

WPENS HANDBOOK

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INTRODUCTION

WELCOME TO WPENS

Westside Parent Education Nursery School (WPENS) is a non-profit cooperative program administered by WASCAE , a part of the Pajaro Valley Union School District.. WPENS provides an environment in which parents actively participate in their child's education. Each parent is registered as a student with WASCAE and works with credentialed teachers in the preschool classroom.

In the classroom and through seminars with child development experts, parents practice effective parenting skills. We believe that parent education increases the parent's and child's understanding and enjoyment of each other. These skills foster life-long healthy family relationships.

Parent participation is the cornerstone of the WPENS program. Parents are involved in every aspect of running the school—from maintenance to administration. This involvement enhances the quality of the program as each family shares its own unique talents.

WPENS' PHILOSOPHY

At WPENS the teachers and member families wish to create a safe and nurturing environment where children and parents can learn and grow together. We offer a child- centered program that addresses the developmental needs of the children and provides education for the parents.

At the heart of our program is respect for the children and parents that make up this cooperative program. We respect children's developmental level, their individuality, ability to solve problems and make choices, and their natural love of learning. We respect parents and honor the love and commitment they show as they engage in the process of raising their children.

WPENS believes that encouraging children to develop at their own rate through play, to make their own choices in play and to follow their passion allows them to gain important social, emotional and learning skills. Play provides opportunities to explore, question, create, and socialize with peers. It inspires a sense of wonder about the world. We believe that allowing the preschool child to grow through play lays a strong foundation for future abstract and academic learning. We trust that children will naturally choose the activities that will help them to learn and grow.

At WPENS we cultivate a partnership between parents and teachers where parents are able to build upon their existing strengths and skills as loving and dedicated parents. Parents are encouraged to share resources and support each other. They build friendships and learn to advocate for their children.

We believe “it takes a community to raise a child”. The WPENS cooperative is a unique community that draws its strength from its members’ combined efforts, talents and skills.

THE NATURE OF PLAY

While all children learn through play, each child has their own learning style -- their own playing style. Learning is taking place whether or not we understand it; whether or not a child conforms to someone else's notion of learning. We need to meet their present needs as they are revealed to us, for only as their needs as a young child are met can they take the steps in reaching greater maturity.

Children sit before they walk, they scribble before they paint, and they play with one or two children before functioning in a larger group. Children develop these abilities in their own style and when they are ready. The philosophy of WPENS is to be a place where a child can develop in many ways simultaneously, at their own rate and in their own style, through the experience of guided play.

A good school wants children to play. It wants to capitalize on play. A good school gives them the space and the materials and the experiences so they can play. Children want raw materials: sand, water, blocks, paints, clay, boards, barrels, and boxes (unshaped materials that they can give their own form to). Children want supplies that go along with these raw materials: boats, cars, and planes, tricycles, and wagons, tools of all kinds, dolls and costumes (supplies that they can use in their own way to shape the play as they want to). Children want new ideas flowing into them: trips, stories, music they hear, new events and ideas and pictures (a framework for their play). And children want permission. They want to be left alone. They want to work out their own ideas and be on their own.

Play is play, but play is also learning. Play teaches children to talk. Language grows and stretches while they make-believe. Play teaches children to plan. They learn to think ahead and organize while they are pretending. Play teaches children to work with others. They wait and share; they give and take while the fun goes on. Play makes the body strong. Children are active during their building, their spur-of-the-moment games and their outside play. Play makes children curious and gives them facts. Play is the work of children.

WHAT CAN YOUR CHILD GAIN FROM PARTICIPATION IN WPENS?

A chance to:

- Learn to be away from home and their parents, to feel safe and comfortable in a new environment and to accept guidance from other adults.
- Experience being with and enjoying other children, sharing play materials, ideas, and activities.
- Explore ways of expressing their feelings, and the feelings of others.
- Develop social skills for interacting and building friendships.
- Gain an understanding of the world through social interactions and developmentally appropriate materials and activities.
- Experience the excitement and pleasure of learning, laying the foundation for lifelong learning.
- Make gains in physical skills: develop large and fine motor skills through movement and play both indoors and outdoors.
- Discover the satisfaction of creating; of expressing their own ideas in their own ways.
- Learn more about themselves and what they can do.
- Benefit from participating in a community of caring families.

WHAT CAN YOU GAIN THROUGH PARTICIPATION IN WPENS?

A chance to:

- Share your child's preschool experience by playing together and fostering budding friendships.
- Meet new people; be with other parents of young children.
- Find support and recognition for your parenting skills and knowledge.
- Build a community of support for your child and family.
- Gain insight into child behavior through:
 - Observing your child with other children their age, thus gaining perspective in how they are like others, and how they are unique.
 - Participating in seminars designed to increase your knowledge of the development of your child.
 - Discussing your questions with teachers and parents; discovering new ideas and methods of parenting.
 - Trying out new ideas through your participation in the classroom.
- Consult with an experienced teacher about your child and family.
- Observe a variety of parenting strategies and styles.
- Benefit from working with an experienced teacher.
- Raise issues and share ideas in parent education seminars.
- Learn about community resources and services available to children and families.
- Learn new skills through the actual planning and operation of the nursery school.

PARTICIPATION REQUIREMENTS FOR MEMBERS:

These are the participation requirements that must be fulfilled for membership in WPENS. Parent participation and education are the cornerstones of our program. Attendance requirements and fulfillment status will be reported each trimester. If you find yourself having a requirement problem, please talk with your teacher or the Support Coordinator. Failure to fulfill these requirements will affect your membership status in this and coming years.

CLASSROOM WORK DAYS

Each family will have an/adult family member assist the teacher in the classroom. This averages once a week for the MWF classes and once every two weeks for the T/TH classes.

PARENT EDUCATION MEETINGS

An adult family member must attend 2 of the 3 scheduled parent education meetings. The meetings are for adults and young babies only. Small Class Seminars in October and May are also required.

CLEAN UP DAYS

All members must attend all three-classroom cleanup days each year. The purpose of these cleanup days is to do a thorough, deep cleaning of the school. An at-home project may be substituted for this day if pre-approved by the teachers.

MISSED MEETINGS

One meeting may be missed without any penalty or need to make-up the meeting. After that, any additional missed meetings must be made up in order to remain in good standing with the co-op. Members who miss meetings are encouraged to check in with their classmates to stay informed about issues discussed at the meeting they missed. When a member misses three events (meeting or clean-up day) without having made up previously missed events, the member is no longer eligible for membership in the co-op and both the member and their enrolled child(ren) can no longer attend the co-op.

FUNDRAISING

All members must participate in the school fundraisers. This will be done by working at a fundraising function. The actual fundraisers are determined by the membership each year.

SUPPORT JOBS

Each attending family must do support jobs. This requirement may be filled by holding a Board position or by doing a set of tasks to support the pre-school as assigned by the Jobs Coordinator and the Teacher. The Jobs Coordinator will work with each family at the beginning of the school year to find a set of support tasks that both utilize each member's strengths as well as support the priorities of the teacher. Support tasks will vary from year to year and may include things such as doing laundry, shopping for supplies, organizing meetings, writing newsletter articles, organizing areas of the classroom, etc. Jobs must be done in a satisfactory manner throughout the year. Organizational and cleaning jobs are not to be done on a Clean-up Day. They should be done as needed throughout the year. The Jobs Coordinator will be tracking duties and communicating any changes as needed.

CHILDREN AT SCHOOL

OUTLINE OF A TYPICAL DAY

The following is an outline of a typical WPENS day. While activity starting and ending times may vary due to class dynamics, special projects, etc. you and your child should expect the preschool day to follow this plan.

1. Worker Arrival and Set-up (15 minutes before class starts)
2. Sign-in, Greetings, and Hand Washing
3. Welcome Circle
4. Inside Play Period
5. Clean-up
6. Circle Time
7. Hand Washing and Snack
8. Free Play/ Indoor/ Outdoor
9. Story Time
10. Good-bye Circle
11. Childwatch, Clean up and Seminar (For Workers Only—45 Minutes after class)

GUIDES IN SPEECH AND ACTION

The following guidelines are suggestions for the interaction between adults and children. They can be helpful in directing children and working through difficult situations.

(Taken from *The Nursery School* by Katherine Read)

SPEECH

1. State suggestions in positive rather than negative form, i.e. "Drive the bike on the sidewalk" instead of "Don't drive on the grass."
2. Give children a choice only when you intend to leave the situation up to them , i.e. "Do you want to park your bike here or there before snack?" Children must come to snack, but the choice of parking place is theirs.
 - "Will you pick up toys?" If the answer is "no," it should be respected without any further attempt to encourage it.
 - "Put the toy on the table," means just that. Offer as many choices as you can but be sure they are truly choices.
3. Use only words and tone of voice that will help children feel confident and reassured. Speak quietly and on their level (bend or kneel). Walk to them rather than shouting across the room or yard. Never shame or humiliate children for their feelings or themselves — the negative act may be criticized only.
 - i.e. "Hitting hurts. You may not hit Johnny." To be more supportive, you can acknowledge their feelings while condemning their act.
 - i.e. "I know you're mad because Johnny did that."
4. Avoid comparison and competition among children. It damages self-image AND friendly feelings between children. Attention and approval should not depend on being first or best.
5. Use voice as a teaching tool. A quiet voice is more effective than shouting.
6. Redirection is most effective when consistent with the child's motives or interests. Frantic play from over fatigue — suggest a book, water play, or another relaxing, quiet activity.
7. Throwing or hitting in anger — outlet in kicking balls, pounding nails, hitting pillows (know the child and what activity is most helpful to them). Consider individual interest and cause of behavior when one must redirect.

A couple examples:

- a. A child who is disrupting the play of the others may just wish to be included in the group. In this case, help them to find a role in their group or with another group, if necessary. When you must say no, give an alternative.
- b. "You may have a turn after Billy. Would you like to swing (dig, paint, etc. while you are waiting?")

ACTION

1. Avoid making models in any art medium for children to copy. (In language, too.) Art is for self-expression. The child needs to explore the media before creating a product. Models are frustrating to the child who hasn't the skills to copy the adult. "What are you making?" suggests to the child that he must make something recognizable and may cancel out their own sense of freedom and expression. Supporting statements might be: "It's fun to paint," "What lovely colors," etc.
2. Give the minimum amount of help in order that they may have the maximum chance to grow in independence. Give them time to solve their problems.
3. Make suggestions effective by reinforcing them when necessary. Make suggestions simple, clear, and one at a time. If the direction is to go somewhere, move in that direction with the child.

As an example, "I'll help you park your bike" could reinforce "It's time for rest now."

1. The timing of a suggestion may be as important as the suggestion itself. Help too soon deprives the child of the satisfaction of doing it themselves -- help too late may cause them to be frustrated or failing.
2. When limits are necessary, they should be clearly defined and consistently maintained. The child feels freer and safer if they know the adult takes this responsibility.
3. Use the most strategic positions for supervising. sit down whenever you can so that you are not towering above them. Be where you can see the entire area and where you will most likely be needed.
4. The health and safety of the children are a primary concern.
5. Encourage and ask parents to play with the children at nursery school. When you play, get down on their level. Remember that winning and losing is not the point of your interaction. Monster games are not a good idea. Play games where children can take the

incentive, and adults become followers. In games of house construction or jumping off high places, it may be necessary to referee to ensure the children's safety.

H.E.L.P. - A WAY OF HELPING PARENTS AND TEACHERS FACILITATE CONFLICTS BETWEEN YOUNG CHILDREN

By Barbara Riverwoman

The most important thing to remember in helping children solve conflicts is that they are not to blame, and no judgment is necessary. The only thing that is necessary is that the children learn how to treat others and themselves with respect, and learn how to solve problems when they inevitably arise—in pre-school, and for the rest of their lives.

Sensitive and informed adult intervention in conflicts between children can help children grow emotionally, socially and cognitively. Look on conflicts between children as a wonderful opportunity to teach children some of the most important skills they will ever learn!

The following steps are designed to be used in order. One step should generally be completed before the next step is begun.

H. Health and Safety: When two or more children are in a conflict situation, there is always the possibility that a child may have been hurt. Before doing anything else, make sure the children are not injured. Furthermore, provide safety for the children by placing yourself close to the children, putting your arm around each child if appropriate, and/or gently restraining a child if necessary. Use simple language to let children know that you will keep them safe, i.e. “I will not let you hurt another child, and I will not let anyone hurt you.”

E. Emotions. Listen receptively to, and affirm, the children’s emotions. This step is often skipped when adults try to help children, but it is of the utmost importance. Don’t skip it. Let children cry out their sadness and/or fear, and let them scream out their anger. The release of emotional feelings is critical to the healing process. While they are crying or screaming, show them through your body language and through your words (not many) that you accept and empathize with their feelings. This helps children learn to accept and respect their own feelings, and the feelings of others, one of the most important lessons we can teach children. If the children are interrupted in the expression of their feelings they learn that it is not OK to express feelings. Do not hurry the children into the next step.

L. Listening. (Active Listening).

Step E could be called Passive Listening, and is focused on showing the children that you empathize with their feelings. This step, Step 3, emphasizes Active Listening, which focuses on communicating verbally to all the children involved that you are at least trying to understand how each person perceived what happened. This is a more complicated process in which you need to try to enter into the world of the child and then communicate to that child how you perceive what happened. “You really wanted to play in the loft with Brendan, and when Dominic tried to push you out, you got really mad and scratched Dominic.” This does not justify scratching—that needs to be talked about later. But it does show the child that you understand what happened. It is hard in this stage to stay neutral and make your only task the understanding of the incident from the child’s perspective. Needless to say, you have to do this for each child involved. Sometimes it helps to have each child say what happened and sometimes you can do it without the child’s help. Remember—the focus of this step is to communicate with the child that you understand—not to judge or problem-solve.

P. Problem Solving.

It is only when the first three steps have been fully completed that you should go on to this step. Many parents and teachers leap from Step 1 to this step, making the resolution of conflict much less fair and much more difficult in the long run. In the problem solving stage, children can be encouraged to:

1. Talk about their feelings to each other (“I got really mad when you pushed me.”)
2. Tell the other child what they want (“Don’t push me, use your words.”)
3. Talk about how the conflict happened (You grabbed my doll. I had it first.)
4. Talk about what to do next (“You can have the doll when I get done”)
5. Talk about restitution (Sandy can help the teacher get a band-aid and soap and water to fix Craig’s and Juanita’s knees.)
6. Impose a logical consequence, if necessary (teacher’s job). (“You need to play by yourself for 15 minutes and then we can talk about whether you are ready to play safely with kids.”)

HEALTH POLICY

Any child sent to school is expected to be in good health. Any indication of illness or simple fatigue, where a child could not participate in a normal school day, will result in parents being notified. Any child attending preschool will be expected to fully participate in all class activities that may include outdoor play. If you or your child is ill on your workday, do not come. Please make arrangements for a substitute.

Please observe your child each morning for signs of illness. Our health policy also applies to our working parents and staff, who remain home when ill. Your child should remain home if they have

- ☐ Any illness (including any symptom of a cold/flu) or injury that prohibits a child from actively participating in the program within the past 24 hours.
- ☐ Any contagious disease
- ☐ A Runny Nose - A clear runny nose as the only symptom is frequently the beginning of a cold and its most contagious time. The first three days of a runny nose, keep your child home. If after these three days, there are no further complications and your child is feeling okay, the child may return to school although a runny nose may persist.

Exceptions:

- ☐ A clear runny nose known to be caused by an allergy and no other symptoms - fatigue, loss of appetite, fever, and cough - are present.
 - ☐ A clear runny nose following a cold when all other symptoms are gone.
 - ☐ A wet, wheezy or constant cough.
 - ☐ Diarrhea or vomiting within the last 24 hours
 - ☐ A fever of 100 degrees or more within the last 24 hours
 - ☐ Head lice or nits
 - ☐ Any undiagnosed skin rashes, irritations, or infections
 - ☐ Difficult or rapid breathing
10. Yellowing skin or eyes

11. Pinkeye or other undiagnosed eye discharge
12. Unusual coloration of urine or stool
13. Headache, stiff neck, or sore throat
14. Chickenpox. The child may return after lesions are scabbed over. The teacher should be notified of exposure to chickenpox. Teachers have the discretion to ask parents to keep a child home when they're likely to be most contagious, around day 14 or if they begin to exhibit signs of sickness or irritability.

UNIVERSAL PRECAUTIONS

Exposure to Blood and Other Potentially Infectious Body Fluids:

Parents and teachers will follow the universal precautions recommended by the Centers for Disease Control and Prevention in handling any fluid that might contain blood or other bodily fluids. Universal precautions require treating all blood and fluids that may contain blood or blood products as potentially infectious. The precautions should be followed in treating all children and adults.

The universal precautions are:

1. Wash hands for 30 seconds after diapering and wiping a child's nose, before preparing or eating foods, after using the bathroom, and after any contact with blood and other body fluids.
2. Spills of body fluids, feces, nasal and eye discharges, saliva, urine and vomit should be cleaned up immediately with a bleach solution of 1 tablespoon of bleach to 1 quart of water.
3. Wear nonporous gloves (e.g. latex or vinyl) unless the material being used to clean it up can easily contain the fluid. Wash your hands as soon as you take off the gloves.
4. Be careful not to get any of the fluid you are handling in your eyes, nose, mouth or any open sores you may have.
5. Clean and disinfect with bleach solution any surfaces, such as countertops and floors, on to which bodily fluids have been spilled.
6. Discard fluid contaminated material such as disposable diapers in a plastic bag that has been securely sealed and placed in a lined, covered garbage container.
7. Put bloodstained laundry in sealed plastic bags.
8. Mops used to clean up body fluids should be cleaned, rinsed with disinfecting bleach solution, wrung as dry as possible, and hung to dry completely.
9. Be sure to wash your hands after cleaning any spill.

There are fanny packs located around the classroom that contain latex gloves and other first aid supplies.

COMMUNICATION

PARENT COMMUNICATION

WPENS is an Adult Education class, and a unique one. A very important aspect is the learning that takes place for parents. Often the learning involves finding out just what it is we expect from our children and from each other. If we decide that we want our children to grow, we may be forced to grow considerably ourselves. One of the hardest things we have to do is to SPEAK OUT, to ask why, to share our thoughts.

The way this is handled is very crucial for smooth running of WPENS. For a cooperative to function well, for a group of people to work well together, people need to be thoughtful about communicating with each other. In telling someone that they made a mistake, giving constructive criticism, or telling someone you disagree, the person getting the correction will have a very hard time not feeling "dumped on" unless we've also let them know the good things that they do.

WPENS may be different than the way you thought it would be. You may be very surprised at some of the things that happen, have questions, or want things changed. If you have questions or are confused about something happening at school, please ask the teachers, a Board member, or another parent.

CONSENSUS

Consensus is the basis of the decision making process at WPENS. Every voice and every opinion matters. As a group, we can come up with many creative solutions. It is the parents that run the school. Parents must abide by items that are reached by a consensus of the membership. The meetings can be so much more than “just another meeting you have to attend.” They are as rich and lively as we make them.

There are a number of directions the decision making process can go. Generally, the Board will recommend an item for approval by the membership. The meeting facilitator will allow for general discussion by acknowledging members who wish to state their opinions, concerns, support, or objections. Each member has up to two minutes to speak on the issue, without interruption. The discussion will continue as long as the new ideas or positions need to be presented to fully inform the membership. At this point there will be a call for consensus. The final outcome will fall into one of the following categories.

- | | |
|-------------------------------------|---|
| 1. Consensus | 100% of membership has agreed on an item. |
| 2. Consensus with conditions | Membership has agreed on an item; however a member(s) has placed a condition that must be met in order for the item to be acted upon (e.g. an outdoor shed approved for purchase should be of good quality and durable to withstand the elements for several years). |
| 3. Consensus with objections | One or more member(s) does not fully agree with the proposed item; however, does not wish to block consensus for the good of the group. If the member agrees to <i>support</i> the item (i.e. they can live with it and will not sabotage it later) then the member's objections are noted for the record and the item is passed. |
| 4. Consensus is blocked | Agreement could not be reached by 100% of the membership. In this case, there are three ways the item can go. <ol style="list-style-type: none">1. The item simply is no longer considered.2. The item is moved to a committee to allow for further discoveries. The committee will report |

their discoveries to membership followed by a call for consensus.

3. The item is tabled for reconsideration at the next regular meeting. If a consensus is not obtained, we vote again. A 3/4-majority passes the item.

PARENT CODE OF CONDUCT FOR ADULT EDUCATION PARENT EDUCATION NURSERY SCHOOLS (PENS)

The Adult Education Program provides comprehensive parent education programs through parent cooperative nurseries at the Soquel, Westside and Santa Cruz Parent Nursery Schools. In order for parents to take full advantage of this service, it is important to establish a code of conduct that incorporates the parenting philosophy of the PENS. This philosophy determines educational activities that provide parents with skills including positive discipline, options for exploration and discovery, and constructive interaction with peers to help children develop positive social and cognitive skills. The education program focuses on assisting parents in raising children who have high self-esteem and a sense of personal worth.

The appropriate behavior for parents and family members in the PENS are as follows:

1. Participation in assigned responsibilities as outlined in the Parent's Handbook.
2. Appropriate and positive communication of issues and concerns with the teachers,
Board and other parents. It is the intent of the PENS members that issues should be discussed outside of class time between the parent and staff.
3. Modeling of appropriate behavior during the supervision of children, at seminars and during meetings. Parents should strive to exhibit positive, cooperative behavior at all times for the benefit of the children and adult members of the PENS.
4. Cooperation and support with other member families in PENS activities.

The PENS are educational programs for parents as students. The behaviors addressed above are goals for each parent/student to strive for with the assistance of the PENS teacher. Parents/students who experience difficulty in complying with these behaviors will receive written notification from their teacher or the Board. This notification will identify the problem(s) the parent is experiencing and will set a time for a conference between the parent/student and teacher or Board representative. Refusal to meet or

cooperate with the teacher or Board representative within the specified time is grounds for termination of membership.

At the conference, the student and teacher or Board representative will develop a plan to improve the behavior to comply with the school's code within a specified time frame. The student's progress will be evaluated at the progress review date. A student who has not made the necessary improvements will be subject to involuntary termination from the co-op according to the Bylaws.

CONFLICT RESOLUTION FOR ADULTS

PART I Giving Effective and Constructive Feedback

The art of giving constructive feedback can be a very empowering or intimidating experience. It is not easy to confront someone on matters that can reflect values or call into question a person's behavior. When feedback is given effectively, everyone should leave the interaction feeling understood and empowered to come to a resolution that meets the needs of the individuals involved. When feedback is not given effectively, a person can leave the interaction feeling as if there was no progress made and feeling intimidated to confront a situation like that again. All in all, giving feedback is a form of communication used regularly in our daily lives, and with a basic knowledge of the skills used it can be a very useful tool rather than a burdensome task.

Suggestions for Successfully Resolving Conflicts

- 1. Spend time examining your feelings and attitude.** Ask yourself if you are approaching the concerns as a mutual problem solver. Will your attitude help in creating solutions that will meet the needs of those involved? Before approaching the other person, spend time thinking about what your interests and needs are, as well as what the interests and needs of the other person may be. Plan how you will say what you want to say in a positive way, eliminating assumptions and accusatory language.
- 2. Appropriate time and place.** Feedback needs to be given in a timely manner. If you expect a change or a resolution, it is important for the other person to know before too much time has gone by to change the situation. Remaining focused on the issue at hand will help to keep the discussion clear and fair. Choose a time and place where you can talk respectfully. Having a discussion publicly versus privately can change the dynamics and can involve others who may complicate the situation. Once engaged in the conversation, show the same courtesy you would expect. Listen without interrupting. Don't assume you understand another's viewpoint – ask for clarification.

3. The use of “I” Statements. The use of an “I” statement, rather than a “Your” statement, allows you to express how you feel and take ownership of your feelings without placing blame on the other person. A “You” statement can cause defensiveness and hurt feelings, creating a win/lose versus a win/win environment. For example: “I don’t understand why...” rather than “You always do this...” It is important to focus on the behavior in question, not the person. A person is not a bad person because their behavior is being called into question. Just like with a child who behaves inappropriately, we focus on changing their behavior without making them feel like a “bad” child. Once you have reviewed your feelings, established the appropriate setting and are engaged in a discussion where each person is listening and explaining their feelings in a positive, non-judgmental way, you will find that it is much easier to move to a point of mutual resolution.

4. Say what you want, offering ideas for solutions. If people don’t know what we want, they can’t help us get it. You must decide what you want with the best intentions in mind for all involved. Offering ideas that create a positive solution will show your commitment to the situation. It also keeps the other person from having to come up with a solution by themselves. In this way you have created a setting that focuses on a positive outcome and demonstrates the interconnectedness of your mutual needs. Giving effective and constructive feedback is a skill that can take time and practice. However, in the long run it can help to make you feel more empowered and your life more rewarding.

Prior to any formal review process, all students/parents or teachers are required to go directly to the person with whom they have a disagreement/conflict as soon as possible to resolve the problem. If this discussion does not resolve the situation, the person is to go to one of the PENS teachers for advice and mediation concerning the situation. During this process, all parties should review the suggestions for successfully resolving conflicts.

PART II Committee Review Process

If the discussion, advice and mediation described in PART I fails to resolve the situation, the individual seeking resolution of the problem should request a committee review process. To aid in clear communication, this request should be made in writing stating the parties involved and specific conflict, dated, and given to the PENS teachers and president(s). The written notice can be a simple note saying the desire for a more formal review.

Within ten (10) working days of receiving a request for committee review, the president(s) will form a committee that will meet with all the parties involved in the situation in order to find a solution. The committee will be composed of a Board member from the class of the person requesting the review, a board member not from the class and the PENS teachers. No one directly involved in the situation may serve on the committee. The committee and parties involved together, will come up with recommendations/actions to resolve the situation and recommended actions that are time sensitive will be connected to a timeline. An end date for review of the situation will be included. At the end date, the committee will meet with the parties involved to assess whether or not the situation has been resolved. It is the goal of this process that all parties will use the above guidelines and recommendations in a sincere effort to resolve the situation and avoid escalation to formal grievance procedures.

GRIEVANCE PROCEDURE

WPENS is administered by WASCAE and follows its prescribed grievance procedure.

A parent/student or family member of the PENS (Parent Education Nursery School) may file a grievance with the PENS for the following reasons:

1. A violation, misinterpretation or misapplication of the PENS by-laws by a teacher, a member of the PENS or another parent/student.
2. A dispute or probationary status and/or involuntary termination.
3. A safety issue, which has not been addressed by the PENS board.
4. Violation of the Code of Conduct by another student that has not been addressed by the PENS board.
5. Refusal to meet or cooperate with the review committee during a conflict resolution/mediation process.

Prior to any formal grievance procedure, all students/parents and teachers are required to follow the procedures outlined in the previous section: Conflict Resolution for Adults. If the conflict resolution process does not resolve the situation, the person is to initiate a formal grievance.

Every effort shall be made to resolve the grievances within the time frames specified below for each grievance level.

Formal Level 1

1. If a conflict resolution process fails to resolve the grievance, a formal grievance will be initiated in writing not later than five (5) working days after the informal discussion.
2. The formal document shall be a clear, concise statement of the grievance citing specific sections of the PENS by-laws and/or Code of Conduct allegedly violated, misinterpreted or misapplied and/or refusal to meet or cooperate with the review committee during a conflict resolution/mediation process. It should also include the circumstances involved and the specific remedy sought. The person filing the grievance will send letters to the person to whom the grievance is directed, one of the PENS teachers and the president(s) of the Board. All letters must be signed.
3. Within ten (10) days after receiving a formal grievance, the president(s) will convene a grievance committee that will meet with all parties involved in the grievance in order to find a solution. The committee will be composed of a Board member from the class of the person filing the grievance, a Board member not from that class, and one of the PENS teachers. No one directly involved with the grievance may serve on the committee. If desired, an outside mediator may be called in at this point to assist in the grievance process.

Refusal to meet or cooperate with the grievance committee within the above timeline is grounds for termination of membership.

Formal Level 2

1. If the person filing the grievance is not satisfied with the decision rendered at Level 1, they may appeal the decision within seven (7) working days to the Principal of the Adult School. The appeal shall include a copy of the original grievance, the decision rendered at Level 1, and a clear, concise statement of the reasons for the appeal.
2. Within five (5) working days after the appeal is filed, the Principal of the Adult School shall investigate the grievance and give their decision in writing to the person who has filed the grievance appeal.

3. If the person filing the grievance is not satisfied with the principal's decision, they may appeal the decision within five (5) working days to the Superintendent of School or their designee. The person filing the grievance will receive a written decision from the Superintendent.
4. Only after all avenues noted above have been exhausted would it be acceptable to seek assistance outside the PENS and District, i.e. an attorney, police, etc. If outside assistance is sought, the person filing the grievance must submit a letter to all people involved in the grievance process (the person the grievance is against, members of the grievance committee, the president(s) of the PENS Board and the Principal of the Adult School to notify them of the situation.

A Formal Grievance Filing Form follows. Members can find additional copies of this form in the membership filing cabinet in the observation room.

PARENT EDUCATION NURSERY SCHOOL
Formal Grievance Filing Form

Date: _____ Name of Complainant: _____

Teacher of your child's class: _____ Days scheduled: _____

Complaint Specifics:

Date(s) of occurrence: _____

Statement of complaint (what happened):

What policies or provisions of the PENS do you feel were violated?

What steps have been taken to remedy the situation?

What resolution are you seeking?

Signature

Date

Cc: To person named in complaint
PENS Teacher
PENS Board President

ADMINISTRATION

ADMITTANCE OF NEW MEMBERS

The following steps describe the method by which new members may enroll in WPENS.

1. Contact the membership chairperson. The candidate's name will be placed on the waiting list and questions about the school will be answered. The membership chairperson makes certain that the candidate is informed of the school's philosophy and the rules and responsibilities.
2. When an opening becomes available, an eligible candidate will be invited to visit and observe the class. If the candidate decides to accept the opening, they must pay the non-refundable enrollment fee (**\$200 for one child and \$250 for two children**), read and sign the "Rules, Requirements, and Policies" form, and complete and return the application for attendance within the time allotted by the membership chairperson to hold the opening.
3. Before attending class, the new member must complete all paperwork and attend an orientation. The new member must also pay tuition for the first month. When this is done, the membership chairperson will notify the teacher and the scheduler and the new member may begin attending school.

WAITING LIST PROCEDURES

All openings will be filled by selection from the waiting list. Current members wishing to change classes should contact the membership chairperson and request to be added to the list.

When an opening occurs, an eligible candidate will be chosen in the following manner:

1. A currently enrolled member who wishes to change a class.
2. The next eligible candidate on the waiting list.

Eligible candidates will be offered openings that are appropriate with respect to their child's age, gender and other needs. The candidate has 48 hours to accept the opening before it is offered to the next family on the waiting list. If the candidate is unable to respond within 48 hours, they may lose that particular opening, but will maintain their place on the waiting list. If the candidate wishes to wait for a different class than the one offered, they will retain their position on the waiting list. Any questions regarding waiting list procedures may be brought before the Board.

MEMBERSHIP ENTRANCE REQUIREMENTS

The following membership entrance requirements must be met before the child may attend school. Please ask the membership chairperson for any explanations if there is something you do not understand.

CHILD'S AGE

2 years old by September 1st through 5 years old.

T/TH minimum age is 2 years by Sept. 1st.

MWF minimum age is 3 1/2 by Sept. 1st.

REGISTRATION

All membership forms must be completed and a non-refundable enrollment fee must be paid.

Forms to be completed include:

- Application for Attendance
- Signed Rules, Requirements and Policies Form
- Tuberculosis Test Record for all adult members who intend to work at the school
- Waiver and Release
- WASCAE Adult Education Registration Form for each participating parent/guardian
- Child's Immunization Record or signed waiver
- Child's Field Trip and Insurance Information
- Emergency Form for the child
- Child's Developmental and Social History
- Child's Pre-Admission Medical Doctor Health Evaluation

TUITION

Monthly tuition is due on the 1st of each month.

A \$25 late fee is assessed if tuition is received after the 5th. The late fee is added to the WPENS scholarship fund.

WPENS membership may be suspended if a family's account is more than 30 days in arrears (i.e. one month's tuition behind). The student/preschooler may be removed from the class and the class "spot" may be filled. The student may not be considered for re-enrollment (i.e. future enrollment). The account may be sent to collections if not paid in full. The WPENS Receiving Treasurer, Teachers and/or Board will work with the family when possible to develop a payment

plan to help the family make their account current and avoid suspending the family's membership.

If a family finds itself in arrears on WPENS tuition, the parent or adult may contact the Receiving Treasurer, any Board member or a WPENS teacher and ask for any of the following that may apply:

- To develop a tuition payment plan; and/or
- To apply for a tuition scholarship.

Any such requests shall remain anonymous so the family in arrears may apply in confidence. Any communication of the family's name shall remain only between those members of the Board and/or Teachers involved in the resolution.

ORIENTATION

One parent must attend an orientation before the child may come to school. Both parents are encouraged to attend.

ELIGIBILITY

Parents and children of all backgrounds and cultures are welcome. It is our purpose to promote and operate a preschool that is multi-racial, non-religious and non-sexist in belief and practice.

SIBLINGS

Only siblings under 2 years old may accompany a parent on their workday. As younger children do require a certain amount of attention, only one parent with a younger sibling may be scheduled to work on any given day. The MWF class can accommodate three younger siblings. The T/TH class can accommodate four younger siblings. If a family with a younger sibling wishes to enroll in a class that cannot accommodate another younger sibling, they must make other arrangements for care of the sibling on their workday. Younger siblings may no longer come after turning 2. Older siblings may not accompany parents on their workday.

SCHOLARSHIPS

Partial scholarship funds are available on a sliding scale basis. Funds are donated by the members of our co-op community and are intended to help families who could not

otherwise attend. It is the responsibility of the family applying to evaluate their genuine need for a scholarship. There is no extra work commitment required of families on scholarship and no proof of need is required other than the family's request for scholarship. All applications should be directed to the Receiving Treasurer, with preference given to current members, and otherwise granted in the order in which they are requested. Scholarships will be committed to families as long as the school can be sure of the funds.

LEAVE OF ABSENCE

WPENS allows a six-week leave of absence for maternity/paternity leave. During this time the parent is not required to work in the classroom, or attend the evening meetings. Children of parents on maternity leave are entitled to attend WPENS and members must pay full tuition. A leave of absence may be granted for extenuating circumstances as well. A request may be submitted in writing to the Board for consideration. The Board will decide details on attendance and tuition on an individual basis.

LEAVING THE SCHOOL

Two weeks' written notice must be given to the Membership Chairperson as well as the teacher if a member intends to withdraw from school. The member is obligated to pay tuition and participate at school during that time. If the member is unable to work their previously scheduled days, it is their responsibility to find substitutes. Any failure to do so is subject to action deemed appropriate by the Board and the member will not leave in good standing.

TWINS AND MULTI-CHILD FAMILIES

WPENS has a limited number of openings for families with two children enrolled in the school.

If the siblings are split into two classes the family will work a regular workload in the T/TH class and a reduced workload in the MWF class. This is providing there is no great burden on the schedule created by maternity or sick leaves and there are volunteers to compensate. Each member in the MWF class will be asked to work one time during the school year to support the family with two enrolled children. There is a limit of one of these two-child families per class.

If the children are both enrolled in the same class (twins or siblings who are both age appropriate for the class) it may be possible with the teacher's permission, to enroll one of the children as a thirteenth child in the class. The parent would then carry the

workload of a single child family. If the class size were not increased to 13, the parent would then carry the workload of 2 parents unless there are volunteers to compensate. There is a limit of one of these two-child families per class.

RE-ENROLLMENT POLICIES

WPENS will make an effort to clearly communicate registration information to all members. Special attention will be given to communicating the information to members whose first language is not English.

All applications received before the re-enrollment deadline will be considered using the following criteria:

1. Members must be in good standing for re-enrollment (up to date on tuition, meeting requirements, work hours and support job requirements). Class openings will be filled as described by the waiting list procedures, where currently enrolled members who wish to change classes have priority over candidates on the waiting list.
2. The children currently enrolled in a class may remain in the class for the following year if age appropriate.
3. In the MWF class the minimum age is 3 1/2 by September 1st. Enrollment priority is given to older children who will be attending kindergarten the following year. Teachers will use their judgment in determining whether a child is mature enough to move to the older class or will remain in the T/TH class.
4. Gender balance and class size will be maintained, when possible.
5. The number of younger siblings (under 2 years old) will be taken into account for class placements, so there is never more than one younger sibling per workday.
 - T/TH classes may have 4 younger siblings per class.
 - MWF classes may have 3 younger siblings per class.
6. There may be only one set of siblings per class.
7. Consideration will be given to family dynamics; needs of older and younger siblings, morning people versus late risers, employment schedules, etc.
8. Teachers will consider kindergarten readiness and may support a family's decision to attend an additional year in the MWF class.

9. Members must be enrolled through the current year to be eligible for re-enrollment. Members not completing the year will be placed at the top of the waiting list if they leave the school in good standing. If a member is not in good standing they must have a plan in place to fulfill their requirements before public enrollment begins. The requirements must be fulfilled before a member is eligible for re-enrollment.
10. If there is a break in enrollment, i.e. a year or more before re-enrollment, families need to be sure to contact the Membership Chairperson to be placed on the waiting list.

Please note: Discretion of the teacher will be taken into account for class placements. Considerations include age, maturity, peer relationships, ease of separation, stability issues, group dynamics, etc.

WPENS ATTENDANCE POLICY

1. Purpose and Background

At WPENS we create a safe and nurturing environment where children and parents can learn and grow together. We seek to address the developmental needs of the children while providing education for the parents. Through this education, parents are able to build upon their existing strengths and skills as loving and dedicated parents and are encouraged to share resources and support each other.

Part of the parent education component of WPENS (hereafter “the co-op”) is a requirement that an adult representative from each family (hereafter “a member”) be actively involved. Involvement in a cooperative preschool is a sizable time commitment. Each member is registered as a student with WASCAE and works with credentialed teachers in the preschool classroom. A member from each family must:

- **Work** in the classroom once a week.
- **Attend** 2 out of 3 parent education meetings.
- **Choose and perform** a support job such as librarian, shopper, phone tree, organizer, photographer, gardener, etc.
- **Participate** in three school clean-up days.
- **Contribute** to fundraising efforts.

2. Policy

It is the policy of the co-op to track attendance at monthly meetings and clean-up days and hold members accountable for their attendance. The co-op recognizes there will be times when members will not be able to attend for a variety of reasons. The co-op seeks not to be punitive but rather to keep communication open with members when they miss meetings or clean-up days. The co-op’s goal is to work cooperatively together to find productive ways for members to make up for the loss of their presence, which will help the co-op meet its needs and support the members’ growth and learning.

MEETINGS

A member from each family must attend 2 out of 3 parent education meetings during the school year. One meeting may be missed without any penalty or need to make-up the meeting. After that, any additional missed meetings must be made up in order to remain in good standing with the co-op. Members who miss meetings are encouraged to check in with their classmates to stay informed about issues discussed at the meeting they missed. The co-op’s vice president tracks meeting attendance based on attendance sign-in sheets from the meetings.

CLEAN UP DAYS

A member from each family must attend all three classroom clean-up days. Clean-up days allow us to do a thorough, deep cleaning of the school and are scheduled during regular school days. Members are not allowed to miss any clean-up days. Clean-up days may be made up

either by arranging to clean the co-op on an alternate day or by completing a project assigned by the teacher. The co-op's vice president tracks clean-up day attendance based on attendance sign-in sheets.

3. Procedure

Following is the procedure for missed meetings and clean-up days:

- First missed meeting: When a member misses a meeting for the first time, the vice president notifies the member in writing to confirm the attendance records are accurate, inform the member there is no need to make up the first missed meeting, and encourage them not to miss any additional meetings or they will need to be made up.
- First missed clean-up day: When a member misses a clean-up day for the first time and has not previously missed any clean-up days, the vice president notifies the member in writing to confirm the attendance records are accurate, let them know the missed clean-up day must be made up, and that they must inform the vice president once the clean-up day has been made up so that the member's attendance records can be updated.
- Second missed event: When a member either (a) misses an event (either a meeting or a clean-up day) after missing a meeting, or (b) misses their second clean-up day, the vice president notifies the member in writing to confirm the attendance records are accurate, lets them know the missed event must be made up, and that they need to arrange a time with the teacher to do a classroom work project as a make-up. It is the member's responsibility to schedule the make-up with the teacher within two weeks of receipt of the vice president's letter.
- Third missed event: When a member misses an event (meeting or clean-up day) and this is the member's third missed event without having made up previously missed events, the WPENS board notifies the member in writing to confirm the attendance records are accurate, and if they are accurate, they are no longer eligible for membership in the co-op and both the member and their enrolled child(ren) can no longer attend the co-op. If the member believes they have extenuating circumstances (such as a death in the family or serious personal illness) and wishes to appeal this, they may schedule a meeting with the teacher to discuss it. The teacher will bring the appeal to the next co-op board meeting (which the member is, of course, welcome to attend) and then the board will make a final decision about the member's eligibility for continued membership and next steps. The member also has the right to file a formal grievance with WASCAE no later than five working days after the board meeting where their membership eligibility was determined. Please refer to the Grievance Procedure Section of the Handbook for details on how to file a formal grievance.

- Missed event with previous make-ups complete: If a member misses an event but has made up ***all previously missed events including the first missed meeting***, this missed event will be counted as the first missed event and the policy stated above will apply.

Approved WPENS membership: 6/3/09

Approved WPENS Board of Directors: 5/20/09

AMERICANS WITH DISABILITIES ACT (ADA) POLICIES AND PRACTICES

PHILOSOPHY AND POLICIES

Our Parent Education Nursery School has a policy of inclusion and does not discriminate against any person based on their gender, race, ancestral national origin, creed, color, sexual orientation, language barrier, mental or physical disability, or any immutable characteristic.

Our policy is that all officially sponsored Program activities conducted at Santa Cruz City Schools sites must be held in accessible locations. All officially sponsored off-site Program activities should be held in accessible locations if possible, and an accessible site must be given preference over an inaccessible site if there is a choice. This policy cannot and does not apply to purely social, non-Program activities planned by individual parents or groups of parents. The Parent Education Nursery School believes, however, that persons with disabilities deserve inclusion in social events as well as official Program activities, and encourages Program parents to include disabled Program parents and/or children in their private plans to the extent feasible.

PROCEDURES FOR REQUESTING REASONABLE ACCOMMODATION

1. All of the planned official Program activities scheduled for this year are listed on a separate form included with the parent packet. All participating parents with disabilities, and/or parents who have children with disabilities who will be participating in the co-op program during the upcoming year, and who believe that they or their children will require accommodations in order to participate in the co-op program, are requested to identify the specific disability and the kind(s) of accommodation(s) they believe they will need, if any, because of that disability.

This information should be provided by completing and signing the separate form entitled "Parents and/or Children with Disabilities" that is included with this manual, and promptly returning the completed form to your local Program instructor.

2. The instructor will forward copies of the completed form to (1) the local co-op board member responsible for off-site activities (the Co-op ADA Coordinator – see paragraph four below) and (2) the principle of WASCAE .

3. Prior to the beginning of each school year, the co-op staff will prepare a list of official Program activities that are planned for the year, a copy of which will be included in the parent packet.

4. The co-op board member responsible for off-site Program activities will also be designated as the co-op's "ADA coordinator" to work with the board, parents, and staff to address and resolve issues relating to program access for disabled parents and/or children, as well as requests for reasonable accommodation.

5. At the beginning of each year, the Co-op ADA Coordinator will review the list of official Program activities prepared by Staff and will contact each parent who had identified a disability and requested reasonable accommodations, to ensure that these activities are accessible to that person or can be made acceptably accessible through reasonable accommodation. If necessary, the Co-op ADA Coordinator will be responsible for making reasonable inquiries regarding the accessibility of site or activity. Telephone inquiries will normally be considered reasonable efforts.

6. Whenever an additional Program activity is suggested during the year, the Co-op ADA Coordinator will, before final approval and scheduling of that activity, (1) make reasonable inquiries regarding accessibility of that activity and (2) coordinate with the board, staff, and any person who had identified a disability regarding that activity, and/or any reasonable accommodations or alternative arrangements to allow full participation, if possible.

The Coop recognizes that some kinds of activities are inherently inaccessible to disabled persons, depending upon disability. Any decisions by the Co-op ADA Coordinator, staff, and/or the board should, however, be consistent with the policy that:

(a) all official Program activities conducted on school district property should be accessible,

(b) official off-site Program activities in which the parents are expected to participate should be held in accessible locations if possible, and

(c) an accessible site or activity should be given preference if there is a choice between two comparable sites or activities.

7. All issues regarding reasonable accommodations or the accessibility of an official Program activity should be resolved at the local Co-op level if possible. If any such issue is not resolved after reasonable attempts to do so at the local level, that issue should be directed to the Director of Adult Education of WASCAE at (831) 786-2160. If the Director of Adult Education is unable to resolve the issue after reasonable attempts to do so, that issue may be directed to the school district's ADA Coordinator at (831) 786-2100.

TRAINING

These policies and procedures will be covered in the staff orientation meeting at the beginning of the year. Employees who start in the middle of a year get the same orientation, but on a one-to-one basis.

SEXUAL HARASSMENT POLICY - STUDENTS

POLICY

The Santa Cruz City Schools Board of Education in compliance with the law, prohibits unlawful sexual harassment of or by any student by anyone in or from the District. All students are entitled to an academic environment free from all forms of discrimination, including sexual harassment. Sexual harassment is a form of personal misconduct that undermines the integrity of academic relationships. No individual, regardless of their gender, should be subjected to unsolicited and unwelcome sexual overtures or conduct, either verbal or physical.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion.

The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator.

Any student who feels that they are being harassed should immediately contact the principal or designee or another district administrator. The administrator, with the student, shall comply with all procedures of Policy and AR#1312, District Uniform Complaint Policy and Procedures.

The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

CONFIDENTIALITY

Effort will be made to protect the privacy of parties involved in a complaint. Files pertaining to complaints handled under this process are confidential and therefore will

only be discussed on a need-to-know basis as a means of investigating and resolving the matter(s).

Adopted by President on April 14, 1993

Approved by Legal Counsel on May 10, 1993

ADMINISTRATIVE RELEASE – SEXUAL HARASSMENT POLICY STUDENTS

1. Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Cornering or blocking of normal movements
9. Displaying sexually suggestive objects in the educational environment
10. Any act of retaliation against an individual who reports a violation of the district's

sexual harassment policy or who participates in the investigation of a sexual harassment complaint

2. Communication of Policy

It is the District's intent that this Policy will be known and understood by all employees, students, and District and school advisory committees. This will be accomplished by:

1. Inserting this Policy in all district policy manuals
2. Including this Policy in the notifications that are sent to parents/guardians at the beginning of the school year
3. Displaying this Policy in a prominent location near each school principal's office.
4. Provide as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer program.
5. Inserting this policy in any school of district publication that sets forth the school or District's comprehensive rules, regulations, procedures and standards of conduct.

3. Enforcement

The principle or designee shall take appropriate actions to reinforce the district's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti
2. Providing staff in-service and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

EMERGENCY PROCEDURES

WPENS EMERGENCY PREPAREDNESS PLAN

IN THE EVENT OF AN EARTHQUAKE, FLOODING, TOXIC SPILL, FIRE, OR OTHER DISASTER THE WPENS STAFF WILL ATTEMPT TO

1. Insure the physical safety of the child
2. Provide physical and emotional care of each child
3. Inform parents of their child's whereabouts
4. Reunite each child with their family as soon as possible

WPENS EMERGENCY PROCEDURES

During an earthquake:

"DROP AND COVER." This is the phrase the children are taught to respond to in their drills. The parent-workers should try to get the children covered and stabilized. Have the children pull their shirts over their heads to keep debris out of their eyes. Move children away from the aquarium.

After an earthquake or in the event of another emergency (i.e. fire, flood, toxic spill, etc.):

Move the children out of the building through the back door. Move the children to Bay View grass field while keeping them out of the danger of overhead wires or debris from surrounding buildings. Do not move injured children or adults unless the building is in immediate danger of collapse, burning, etc.

REUNITING WITH YOUR CHILD AFTER A DISASTER

Parents should make every effort to pick up their child as soon as possible. Any child remaining at the school will be cared for according to the policy and procedures outlined here. Parent workers need to stay at the school to maintain the 1:3 ratio.

Evacuation Not Required:

WPENS is prepared to take care of each child at the Bay View School Campus for 48 hours. If evacuation is not required, children may be moved to Bay View School's auditorium or the grass field behind WPENS. To avoid congestion at Bay and Mission Streets, it is Bay View's policy that children are to be picked-up from Palm Street following an emergency.

Evacuation Required:

If evacuation is required, WPENS staff will take children to the designated RED CROSS emergency shelter. Location of the shelter will be posted at the door of the school. If radio stations are operating, location will most likely be regularly announced and parents can contact the Santa Cruz Chapter RED CROSS at (831) 462-2881. WPENS staff will remain with the children at the shelter.

If the group must evacuate the school/campus and move to a Red Cross Emergency Shelter, the parent working at the time of the disaster will accompany the group to the shelter and remain there to provide a 1:3 ratio.

An adult other than the parent under the following conditions can only pick up a child if:

1. A note written by the parent is presented to the WPENS staff that authorizes the individual to take the child to a specific place. This note must be specific to the disaster and must not be a general permission note to take the child.
2. A parent calls on the phone, speaks with someone who knows them, and authorizes a specific person to take the child to a specific place.

WHEN CHILDREN ARE NOT PICKED-UP AFTER 48 HOURS

If 48 hours pass without communication from the parents, or if the parents are known to be injured to the extent as to be unable to communicate instructions regarding the care of their child, every effort will be made to make arrangements for the child to go to the care of the authorized person designated on the WPENS emergency card.

If after 48 hours, your child is still under the care of WPENS staff, the staff member, if possible, will take your child to their home. Your child will remain there until arrangements can be made with a distant family member. The Red Cross will be notified of your child's whereabouts so that relatives may locate them by calling the Red Cross. It is recommended that relatives be given the phone number as part of your pre-disaster planning (831-462-2881).

If for some reason children cannot be housed at the teacher's home (i.e. due to property damage), the teacher will stay with your child at the Red Cross Emergency Shelter. The teacher and parents working at the time of the disaster will be expected to remain with the children to maintain a 1:3 ratio.

Exception to the above follows:

1. A parent-worker may ask another parent from that class who has arrived to pick up their child, to stay and take the parent-worker's place.
2. The teacher decides to excuse a parent-worker. The teacher will stay with any child who has not been picked up. The teacher will not have a parent stay in their place.

BAY VIEW BLUE AND GOLD DRILL (Intruder on Campus Procedures)

Purpose: Quick, organized way of locking classrooms in emergency situations, i.e. unwanted visitors/intruders on campus.

Procedures:

1. Drill will begin with "Attention please, this is just a reminder that today is a Bay View Blue and Gold Day. All students should be on their Blue and Gold Day Schedules." This announcement is repeated again in its entirety 30 seconds later.
2. At the announcement, all staff will immediately instruct students to sit and remain on the floor.
3. Staff will secure the classroom by locking doors/s, and pulling curtains and/or blinds. ****
4. In a real emergency, police will be notified by the office.
5. Each teacher will report to the wing captain via intercom.
6. Wing captains call the office to report wing status via intercom or telephone.
7. Office will record the name of each wing captain and time they reported and verify all rooms have been heard from.
8. In case of non-reporting classroom, office will call to check on status.
9. This report will be given to the administrator ASAP and updated as needed.
10. Everyone will remain indoors until ending announcement – "Thank you for participating in our Bay View Blue and Gold Day. All classes may resume regular schedules."

****Any class or group of students not in a regular classroom, i.e. auditorium, reading lab, etc., will remain where they are until completion of drill or emergency. Please check in with the office to advise them of status and list of students.

Total Revision of Handbook August 2000

Approved September 2000

Revision August 2011

Revised July 2023

BY-LAWS

WESTSIDE PARENT EDUCATION NURSERY SCHOOL SANTA CRUZ, CALIFORNIA

BY-LAWS

Article One NAME AND PURPOSE

Section 1, The name of this corporation is "Westside Parent Education Nursery School", hereafter referred to as WPENS."

Section 2, The purpose of this corporation is to promote and operate a non-sectarian, non-racial, and non-profit parent cooperative preschool and to conduct adult education classes under the direction of Watsonville Aptos Santa Cruz Adult Education (WASCAE) .

Section 3, STANDARDS. Standards of the school are subject to the rules of WASCAE, which is a part of Pajaro Valley Union School District

Article Two MEMBERSHIP

Section 1, STATEMENT. Membership in the corporation shall be granted to the parent(s) or guardian(s) of a child accepted for enrollment, without regard and discrimination as to race, color, or creed.

Section 2, PROPERTY RIGHTS. Membership in the corporation shall not confer upon the members or any member any right to, or an interest in the property or assets of the corporation. Upon dissolution of the corporation, all of its property and assets shall be transferred, as shall be determined by the WPENS Board, only to an educational, charitable, benevolent, or fraternal organization or institution, or to the City of Santa Cruz, the State of California, or a political subdivision thereof.

Section 3, NUMBER AND QUALIFICATIONS. Family membership shall be granted on the basis of residence within the WASCAE boundaries. Families residing elsewhere in the county may be granted membership in the school if there are no district applicants on the waiting list. The number of children in the school shall be determined by the teachers and membership. Membership in WPENS shall be granted to parents or legal guardians of a child accepted for enrollment, upon the completion of admission requirements. No new members will be accepted into the spring program after May 1st. Children with special needs will be considered on a case-by-case basis.

Section 4, RIGHTS AND PRIVILEGES. Each member family shall have the right to petition the Nursery School Board on any matter it wishes, shall have the right to consult with

the teachers, shall have the right to one vote per parent, shall have the right to hold one office at a time, and shall have the right to have its child attend WPENS.

Section 5, RESPONSIBILITIES. All members shall actively participate in the affairs and operation of the school, in accordance with the established school policies and procedures. Attendance and financial requirements as set by the Board and approved by the membership shall be met. A family may petition the Board to have a non-parent complete part of their classroom work requirement. This substitute must always be the same person, someone close to the child. They must attend orientation, complete all paperwork and be committed to being a student in the parent education program.

Section 6, TERMINATION OF MEMBERSHIP (INVOLUNTARY). The WPENS Board may terminate a family membership for failure to meet any of the requirements set forth in these By-Laws. Termination of family membership shall require consensus by the Board and Teachers.

Section 7, TERMINATION OF MEMBERSHIP (VOLUNTARY). A minimum of two weeks written notice shall be given to the Membership Chairperson and the teacher by a member who is withdrawing from the school. Such withdrawal notice will not relieve the member of the obligation to pay tuition and participate up to the day of withdrawal. Withdrawals must take effect before May 1st, as no new members are admitted after that date. All monies owed the school must accompany the notice of withdrawal.

Section 8, MATERNITY/PATERNITY LEAVE. Leave of not less than two weeks or more than six weeks may be granted upon written notice to the Board. Notice shall be given at the Board meeting one month before the requested leave. Children of parents on maternity leave are entitled to attend WPENS and members must pay full tuition. Members on maternity leave are not required to attend meetings or seminars. No more than three members may be on maternity leave at any one time except with permission of the Board

Section 9, LEAVE OF ABSENCE. Leave of Absence of not less than two weeks or more than two months may be granted for extenuating circumstances upon written notice to the Board. If possible the request should be submitted to the Board for consideration two weeks in advance of the proposed leave of absence. Details on tuition, requirements and child's attendance will be decided on an individual basis by the Board.

Article Three MEETINGS OF MEMBERS

Section 1, TIME AND PLACE. The number, time and place of meetings shall be determined by the membership, with the consent of WASCAE.

Section 2, REGULAR MEETINGS. Members must attend 2 of 3 monthly meetings and required seminars.

Section 3, SPECIAL MEETINGS. Special meetings may be called by the President and three members of the Board, or by written request of a majority of the members. Notice will be given of special meetings by telephone, newsletter, or by posting on the school bulletin board at least five days prior to the meeting.

Section 4, ATTENDANCE. Only one absence from meetings and seminars is allowed. All other absences are unexcused and must be made up. Missed meetings can be made up by attending the next Board meeting or by completing an assigned project. The Board can terminate a family membership if attendance is not maintained at regular meetings, unless absence is with special permission of WASCAE or the Board.

Section 5, POWERS OF MEMBERSHIP. The membership shall have the power to recall any or all of the Board members by three-fourths majority vote of those members present at a business meeting in accordance with Article Three, Section Six of these By-Laws. The membership shall have the power to approve and adopt policies governing the operation and affairs of the school, such policies to be recommended for adoption by the Board, and such policies as approved and adopted by the membership are to be binding upon the Board and upon the membership of the school when approved and adopted by consensus of the membership. The membership shall have the power to approve withdrawals from the savings account by the Board and expenditures in excess of five hundred dollars if recommended by the Board.

Section 6, QUORUM. A quorum shall consist of one-half of the active membership, unless otherwise specified herein. All business shall be transacted by consensus of those present.

Section 7, CONSENSUS RULES. (a) There shall be a consent agenda. (b) A proposed consensus will be stated by the moderator or Secretary with a careful check for understanding and objections. (c) Grounds for objection must be on principle, not on desires. This only applies after full discussion, and when a consensus is nearly reached. (d) An item that cannot be agreed upon through consensus may be 1. dropped completely 2. moved to a committee for further discussion or 3. tabled for reconsideration at the next meeting. (e) If consensus cannot be reached after the second meeting a vote is taken. A 3/4 majority passes the item. (f) Normal voting, with three-fourths majority of those present, will be used for election of officers.

Article Four THE WPENS BOARD

Section 1, DEFINITION. The WPENS Board (herein referred to as the Board), shall consist of the following offices, * positions designating Category Offices.

*President (only one is required to attend board meetings unless pertinent action is necessary)
Internal President

External President
Vice President
Communications Director
Secretary
*Treasury (only one is required to attend board meetings unless pertinent action is necessary)
 Treasurer - Receiving
 Treasurer - Paying
*Fundraising (only one is required to attend board meetings unless pertinent action is necessary)
 Fundraising Chairperson
 Fundraising Assistant(s)
*Membership (only one is required to attend board meetings unless pertinent action is necessary)
 Membership Chairperson
 Membership Coordinator(s)
 Enrollment
 Waitlist Job Coordinator
Event Coordinator
*Ex-Officio Board Member(s) (only one is required to attend board meetings unless pertinent action is necessary)

Officers of the Board are required to attend all board meetings with the exception of *Category Officers where only one representative from that office must attend. Any officer not attending a board meeting must submit to the Board oral or written reports from their office. There are 10 offices of the Board. Five out of the ten offices of the Board are required to serve as a quorum for emergency meetings.

Section 2, NOMINATIONS FOR OFFICES OF THE BOARD. A WPENS Board Search Committee, consisting of five active members shall be appointed at the February meeting. The search committee shall have two members appointed from the membership at large and the three members from former or current Board members if possible. The President shall not be eligible to serve on the nominating committee. Each class shall have a member serving on the committee. One member of the search committee shall be elected as the Chair, and serve as the main contact and secretary for the committee. The search committee will select a slate of candidates for the offices of the Board, such slate to be presented to the Board and then the *April business (membership) meeting for consensus*. It is desired to have a Board composed with member representation from each class. The term for the new officers of the Board will begin in May with the Joint board Meeting, and run through June of the following year.

Section 3, VACANCIES. Vacancies of the Board will be filled by appointment of the President to serve as acting officers until approved by the general membership by majority vote at the next scheduled business meeting.

Section 4, TENURE. The officers of the Board shall serve for a period of one year commencing with their installation. The officers and officers-elect shall attend a joint Board meeting in May for the purpose of orientation. The officers-elect will be installed at the June business meeting, at that point in the agenda where new business begins, and shall assume full powers of office at that time.

Section 5, POWERS. The Board shall have the power to: (a) Recommend projects to the membership. (b) Call special meetings of the membership when necessary. (c) Grant scholarships. (d) Terminate family memberships. (e) Grant all types of leaves. (f) Conduct the usual business of the school. (g) Decide whether a particular item should be acted upon or whether it should be referred (with recommendations) to the membership. Actions taken by the Board shall be the policy of the school until the next meeting, at which time they will be placed on the consent agenda. (h) Issue keys to persons having need of them for the business of the school.

Section 6, DUTIES. It shall be the duty of the Board to: (a) conduct normal business of the school. (b) Prescribe the duties of the members. (c) Ensure that the provisions of these by-laws are followed. (d) Ask for membership approval at the June business meeting for the summer expenditures. (e) Carry out the policies of the school. (f) Keep a record of member attendance at business (membership) meetings and seminars.

Section 7, LIMITS. The Board is limited in that: (a) The Board will not make expenditures for merchandise costing over five hundred dollars without the approval of the membership, except to replace existing equipment which has malfunctioned and requires immediate replacement (e.g. Vacuum or dishwasher).

Section 8, MEETINGS. The regular meetings of the Board shall be once each calendar month at a time and place set by the President upon seven days notice. The President may call special Board meetings when necessary.

Section 9, COMPENSATION. The Board members shall serve without compensation but will receive first priority for scholarships.

Section 10, QUORUM. A quorum of the Board is a majority thereof. All business of the Board will be transacted by a consensus of those present except as otherwise provided in these by-laws.

Section 11, ELIGIBILITY OF FAMILY MEMBERS. Only one member from each family membership shall be eligible to serve on the Board at any one time unless approved by the membership.

Article Five DUTIES OF OFFICERS

Section 1a, INTERNAL PRESIDENT (co-president internal WPENS focus), in the absence of two presidents the sole president shall administer the duties of both.

It shall be the duty of the President to:

(a) Plan agenda and preside over all meetings of the Board and Membership. (b) Determine the time and location of Board meetings. (c) Call emergency Board meetings. (d) Establish committees and appoint committee chairpersons with the consent of the Board. (e) Sign documents, contracts, and countersign checks and orders for payment. (f) Have general supervision of the policies, procedures, and operations of the school. (g) Keep the membership informed of the affairs and conditions of the school. (h) Inform members, when appropriate, if their fingerprinting results make them ineligible for WPENS membership. (i) Coordinate and oversee 3PENS communications to the WPENS Membership in concert with the External President and Communications Director. (j) Review remittal forms sent by the Paying Treasurer. (i) Follow up with members reported delinquent on tuition as reported by the Receiving Treasurer.

Section 1b, EXTERNAL PRESIDENT (co-president external 3PENS focus)

It shall be the duty of the President to:

(a) Be a part of the 3PENS Executive Committee, including a specific board position on that Committee. (b) In concert with the 3PENS Executive Committee draft the operating Memorandum of Understanding between WASCAE, Pajaro Valley Union School District, and 3PENS. (c) For the purposes of any 3PENS business, establish committees and appoint committee chairpersons with the consent of the Board. (d) Sign documents, contracts, which concern the Pajaro Valley Union School District, Adult School or 3PENS. (e) Countersign checks and orders for payment. (f) Coordinate and oversee 3PENS communications to the WPENS Board and Membership in concert with the WPENS President and Communications Director. (g) Serve as liaison between WASCAE, district and WPENS. (h) Set the school calendar in coordination with the teachers, 3PENS, for distribution to the membership and inclusion in the operating agreement (MOU) with the Adult School and district.

Section 2, VICE PRESIDENT

It shall be the duty of the Vice President to:

(a) Preside in the absence of either President and to assume the duties of either President during their absence. (b) Countersign checks. (c) Conduct an internal audit of the accounting books with both co-Treasurers in the months of January and May, and provide a written report of the findings to the Board. (d) Ensure proper accounting practices and separation of duties. (e) Develop new policies and procedures for the WPENS Membership with the consent of the Board. (f) Track, implement, and distribute all approved edits to the general Handbook and/or bylaws.

Section 3, COMMUNICATION CHAIRPERSON

It shall be the duty of the Communications Chairperson to:

(a) Maintain and update the corporations' web page. (b) Serve as moderator for the corporations' various group email lists and web tools. (c) Provide the Newsletter Editor with the

corporations' business content for the monthly newsletter. (d) Enable and encourage communications among members using various communication methods & vehicles including written fliers, parent mail cubby, newsletters, group email and web tools. (e) Create community and professional awareness of the corporation, enrollment opportunities, fundraising events, and community activities, through promotion in local and related media outlets and the corporation's web page. (f) Promote attendance at appropriately related community and fundraising events through promotion in local and related media outlets. (g) Coordinate and oversee 3PENS communications to the WPENS membership in concert with the External and Internal Presidents.

Section 4, SECRETARY

It shall be the duty of the Secretary to:

(a) Keep a record of proceedings from Membership and Board meetings. (b) Insure minutes of the most recent Membership and Board meetings are accessible to the Membership.

Section 5a, RECEIVING TREASURER

It shall be the duty of the Receiving Treasurer to:

(a) Receive all monies including: monthly tuition payments and fees, contributions and donations, fundraising, and any additional funds to be deposited in the name of the corporation. (b) Maintain a listing of all monies received. (c) Record and endorse all checks. Prepare a monthly deposit and deposit into the corporate bank account(s). (d) Notify all members delinquent with regards to tuition after the 5th of each month and issue \$25 late fee notices. Late fees accrued will go toward the WPENS scholarship fund. (e) Notify the Board **immediately** of any members more than thirty days delinquent. (f) Collect all scholarship applications and present them to the Board for approval. *Applicant information should be kept confidential.* Inform the applicant of approval and issue termination/or renewal notice at the end of the trimester. (g) Provide a cumulative tuition accounting in the month of January to each member. (h) Provide signed copies of WPENS tuition child care receipts if requested. (i) Conduct an internal audit of the accounting books with the Vice President and Paying Treasurer in the months of January and May. (j) Collect on returned checks reported by the Paying Treasurer.

Section 5b, PAYING TREASURER

It shall be the duty of the Paying Treasurer to:

(a) Develop and monitor the corporate annual budget, presenting copies to the Board and teachers, as it is adjusted. (b) Maintain accounting software showing all of the business affairs and transactions of the corporation. Reconcile accounts and report to the Board as requested. (c) Sign all checks and orders for the payment on behalf of the corporation. Except as otherwise authorized by resolution of the Board, all checks and orders must be countersigned by one of the Presidents, Vice President, or teacher, as long as the check is not payable to the signee. (d) Complete and submit all required state & federal non-profit corporation tax forms. (e) Provide a monthly statement of corporate financial transactions to the Board. (f) Conduct an internal audit of the accounting books with the Vice President in the months of January and May. (h) Notify the

Receiving Treasurer and Internal President of any returned checks due to non-sufficient funds.
(j) Collect time sheets from teachers monthly and submit remittal forms to the Adult School and Internal President. (i) Keep and justify salary data records.

Section 6a, FUNDRAISING CHAIRPERSON

It shall be the duty of the Fundraising Chairperson to:

(a) Head the fundraising committee, that shall include coordinating with the 3PENS fundraising efforts and overseeing other parent volunteers in support jobs related to the fundraising function at WPENS and/or the 3PENS. (b) In coordination with the Board, develop the annual fundraising plan with specific individual fundraising goals to fund, at a minimum the entire WPENS annual operating budget not covered by other sources, such as tuition. (May also fund reserves and/or a portion of the 3PENS joint reserve account) (c) Coordinate all minor and major fundraising efforts for the corporation. (e.g. Annual Raffle) (f) Coordinate efforts with the Merchandise Sales Coordinator to plan and distribute merchandise associated with fundraising endeavors. (g) Provide detailed information to the Communications Director regarding advertising of events and fundraisers. (h) Provide monthly reports to the Board on the progress of various fundraising activities.

Section 6b, FUNDRAISING ASSISTANT(S)

It shall be the duty of the Fundraising Assistant(s) to:

(a) Assist the Fundraising Chairperson in creating the annual fundraising plan. (b) Be an integral part of the fundraising committee, offering assistance where needed. (c) Must head a specific fundraising endeavor (e.g. Annual Raffle)

Section 7a, MEMBERSHIP CHAIRPERSON

It shall be the duty of the Membership Chairperson to:

(a) Oversee the re-enrollment process as described in the Handbook under Re-Enrollment Policies. (b) Oversee the new member admittance process as described in the Handbook under Admittance of New Members. (c) Assist the Membership Enrollment Coordinator and Communications Director with the distribution and collection of all membership forms. (d) Assist the Membership Enrollment Coordinator with maintenance and updating of all registration forms and information packets. (e) Inform all Board members and teachers when a change of membership status has been initiated. (f) Update membership list to each member and teachers, updating and re-distributing as necessary. (g) Attend Board meetings to report on the progress of enrollment (Fall) and re-enrollment (Spring)

Section 7b, MEMBERSHIP ENROLMENT COORDINATOR

It shall be the duty of the Membership Enrollment Coordinator to:

(a) Administer the re-enrollment process as described in the Handbook under Re-enrollment Policies. (b) Administer the new member admittance process as described in the Handbook under Admittance of New Members. (c) Work with the Communications Director to distribute and collect all member paperwork. (d) Maintain and update all registration forms and information packets. (e) Report to the Membership Chairperson on the progress of enrollment (Fall) and

re-enrollment (Spring). (f) In keeping with District and Adult School policies, coordinate and track member fingerprinting. Communicate with the Internal President the current status of membership fingerprinting.

Section 7c, MEMBERSHIP WAITLIST COORDINATOR

It shall be the duty of the Membership Waitlist Coordinator to:

(a) Maintain a waiting list of prospective members as described in the Handbook under "Waiting List Procedure." (b) Work with the Communications Director to monitor the "support@wpens.org" email account - answering questions from prospective members, adding parents to the waitlist, and directing other emails to the appropriate person. (c) For members who enroll after the August Membership Orientation seminar, arrange and conduct membership orientations prior to their first day of class. (d) Provide monthly reports to the Board on the status of the waitlist. (e) In conjunction with the Communications Director, maintain a record of all alumni. (f) Monitor classroom voicemail, and check for written messages left by the phone. (g) Keep the waitlist data up-to-date and manageable, purging old information as necessary.

Section 8, JOB COORDINATOR

It shall be the duty of the Job Coordinator to:

(a) Maintain and update a complete list of jobs and job descriptions for the corporation. (b) Track and implement all approved edits to the master job list and job descriptions. (c) Assign jobs and provide associated job descriptions to the membership prior to the start of the school year, or upon a change in membership during the year. (d) Regularly review the updated membership list to ensure accuracy and fulfillment of job positions. (f) Provide monthly reports to the Board on the performance of job duties and act as liaison between members and Board.

Section 9, EVENT COORDINATOR:

It shall be the duty of the Event Coordinator to:

(a) Develop, coordinate & organize membership seminars, communicating with 3PENS representatives on possible joint seminars. (b) Track and keep records of individual member's fulfillment of co-op obligations as described in the Handbook under Participation Requirements for Members and as stated in the Rules, Requirements, and Policies Handout. (c) Maintain & implement make-up projects for members needing to fulfill their co-op obligations. (d) Track individual member's commitments to the WPENS budget, including their individual fundraising dollar goal and/or effort (hours) determined by the Fundraising Chairperson. (e) Working with the Fundraising office, coordinate and track membership volunteers for fundraising events. (f) Working with the Fundraising office, coordinate alumni, 3PENS and community based volunteers for fundraising events.

Section 10, EX-OFFICIO BOARD MEMBER(S) (Past Board Officer or Alumni)

To retain the historical perspective and expertise of past Board members and Alumni, the Board shall contain one to three seats specifically for Alumni or current members who are past Board members. Current members serving in this capacity shall take on specific functions agreed upon

by the Board. Past Board Presidents both current and Alumni would also serve in an advisory capacity on the 3PENS board. **The Ex-Officio is a voting office of the Board.**

Article Six THE TEACHER

Section 1. Subject to the rules and regulations of the Board, the duties of the teachers of the school are to: (a) Plan and supervise the daily program of the school. (b) Attend all business meetings. (c) Attend all Board meetings. (d) Keep a record of attendance of parents at the school. (e) Act as consultants and advisors on all matters concerning the children at school, arrange a schedule for parent conferences, and determine child group placement. (f) Prepare material for seminars decided upon by the membership. (g) Determine whether a family will be allowed to enroll more than one child concurrently, subject to the limitation that there shall be no more than four such families in the school at one time.

Section 2. Teachers are responsible to the Board and to the membership.

Article Seven TUITION AND ASSESSMENTS

Section 1, GENERAL. Tuition fees are to be fixed by the membership. All dues are payable on the first day of the month. A non-refundable enrollment fee shall be required of each member family upon enrollment and re-enrollment of current members.

Article Eight COMMITTEES

Section 1, SELECTION AND RETENTION OF TEACHERS. WASCAE shall provide qualified instructors for WPENS. The Pajaro Valley School District is ultimately responsible for personnel decisions including the hiring and dismissal of teachers

In partnership with WASCAE, a committee of WPENS representatives will be available to assist in the teacher selection process (screening and/or interviewing). Minimum group representation shall include a Board member, a Teacher and a WPENS member at large. Additional members may be included when acceptable to both the WASCAE and WPENS. The President shall assign members to the committee.

Article Nine POWERS NOT SPECIFICALLY DELEGATED

Section 1, GENERAL. Any powers not specifically delegated in these by-laws to the teachers, the Board, or to committees established by the Board or these by-laws, shall be powers of the membership of the school.

Article Ten AMENDMENT OF BY-LAWS

Section 1, GENERAL. These by-laws may be repealed, revised, or amended or new by-laws adopted at any business meeting by consensus of the membership.

Adopted January 29, 1971.
Revised and approved December 1980.
Revised July 1983.
Provisionary Revision August 1997.
Approved and revised March 2007.
Revised August 2011
Revised and Approved 2/19/2022
Revised and Approved 10/25/2022
Revised and Approved 7/18/2023