporary.
 - iv. The expiration date, if the exemption is temporary.
 - b. See Table 6 of this handbook for a chart of current required California vaccinations.
 - c. For more information on California vaccination requirements, please visit the California Department of Public Health, Immunization Branch's website www.shotsforschool.org.

- C. According to CA law SB 792, all participating parents must submit a copy of their immunization records for pertussis and measles, or a statement from the parent's physician saying that there is a medical reason not to vaccinate, or a statement from the parent's physician stating the parent is already immune. These copies must be submitted and filed by the session registrar by the designated registration deadline.
- a. Participating parents who do not submit their immunization records or a note from a physician stating the parent(s) is/are immune or there is a medical reason not to vaccinate, will not be allowed to volunteer in the classroom.
- D. Per CA law SB 792, PA will need to show that they have been vaccinated for Influenza between August 1 and December 1 of each year. Since this vaccine is not available until August 1, DPNS PA will have until December 1 to provide documentation in one of the forms outlined below. DPNS registrars will keep track of all documents submitted and contact families who have not submitted documentation after December 1. DPNS parents will not be able to volunteer in the classroom after December 1 if they have not provided the required Influenza documentation.
- a. Opting out: PA may decline to receive the influenza vaccine provided they submit a written statement that will be retained in their DPNS file.
 - b. Record Keeping: DPNS must have ONE of the following records for the participating parent:
 - i. A copy of an immunization record for influenza dated between August 1 and December 1 of each year.
 - ii. A statement from the PA's physician that there is a medical reason not to vaccinate the PA.
 - iii. A statement from the PA's physician that the volunteer is already immune to influenza.
 - iv. A signed statement from the volunteer stating that they have declined to be vaccinated against the flu.
- E. All participating adults and "at risk" children, as determined by a physician, 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 reentry. 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. Parents must provide a copy for each child enrolled. (Nursery School sessions and Extended Day only)

- a. Participating adults who have not provided 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 be complete.
 - b. 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, the participating adult must still meet all participation requirements.
- F. All families must sign the consent form in acknowledgement of the "DPNS Health and Safety Policy." (Nursery School sessions and Extended Day only)
- G. Late enrolling families are required to complete all health requirements as soon as possible. A child enrolling late must submit the documents listed below by the first day of attendance:
 - a. Written medical assessment which includes proof of TB skin test or completed Physician's Report form identifying that risk factors are not present.
 - b. Proof of child immunizations or physician signed exemption form.
 - c. Proof of PA immunizations or a physician signed exemption form stating PA is immune or has a medical reason to not vaccinate.
 - d. Completed and signed ID and Emergency Information Form; and medical consent form.
 - e. Additionally, the following conditions must be met by late enrollee's participating parents or adult(s):
 - i. PA must provide a negative TB skin test or chest X-ray prior to the first day of work.
 - ii. Submit a copy of immunization records for measles, pertussis, and influenza or a statement from the parent's physician stating a medical reason not to vaccinate or a statement from the PA's physician stating the parent is already immune.
- H. Medical leave policy for children and primary PA without support – Participation can be 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. Any time after the initial 6 weeks would require the family to cover their assigned workday. If after 12 weeks, there is no additional note from the doctor, then the child's spot will be given up to the next child on the waiting list.
- I. In cases of emergency or illness, the parent or a responsible adult must be available to come for the child.
- J. 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.

- K. Directors may not administer any medicine unless the appropriate medical forms (LIC 9221) have been signed and submitted by the parent or guardian of the child.

DPNS Participating Adult Medical Requirements Factsheet

As a California licensed Day Care Center, DPNS is required to follow the Health and Safety Code. The Health and Safety Code requires DPNS to maintain vaccination and health records for its volunteers for influenza, pertussis, measles, and proof of current tuberculosis clearance as outlined below (HSC §§1597.54, 1597.622). Failure to maintain accurate records is a violation of licensing requirements. All vaccines required (influenza, pertussis, and measles) are covered at no cost by insurance plans under the Affordable Care Act. Insured volunteers can contact their primary care physician to receive the vaccine with no co-pay, regardless of any minimums or maximums in their plans. Uninsured volunteers should contact Covered California to sign up for the plan that works for them.

Contact your primary care physician or find private providers offering vaccines to the public (www.vaccines.gov/getting/where). For more information visit California Department of Social Services (www.cdss.ca.gov) or Shots for School (www.shotsforschool.org/child-care/day-care-staff-volunteers/)

All participating adults (those volunteering in the classroom) are required to provide the documentation outlined in Table 6.

Table 6: Required Vaccination Documentation

	According to the California Department of Public Health (CDPH):	Required Documentation (DPNS must have ONE of the following):
Influenza	<p>Influenza(flu) is a contagious respiratory illness caused by influenza viruses. It can cause mild to severe illness. Serious outcomes of flu infection can result in hospitalization or death. Some people, such as older people, young children, and people with certain health conditions, are at high risk of serious flu complications. The best way to prevent the flu is by getting vaccinated each year. The Centers for Disease Control and Prevention (CDC) recommends a yearly flu vaccine for everyone 6 months of age and older as the first and most important step in protecting against this serious disease. Getting the flu vaccine as soon as it becomes available each year is best. It takes about two weeks after vaccination for antibodies to develop in the body and provide protection against the flu. Influenza seasons are unpredictable and can begin as early as October.”</p> <p>Infants too young for vaccination rely on those around them to maintain their immunity. Individuals with the flu can be contagious for 24 hours before showing signs of symptoms, which is why vaccination is important. It is not enough simply to refrain from working while ill.</p>	<p>A copy of an immunization record for influenza dated between August 1 and December 1 of each year</p> <p>A statement from the volunteer’s physician that there is a medical reason not to vaccinate the volunteer</p> <p>A statement from the volunteer’s physician that they have evidence of current immunity</p> <p><u>Opting Out:</u> Volunteers may decline to receive the influenza vaccine provided they submit a written statement that will be retained in their DPNS file.</p>
Pertussis	<p>Pertussis, (also known as whooping cough) is a highly contagious bacterial disease that can be spread by coughing. People with pertussis have severe coughing attacks that can last for months. Infants too young for vaccination are at greatest risk for life-threatening cases of pertussis. Over 9,000 cases of pertussis were reported in California during 2010, the most in over 60 years, including 10 infant deaths. In 2014, 11,209 cases were reported which included two infant deaths and hundreds of hospitalizations. This is consistent with a peak in incidence every 3-5 years. Pertussis is widespread throughout the U.S. and the rest of the world.</p>	<p>A copy of an immunization record for pertussis</p> <p>A statement from the volunteer’s physician that there is a medical reason not to vaccinate the volunteer</p> <p>A statement from the volunteer’s physician that they have evidence of current immunity</p>

	According to the California Department of Public Health (CDPH):	Required Documentation (DPNS must have ONE of the following):
Measles	<p>Measles is a highly contagious viral disease. It is widespread in many parts of the world, including Europe, Africa, and Asia. Measles begins with a fever that lasts for a couple of days, followed by a cough, runny nose, conjunctivitis (pink eye), and a rash. The rash typically appears first on the face, along the hairline, and behind the ears and then affects the rest of the body. Infected people are usually contagious from about 4 days before their rash starts to 4 days afterwards.</p> <p>The last large outbreak of measles in California was associated with Disneyland and occurred from December 2014-April 2015, when at least 131 California residents were infected with measles; the outbreak also infected residents of six other states, Mexico, and Canada. In 2019, two outbreaks linked to patients with international travel were reported in California.</p>	<p>A copy of an immunization record for measles</p> <p>A statement from the volunteer's physician that there is a medical reason not to vaccinate the volunteer</p> <p>A statement from the volunteer's physician that they have evidence of current immunity</p>
Tuberculosis	<p>TB usually affects the lungs and spreads through the air when a person sick with TB coughs. Not everyone infected with the bacteria becomes sick. People that have been infected but are not sick have latent tuberculosis infection (LTBI). People with LTBI can become sick with active TB in the future if they are not treated. Tuberculosis disease was once the leading cause of death in the United States. Today, however, people with active TB disease can be treated and cured if they seek medical help. Even better, people with latent TB infection can take medicine so they will not develop active TB disease.</p>	<p>Proof of a negative TB test within one year prior to the first day of school (the Mantoux skin test is preferred)</p> <p>Proof of a negative QuantiFERON-TB Gold blood test</p> <p>Negative chest X-ray (in the case of a positive skin test)</p> <p>*If you are a continuing family clear TB test results in file must be within four years</p>
COVID	<p>COVID-19 affects different people in different ways. Infected people have had a wide range of symptoms reported – from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus.</p>	<p>COVID vaccine is not required but is strongly recommended (as of May 2023).</p>

Policies

- A. Loan of Equipment: Loan and rental of DPNS equipment shall be at the discretion of the Facility Coordinator and the session Director in compliance with the terms set forth in the Association insurance policies.

- B. Facility Rental: The 8th Street campus outdoor yard area, kitchen and bathroom is available for DPNS families to reserve for birthday parties and other small events with under 50 people. The indoor classroom space is not available for rental with the exception of the use of the kitchen and bathroom. Access to power and water is available at the outdoor receptacle, sink, and drinking fountain. A suggested donation to DPNS is encouraged, at an amount indicated on the rental form. The following conditions must be agreed to by the renting family before the event.
- a. No alcohol, smoking, or vaping on DPNS property. No open flame.
 - b. DPNS is a nut-free facility. This includes both tree nuts and peanuts. Products containing peanuts and/or tree nuts or products manufactured in a facility that also processes peanuts and/or tree nuts are not permitted at the school.
 - c. No additional play equipment (such as a bounce house) can be brought in except at the discretion of the site director.
 - d. The zip line is not available.
 - e. A refundable deposit of \$350 will be required at the time of facility reservation. The deposit paid is a Cleaning, Damage, and Overtime Deposit and is refunded in full if all conditions are met.
 - f. Applicant agrees that the facility will be kept clean and trash-free. Prior to leaving the facility, applicant acknowledges their receipt of, and agrees to carry out the applicable cleaning protocols in compliance with the Center for Disease Control (“CDC”) Cleaning and Disinfecting for Community Facilities guidance. Applicant will complete the applicable cleaning protocols at their sole expense. To clean up after the event, each group is REQUIRED to do the following:
 - i. All tables and chairs used by a group must be left clean and all decorations must be removed including tape and table coverings.
 - ii. The use of thumbtacks, staples, nails, glue, or similar hardware or materials to hang decorations is prohibited.
 - iii. Rice or bird seed cannot be thrown inside the building or in the Courtyard area.
 - iv. If a kitchen is used, the refrigerators, ovens, stove, grill, sinks, dishwasher, and counters must be left clean.
 - v. Recycling bins for aluminum, glass, plastic, and paper are available.
 - vi. Renters are responsible for throwing all trash generated from the event into the dumpsters provided. Renter will be responsible for any and all charges resulting from overflowing trash/recycling or an extra pick up. Additional charges will be deducted from the facility rental deposit on file. Do not stack garbage above the top of the dumpster.
- C. Enrollment Forms: Parents agree to inform DPNS at once of any changes to any information contained on the enrollment forms completed prior to admission. All forms must be submitted to the registrars. 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 their 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. The following forms must be in the child's file before attendance at DPNS:

- a. Signed Admission Agreement
 - b. Class Roster Information Form
 - c. Participation Form
 - d. Parent's Statement of Health
 - e. Personal Rights
 - f. Parents' Rights
 - g. Child's Preadmission Health History
 - h. DPNS Health & Safety Policy
 - i. Identification & Emergency Information
 - j. Physician's Report with proof of immunizations
 - k. DJUSD Media Form (if opting out)
 - l. PA's TB test result
 - m. PA's Proof of Measles immunization (or exemption)
 - n. PA's of pertussis immunization
 - o. PA's of influenza immunization by December 1.
- D. Admission: To apply for admission to DPNS, please submit an application through Brightwheel. The link to the current session registration is available at: www.davisparentnurseryschool.com
- E. 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. and balancing the classes by age as necessary.

- a. Each session is balanced for age and the needs of each child. The director determines the age balance. In cases of age balancing, the number of years a child has until Kindergarten can be considered by the director in determining best placement. The director makes the final decision about whether an age exception is developmentally appropriate and should be granted.
 - b. 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 two Kindergarten-eligible children may be placed in the 3-day session at Danbury. The 5-day session at 8th Street will have a limited number of Kindergarten-eligible openings with director approval.
- F. Enrollment Priority: Applications for the new school year received by the spring priority deadline are considered in this order (assuming the child is age eligible for session they have applied for):
- a. Continuing students returning to the same session who were enrolled in that session prior to winter break.
 - b. Children of incoming executive board members and DPNS employees. In recognition of their work for the school, board members and DPNS employees receive priority in the placement of all age-eligible children.
 - c. Continuing students enrolled prior to winter break of the current school year.
 - d. Continuing family (child is the sibling of a child enrolled in the current year) and child enrolled in Playgroup prior to winter break of the current school year.
 - e. Continuing family (child is the sibling of a child enrolled in the current year).
 - f. Continuing student enrolled after winter break and prior to spring break of the current school year including those who are applying to the same session.
 - g. Alumni (siblings or parent formerly enrolled) and child enrolled in Playgroup prior to winter break of the current year.
 - h. Child enrolled in Playgroup the previous year; prior to spring break to the end of the school year.
 - i. Alumni (child or siblings formerly enrolled.)
 - j. Continuing student enrolled after spring break to the end of the school year.
 - k. 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.

- l. Alumni (parent formerly enrolled.)
 - m. New families living within DJUSD boundaries.
 - n. New families living outside DJUSD boundaries.
 - o. 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.
- G. Age Range Exceptions: An Age Range Exception form may be submitted with a Nursery School application if a child's age falls outside the stated age range for a program. A number of age exceptions for children may be available if there is space available, and at the discretion of the Director. The Director of the program to which a family is applying for an age exception will review the form and make a decision, considering both the structure and curriculum of the program, and the child's developmental and social needs. The Director may request a meeting with the child to assess whether an age exception is appropriate. If the exception is not approved by the director, the child will not be placed on the session roster or session waitlist that the exception was applied for, but rather, may enroll in the age-eligible session for that child. If the age exception is approved, the child will be placed on the waitlist for the age exception session. Children that are age eligible will have priority over a child with an age exception. The registrar, with director approval, may move the child with an approved age exception to the session roster during enrollment if the class lacks substantial enrollment.
- H. Lottery and Waitlists: When there are more eligible 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. Once the lottery is conducted, a list of only the age 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. Any change in priority status after class list formation will not affect placement on wait list.

Tuition Assistance

Tuition assistance and short-term emergency relief may be available from year-to-year, depending on the financial status of DPNS. The Tuition Assistance Committee consists of the Income and Expense Treasurers, the President, and one or more Co-Registrars. The committee meets in late August to approve scholarships for the current year and in the spring to discuss changes in scholarships criteria for the following school year. The Income treasurer attends the spring meeting but not the August meeting.

Tuition Assistance applications will be available to families with their June paperwork and will be due on July 15 each year. Incomplete applications will not be considered. An alumnus will look over applications, verify the amount families make for the year, and let the Income Treasurer know who qualifies by August 15. The Income Treasurer will make a list of families with anonymous codes so that the Tuition Assistance Committee can review and award assistance to families based on alumnus' recommendations. The Tuition

Assistance Committee will meet to discuss financial aid during the week before school starts and will let the Income Treasurer know how much each (anonymous) family will get in assistance. Prior to September 1st, the Income Treasurer will notify families about whether or not they qualify and will let families know what they will pay per month. The Income Treasurer will be the only person who knows which family has tuition assistance, and the alumnus will be the only person to see applications with private financial information. Confidential Paperwork will be destroyed after the start of the following school year.

Awards will be given to families who make less than 80% of the Median Yolo County Income. We will require families to fill out an application and paperwork including tax return, pay stub and birth certificates for dependents. Tuition assistance will not exceed 25% of a family's tuition.

- A. Families with more than one child enrolled in a DPNS program can apply and qualify for all of their children to be granted tuition assistance.
- B. Tuition Assistance Committee will not consider special circumstances in the application, but families can contact their registrar if there are extenuating circumstances for Board consideration for emergency tuition assistance.
- C. The scholarship funds are to be kept in a separate account.
- D. This program is for families in good standing only.
- E. Food stamps, disability payments, alimony, and student grants will count as income. Student loans will not since they must be repaid.

Statement of Insurance Coverage

DPNS carries 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.

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 of Social Services 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.

Avenues of Communication for Participating Adults and Families.

Direct and open communication in a cooperative nursery school is imperative and contributes to the growth of the Association, as well as PAs, their children, and the DPNS staff. Direct communication with the DPNS staff and executive 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:

- A. One on one with your session director and/or assistant director.
- B. At the afterschool parent meeting on your participation day.
- C. Session representative, who is the liaison between your session and the DPNS Executive Board. Each session representative is a voting member of the DPNS Executive Board.
- D. At parent classes and the bi-annual association meetings.
- E. Monthly DPNS Executive 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.
- F. Quarterly newsletter. Association members can submit creative ideas and projects, children's' pictures, notice of upcoming family or educational events, personal business advertisements, recipes, thank-you notes, or other pertinent DPNS communication to the newsletter editor by email for consideration.
- G. Session evaluations (filled out by parents in late winter) and assistant director evaluations (filled out by parents after Spring Break).
- H. Problem Solving Procedure (below.)

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 a method for PA to resolve a problem when informal methods are unsuccessful or feel uncomfortable or inappropriate. 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 not addressed.

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. 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 to 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 OR Eighth Street: 570310219
Community Care Licensing
River City Regional Office
2525 Natomas Park Dr Ste 250
Sacramento, CA. 95833
(916) 263-5744

APPENDIX A: BYLAWS OF THE DAVIS PARENT NURSERY SCHOOL ASSOCIATION

ARTICLES

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

1. Any person who is interested in objectives for which the Association is organized may become a member upon payment of dues.
2. An active member is one who is enrolled in a parent education course (DACE) and whose child is enrolled in a DPNS 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.
3. Only active members as defined above may vote, one vote per family at association meetings.

Article IV: Meetings

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.
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.
3. One-fourth of the active families shall constitute a quorum (as deemed by the president) at association meetings.
4. A simple majority of voting board members constitute a quorum at board meetings, and is required to pass a motion. The board may elect to delay important decisions if a simple majority does not seem sufficient.

Article V: Executive Officers and Their Elections

1. Executive officers shall include a president, vice president of external affairs, co-registrars, secretary/historian, expense treasurer, income treasurer, facility coordinator(s) for 8th Street, facility coordinator(s) for Danbury Street, newsletter chair, general fundraising chair, auction coordinator(s), public relations chair/alumni and a session representative from each session.
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 expense treasurer who shall hold office from July 1 to June 30 to correspond with the fiscal year. It is encouraged for the president and the co-registrars to seek a consecutive term of 2 years due to the nature of their positions. Newly elected executive officers shall attend 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.
3. Nomination of executive officers shall be made by the Nomination Committee, which is composed of one member from each session in January. If there is not a member of each session, the nominating committee chair shall appoint the Nominating Committee member. The chair of the Nominating Committee will be appointed by the president.
4. 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 complete an application indicating a priority list of office(s) desired and a brief description of qualifications and interest in positions. All continuing, alumni, and new association members may become nominees. Present board members are eligible for reelection. Members of the nominating committee are barred from becoming nominees for office. Board applications should be submitted to the chairperson of the nominating committee no later than February 15th or at the discretion of the Nominating Committee. The nominating committee is responsible for recruiting applicants to all board positions.
5. The chairperson is responsible for convening the Nominating Committee to meet and discuss the slate of applicants for the next year's executive board. One candidate shall be nominated for each office.
6. Factors considered in choosing a board member may include number of years on the board, previous experience with a particular board position, total number of years at DPNS,

personal skill-set/experiences/talents. On the submitted application, every candidate should list all factors the candidate wishes the Nominating Committee to consider.

7. In the event that more than one candidate applies for the same position, the Nominating Committee Chairperson may contact all applicants via telephone. The Nominating Committee Chairperson may facilitate a discussion between the applicants and the Nominating Committee members in an effort to gather any additional information that may be helpful for the Nominating Committee to make its decision. Interviews may be held to help in the decision-making process. If the Nominating Committee is unable to reach a decision and is divided on which candidate should be nominated for a position, then a lottery may be held.
8. 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 site for the upcoming year. If an applicant does not receive their first board position choice, the Nominating Committee Chairperson will inform the applicant.
9. The list of nominees shall be distributed to association members one week prior to the spring association meeting. The nominating committee will report to the Executive Board and the slate will be presented at the spring association meeting for approval. 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. Additionally, at this time, members of the nominating committee interested in participating on the board are eligible to apply for the vacant board positions.
10. All executive officers must be active members (as defined in Article III., Section 2) or incoming active members of the association and maintain good standing in the association as defined in the Standing Rules. Incoming active members are those families who plan to register at least one child in a DPNS program for the following school year. If the incoming active member does not proceed with enrollment, they will no longer be eligible for an executive officer position.

Article VI: Duties of Executive Officers

1. The **President** shall:
 - a. Preside at all meetings of the Association and the Executive Board;
 - b. Call meetings of the Association or the executive board at any time deemed necessary;
 - c. Prepare and post an agenda of the Executive Board meetings prior to such meetings;
 - d. 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;
 - e. Act as a liaison with DJUSD through communication with the Adult School principal;
 - f. Oversee job functions of all other board officers;
 - g. Present the Katie Saltee Award at the Davis Senior High School each year;

- h. Appoint all committees of the association, except the Tuition Assistance Committee, and serve as *ex officio* non-voting member of all committees except the Nominating and Tuition Assistance Committees;
 - i. Co-chair the Personnel committee with the Administrative Assistant;
 - j. Serve on the Problem-Solving Panel;
 - k. Monitor spending and the yearly budget;
 - l. Countersign checks;
 - m. Review insurance each year and record for the following year in March;
 - n. Attend all monthly board meetings.
2. The **Executive Vice President for External Affairs** shall:
- a. Act as aide to the president;
 - b. Plan and organize, in conjunction with directors, association meetings and their educational speakers;
 - c. Represent the Association at meetings and functions of concern to DPNS including twice yearly meetings of the Davis Schools Foundation;
 - d. Attend all monthly board meetings;
 - e. Serve as the DPNS representative for Davis Parent University.
 - f. Represent the association at the Superintendent Parent Advisory Committee
 - g. Write an annual report summarizing the year's activities. This report shall be passed on to their successors. It will be sent to davisparentnurseryschool@gmail.com before the June board meeting so that it may be archived for future board members' reference.
3. The **Co-Registrars** (this is a position shared by two or three people) shall:
- a. Have general responsibility for the enrollment of parents and children into DPNS, for the school year;
 - b. Traditionally, the registrar duties are divided as follows (but are not required to be): 5-Day and Playgroup, 2- and 3-Day, and Extended Day;
 - c. Distribute preliminary information regarding DPNS to interested parents;
 - d. Transfer application fees and Last Month's Tuition Deposit received to the income treasurer for deposit;
 - e. Maintain accurate records of enrollment for all sessions and send copies of the records in a timely manner to the income treasurer, president, session directors, Webmaster, and the Adult Education office of the school district if necessary;
 - f. Maintain class/association listservs: Registrars will create listservs for each session and also for the association as a whole. A separate listserv will also be created for the

executive board. This list will be updated throughout the year, to reflect the current roster in each class.

- g. Serve as Chair of the Registrar Committee which makes recommendations to the executive board in January regarding program issues and registration policy changes;
- h. Serve as member of the alumni foundation's Tuition Assistance Committee;
- i. 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;
- j. Organize Open House activities for all sessions in spring;
- k. Select and register participating families for each session, with assistance from directors;
- l. Serve as a member of the Budget Committee;
- m. Perform such other duties as may be requested by the president;
- n. Submit names of graduating families from the previous school year to the public relations/alumni chair for inclusion in the alumni record;
- o. Attend all monthly board meetings.
- p. Write an annual report summarizing the year's activities. This report shall be passed on to their successors. It will be sent to davisparentnurseryschool@gmail.com before the June board meeting so that it may be archived for future board members' reference.

4. The **Secretary/Historian** shall:

- a. Keep accurate records of the proceedings of all meetings of the Association and of the Executive Board. This record shall be distributed within one week after said meeting and shall be presented for approval at the next meeting;
- b. Prepare an attendance sheet for board meetings and;
- c. Record all excused and unexcused absences of the Executive Board members. Notify the President of the Executive Board when a board member receives 3 unexcused absences.
- d. Distribute minutes (via email to the board and the entire association) and be prepared to refer to minutes of all aforementioned meetings. Post a hard copy of the minutes at each site and save an electronic copy in the executive board's online file storage system;
- e. Maintain a current Executive Board member directory. Email the directory to the board, distribute a hard copy to each director and post one by the telephone at each site;
- f. Prepare a summary of all unfinished business for the use of the president;
- g. Update handbook at a minimum of every 5 years;
- h. Update the bylaws and standing rules of the Association as needed;
- i. Record and post bylaw changes one week prior to an Association meeting vote;

- j. Perform such other duties as may be requested by the president;
- k. Countersign checks and update the bank accounts with the current list of approved cosigners;
- l. Update and preserve DPNS history as acting historian of the Association;
- m. Attend all monthly board meetings.
- n. Write an annual report summarizing the year's activities. This report shall be passed on to their successors. It will be sent to davisparentnurseryschool@gmail.com before the June board meeting so that it may be archived for future board members' reference.

5. The **Expense Treasurer** shall:

- a. Review all invoices and deliver to bookkeeper on the 10th and 25th day of each month;
- b. Deliver employee paychecks on the 15th and last day of each month;
- c. Working with the bookkeeper, keep an accurate monthly record of receipts and disbursements, and publish a statement of accounts to the Board monthly;
- d. Review monthly statements and keep directors and other board members apprised of budget concerns;
- e. Sign all checks and warrants, countersigned by the president or secretary;
- f. Co-Chair (with the income treasurer) the Budget Committee. This 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; This May meeting consists of the incoming and outgoing presidents, vice presidents, facility coordinators, purchasers, registrars, directors, and the bookkeeper;
- g. Serve on the Tuition Assistance Committee;
- h. Present the budget at the fall and spring association meetings;
- i. Attend all monthly board meetings.
- j. Write an annual report summarizing the year's activities. This report shall be passed on to their successors. It will be sent to davisparentnurseryschool@gmail.com before the June board meeting so that it may be archived for future board members' reference.

6. The **Income Treasurer** shall:

- a. Receive all monies due the Association and deposit them in the name of the Association in a bank approved by the association, or turn them over to the Administrative Assistant to deposit on behalf of the Association. These monies will include monthly deposits of extended day income;
- b. Follow the Brightwheel payments monthly and assign them to the correct QuickBooks income account;

- c. Collect all records from the income and expense treasurer and from the bookkeeper and present them for audit by the end of the fiscal year;
 - d. Assist the Directors with the collection of DACE fees;
 - e. Chair the Tuition Assistance Committee (consisting of directors, president and expense treasurer);
 - f. Co-chair the Budget Committee to review and recommend financial goals and commitments of the Association;
 - g. Be part of the spring Registrar Committee meeting to determine tuition for the next school year;
 - h. Attend all monthly board meetings.
 - i. Write an annual report summarizing the year's activities. This report shall be passed on to their successors. It will be sent to davisparentnurseryschool@gmail.com before the June board meeting so that it may be archived for future board members' reference.
7. The **Facility Coordinator(s) for 8th Street** (position can be filled by one or two people) and **Facility Coordinator(s) for Danbury Street** (position can be filled by one or two people) shall:
- a. Coordinate and manage capital improvements, maintenance and repair of the school building and yard at their assigned site, contracting appropriate services as needed;
 - b. 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;
 - c. Submit estimates and/or recommendations for major repairs, replacements and new projects for executive board approval;
 - d. Conduct, with the aid of the directors, site safety inspections after each work party;
 - e. Chair the Facilities Committee at least twice a year to review and plan short- and long-range site improvement goals and priorities. This committee is composed of the facility coordinators, president, site director, expense treasurer, and any association member at large;
 - f. Serve as a member of the Budget Committee;
 - g. Attend all monthly board meetings.
 - h. Write an annual report summarizing the year's activities. This report shall be passed on to their successors. It will be sent to davisparentnurseryschool@gmail.com before the June board meeting so that it may be archived for future board members' reference.
8. The **Newsletter Chair** shall:
- a. Send quarterly newsletters (September, December, March, and June) and provide appropriate deadlines for submissions for newsletter input (i.e. updated ads from sponsors, upcoming dates, class updates from session representatives, and articles);

- b. Include a submissions section on each newsletter with DPNS Circle Times email linked;
 - c. Gather all the editorial material for a given issue from all its various sources;
 - d. Solicit ads, provide information to and collect ad payments from advertisers and keep a log of advertisers and payments;
 - e. Maintain the on-line calendar and the monthly calendar that appears in the newsletter.
 - f. Proofread and edit all materials for style consistency;
 - g. Lay out a final version using desktop publishing software.
 - h. Email issues to all families, all directors, other teaching staff and employees and DJUSD administrators;
 - i. Publish a total of four issues for the school year: one for each quarter in the school year no later than September, December, March, and June;
 - j. Recommend a newsletter budget and projected ad revenue to the Budget Committee for the following fiscal year.
 - k. Perform other such duties as requested by the president;
 - l. Attend all monthly board meetings.
 - m. Write an annual report summarizing the year's activities. This report shall be passed on to their successors. It will be sent to davisparentnurseryschool@gmail.com before the June board meeting so that it may be archived for future board members' reference.
9. The **General Fundraising Coordinator** (this position may be combined with the Auction Co-chair position to make a Fundraising Team, instead of two separate positions) shall:
- a. Coordinate DPNS fundraising activities other than the auction;
 - b. Coordinate with the auction coordinators and session representatives to plan and carry out fundraising activities as appropriate throughout the year. The activities shall be designed to meet a fundraising goal for the year as determined by the budget;
 - c. Working with the income 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;
 - d. Sign all checks drawn from the Fundraising Account countersigned by the president or expense treasurer;
 - e. Work with the public relations/alumni chair to improve outreach to alumni through direct mail and other means for fundraising activities;
 - f. Serve as Chair of the Fundraising Committee, which works with the president, directors, and session representatives to submit recommendations for disbursement of fundraising monies received for executive board approval; Coordinate all SCRIP registration for the Association, encourage alumni and others in the DPNS community to participate in any SCRIP programs the association is currently participating in;

- g. Provide a monthly SCRIP report to the board at the monthly board meetings;
- h. Attend all monthly board meetings.
- i. Write an annual report summarizing the year's activities. This report shall be passed on to their successors. It will be sent to davisparentnurseryschool@gmail.com before the June board meeting so that it may be archived for future board members' reference.

10. The **Auction Co-Coordinators** (this is a position shared by two people and/or absorbed into the Fundraising Committee if needed) shall:

- a. Coordinate all aspects of the annual DPNS auction, including working with fundraising representatives from each DPNS session and providing periodic reports to the board;
- b. Coordinate with the general fundraiser and members of the Fundraising Committee to schedule activities as appropriate throughout the year;
- c. Serve on the Fundraising Committee, which works with the president, directors, general fundraiser and session representatives to submit recommendations for disbursement of fundraising monies received for executive board approval;
- d. Perform other such duties as requested by the president;
- e. Attend all monthly board meetings.
- f. Write an annual report summarizing the year's activities. This report shall be passed on to their successors. It will be sent to davisparentnurseryschool@gmail.com before the June board meeting so that it may be archived for future board members' reference.

11. The **Public and Alumni Relations Chair** shall:

- a. Be responsible for keeping an up-to-date record of association alumni, including paper and electronic records and the alumni listserv;
- b. Work annually with registrar to obtain information on graduating families for posting to a permanent alumni record;
- c. Contact alumni regarding school events;
- d. Organize, with the aid of the session representatives, alumni outreach events;
- e. Be responsible for the release to the public of information regarding nursery school and related activities, including paid advertising, as necessary;
- f. Support needs of other board members, including the registrar's recruiting and enrollment needs (open house and class promotion) and the fundraiser's special activities;
- g. Chair the Public Relations Committee comprised of the registrars, fundraisers, president, and any association member at large with the intent to promote our school in the community;
- h. Promote and coordinate DPNS participation in community events;

- i. Manage annual t-shirt design, ordering process and distribution;
- j. Perform other such duties as requested by the president;
- k. Be responsible for the logo and other items/files related to branding, social media accounts, and the website. If web updates are completed by a different person, a Public and Alumni Relations Chair should communicate closely with the web person; and
- l. Attend all monthly board meetings.
- m. Write an annual report summarizing the year's activities. This report shall be passed on to their successors. It will be sent to davisparentnurseryschool@gmail.com before the June board meeting so that it may be archived for future board members' reference.

12. Session Representative (for each session) shall:

- a. Attend all board meetings or find a suitable replacement from the session represented. Communicate board information to their session by emailing a summary of important items to the session listserv;
- b. 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 committee or responsible officer of the association;
- c. Serve as chief coordinator for session event (i.e., Fall Festival, DPNS Rocks, etc.). Reports to the general fundraising coordinator and shall be entirely responsible for staffing and executing the event;
- d. 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 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;
- e. 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;
- f. Attend all monthly board meetings.
- g. Write an annual report summarizing the year's activities. This report shall be passed on to their successors. It will be sent to davisparentnurseryschool@gmail.com before the June board meeting so that it may be archived for future board members' reference.

15. Removal or Resignation of Executive Officers.

1. Removal.

- a. In the event that an executive officer fails to attend two meetings without an adequate reason per the president's discretion, the president will notify the board member in question and issue a warning. If the board member fails to attend a third meeting without adequate reason per the president's discretion, the president shall notify the board member of their removal from office pursuant to this Section. At the next board meeting the president will announce the vacancy of the position under New Business and the vacancy will be filled pursuant to Article VII. Section of the Bylaws. The secretary is responsible for tracking each board member's attendance and notifying the president after the second absence. An explanation for failure to attend board meetings must be communicated to the board president, even if the board position is a shared position.
- b. An executive officer shall be removed from the executive board if they withdraw from all DPNS programs and/or are not in good standing in the Association.

2. Resignation

- a. An executive officer may resign from their position by submitting written notice to the Board President.

3. The Executive Board shall fill subsequent vacancies pursuant to Article VII. Section 2 of the Bylaws.

Article VII: Executive Board

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.
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.
3. All meetings of the executive board shall be open to members of the association.
4. A petition signed by a simple majority of association members may overrule decisions of the Executive Board.
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 the board takes action.
6. Emergency repairs exceeding \$750.00 must be pre-approved by at least three (3) executive board members.

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.
8. Program and registration changes must be discussed at two consecutive board meetings before the Board takes action.

Article VIII: Program and Staff

1. The directors are professionals, employed by DJUSD. 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.
2. The Executive Board of the Association may hire an assistant director for each session. An Assistant Director Recruitment Committee, composed of the Association President, the Administrative Assistant, 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.
3. The Administrative Assistant 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.
4. Each Director shall serve as the contact person with state licensing personnel regarding licensing requirements (forms, inspections, procedures, etc.) for their session; communicate licensing requirements and changes to DPNS Board and staff; and ensure that Association records meet licensing requirements.
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.
6. The DPNS 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).

Article IX: Committees

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. The Board may appoint chairs of the committees.
2. Standing committees described in these Bylaws:

Committee	Officers (Head of the Committee is in Bold Text)	Article	Suggested Meeting Date
Nominating Committee	Nominating Committee Chairperson , At least one association member from each session	Article V, 3	March/April
Tuition Assistance Committee	Income Treasurer , Expense Treasurer, President, Co-Registrar	Article VI, 6e	August
Budget Committee	Expense and Income Treasurers , President, Bookkeeper, Facility Coordinators, Co-Registrars, Directors	Article VI, 5f and 6f	October/May
Personnel Committee	President , Administrative Assistant, Directors	Article VI, 1i	As needed, at least twice per year
Registrar Committee	Co-Registrars , President, Directors, Income Treasurer	Article VI, 3f	October/November, April/May
Fundraising Committee	General Fundraiser. Auction Cochairs , President, PR Chair, Session Reps	Article VI, 10f	August/September, March/April
Facilities Committee	Facility Coordinators , President, Director	Article VI, 7e	October, March
Public Relations Committee	PR/Alumni Relations , Co-Registrar, General Fundraiser, President	Article VI, 13g	September, February/March

Article X: 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 and/or board meeting, depending on the relevance of the amendment and provided notification of the amendment(s) has(ve) been distributed in writing to the membership at least one week in advance of the meeting.

Article XI: 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 XII: Dissolution of the Association

In the event of dissolution of DPNS and the DPNS Association, what happens to all major assets or proceeds from the sale thereof shall be determined by majority vote of the Association.

