



WOODLAND

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SCHOOL

PARENT

NURSERY

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I. INTRODUCTION

This manual contains information concerning the philosophy, structure, and operations of Woodland Parent Nursery School (WPNS). It also outlines the role of you, the parent, as a member of a cooperative nursery school.

COOPERATIVE means working together. We work with one another to provide a nurturing nursery school experience for our children, a learning experience for ourselves, and service to our director and the community.

The parent nursery school is a place where the whole family learns together. This is a family-centered school rather than a child-centered school. A varied program for both parents and children is possible because:

Many individuals participate in the planning.

Every adult and child has a unique and valuable contribution to make.

Fresh approaches are possible.

Each person may contribute what he/she feels most comfortable and competent in doing.

Each member of the school has a responsibility for working in and administering the school.

It is important that the whole group's effectiveness and morale are encouraged; therefore, the cooperative group determines the participation requirements.

A. Role of director, parents, and school district

WPNS is partially supported and administered under the adult education program of Woodland Joint Unified School District (WJUSD.) The parents and WJUSD assume joint support for the program. The parents are organized into a nonprofit corporation known as Woodland Parent Nursery School, Incorporated, Tax ID # 94-0314359. The corporation furnishes the housing, equipment, and supplies. The school district pays the director for conducting the evening meetings and supervising the parents when they work in the nursery school, supervising the selection of educational materials to assure that they meet academic standards, and for accepting or rejecting applications for membership. While there are overlapping duties, the parents are responsible for administration of the school, and the teacher is responsible for the educational standards of the school.

The parents are enrolled in the adult education program through WJUSD. Woodland Adult Education's contribution to pay the director's salary is directly based on the attendance hours of the enrolled parents. For that reason, parents must sign in and out every time they drop off and pick up their child at school, as well as when they work at the school (work parties, workdays, night meetings, etc.).

B. Objectives for the child at the nursery school

Children at the nursery school are expected to:

- Get along well in work and play with playmates and adults
- Be able to communicate clearly
- Show initiative and responsibility
- Be able to do their share of either work or play
- Have interests in art, music, science, and the world around them
- Be well and strong physically
- Be emotionally secure individuals

The following are the means to achieve the above objectives:

- Social experiences
- Dramatic play
- Opportunity for self-expression in creative materials and speech
- Physical activity
- Walks and excursions
- Exposure to music and books
- Encouragement to complete a project
- A safe and healthful atmosphere
- Acceptance as an individual with specific needs

II. THE FACILITATOR OF LEARNING

From Open Education and the American School by Roland S. Barth

- Respects children as individuals
- Manages the environment
- Provides materials needed
- Consolidates children's experience through language
- Provides direct instruction
- Encourages children's activity
- Encourages children's independence

III. PARENTS/CAREGIVERS AS TEACHERS

A calendar will be prepared for each month with your scheduled days to work. It will indicate what area you will be responsible for during your workdays. Over time, each parent/family will be expected to work in all areas. There are one to four working parents each day. The roles of these parents are designated using letters: "A," art play; "B," back room (dramatic play/table-top activity/loft) play; "C," cooking play; the "D" play who assists the director and other working parents/families wherever needed.

Each work area has an apron with its corresponding letter. The responsibilities of each parent/family are detailed on a reference sheet in the apron pocket and on a posted copy in each work area. Refer to these throughout your workday. You are expected to

be in your specified area at the times indicated. Keep in mind that the children should never be left alone, inside or outside.

Your job is to PLAY! You also observe and supervise the children. Be professional in discussing nursery school children with other adults. Do not discuss the children in their presence. Try not to laugh at the things they say (unless, of course, they are trying to be funny). Respect each child as an individual. Bend down or stoop to the children's height when talking with, asking questions, and supervising them. Adults help each other, but you must be careful to direct your attention primarily to the children during your workday. Cell phones and visiting with other parents excessively can interfere with your task as a working adult in the classroom. It is for this reason that WPNS is a cell-free zone during your participation day. It is best to silence your cell phone and place it in a secure location for use in emergencies or after school only.

It is normal to feel frustrated, confused, overwhelmed, and even foolish when beginning at WPNS. It takes time for both you and your child to adjust to the new experience. Don't hesitate to ask for help.

Before the children arrive:

- All advance preparation for your project should be completed prior to your arrival.
- Arrive by 8:30. Sub parents should arrive by 8:45. If you are running late, please call the school phone number to inform the director of your expected arrival time.
- Sign in both your child and yourself.
- Pick out a book and an activity (game, math manipulative, puzzle) for snack time.
- Set up your activity so that by 9:00 you are ready to work with the children.

After the children arrive:

- Follow the schedule indicated for your area of supervision.
- Assist all children as needed.
- Do not leave your area unless requested to do so by the director.

When the day ends:

- Complete any cleaning tasks that you were unable to attend to earlier. The school should be left in a condition as good as, if not better than, that in which you found it.
- Finish writing observations in journals. You will need to write observations for at least two children and your own child. Journal entries should be nonjudgmental. Do not make assumptions about the child; simply record what the child did.
- Meet with the parent team and the director to discuss the successes and problems of the day.
- Record your activity in the director's binder.
- Fill out the monthly activity schedule with the director.
- In keeping with the nature of a cooperative, please check with the working parents to see if they need assistance in order to get all necessary tasks completed.

Sample Schedule for Outdoor-Only Play:

- 8:30 work family arrival
- 9:00 children arrive, take temperature, sign-in, wash hands
- 10:30 check-in with children to take a break, wash hands, eat snacks
- 11:45 clean up/circle time, all families invited to participate!
- 12:00 children depart
- 12:10 - 12:30 work family debrief and journaling

Work Family Role, Grown-ups:

(This is not supposed to be exhaustive nor rigidly directive, but something to get started)

- Help with setup/opening - use checklists at school
- When children arrive
 - **Set down your grown-up** schedules, conversations, agendas, perceptions, fears and worries. This is a space for children where they get to be children, a space to celebrate the wonder and magic of every child, to be present. Be more than do. Listen more than talk. Observe.
 - **Put away cell phones** (Be present. Save your camera for the moments that surprise you or that you have a question about. Even then you may choose to be in the moment rather than behind a lens. Share on shutterfly and print to hang and then put in journals.)
 - **Get down on children's level**, bring over a small chair, sit on the ground, squat
 - **Be in the mix** in order to accept invitations to play. Follow the children's lead, being careful not to take over. Let children direct you in dramatic play.
 - You can also **create invitations** by playing something you like to play or sitting next to the books because you need a break and like to read. Let children join you as they choose. Invite a child who is watching but hesitant.
 - Provide **1:1 support** to children as needed/indicated by teacher. Support inclusion. Let others and/or invite others into play. Coach others on how to join. "Jamielle's body needs lots of space, there's room here" (Point to where you will be in between.) "We are playing a crashing game. What do you need to feel safe?" "This is a really wet and sandy game. Choose a space to join where you feel comfortable."
 - Or join a group of children already playing. "I see you watching Laila and Paolo on the bikes. They look like they are playing a chasing game. Do you want to drive a bike too or should we run?"
 - To join the play of a **child playing on their own**, do what the child does. If they are crashing two cars into each other. Crash two cars into each other. If play feels stuck - first give it some more time to see if child evolves play on their own - then maybe add one thing on- add another car, crash into the child's car, or have one car chase the other.
 - **Conflict** is where much of the learning happens. Be near and trust children to problem solve, provide support only as needed.
 - **A child is too hot to talk.** Try to get privacy. "Look at Rosa's face. I think she is really angry. Would you give us some space." We cannot access the

- language or problem-solving parts of our brain when we are angry. Children need an adult to co-regulate.
- **Model empathy** and let children know they are seen and heard. This looks like naming non-verbal communications and saying back what you hear and silently being with children as they move through big feelings.
 - Allow children the dignity of their feelings, all feelings: anger, fear, sadness, joy, pride, surprise, impatience ...Children are not problems to be fixed and neither are their emotions. You love them no matter what and accept them as they are, even when they are a big snotty teary loud mess.
 - Practice self-compassion. It's hard not to want to do something to make uncomfortable feelings go away for our children.
 - Learning involves **risk**. Trust children want to keep themselves safe. Know that children may need help assessing risk.
 - That stick needs a lot of space. Is anyone in the stick swinging zone?
 - That elephant is hard. It would hurt if it hit someone. Can you find something soft to throw? Is it all clear?
 - You've climbed really high, will that branch hold you? Do you feel balanced? Stop a moment and check in with your body. Do you feel safe? I am going to stand nearby. Let me know if you need me to spot you.
 - Has a child invited you to do **art**? Blocks, playdough, paint, drawing, music etc. Follow their lead. Do what they do.
 - If you have chosen to create an invitation by drawing, keep your drawings simple exploring shapes, color, etc. Same with other media.
 - If a child wants to show you their work, use descriptive/non-evaluative language and/or ask open ended questions.
 - I see you used the whole sheet of paper.
 - You used lots of green here. How did you make that choice?
 - Tell me about what you made.
 - How did you come up with that idea?
 - Can you read me what you wrote?
 - **Read** to children at their invitation or invite by leafing through a book and letting them join. Be responsive to their cues, i.e., stop and talk about things they want to talk about, pause and give space for pointing, questions and comments, let children turn the pages letting them know you will indicate when, let them go off on tangents and make up their own stories. It's okay not to finish a book. You can offer to save the place if they choose.
 - **Converse with children**. Children's questions, discoveries, hypotheses, struggles, categorical thinking all provide opportunities for small group conversations. Repeat the statement or question and invite children to respond. What do you think? Tell me more about that. Is that true? (with a follow-up, what makes you think that?)
 - **Set limits and support children's limits, autonomy and consent**.
 - "I was not ready for that hug, can you ask me if I'd like a hug first."
 - "They said no. I see you are disappointed. You really wanted to play with them."
 - "They are playing with that. You can ask them for a turn when they are done."
 - "Tables are for eating. Feet belong on the ground." Also "We sit while we eat." And "We eat on the patio."

- “Our school is outside. Inside is for bathroom use.” Also “You need an adult to go inside to use the bathroom.”
- “To keep our school (or world) safe, we use only what we need.” And “Let’s keep the tree safe. I see leaves we can gather from the ground.”
- “I see your body needs to crash. I can’t let you crash into your friend. What can you crash into?”
- Working family invites interested children in to help with snacks, and depending on numbers another working family can also support.
- Help with cleanup/closing - use checklists at school
- Debrief & journal for your child and one other child

IV. SUCCESSFUL FIRST DAYS FOR YOUR CHILD

A. Creating a smooth transition

Before the school year starts, bring your child to the school to observe. It can be beneficial to walk or drive past the school several times. Be sure that your child meets the director before the first day of school. Check out books from the public library about school. Books can give your child some idea of what to expect at school. Many books address the anxiety of first-day jitters.

Explain that on some days you will be at school, and some days other adults will. These other adults can help your child just as you would. Because the participating families vary from day to day, it is important that your child develop a relationship with the director.

Once class starts, if your child wants you to stay at school, sit passively by. Try not to play with or lead your child in any activity. Let your child observe the other children and join in at his or her own comfort level. When you do leave the school, don’t sneak away without saying goodbye to your child. Be prompt in picking up your child. It is important that you remain positive about the experience—your child is very sensitive to your anxiety.

Most children will go through a period of adjustment. Some children are shy, or resistant to participate, or fearful of or even aggressive toward other children. The director can assist you in solving this if discomfort continues beyond the first few weeks.

B. Your child on participation days

When you are working at one of the working family stations, your child may want to be among the children at your group. This is fine. Let your child move away from you as he or she is comfortable. If possible, allow another adult or the director to handle your child. The director will work with children who are having difficulty in adjusting to the program. If you have concerns, set up a conference time with the director.

V. DISCIPLINE

A. General guidelines and goals of discipline

The goal of discipline at the school is to help children learn to communicate. Discipline should be positive, empowering, and respectful. Keep in mind that children at this age are egocentric—they are unable to honestly consider another’s perspective. We strive to teach the children to be safe, compassionate, and respectful.

When you see a child stepping outside the limits, intervene immediately: Move closer to the child. Your mere presence may serve as a deterrent. Try to redirect the child. Refocus the child’s energy by finding an alternate activity. Phrases such as “Be safe” or “That isn’t appropriate” Can be effective.

Discipline at the school is not about yelling, time-outs, or the child saying, “I’m sorry.”

Scenario:

You see a child crashing bikes into others. Go to the child and explain to him that crashing bikes isn’t safe. Try to redirect the child: “Would you like to use the road signs and be the traffic officer? Or would you like to make a ramp for the trucks to crash?” If this is not effective, then remind the child that he can’t ride the bike anymore that day if he crashes the bike. If he continues to crash into others, tell him that he can’t ride bikes anymore that day, but he can ride the next time that he comes to school.

B. Use of "Talk-It-Over Chairs"

- The "Talk-It-Over Chairs" are the Woodland Parent Nursery School’s method of conflict- resolution.
- A child can invite another person over to the Talk-It-Over Chairs in order to resolve a conflict.
- If a child invites another child to the chairs, both children are required to participate in order to reinforce concepts of courtesy and respect, even in times of conflict.
- An adult can prompt a child who is having difficulty by saying, "It looks like you are upset. Would you like to invite your friend to the Talk-It-Over Chairs?"
- If you have a child who is not ready to resolve the problem, you can assist by giving her an opportunity to "cool down." The child might go for a walk or kick the beanbag chair. As the child calms down, encourage her to talk.
- The inviter begins with an “I message” such as, “I don’t like you to hit me because it hurts.” An adult may assist in the process by gently prompting, “What do you need to tell your friend?” or by restating the child’s words.
- The children should be encouraged to be active and respectful listeners. Encourage them to make eye contact.
- An adult can prompt children to come up with solutions if needed.
- Try to come up with three solutions and agree on one. The solution should be mutually agreed upon by both children.
- Once children have agreed on a solution, they leave the chairs.
- Adults can also invite children to the chairs for conflict-resolution.

C. Understanding a child's perspective

“You Can't Help Me Until You Know What I Can't Do”

To the young child, the entire world seems to focus on “me.” A child does not doubt that even the wild forces of nature are somehow centered on him or her. To enhance a child's total growth, we must begin to look inside to see things as he or she sees them and know what the child is ready and capable of doing.

D. What I can't do

I can't share – Possession is one device the young child uses to hammer out autonomy. Just as babbling comes before talking, so owning comes before sharing. To fully share, a person must fully possess.

I can't empathize with another's feelings – Because most young children are at what Piaget calls the egocentric stage, they are unable to put themselves in the place of the actor, to empathize with another's feelings. Saying “sorry” and meaning it is truly impossible.

I can't collect information – Most children only remember what is important to them. For example, in the statement “I just told you to walk in the room,” in most cases the child does not remember that you just told her. “I have told you a hundred times to pick up your clothes and put them in the clothes basket.” This statement is another example of an adult's wish for children to be like adult's, forgetting that they are children.

I can't center on more than one aspect at a time - “Pick up your toys, put on your shoes, and wash your face. We are going out to play.” This statement has four aspects: 1) pick up the toys, 2) put away your shoes, 3) wash your face, 4) we are going out to play. Most young children, if they can remember anything at all, will remember only the last aspect or the one most important to them. The others will be forgotten because of confusion.

I can't reverse what has been done – If a child reaches to put his finger in an electric wall socket and you say “Don't,” the child is confused because he doesn't know how to reverse this action. “Pull your hand back. That is dangerous” reverses the situation in words that direct the child into action.

I can't conserve - When you want a child to pour a glass of milk and you hand over a full pitcher, expect the child to pour all the milk into the glass, even if it pours all over the floor or table. Because they can't see the difference, children have no idea that all the milk won't fit into the glass.

I can't tell you the truth when you set me up – If you have seen a child do something you dislike, and you ask them if they have done it, he will probably say

“no.” Wouldn’t you if you knew what the consequence might be? Don’t ask the child if you know what has happened. That only sets him up.

VI. FAMILY COMMITMENTS

A. Two work parties per year

There are two four-hour work parties scheduled throughout the year: one in the fall and one in the spring. Each family is committed to work eight hours total per year, four hours each semester. Two parents or adults can work one party to fulfill the commitment. In the event that you cannot attend a work party, notify the weekend maintenance family in writing and you will be assigned a work party maintenance job. Jobs must be completed within two weeks of the work party. If the job is not completed after two weeks, you will be assessed a fee of \$100.

B. Weekend Maintenance

The frequency of weekend maintenance will depend on the number of families enrolled in the school. Typically, this works out to three or four times a year. On the monthly schedule, two families are listed for each weekend in the month. It should take approximately 2-3 hours each time to complete the maintenance tasks. On your assigned weekend, you may come anytime between after school on Friday and Sunday night. You may bring your children along, but be sure to clean up after them. If you need to wash towels and aprons, be sure to return them to school by Monday morning prior to the start of the school day. All laundry must be folded and put away as well. Forms for weekend maintenance A and B are in the file folders near the cubbies. Complete the forms and place them in the weekend maintenance box at the front of the school by the end of Sunday.

C. Working family participation days

You will work one day per month for each day that your child attends the school during the week (two-days-a-week attendance requires two workdays per work calendar), plus one possible additional day per semester depending on enrollment and number of fully participating families. Families specify the days of the week available for scheduling (e.g. Tuesday and Friday) on their applications.

A workday is from 8:30 to 12:30. In addition, you will be scheduled as a substitute on rotational basis up to once a month depending on enrollment and number of fully participating families. This work schedule is adjusted for families with more than one child in attendance.

D. Parent/family education night meetings

There is one mandatory night meeting each month. The meetings are usually held on the second Tuesday of the month. The meetings are from 7 to 10 p.m. During the meetings, there will be speakers for parent/family education and time for school

business. Parents/families need to assist in ensuring that meetings are concise. Issues that are complex or require time beyond the normal bounds of the meetings will be assigned to a committee or task force for further review, recommendation, and report to the board of directors. The board can then present a recommendation to the members at the next meeting.

If you attend parent/family education separate from the preschool and it is pre-approved by the director, your time may count toward a night meeting. "Back-to-school nights" for siblings are eligible. After you have attended the education event, put a note with the meeting date and time in the participation family's cubby.

Absences: Attendance at the parent/family education night meetings is mandatory. It is the basis for our funding relationship with the Woodland Adult Education Program and crucial to running our school as a parent-cooperative. You must notify the director and participation family in advance if you know you will be absent from an upcoming night meeting. You may only miss one night meeting per school year. If an emergency occurs, you must notify the two parties as to your absence and make arrangements to work an additional school day within two weeks' time. You will also pay a \$50 fee, due within two weeks. If the fee is not paid, it will result in action taken by the board, including possible termination.

E. Saturday workshops

In the past, parents/families attended two night meetings per month. Several years ago, this commitment was changed to having parents/families attend one 4-hour Saturday parent/family education workshop. From year to year, the membership may agree on how it wishes to fulfill this commitment. Funding of our director's salary mandates that we must commit to an additional eight hours of parent/family education for all families.

F. Fundraising

Each family is required to raise \$200 in fund-raising each semester, for a total of \$400 each year. From year to year, this amount may be adjusted based on the needs of the school. The fund-raising income subsidizes tuition and is part of the regular operating budget.

There are a variety of fund-raising opportunities offered throughout the school year including but not limited to dine-out fundraisers, tamale sale fundraisers, and raffle baskets. Our primary fund-raiser in the past has been the annual silent auction. In the future, the board may want to consider other fund-raising options.

We also strongly encourage participation in our "passive fund-raising". Sign up for scrip cards through Nugget/Food 4 Less and/or Raley's/Bel Air, and WPNS will receive a percentage of your purchase amount. You may participate at your own comfort level. Questions about or ideas for fund-raising can be directed to the vice president. Families may choose to simply "buy out" their fund-raising commitments.

G. School jobs

WPNS is truly a cooperative, and we depend on the talents of our collective families. Each family will choose or be assigned a specific job to perform during the school year. A list of school jobs will be provided each year and may change depending on the needs of the school for a given year. Performing school jobs is part of the experience of running our school and creating a great educational environment for our children. A school job can include serving on the board of directors.

WPNS is run, in large, by the parents and families.

During your child's attendance, you should serve a board position. Serving on the board is a volunteer job where your effort can have a substantial impact on the direction of the school. You can also learn important group, computer, management and financial skills that will be useful beyond your time at WPNS. This can be a very empowering experience for you.

WPNS alumni families have gone on to become active in the community as school board members, other elected officials, PTA officers, and school site council members. The time that you dedicate to the board will directly benefit the children of the school, and it will give you skills to enhance your child's education in the years to come.

The board includes the following positions:

PRESIDENT, who shall be the executive head of the organization, with the power to vote only in a tie situation, and shall have power to appoint committees as necessary with the advice and consent of the membership.

VICE PRESIDENT, who shall preside in the absence of the president and generally assist the president at all times. The vice president shall be chair of committees for all social activities and fund-raising projects of the organization.

SECRETARY/TECH, who shall keep an accurate record of the business of the organization, posting minutes in a timely manner and shall be responsible for correspondence. The Secretary will also manage the school's website and private email group.

TREASURER, who shall pay all bills, collect all monies due the organization, keep an accurate record of receipts and disbursements, keep financial reports of special functions, report monthly to the Board of Directors, be chair of the budget committee, and be custodian of these records of the organization.

MEMBERSHIP CHAIR, who shall carry out the procedures of admitting new members, maintain current membership records, and provide outreach to new members.

MAINTENANCE CHAIR, who shall schedule and supervise the maintenance of the building, the grounds and the equipment, and coordinate one work party per semester.

WPNS Family Jobs Sign Up

***President**

Parent/family Education Coordinator

Library & Scholastic

***Vice President**

Event Coordinator

Grant Writer

***Secretary/Publicity**

Photos & Yearbook

Sensory Bin & Pet

***Treasurer**

Purchaser

Sac Valley Rep

***Membership**

Participation

***Maintenance**

Assistant Maintenance

***Director**

Teacher Assistant

***Immediate Past President**

Family Jobs Descriptions

***PRESIDENT:** executive head of the organization, power to vote only in a tie situation, power to appoint committees as necessary with the advice and consent of membership, schedule and facilitate meetings.

PARENT/FAMILY EDUCATION COORDINATOR: coordinate speakers for monthly parent/family meetings. Solicit requests from general membership, board, and/or director for appropriate speakers to invite.

LIBRARY & SCHOLASTIC: make sure books are put away, keep an organized bookshelf, maintain a filing system, add any new or donated books, purge or repair damaged books, and update the feature bookshelf to match the monthly theme. Set up the Scholastic Books ordering system, pass out monthly order forms to each family, set up the due date for all orders, place orders as needed, distribute books to correct families, and keep track of points earned to get free books for the school. Points are often used to purchase books for graduation.

***VICE PRESIDENT:** presides in the absence of the President and generally assists the President at all times, chair of committees for all social activities and fund-raising projects of the organization such as silent auction, tamale fundraisers, raffles, etc.

EVENT COORDINATOR: organize events such as Stone Soup in November, toy making party in December, graduation in June, and any other events as desired. This includes creating signup sheets, soliciting volunteers and items needed, marketing the event, etc.

GRANT WRITER: identify, write, and submit grant proposals and supporting materials to secure funding for the school. Solicit donations for fundraisers such as turkey raffle, silent auction, or other events. Contact national and local businesses to secure donations and sponsorships. Maintain records of donating businesses including contact information, what items were donated, and estimated monetary value of the donations.

***SECRETARY/PUBLICITY:** take notes and keep an accurate record of the business of the organization, responsible for correspondence, publicize school events, maintain the WPNS website and social media, and act as historian.

PHOTOS & YEARBOOK: maintain and upload pictures onto the WPNS Shutterfly account, take pictures at school, field trips, or other school events, print pictures as necessary such as for yearbook or other purposes.

SENSORY BIN & PET: update the sensory bin monthly according to the theme, season, or holiday. Ensure any pets at school are well taken care of, create a signup sheet for monitoring the feeding and cleaning schedule, order supplies such as food and habitat accessories, and ensure proper care of the class pet during school breaks.

***TREASURER:** pay all bills, collect all monies due the organization, keep an accurate record of receipts and disbursements, keep financial reports of special functions, report monthly to the Board of Directors, be chair of the budget committee, and be custodian of these records of the organization.

PURCHASER: staying within the school budget, complete weekly shopping for the school such as food, water refills, household goods, paper products, and other miscellaneous items. Have the items at school by a designated date and time.

SAC VALLEY REP: attend the bimonthly California Council of Parent Participation Nursery Schools (CCPNS) meetings as a Sacramento Valley Representative and report back to the board with pertinent information from the meetings.

***MEMBERSHIP CHAIR:** recruit and help admit new members, maintain current membership records, check that all necessary paperwork are submitted by each member, and ensure families receive the handbook and orientation information

PARTICIPATION: ensure the work and activity calendar is populated, solicit information from families such as their scheduled working days and planned activities, keep records of working requirements such as working days, weekend maintenance, work parties, and workshop hours.

***MAINTENANCE CHAIR:** schedule and supervise the maintenance of the building, grounds, and equipment. Coordinate two work parties and maintain a list of projects to do.

ASSISTANT MAINTENANCE: assist maintenance chair with upkeep, repairs, and general maintenance including help setting up and organizing work parties, sending emails about school needs, or finding resources to help with repairs.

***WPNS DIRECTOR:** serve as an advisory member of the board, not an officer, to advise on the educational implications of equipment purchases and to guide in establishing priorities. Lead family education and ensure overall success of the program, facilitate innovation and process improvements, and perform administrative duties as needed.

TEACHER ASSISTANT: assist teachers in any necessary preparation for class projects and in class instruction including organizing supplies, cutting patterns, preparing materials, and other tasks at the discretion of the director and/or teacher. Create labels for cubbies, name tags, etc.

***IMMEDIATE PAST PRESIDENT:** serve as an active member (ex-officio) who shall be an advisory member, not an officer, with no power to vote. Help facilitate a smooth transition to the next board including hand off of materials, login information, and other tips for incoming members to be successful.

VII. RULES OF WOODLAND PARENT NURSERY SCHOOL

A. Membership eligibility

1. All required paperwork must be turned in prior to the first day of school. Please speak with the membership family if there is a reason you are unable to do so.
2. Membership shall be open to all parents or guardians of children between the ages of two through seven . The director has the authority to accept or reject applications and to notify the applicant. A child of two-years-and-nine-months-of-age may be admitted at the discretion of the director.
3. Maximum membership enrolled shall be determined by the board, as limited by the daily occupancy allowed by city and fire-safety codes.
4. Applications for enrollment in the summer session and the following school year will be accepted after the spring Open House. Applications will be accepted for children who will enter later than the beginning of the school year. No children will be accepted for enrollment once spring semester begins. A waiting list for children of participation and limited-participation families shall be established for the current year only. See the membership family for tuition amounts, availability, and to be placed on the waitlist. Non-participation may be available on a case-by case-basis, subject to the board review, only for alumni and returning families in good standing.
5. To withdraw from active membership in the nursery school, a family must give two weeks' written notice of withdrawal. Fees, tuition, fundraising commitments and fines must be paid, and minimum wage per hour owed will be assessed for any participation outstanding. Fundraising commitments are prorated by semester. This process qualifies the member in good standing to request (in writing) to receive a refund of his or her application fee.
6. Membership may be terminated for repeated or significant failure to comply with the required participation, payment of fees, or payment of tuition set forth in this handbook. Participation is essential to a parent-cooperative nursery school. The board will attempt to resolve such issues prior to considering termination. Please refer to the procedures set forth in the bylaws.

B. Health requirements

1. As part of the application, a completed physician's report and emergency medical release, along with a copy of the child's birth certificate, must be given to the membership family prior to the child's first day of school.

2. For students, SB-277 requires that all students receive vaccinations to attend preschool. This bill ends new personal belief exemption for vaccinations. Existing personal belief exemptions can remain valid until a student moves to a new grade span. Children 18 months-5 years are required to have 3 Polio, 4 DTaP, 3 HepB, 1 MMR, 1 Hib, and 1 Varicella vaccine. For more information about the new requirements for student vaccinations, including information on medical exemptions and conditional enrollment for students that are not up to date, see: <http://www.shotsforschool.org/laws/sb277faq/>
3. For working adults, SB 792, requires that adults (including parents and caregivers) participating as teachers in a preschool environment must provide proof of immunizations of the following: negative Tuberculosis (TB) Test within four years, proof of Measles vaccination/immunity, proof of Pertussis (TDAP) vaccination/immunity, and Influenza vaccination (yearly; may be waived with written personal statement).
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id+201520160SB792
4. All medical and current vaccination/immunization reports must be submitted to the membership family prior to the child's first day of school and the adult's first workday.
5. Families should keep children at home when they are sick or show symptoms of being sick. Children who are not well enough to participate in all activities at school, including outside activities, need to stay at home. Any child who runs a temperature or has any other signs of illness (i.e. vomiting, diarrhea) should be kept at home for at least 24 hours after the fever or symptoms have disappeared.
6. Families are to notify the school when a child will be absent.
7. The above requirements also apply to a working adult.
8. The director must be notified immediately if a child has been exposed to any communicable diseases. The incubation and isolation periods will be determined from the Yolo County Health Department Guide, and the child will be excluded from school in accordance with those guidelines.
9. The director will send home adults or children who do not meet these health requirements.

C. Participation

Requirements for participating families:

- Attend mandatory parent/family education classes (parent/family night meetings), held once a month, on the second Tuesday. These classes are typically between 2 and 3 hours long. Adult Education attendance hours can be counted by WPNS

for each member who attends the night meeting. Failure to attend results in a \$50 fee and an additional workday.

- Attend one 4-hour Saturday workshop per year. Failure to attend the workshop results in one extra workday. In case of an emergency, contact the director or any member of the board.
- Complete weekend maintenance as scheduled on a rotating basis. Failure to fulfill this obligation results in a \$50.00 fee payable by the following Tuesday evening.
- Complete eight hours of work party obligation per year (two work parties scheduled per year). Failure to complete this obligation will result in a \$100 fee.
- Participate in school fund-raising obligations or pay the equivalent.
- Complete four hours of membership obligation per year (two hours per semester). Failure to complete this obligation will result in a \$100 fee.
- Participate as a teacher in the nursery school sessions one day per work calendar for every day per week a child attends school (for example, child attends 3 days/week; family participates 3 days/work calendar), and one additional day per semester.
- Families with two children attending must participate as a teacher in the nursery school sessions on an alternating work-calendar basis:
 - One day per work calendar for every day/ week that both children attend (for example, first child attends 3 days/week and second child attends 2 days/week; family participates 3 days plus 2 days for a total of 5 days/work calendar).
 - On alternating work calendars, the family participates one day/work calendar for every day/ week the first child attends, plus one-half the number of days/week the second child attends (for example, first child attends 3 days/week and second child attends 2 days/week; family participates 3 days plus 1 day for a total of 4 days/alternating work calendar; OR first child attends 3 days/week and second child attends 3 days/week; family participates 3 days plus 2 days for a total of 5 days/alternating work calendar – one-half of three is rounded to two).
- Special situations for families with more than two children enrolled should be brought before the board of directors to determine participation requirements.
- Plan and prepare an activity for each scheduled workday. The activity must be listed on the calendar by the second Tuesday of the preceding month.
- Have a school job (see a list of jobs for the year).

If any part of participation becomes an issue, speak with the participation family who will help to contact the board for consideration of accommodations.

D. Emergency substitute

Each family will have a day to serve on a rotational basis to be the designated emergency substitute. Families with more than one child may be scheduled more often. On this day, the scheduled substitute family must check in at 8:45 a.m. to help with set up until 9:00 a.m. If all working families are present, the scheduled substitute may leave. Child care for siblings must be prearranged.

If families are aware ahead of time, including the night before, that they will need a substitute for their workday, emergency-sub day, or weekend maintenance, they must make arrangements with another family to trade. The emergency sub is to be used only for emergencies arising the morning of school.

If an emergency should arise on the morning of a family's scheduled participation day, that family must call the designated emergency substitute from the schedule. The family should call early enough in the morning so that the substitute can make necessary adjustments. It is the family's responsibility to arrange to work a day for the substitute in return. Substitute exchange should be completed within one work calendar from the time of the exchange.

If the emergency substitute has already been called in, a family still needing a substitute is responsible for finding a replacement. Try calling families who usually work that day of the week; however, families from other workdays can also be called. Call the school the morning of your absence to inform the director.

E. Miscellaneous

If an absence from parent/family education classes occurs, a member must participate one extra morning at the nursery school for each missed meeting and pay a \$50 fee. This workday will be assigned by the participation family or the director. If the fee is not paid, it will result in action taken by the board including possible termination.

Any family who has participation commitments to make up will have four weeks to do so. After that, the family will be presented with a bill for the minimum wage per hour owed. If the bill is unpaid after two weeks, the board will start the termination process. At the director's discretion, alternative parent/family education may be substituted.

F. School schedule

1. The school schedule shall be decided upon by the director and the membership. Participating families shall arrive for preparation 30 minutes before the nursery school session commences, and stay afterward for cleanup and a meeting to

discuss the day with the Director (8:30 a.m. to 12:30 p.m.). Families scheduled as subs shall arrive at 8:45 a.m. and stay until 9 a.m. to set up as long as all working families have arrived. Children of families not scheduled to work that day will arrive at 9:00 a.m., and their families will stay until after health inspection; these children are to be picked up at the end of the day.

2. No children, including infants or alumni, other than those enrolled may attend a school session, with the following exceptions:
 - a. Siblings, at the discretion of the director and the board.
 - b. Children accompanying adults during membership drives or at other times when visiting or observing the school.
 - c. New families are encouraged to visit prior to enrolling. An adult must stay with the child while visiting.

G. Field trips

1. Families who wish their child to attend a field trip that is not scheduled on the child's regular school day may attend with the child, or have the option of arranging supervision with another attending adult, with the exception of those who are scheduled to work or to be the emergency substitute that day. There will be a limit of four children per supervising adult.
 - a. Siblings are welcome to attend field trips according to the supervision ratio previously set and accompanied by a non-working adult.
 - b. No children other than students of WPNS and their siblings may attend.
 - c. Families who are driving other children must have auto insurance information on file with the nursery school.
 - d. All children must ride in appropriate car or booster seats.

H. Leaves of absence

1. Maternity leave will be granted to pregnant mothers in good standing who have been active in the nursery school for at least three months. Written notice must be given to the board of directors at least three weeks prior to the expected day of leave. The leave will run for six consecutive weeks of school participation, and for not more than two night meetings. If during this time there is a work party or weekend maintenance scheduled, other family members are encouraged to meet the requirements, or the projects will be rescheduled for after leave. If there are fund-raisers during this leave, the family is still responsible for fulfilling their requirements. During the leave, tuition fees are to be paid. The children enrolled in school may still attend during the mother's leave.

2. Emergency leave will be granted to members in good standing who have given written notice to the board of directors that there is a personal, family, or medical emergency that causes them to be unable to fulfill their participation requirements. The leave will run for a mutually agreed-upon (by the board and member) length of time, up to eight consecutive weeks of school participation, and if necessary, for not more than four night meetings. If during this time there is a work party or weekend maintenance scheduled, the family is excused. If there is a fund-raiser during this leave, the family is excused, but is encouraged to participate as much as possible. During this leave, all fees are to be paid. The children enrolled in school may still attend during the family's leave as long as the family continues to pay tuition. Please consult with the board about tuition and attendance arrangements.
3. If a family needs to extend an already-approved leave, the board may use its discretion to move the family to a limited- or non-participating slot, with an appropriate increase in tuition to reflect the participation level that the family can accommodate.
4. Returning families in good standing experiencing hardship or special circumstances may submit a written request proposal for Limited or Non-Participation Status. The proposal will be considered on a case by case basis by the Board and Director. A limited number of families may be considered for limited or non-participation status.

I. Grievance procedure

1. Open and direct communication is important for a happy cooperative school. Members are encouraged to resolve their differences privately, and may enlist the help of the director or a member of the board of directors. It is the duty of the membership family, participation family, and president to assist in resolving any grievance. If an agreement cannot be reached, the Director or the president must be notified in writing that a problem exists. The Director, the president and the involved parties must meet as soon as possible to work out an agreement. If an agreement cannot be reached, the problem must be submitted to the Board of Directors. The Board will then meet and decide on a solution. The decision of the Board of Directors is final. Board members involved in the dispute must disqualify themselves from hearing the case and voting on a solution.

J. Fees and monthly tuition

1. All fees are to be paid by check, cash, or money order to Woodland Parent Nursery School, or WPNS. Fees are payable upon enrollment. Tuition is due on the first day of each month and is delinquent after the 10th. There is a \$5.00 late fee on delinquent tuition. Families entering after the first week of the month will have that month's tuition prorated.

2. A child may not participate unless fees and tuition are paid. Failure to pay tuition after 30 days will result in action taken by the board of directors, and possible termination. Members may petition the board of directors for consideration of special circumstances.
3. Aside from the application fee, any other refunds are at the discretion of the board of directors.
4. Registration fees for new families total \$30.00:
 - a. \$15.00 for application fee to insure membership regulations are fulfilled. The actual fee is refundable upon proper withdrawal from the school (see VII. A. 5. above).
 - b. \$5.00 for school manual maintenance.
 - c. \$10.00 for Sacramento Valley Council Association membership fee.
5. Registration fees for returning families total \$15.00:
 - a. \$5.00 for school manual maintenance.
 - b. \$10.00 for Sacramento Valley Council Association membership fee.
 - c. Families who have previously had their initial \$15.00 application fee refunded are to resubmit this fee.
6. Sibling discounts
 - a. Full tuition for the first child (child attending most often) according to the number of days per week attending.
 - b. One-half tuition for the second child according to the number of days per week attending.
 - c. One-quarter tuition for a third child according to the number of days per week attending.
 - d. One-eighth tuition for the fourth child according to the number of days per week attending.
7. Alumni Association scholarships

The Woodland Parent Nursery School Alumni Association was formed in 2003 to provide support for WPNS and scholarships to families facing financial hardships. WPNSAA has provided an average of two scholarships per year. Applications for scholarships are accepted throughout the year for the fall and spring sessions, but families are encouraged to submit their applications before the start of the fall session. Partial and full scholarships may be awarded depending on the funds available for a given year. Members must demonstrate their financial need, maintain all their WPNS obligations, and be "in good standing" to be awarded and continue to receive a scholarship. Please contact the membership parent for an application.

VIII. FREQUENTLY ASKED QUESTIONS

What days do I work?

The participation family will do their best to accommodate your requested workdays and will fill in any “must work only” days as the first priority on the calendar. After the night of the parent/family monthly meeting (the second Tuesday), the participation family will assign any remaining unfilled days for the upcoming month’s schedule and a copy of the working and activity calendars will be placed in your child’s cubby. Any changes to the schedule must also be made to the Master Calendar and submitted to the participation family through email.

What if I can only work certain days due to a work or home schedule?

Please let the participation family know as soon as possible in writing when you have a limited schedule. WPNS will try to work with your schedule, as much as possible. Just letting the director know about your schedule is not enough. The participation family must be notified of schedule changes. This is crucial!

What if I can’t work a day next month?

Prior to the night meeting (second Tuesday of the month), please make any changes to the calendar on signup.com, and on the master calendar at school. Notify the participation family, in writing, of your scheduling conflict by email. In most instances, the schedule can be adjusted as long as you work your required hours on another day.

What if I can’t work a day this month?

Once you have received the monthly schedule and note a scheduling conflict, it is your responsibility to find a replacement. Use the phone roster or group email to contact another family to trade a workday. Such changes should be noted on the master calendar at the school and on signup.com.

What if I can’t work today?

If you find that on the morning of your workday you or your child is ill or an emergency has arisen, please call the substitute listed on the work calendar for that workday. (The substitute is only to be used for same-day emergencies!). You are responsible to then work a shift for the substitute who replaces you. Call the substitute indicated on the schedule and the school by 8:30 to inform the director.

What happens when I am designated as a substitute?

On your substitute day, you should arrive by 8:45 and remain at the school until all working families have arrived. Substitutes need to be available to be called in to work until 9:30am. If you do work, follow the plans left by the scheduled family to the best of your ability. You may need to substitute an activity; check with the director for ideas. Be sure to sign in as a substitute so that you will receive credit. The family you are working for is required to “pay you back” a workday.

What if a family does not participate as designated above for workdays/substitute positions?

The family will be contacted by the board to resolve any issues preventing the family's participation, but because this is a parent-cooperative, requiring all members to do their part, the board may terminate the non-performing member following the procedures set forth in the bylaws. At that point, all fees will be considered due and payable.

What activities do I do on my workday?

Upon receiving the calendar for workdays, choose activities based on the current month's theme. The calendar will indicate whether you are an A, B, or C worker. On the master schedule (posted on bulletin board), write in your choice of activities for each of your workdays. You can get ideas from magazines, books at the library or school, internet websites, or by looking in the binder with calendars from previous years. The activities must be listed on the activity calendar by the third Tuesday of the month (the Tuesday following the parent/family night meeting).

What about cooking or art supplies for my project?

It is your responsibility to ensure that all supplies are available and prepared prior to your workday. Any items that must be purchased should be ordered on a Grocery/Supply Request Form and placed in the purchaser's cubby. Blank request forms are available in the file folders near the cubbies. Your requested items will be labeled and placed on the back-porch shelves and/or the refrigerator. We strongly encourage adults to utilize the art supplies that are already available at the school. Talk to the director prior to making an art supply request to see if we have an item or supply tucked away somewhere. When requesting groceries, please consider cost and try to choose produce that is in-season. Please purchase expensive or exotic food items on your own.

BYLAWS OF WOODLAND PARENT NURSERY SCHOOL

ARTICLE I: NAME

The name of this organization shall be the WOODLAND PARENT NURSERY SCHOOL, INCORPORATED, located at 655 Fourth Street, Woodland, California.

By legal definition WOODLAND PARENT NURSERY SCHOOL, INCORPORATED, is a non-profit corporation as of January 1956.

ARTICLE II: PURPOSE

The Woodland Parent Nursery School is established as a parent educational opportunity operated as a cooperative school to help children and parents share preschool, home, and community experiences that affect the health, growth and security of the child and family.

ARTICLE III: POLICY OF AUTHORITY AND RESPONSIBILITY

The Woodland Parent Nursery School is associated with the Woodland Joint Unified School District, as provided for under the Adult Education Program of the California State Department of Education.

Neither this corporation nor its officers, in their official capacities, shall engage in any partisan political activity; nor shall any member use the name or facilities of the corporation for personal profit.

ARTICLE IV: DEDICATION OF ASSETS

The properties and assets of this non-profit corporation are dedicated to education and charitable purposes. No part of the net earnings, properties, or assets of this corporation, on dissolution, or otherwise, shall inure to the benefit of any private person or individual, or any member or director of this corporation. On liquidation or dissolution, all properties and assets and obligations shall be distributed and paid over to Woodland Joint Unified School District (Adult Education) or to a non-profit organization dedicated to similar educational objectives of Woodland Parent Nursery School.

ARTICLE V: MEMBERSHIP

There shall be three classes of membership in this organization: active, inactive, and sustaining.

Active members shall be limited to the parents or guardians of any child attending the nursery school.

Inactive members are those who have at any time been an active member.

Sustaining members are any individuals who subscribe to the objectives and purposes of the organization and pay five dollars (\$5.00) or more per year to the school.

Woodland Parent Nursery School membership commits itself to a policy that it will not discriminate on the basis of race, color, religion, sex, marital status, age, national origin, ancestry, or handicapping situation.

ARTICLE VI: PROCEDURE FOR TERMINATION OF MEMBER

Should the Board of Directors determine that termination of a member be called for, this procedure shall be followed:

A written notice shall be delivered personally or sent by certified mail, to the member's most recent address, setting forth the proposed grounds for discipline. Such notice shall be sent at least fifteen (15) days before the date of the meeting at which the Board proposes to act upon the termination. The notice shall state the date, time, and place of the meeting.

On or before the meeting specified in the notice of proposed termination, the member being considered for termination shall be heard, either orally or in writing, by the Board;

During the meeting the Board shall decide whether or not the member will be terminated. Notice of this decision shall be sent to the member in the same manner as the notice of the meeting. The decision of the Board shall be final.

ARTICLE VII: THE BOARD OF DIRECTORS

The administrative body of this organization shall be the Board of Directors. The power of the Board is subject to the limitations of the Articles of Incorporation, other sections of the Bylaws, and California law. All corporate powers of the Corporation shall be exercised by or under the authority of the Board of Directors. Without limiting the general powers, the Board shall have the following powers:

To conduct, manage, and control the affairs and business of the corporation and to make rules and regulations not inconsistent with law, the Articles of Incorporation, or other Bylaws.

To borrow money and incur indebtedness as approved by majority vote of the members for the purpose of the Corporation, and for that purpose to cause to be executed and delivered in the Corporate name, promissory notes, deeds of trust, mortgages, pledges, hypothecations, or other evidence of debts and securities.

To empower an Executive Committee, consisting of President, Vice President, Secretary, Treasurer, Participation Chair, and Director, to act in emergency situations when a full Board of Directors meeting cannot be convened.

Officers and Members of the Board shall attend all Board of Directors Meetings called by the President.

Terms for the Officers:

1. President and all board positions with the exception of membership, as noted below will hold office for both terms of the school year (June to June).
2. Treasurer will hold office for the full fiscal year (August 1 to July 31).
3. Membership will hold office for a full year, from the first business meeting in March to the first business meeting in March of the following year.
4. Newly elected officers shall attend board meetings between their election and when they take office to familiarize themselves with the Board's operation.

Vacancies: All vacancies occurring, with the exception of the President, shall be filled by the Board of Directors and confirmed by the majority of the membership. Should the President's office become vacant, the Vice-President shall fill the position until the next regular election as provided in the bylaws.

Removal from Office: Any member of the Board of Directors who is absent for more than three consecutive meetings of the Board, or does not fulfill the required duties without sufficient reason as decided by the Board, shall forfeit the position and the office shall automatically be considered vacant, to be filled in the manner prescribed in Section D. of this article.

All regular Board of Directors meetings are open to the members of the nursery school. Special Board of Directors meetings may be closed at the discretion of the President or the Director, to protect the privacy of a member.

ARTICLE VIII: DUTIES OF OFFICERS AND MEMBERS OF THE BOARD OF DIRECTORS

PRESIDENT, who shall be the executive head of the organization, with the power to vote only in a tie situation, and shall have power to appoint committees as necessary with the advice and consent of the membership.

VICE PRESIDENT, who shall preside in the absence of the President and generally assist the President at all times. The Vice President shall be chair of committees for all social activities and fund-raising projects of the organization.

SECRETARY/PUBLICITY, who shall keep an accurate record of the business of the organization, shall be responsible for correspondence, and shall publicize school events and act as historian.

TREASURER, who shall pay all bills, collect all monies due the organization, keep an accurate record of receipts and disbursements, keep financial reports of special functions, report monthly to the Board of Directors, be chair of the budget committee, and be custodian of these records of the organization. There shall be an audit of the organization's books at the close of each individual Treasurer's term of office.

MEMBERSHIP CHAIR, who shall carry out the procedures of admitting new members, maintains current membership records, and provides outreach to new members.

MAINTENANCE CHAIR, who shall schedule and supervise the maintenance of the building, the grounds and the equipment and coordinate one work party per term served.

WPNS DIRECTOR, who shall be an advisory member, not an officer, to advise on the educational implications of equipment purchases and to guide in establishing priorities.

IMMEDIATE PAST PRESIDENT, is an active member (ex-officio) who shall be an advisory member, not an officer, with no power to vote.

See the Parent Handbook for further details of these offices.

ARTICLE IX: ELECTIONS

All officers of the Board of Directors shall be elected by the majority vote of the active membership at a regular meeting of the organization in May.

No officer of the Board of Directors, with the exception of the Treasurer for purposes of continuity shall hold the same office for more than two consecutive terms.

The Nominating committee shall be composed of no less than three (3) and no more than five (5) members and shall be appointed by the general membership at least one (1) month prior to the election meeting. Committee members will represent as many

workdays as possible. The Nominating Committee's report shall be posted on the bulletin board of the school at least two (2) weeks prior to the election meeting.

Additional nominations may be made from the floor at the election meeting.

No individual may be nominated for more than one elective office.

Voting shall be by show of hands, or by secret ballot in case of contested office. Those receiving the majority of votes will be elected.

ARTICLE X: VOTING

Voting privileges shall be limited to active members and shall be restricted to one vote per family.

Majority will be 51% of those present.

ARTICLE XI: QUORUMS

A quorum is necessary to conduct a vote of the membership and the Board of Directors.

A quorum of the membership shall consist of a majority of the active membership.

A quorum of the Board of Directors shall consist of a majority of the Board.

ARTICLE XII: FINANCE

The school is a non-profit organization. No part of the income shall be used for unauthorized functions or personal gifts.

Sources of income shall include but not be limited to tuition, fees, and money raised from fund-raising efforts.

The Board of Directors shall determine the fund-raiser goal for each semester. The types of fund-raising shall be determined by majority vote of the general membership at a regular business meeting.

There will be enrollment fees and regular monthly tuition. All tuition and fees shall be payable in advance.

A two-thirds majority of the membership at a regular business meeting shall be required to fix or change fees or tuition.

Money is disbursed by order of the Board of Directors in accordance with the budget, which has been discussed and accepted by the membership.

ARTICLE XIII: AMENDMENTS

These bylaws may be amended by a two-thirds majority of the voting members present at any regular business meeting. A copy of the proposed amendments shall be given to each voting member at least two (2) weeks prior to the meeting at which action is to be taken.

ARTICLE XIV: ADOPTION

The approval of these bylaws by a two-thirds vote of the membership at a regular business meeting shall be sufficient for the adoption of the same.

Appendix:
Common Forms and Schedules Used at WPNS

Work Calendar Sample
Activity Calendar Sample
A Helper Schedule
B Helper Schedule
C Helper Schedule
D Helper Schedule
Station Ideas
Weekend Maintenance
Sign-In Sheet
Grocery/Supply Request Form and Play Dough Recipe
Family Contract