



Parent's Handbook

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I. Introduction

A. Welcome to Our School

Welcome to the University Parents Nursery School! As a cooperative nursery school, we are glad to know that you will actively participate as a member because our school can prosper only with a vitally interested membership. Although you are new, we urge you to speak up with questions, comments, and criticisms. Sometimes the best ideas come from newcomers with a fresh outlook.

The nursery school is staffed with professional teachers and is designed to provide the best possible preschool experience for the children of UCLA students, staff and faculty. We maintain an open door policy and parents may visit at any time.

B. Mission

The University Parents Nursery School mission is to encourage developmental learning and nurture physical, intellectual, social and emotional growth in two- to five-year old children. As a cooperative school, we encourage parents to take an active role in their children's learning and provide a bridge between home and the outside world. Our qualified teachers prepare children for their future by providing a warm and supportive learning environment that respects the diversity of the school's international and multicultural population.

C. History

In 1966, a group of families living in UCLA Family Student Housing recognized a need for a nursery school to serve UCLA students, staff and faculty. These families organized the UCLA Co-operative Nursery School in May of that year. They contacted UCLA officials, who agreed to convert part of a warehouse located within the housing complex into the nursery school facility. In addition, the yard was to be fenced, landscaped and dotted with sand areas.

Local merchants donated many of the interior furnishings and toys, and members sorted, mended, painted and built the rest of the equipment. The school officially opened September 19, 1966 with 55 children and 46 families enrolled. Later, for legal reasons, the name was changed to University Parents Nursery School.

In August of 1996, UPNS moved to its current facilities.

We are a registered organization under the sponsorship of the Dean of Residential Life. Our school is self-supporting with income derived from tuition fees and monies earned through various fundraisers. We pay a nominal rent to the University, but ordinarily we receive no other financial support. The school is tax-exempt and a non-profit 501 9(c)(3) organization. We can solicit donations on a tax-deductible basis.

In August of 1998, UPNS received accreditation from the National Academy for the Education of Young Children (NAEYC).

D. NAEYC Accreditation

UPNS is accredited by the National Academy for the Education of Young Children. NAEYC administers the largest and most widely recognized national voluntary professionally sponsored accreditation system for all types of early childhood schools and child care centers. NAEYC is the nation's largest organization of early childhood educators.

Early childhood programs accredited by the National Academy of Early Childhood Programs – NAEYC's accreditation department – have voluntarily undergone a comprehensive process of internal self-study, invited external professional review to verify compliance with the Criteria for High-Quality Early Childhood Programs, and been found to be in substantial compliance with the Criteria. A copy of the Criteria can be obtained from NAEYC's Academy.

E. Philosophy

The University Parents Nursery School is founded on the belief that the preschool years are critical in a child's physical, intellectual and emotional growth. This is an exciting time for children, when they are busy discovering the world about them and how they fit into it. It is a time of experiencing life through the senses, and for children to explore their creative potential.

A cooperative nursery school provides a bridge between home and this exciting outside world. Here, with the support of their parents, children learn how to treat others, how to get along in a social setting, and how to build a sense of assurance about themselves as individuals. Balance is the key word in the formation of our program: balance between individual and group experience; between free play and structured activity; between small and large muscle development. Freedom is stressed, but within limits imposed by concern for the group. A warm and supportive atmosphere is provided by parents and trained, sensitive teachers working with small groups.

Activities include sand and water play, clay and playdough, sculpture, painting, collage work, blocks and dramatic play, cooking, nutrition education, gardening, music and rhythms, stories, animal care and a wide variety of outdoor play.

UPNS provide a language rich environment for all children. The educators are in continuous conversation with the children and encourage the children to express their ideas and feelings to each other.

Our school has an international and multicultural population. We cherish and encourage contributions from families of diverse backgrounds.

II. The Co-operative Nursery School

A. Special Qualities of a Co-op Nursery School

A co-operative nursery school is a bundle of wonderful experiences for both child and parent. It is a school created by mothers and fathers with the help of professional leaders. It continues through the planning and participation of the members' elected officers, who form the Board of Directors. A member receives from the school a full program for his or her child, which represents the educational philosophy of the school.

Parents can observe their child, and other children, objectively in a natural setting and thereby become acquainted with the typical behavior of young children. This opportunity for observation gives members a good basis for understanding and interpreting the development and behavior of their child. It also provides them with the tools for responding to various parenting situations gained through observations and insights. Members also develop familiarity with materials and equipment suitable for play activities with young children, a familiarity that can be carried over into the home.

UPNS receives from its members a readiness to participate in school activities. Members are expected to participate in the daily program of the school; to attend school meetings and offer ideas and suggestions at school meetings; to assume a contributing job at the school; to participate in fundraising; and to help keep the school functioning smoothly. For many foreign parents especially, the chance to break the isolation of the apartment, to practice the English language and to be met by a friendly, sensitive and supportive group of people is invaluable. For all of us, the school offers an opportunity to be active in, and feel part of, our community as well as make friends for our children and ourselves.

B. The Co-Op Council

The Los Angeles Council of Parent Participation Nursery Schools (LACPPNS) is an organization of representatives from each of the Cooperative Nursery Schools in the Los Angeles area. Since each co-op is completely independent, the council meetings enable us to exchange information and ideas, be of mutual aid to one another, raise standards, obtain insurance at a reasonable rate, and especially, to make the public aware of education at the pre-school level and the co-operative nursery school. The council also acts as liaison with city and county officials, universities, social welfare agencies, and other civic organizations.

At this time, the council meets every month during the school year. The Director or a designated representative of UPNS attends these meetings to keep the members of our school abreast of council business. Minutes of the meetings are taken by the council's own secretary.

LACPPNS is one of 13 regional councils under the California Council of Parent Participation Nursery Schools (CCPPNS). CCPPNS has a biannual publication "The Pre-Schooler" available on its website. <http://www.ccppns.org/preschooler-newletters>. It also organizes an annual convention. At the convention, speakers and workshops are offered that deal with all aspects of children's emotional and educational growth. The convention site alternates between northern and southern areas of California.

Our state is a member of the National Council, which was formed several years ago. It is interesting to note that the faculty wives at the University of Chicago started the first co-op in 1915.

III. Board Members

A. Members of the Board of Directors

Each year the membership elects officers to serve as the Board of Directors. It is their responsibility to administer the affairs of the school. They are the overall policy-making body of the school. The Board of Directors is responsible for transacting business and making decisions consistent with the UPNS Articles of Incorporation and the UPNS Constitution. Board Member job duties and responsibilities are described in detail in the UPNS Constitution.

Board Members act not as individuals but as representatives of the membership at large. Each Board Member tries to carefully consider the

best interests of the membership and represent this interest in formulating UPNS policy. Each Board Member considers decisions in terms of what is good for the whole group, not just for an individual child, or the convenience or pleasure of the Board Member. Board Members take a long view of the future of UPNS. They attempt to consider how present decisions will affect the school and the membership in years to come.

Board Meetings are open to all school members. Each family's vote carries equal weight at these meetings. Board members are required to attend all Board Meetings as a part of their job duties.

IV. Curriculum

A. Roles of Staff

The staff of the school consists of the Director, the Teachers and the Office Administrator. The Director is the professional head of the school. She is responsible for all matters concerning the children and daily operation of the school. The Teachers have challenging jobs, both planning the daily program for the children and helping parents gain new insights into the children. Parents can help them do their jobs better by having a cooperative spirit. The Office Administrator is responsible for the smooth operation of the school and works closely with the Director.

The staff is interested in furthering the education of the members in the principles of child guidance through observation, participation, and educational speakers at Parent Education Meetings. They are also available for conferences with parents.

B. The Early Education Curriculum

The purpose of the early childhood education curriculum is to allow children to explore through: art, music, movement, math, science, small motor and large motor development.

UPNS stresses Art is not a limitation of the work of others nor is it coloring inside the lines of a drawing. It is a process, not the product that matters. It is often messy and incomplete by adult standards, but it is a representation of the child's world as he or she sees it and can express it.

Through Music, children develop confidence by singing, playing rhythm instruments, moving to music, listening to music and being creative with music. Music provides a wonderful opportunity to reinforce other areas of the curriculum, such as reading readiness, dramatic play, math and large muscle development.

Teachers provide a multitude of opportunities for practicing and internalizing Math. Young children will be prepared for higher level activities when they are introduced to classifications, the process of grouping or sorting objects into categories; patterning, the process of creating repetitions of symbols or objects; one to one correspondence, the process of pairing or matching items or objects.

Science for young children allows them to explore, manipulate materials, ask questions, discover cause and effect, project consequences and solve problems. It provides opportunities with both living and nonliving things. Most importantly, the science area of the curriculum encourages children to learn about their biological and physical world.

Fine Motor activities develop small muscles of the hand and enable children to develop competence in manipulating materials in their environment and ultimately, to master the skill of writing in the primary school years. Puzzles, stringing beads, cutting with scissors, interlocking toys and playdough are activities that contribute to fine motor development.

Through Language Arts, children gain experiences that encourage listening, speaking, writing and reading readiness. Reading books and telling stories are critical in a child's development in its broadest sense. Children are not only building oral language but they are also beginning to understand the concept of written language.

C. Language Development

Language acquisition is provided for the children and families in many different ways.

Socially:

Provide children with words to use when dealing with peers

Group activities

Give child opportunities to explore the environment

Pretend Play

Cognitive:

Ask open-ended questions

Provide books

Songs, finger-plays, stories

Games

Emotionally:

Give children words when feeling sad, angry and happy

Allow child to show emotions

Parent Resources:

UPNS has numerous parent resources for language development. We have the "Rainbow Resource Directory" for parents. We have information on hotlines, museums, cultural centers, worship services, resource organizations, housing and women's centers. UPNS provides translations of some of our important documents for our parents. Our staff is diverse and some speak various languages.

V. Classroom Policies

A. School Sessions

AM Program: 7:30 am to 12:30 pm

Pick-up time: 12:15 to 12::30

PM Program: 1:30 pm to 5:30 pm

Pick-up time: 5:15 to 5:30

Full Day Program: 7:30 am to 5:30 pm

Pick-up time: 5:15 to 5:30

Please note: There is no grace period on pick-up time. You are considered late for pick-up from the AM program after 12:30 and from the Full Day and PM programs after 5:30.

Lateness will result in a fine (please refer to the fine schedule in Appendix II for more information). Chronic lateness will result in more severe action by the Board of Directors.

B. School Holidays

Please refer to the annual master calendar for specific dates.

- Thanksgiving, 2 days in November

- Christmas/New Year's: 2 weeks, December – January
- Martin Luther King Day: January
- President's Day: February
- Spring Break: 1 week
- Memorial Day: May
- Summer Break, 1 week around July 4th holiday
- Teacher Set-up & In-service Days: 2 days in March, 2 days in September
- Labor Day: September

There is no deduction from your monthly tuition payments for these holidays.

C. Children's Arrival and Departure Procedures

For your child's safety, we require that you or other authorized adult (18 or older) bring your child into the program each morning and get them settled. Sign your child in upon your arrival. Be sure that staff is aware of your child's arrival before you leave.

When picking up your child, be sure that the teacher knows the child is leaving (this is for your child's protection). Be sure to sign your child out before departing.

Arrival and departure times are both opportune moments for parent-staff communication.

Kitten, Monkey and Dolphin rooms offer drop off from 7:30am with the regular session beginning at 8:30am. Drop offs between 7:30am and 8:30am are in the Monkey classroom for all ages. At 8:30am, the children are all led to their respective classrooms.

Pick up for morning only members must be by 12:30pm. Pick up for full day members must be by 5:30pm.

Koala room hours are 1:30pm to 5:30pm.

We ask that you do not arrive at school prior to 7:30am. Our teachers are preparing the classroom for the day and need this time for preparation.

If you are going to be away from work for the day, be sure to leave a phone number where you can be reached in case you are needed for a medical emergency.

Please call the program in advance if your child will not be attending on that day.

D. Classroom Schedules

Each teacher will post in her or his classroom the daily schedule of activities. This schedule of activities is a guideline for the flow of the day. It may vary slightly from day to day, but for the most part will be adhered to. This schedule will create consistency, and the children will get a feeling of security knowing what to expect each day. The schedule will include inside time, outside time, circle time, snack, hand washing, music, clean-up time, etc.

E. Child Assessment Methods and Procedures

Parent-Teacher Conferences are held formally twice a year in November and March. Each family is given the opportunity to sign up for their conference at their discretion.

Formal assessments are done by the teachers in preparation for the parent-teacher conferences. Staff will assess each child's growth, development and performance. They will record observations for each child and take special note of changes. They will maintain records of each child's assessment.

Teachers work with an assessment form and develop a portfolio throughout the year using pictures, anecdotes, notes to parents and observations to compile information for learning and curriculum planning. Each classroom assessment is consistent with the program's developmental curriculum and philosophy. Parents are encouraged to share insights into their child's life at home. Teachers provide pictures, anecdotes, progressive artwork, etc. Teachers share positive information and observations that pertain to the developmental growth of the child.

F. Necessary Supplies for Children

Children should be appropriately dressed for the weather. Keep in mind that during the spring and fall, the temperature varies according to the time of day. Sandals and other open-toed shoes are not recommended. For safety purposes, children should wear sneakers or other closed-top shoes. No crocs please as children can trip easily in them.

All children should keep a complete extra change of clothes in their cubby. The children will get wet and/or dirty on a fairly regular basis, so spare clean clothes are a necessity.

Children who are in the full day program will need a cot sheet/fitted crib sheet, light blanket, a pillow, and an optional snuggle item for naptime. All items should be clearly labeled with the child's name and placed in a pillowcase or drawstring bag. Bedding is to be taken home on Fridays for washing and returned on Monday.

Kitten room members need to supply diapers for the week.

G. Lunches/Snacks

Every child in the Kitten, Monkey or Dolphin room needs to bring a lunch labeled with his or her name each day. The school provides a nutritious snack mid-morning and mid-afternoon in these rooms.

Children in the afternoon program (Koala) should bring a light snack.

When you prepare a lunch, feel free to include any nutritional foods. Do not feel constrained to pack the traditional sandwich and fruit, although this is fine. Each classroom is equipped with a microwave oven to reheat leftovers.

PLEASE OMIT CANDY, COOKIES, AND OTHER SWEETS. If included, they will be returned home with a note. The children tend to focus on these items rather than the social experience of lunchtime.

UPNS will provide water to drink, or you may pack a thermos in your child's lunch.

To encourage self-reliance, please pack your child's lunch in containers that are easy for young children to open and close by themselves.

H. Birthday Policy

Birthdays are wonderful social experiences for all the children. The teachers will make a crown for your child to celebrate their birthday, and the class will sing "Happy Birthday."

No lit candles are permitted.

If parents wish, they can bring a snack item in recognition of their child's birthday (for example, a birthday cake, cupcakes for the class, fruit, etc). Please limit the snack item to no more than one type of item. Please do not send "goodie bags" to school for your child's classmate. They distract the

children from the celebration of the child's special day and lead to a focus on "things" instead.

Any "goodie-bags" sent to school will be sent home.

I. Books and Toys

Your child may bring a book to school if it is clearly marked with his or her name. Please do not send toys to school, as they are easily lost or broken and often cause conflicts between children. When children do bring toys from home, they will remain in the child's cubby pick-up time.

No "weapons" will be allowed.

The Dolphin class has periodic "Share Days." On the assigned day, children are permitted to bring a toy to school to share with their class. During Circle Time, children will be given an opportunity to tell the class about their toys.

J. Visiting the Facility

Families may visit any area of the facility at any time during the program's regular hours of operation.

K. Parking-lot Safety Rules

The children should exit on one side of the car (preferable curbside) and stand along the side of the car until you are ready to HOLD THEIR HANDS and walk into the schoolyard.

Children must hold an adult's hand when walking through the parking lot on the way to and from school. RUNNING IS NOT ALLOWED.

All children should be brought inside the schoolyard, signed in and checked in with their teachers before the driving parent leaves.

There is a loading area in front of the school. The three parking spaces in front of the school and the yellow-striped parking spots are for drop-off and pick-up only.

If you are co-oping, you need to park in an employee parking spot or on the street (please do not park in a resident spot; you will probably be towed!).

You will be issued a parking permit to display on your dashboard at the start of membership; new permits are issued every August. One side is for drop off/ pick up and the other side is for co-oping. These permits will alert parking enforcement that you have a legitimate reason for parking and ensure that your vehicle is not ticketed or towed.

REMEMBER: SEAT BELTS SAVE LIVES!

VI. Membership Policies

A. Members shall faithfully fulfill co-oping (classroom working) obligations.

Each member family is required to work for two four-hour sessions each month. Families with more than one child at UPNS must co-op an additional four-hour session each month per additional enrolled child. If the children are in more than one classroom, co-oping should alternate between the classrooms. Members must co-op on a day and at a time when their child normally attends school.

B. Each family is responsible for contributing to the smooth running of the school through participation in Committee Positions or Quarterly School Cleanings.

Committee Positions and Quarterly School Cleanings take an average of three hours per quarter. The Vice-President and the Director will oversee the Committee Positions and supervise the amount of time members put in to fulfill their jobs. The Vice-President or the Director will notify members who do not perform their jobs properly. If no improvement is subsequently observed, the member will be asked to give up the Committee Position and make up the hours owed to the school at the Quarterly School Cleaning.

Because attendance at the School Cleanings is critical to maintaining the school, we have a policy whereby each family is allowed to miss and make up only one School Cleaning per year. Families will not be able to make up more than one School Cleaning during the course of the year; additional missed School Cleanings will result in the assessment of a fine (see Appendix II). Parents should check with the Vice President in order to determine the most appropriate make-up activity.

C. One parent from each family must attend all General Meetings. General Meetings are held once every two months. Parents are also required to attend any Emergency Meetings called by the President. Any missed meetings will result in a fine (see Appendix II). A sign-up sheet will

be circulated at the General Meetings so the Vice-President can maintain a record of attendance.

Be aware that by missing meetings you will certainly miss important information that affects all members and children. All members will be held responsible for information presented at General Meetings, regardless of attendance.

Minutes will be posted following each General Meeting and each Board Meeting.

- D. All changes in program schedules must go through the Director in writing, and must occur by the deadlines established on the School Calendar or as posted at the school.

You may change your days of attendance at the beginning of a billing cycle, provided that the classroom conditions can accommodate your desires. There is a one-time fee of \$25 for all schedule changes. You may withdraw from the school at any time, provided that you follow the procedures for notification (see Section F below).

- E. Vacations and requests for leaves of absence should go through the Director so that classroom coverage may be arranged.

Any questions regarding a family's eligibility for leave of absence will be settled by a simple majority of the board. A member family which is experiencing serious illness or family emergency may be granted up to four weeks leave of absence from fulfillment of their classroom and School Cleaning/Committee Position. Petition for this leave of absence should be directed to the Board of Directors, and all requests must be approved by a simple majority of that body.

UPNS offers a four co-op per enrolled child maternity/paternity leave.

UPNS does not offer Vacation credits, and there is no discount for vacations. It is always necessary to pay tuition to maintain a spot in the classroom. However, parents are not required to Co-Op and will not be fined for a missed Co-Op if they are gone for an entire month. Families who are on vacation for two to three weeks only need complete one co-op for that month.

- F. A family intending to withdraw from UPNS must give at least 30 day written notice to the Director.

The family is responsible for tuition, scheduled co-op days, and School Cleaning/Committee Position up to and including their last day, regardless of whether or not their child is still attending school.

Tuition paid to UPNS is non-refundable.

VII. Co-oping Procedures

A. Generally

One member from each family is required to work in the classrooms (co-op) twice per month per child to fulfill their monthly obligation. Members must co-op on a day and at a time their child normally attends school. Kitten, monkey or dolphin families must co-op in the mornings 8:30am-12:30pm even if the child attends the full day. Koala families are the only members permitted to co-op in the afternoon.

Penalties will be enforced for being late to co-op and for failure to co-op (see Appendix II). If a situation arises which makes it impossible for members to fulfill their co-op obligation during any given month, missed co-op days can be made-up during the first week of the following month to avoid the fine.

Co-op Sign-up Sheets are placed in the classroom two weeks before the end of the month. When signing up to co-op, please keep in mind that we need parents to co-op in order to obtain the adult to child ratio (1:5) required by our co-op council standards.

Please do not sign up with another parent if there are other days that are not covered. Once you have signed up for the month, please do not change your days without first notifying your child's teacher. Parents are responsible for signing up to co-op before the beginning of each month.

Consistent failure to sign-up for co-oping will result in disciplinary action from the Board of Directors.

Please note: Each parent working in the classroom is required to have a health screening and tuberculosis skin test with a negative result report from a physician before working with the children.

B. On Your Work Day

Your workday is an opportunity for you to learn by doing. Here you will develop skills and techniques in understanding and guiding children. You should follow guidelines for participation.

It is important for you to be at school and ready to work at your assigned time, because you will help get the school ready for the children when they arrive. Be sure to clock in so you will be credited for your co-oping hours. Come in comfortable clothes. Report to the teacher right away, and check the work schedule to make sure you know your duties.

If you cannot work on your scheduled day, even if you are ill, you are still responsible for your workday. Rosters with parents' names and phone numbers are available in the office. Telephone the Director for suggestions on whom to call. She will be the most knowledgeable in this matter. The Director is responsible for offering suggestions only. She is not responsible for finding you a replacement. You may telephone other parents to find one who will trade days or substitute for you.

On your workday, your child may want a lot of attention from you. Accept this as natural, and give your child the attention he or she wants. Try to help your child to an activity. If you are having excessive difficulties, please ask the teacher to help. However, if the behavior is unduly disruptive and it is not possible to correct the behavior as long as the parent is there, then it may be better to have the parent do their classroom work in another class.

Your role as a working parent is to assist the teacher. The teacher's directions are for the benefit of the children and the smooth running of the school. If the teacher assigns you a definite activity to supervise, do not leave this activity or turn your back on the children, especially if you are supervising a potentially dangerous activity such as carpentry, shovel work, or climbing. If you must leave your post, tell the teacher and wait for a replacement. Hold conversation with other adults to a minimum.

There are a few housekeeping chores that must be done daily. These chores are divided among the working parents. Be sure you complete the particular job for which you are responsible and check with the teacher before you leave. Please see Appendix III for sample tasks and tips.

On your workday, you can be a source of rich additions to the program. If you enjoy gardening, music, puppets, or if you can paint or dance, you can add a new dimension to the daily schedule. Don't be shy with your abilities and talents; let us share them! Contact the Director or teacher ahead of time so your idea can be planned and anticipated.

Please see Appendix III for Co-oping Details: Tasks and Tips.

VIII. Participation Procedures

A. Quarterly School Cleanings

All member families are required to attend one School Cleaning per quarter. School Cleanings are held quarterly on Saturdays from 9 am to 12 pm, as listed on the calendar. They are 3 hours long, during which time parents clean, repair, and generally enhance the overall environment of the school. Please be on time for all School Cleanings. Parents should clock in and out for School Cleanings.

Our original facilities had their origin as an old warehouse. Parents spent a great deal of time and effort converting this warehouse into a delightful and unique school environment. We feel it is our responsibility, not only to the past, but also to the future, to follow the same tradition. While we do not have the same maintenance requirements that we had at the old school, we do want to maintain our facilities, and keep them looking new for future students.

Quarterly School Cleanings are held to take care of deep cleaning housekeeping tasks not performed during the course of a normal school day.

B. Committee Positions

As an alternative to attending the Quarterly School Cleanings, members can elect to contribute by volunteering for a Committee Position. Please note that Committee Positions are to be performed in addition to monthly co-oping requirements; they do not replace monthly co-oping requirements.

Sign-ups for Committee Positions for the upcoming year take place in May. Please contact the office or Vice President if you are interested!

The following is a sampling of jobs. Please see the Vice President for a complete list of Committee Positions and/or a detailed job description.

- Fundraiser Assistant: helps Fundraisers in the sale of Scrip
- Family Fun Day Coordinator: assists with silent auction among other tasks
- Librarian: periodically comes to school to check and repair books, organizes books, circulates books through the classrooms, makes purchasing recommendations for expanding the library
- Laundry
- Co-op Council Representative

- Historian: takes photographs of school events and classroom activity for all classes, shares photos with families online and in print, produces a yearbook
- Scholastic Book Club: places flyers in children's cubbies, places orders, puts purchased books in children's cubbies
- Food Purchaser: purchases snacks and supplies at various local markets (UPNS pays for the purchases)
- IT: updates and maintains the UPNS website

C. Fundraising

Because we are not subsidized by the University or any other agency, fundraisers are necessary in order to cover our operating expenses and keep tuition reasonable. Fundraisers seek money for enrichment activities such as music, soccer, gymnastics and field trips, and the purchase of books, equipment and other items not covered in our daily operating budget (financed by tuition). The fundraising done depends entirely on the membership, their ideas and their participation.

Each family is expected to raise \$350 in fundraising revenue between September and graduation in June by participating in various fundraising activities planned throughout the year.

Fundraising activities include Family Fun Day, an annual fund drive, family dinner nights, bake sales, sales of UPNS T-Shirts, Scrip (see below) and book fair. Additional funds or supplies occasionally come from in-kind donations. In-kind donations do not count towards members' \$350 fundraising obligations. Additionally, families are encouraged to find out if their employers will match their annual fund donations.

D. Scrip Program

In June 1998, the UPNS membership voted to institute a Scrip Program. Monies raised through this program have become an important source of funding for our school. UPNS purchases gift certificates from stores at a discount and members purchase the cards at face value; UPNS keeps the difference. This donated amount that UPNS keeps counts towards members' \$350 annual fundraising obligation. Each store varies in the percentage donation it offers through the scrip program.

Currently, UPNS keeps cards for Target, Coffee Bean, Starbucks, Whole Foods, among many others available for purchase. These certificates can be used to purchase any items from the store.

To purchase paper scrip, write a check to UPNS. In the memo section of your check, indicate the store you would like to purchase scrip from. If you would like to purchase scrip from more than one store, indicate the store and the amount desired in the memo section (example: Whole Foods \$100, 99 Ranch \$200). Drop your check in the Scrip Deposit Box in the UPNS Office (located on the wall next to the Tuition Deposit Box). Parents who have purchased scrip can check in the office to pick up their scrip orders. Because scrip is identical to cash, filled scrip will not be placed in your child's cubby.

Members can also order scrip gift cards through www.escrip.com. A huge variety of stores participate. Members request the scrip cards online, UPNS purchases the cards at a discount, members pay UPNS face value for the cards and members receive the cards in the office.

Ralph's and Albertson's supermarkets participate in the scrip program by donating a percentage of your purchases to UPNS when you register your club card. You can also register the card numbers of friends and family members. Fill out a card registration form in the office and make a note of your child's name on the form. Ralph's and Albertson's payments are made to UPNS each quarter. Although these contributions do not count toward the \$350 fundraising obligation, they help the school.

IX. Administrative Policies and Procedures

A. Non-Discrimination Policy

University Parents Nursery School does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a veteran. UPNS policy also prohibits sexual harassment. This non-discrimination policy covers employment as well as admission and access to UPNS programs and activities.

B. Financial Policy & Procedure

The Office Administrator is responsible for billing, collecting, and depositing school funds. This is an extremely important job and requires the cooperation of all members.

Tuition bills are placed in each child's cubby by the 1st of the month, or if it falls on a weekend the first Monday thereafter. Tuition is due in full in the office by 5:30 PM on the 10th of each month or if it falls on a weekend, by the following Monday. Look through your child's cubby papers carefully.

There is no excuse for forgetting a tuition bill. If for some reason you do not receive a bill, it is your responsibility to bring this to the attention of the Office Administrator. When you receive your tuition bill, please pay it promptly. There is a \$50 fine for late payment. This fine is assessed for all tuition payments received after 5:30 PM on the 10th of each month.

Notice is given by the Director and President if tuition is late. If tuition remains unpaid following this notice, the family may be suspended or even terminated, unless special arrangements have been made with the Director and/or the Board of Directors. Please note that special arrangements may be possible. A conference can be set up with the President or Board representative to work out the member's financial responsibility to the school, so please contact the Director your tuition becomes overdue. Again, failure to meet your financial responsibility to the school is grounds for termination. Should professional Collection Services become necessary, the delinquent member is responsible for any and all Collection fees incurred.

C. Extra Days Policy

Occasionally a family requests that their child be allowed to come to school for an extra day or an extra program. The school does not wish to encourage this practice. In particular, members should not expect to reschedule extra days or programs to make up for days or programs that the child missed due to illness or vacation. However, on occasion special arrangements can be made, provided first, that the Director has pre-approved the request, and second, that the classroom conditions can accommodate an extra child.

Use of extra programs without pre-arrangement (for instance, dropping off a child on an unscheduled day without advance discussion with the Director, or failure to pick up a child enrolled in the AM program until the end of the PM program) will subject the member family to disciplinary action from the Board of Directors.

If a family requests extra days or programs on a regular basis (for instance, more than twice a quarter), the Director of the Board of Directors may require that the family increase their enrollment schedule at the school.

D. Disagreement between UPNS and parents

UPNS is committed to high quality education. We hope that UPNS is a pleasant experience for the staff and families. Sometimes, however, conflicts will arise between the staff and a parent. We have found that

through open communication, most conflict can be resolved promptly and to everyone's satisfaction. We encourage open dialogue and respectful sharing of our concerns. The director and/or the president of the board of directors should be informed of any conflict and will assist with a resolution if required.

E. Termination of Services

Reasons which may result in the termination of a specific care arrangement include:

- Non-payment for preschool services and/or lack of adherence to our tuition payment policies.
- Lack of cooperation by the parents with the program's efforts to resolve differences and/or to meet the child's needs through parent/staff meetings or conferences.
- Abusive behavior and/or verbal threats by parents toward program staff will not be tolerated. This will result in immediate termination.

X. Health, Nutrition, and Safety Policies and Procedures

A. Health Standards

Each family shall have health forms completely filled out as required by the California Department of Social Services, including identification and emergency information and the child's health history. Each member and staff must have a pre-employment physical examination (signed by a physician) and present updated evidence of a negative TB test, whether tine, x-ray or intradermal as specified by California Department of Social Services.

Basic responsibility for the child's health rests with the parents.

The Director and the teachers have the authority to isolate and send home a sick child.

To prevent group exposure to contagious disease, parents are required to notify the Director when a child has had exposure to, or become ill with, any contagious disease.

Children with fever or diarrhea must be kept home 24 hours after the symptoms have stopped. Children will not be readmitted to school until the fever and diarrhea have stopped completely.

Children should be kept at home with any two of the following symptoms: Runny nose with a colored (yellow or green) mucus, sneezing, cough, complaints about body aches or pains, general lethargy.

Children who are lethargic, or who generally do not feel well enough to participate, will not be admitted to school. The classroom teachers will do a health check when children arrive to school each morning. Teachers have the authority to send home children who are not feeling well enough to attend school.

In accordance with the State of California health regulations, we require immunizations against diphtheria, whooping cough, tetanus (series of four), rubella, measles, mumps (one after the first birthday), polio (series of three), haemophilus influenza b (Hib) (one after the first birthday), and hepatitis B (series of three). Vaccinations against Varicella (chicken pox) are recommended.

Working members who become ill should not attempt to co-op, but arrange a substitute instead.

B. Communicable Disease Policy

Parents are asked to notify the program within twenty-four (24) hours if their child has been exposed to any communicable disease. The Program will notify all parents in writing whenever the children in the program have been exposed to a communicable disease. Further, the program will notify the Commissioner of Health within twenty-four (24) hours of awareness that any illness or condition specified by law or regulation present in the program.

C. Guidelines for Exclusion from the Program

Certain symptoms in children may suggest the presence of communicable disease. Children who have the following symptoms should be excluded from the childcare setting until 1) a health care provider has determined that the symptoms are not associated with an infectious agent, or 2) there is no longer a threat to the health of other children or staff at the program.

Children with any of the following symptoms should be excluded from the program until such time as they meet the criteria listed above:

- Fever-Axillary (armpit) temperature of 100° F or higher. Oral temperature of 101° F or higher. Particularly if accompanied by other symptoms such as difficulty breathing, vomiting, sore throat, diarrhea, headache and/or stiff neck, undiagnosed rash, or the child is unable to

participate in normal activities. The child's temperature must be taken and recorded before any fever-reducing medication is given.

- Diarrhea- Until the diarrhea has stopped or a medical exam indicates that it is not related to a communicable disease. (Diarrhea is defined as an increased number of stools as compared with a child's normal pattern, along with decreased stool formation and/or watery, bloody, or mucous-containing stools.
- Vomiting- Until vomiting stops. (Vomiting is defined as two or more episodes in the previous 24 hours.)
- Eye Drainage- Until 24 hours following the presence of thick mucous or pus drainage that has been determined to be a bacterial conjunctivitis and treatment has begun.
- Skin Rash-Until a medical examination indicates the symptoms are not those of a communicable disease that requires exclusion.
- Appearance/Behavior- Child looks and/or acts differently: unusually tired, lethargic, pale, lacking appetite, confused, irritable, or difficult to awaken.
- Signs/Symptoms of Possible Severe Illness- Unusually tired, uncontrolled cough, irritability, persistent crying, difficulty breathing or wheezing. These symptoms should be evaluated by a health care provider to rule out severe illness.
- Unusual Color- A yellow tint (jaundice) to the eyes or skin, gray or white stools, and/or dark, tea-colored urine can be symptoms of hepatitis and should be evaluated by a physician.

The mildly ill child should be excluded if the child is unable to participate in normal activities, or if the child needs more care than can be provided by the childcare staff.

D. Medication Administration

Written instructions from a licensed physician or dentist before administering each prescription medication are required. Medication with the child's name, current prescription information and directions for use on the label constitutes written instructions by the health care provider. Any over-the-counter medication is given according to the manufacturer's instructions. All medication is given with the standardized measuring device. Over-the-counter medications are considered all those not prescribed by a licensed medical source, including homeopathic agents. Parental permission is needed for all prescriptions and over-the-counter medications.

We will accept original, current prescription bottles or containers containing a legible label. Medications are given to the child whose name is on the prescription label.

Medications are stored in approved, covered containers, and labeled. They are always stored in locations inaccessible to children.

The staff members assigned to give medications will individually administer the medication according to posted guidelines. The dosage, date and time of each administration of medication will be noted on each child's permission slip and signed by the staff member administering the medication. The staff member administering medications will follow the instructions set forth on the medication container and the parent's instructions on the permission slip.

If a medication is not administered on time, and if it is more than one (1) hour past the prescribed administration time, the parent(s) will be contacted for further instructions.

After completing the medication cycle, the empty bottle or container will be returned to the parent, or disposed of properly.

The medication permission slip is filed in the child's folder.

E. Sun Injury

To protect children from sun injury, parents should apply sunscreen to their children before school daily.

Our yard is shaded with trees and awnings.

F. Insect Borne Diseases

The yard is checked daily for standing water to prevent mosquito infestations. Teachers check the yard every day for insects and spiders.

G. Choking and Suffocation Hazards

Frequently inspect toys to make sure there are no small detachable parts. Toys should be age appropriate. Young children often place things in their mouth.

Heavy string and rope should be stored out of reach of young children. Encourage children to keep strings and yarns away from their necks.

When using balloons please be cautious of any small pieces, as they are a choking hazard.

Toilets and sinks could be potential hazards for drowning. Supervise children in the bathroom at all times.

Children should be closely supervised at the water table. The table should be emptied or covered after use and whenever it is not being supervised.

Buttons, pins, needles, and all small, pointed instruments should be stored in a childproof container.

Choking on food is a significant hazard for preschool children. All staff has training in handling choking young children. Young children do not know how to chew well and don't really use a grinding chewing motion as adults do until about four years of age. Choking can be caused by food getting lodged in the esophagus and putting pressure on the airway or by being inhaled directly into the windpipe.

All the children should be encouraged to eat their food slowly, chewing well. Encourage children to eat sitting down. Popcorn, peanuts, nuts, chunks of carrots, hard candies will not be served to young to children. Grapes should be cut in half and hot dogs sliced down the middle and then cut into small pieces.

H. Hot Foods and Liquids Policy

Liquids and foods hotter than 110 Degrees Fahrenheit must be out of the children's reach. Parents' and teachers' hot beverages will be kept out of reach of the children at all times.

I. Bottle and Drinks Policy

UPNS has a no bottle policy.

Children do not have fluids on their beds during rest time.

Children are not allowed to walk around with cups and are never given liquids while lying down. Lying down with a drink puts children at risk for tooth decay, ear infections and choking.

Children do not carry sippy cups, regular cups or food while walking.

Teaching staff may offer children fluids from a cup when children are thirsty in addition to the water that is provided at snack time. All classrooms and play yards are additionally equipped with water fountains.

J. Precautions for Communal Water Play

Children are not allowed to drink from the water table.

Children with sores on their hands are not permitted to participate in communal water play.

Fresh water is used and changed between groups. The water table is drained and cleaned daily.

K. Hand Washing

The most important thing you can do to prevent the spread of illness is to wash your hands and the children's hands thoroughly and often, following the Hand Washing Procedure.

The program follows these practices regarding hand washing: Staff members and those children who are developmentally able to learn personal hygiene are taught hand washing procedures and are periodically monitored. Hand washing is required by all staff, volunteers, and children when hand washing would reduce the risk of transmission of infectious diseases to themselves and to others. Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.

Hand Washing Procedure:

- Using warm water and soap (preferably liquid), rub your hands together vigorously for at least 10 seconds.

- Be sure to wash under fingernails, between fingers, and the back of hands and wrists.
- Rinse your hands well under running water.
- Dry your hands with a single-use paper towel or hot air blow dryer.
- Turn off water using a paper towel (if not foot or knee operated) to avoid recontamination of clean hands.

Co-ops and staff's hands should be washed:

- When you first arrive at the program.
- After using the bathroom or helping a child use the bathroom.
- After changing a diaper.
- After handling bodily fluids or wastes, such as blood, drool, urine, stools, or nasal or eye discharge (ex., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, or vomit)
 - Please note, gloves are required when contamination with blood may occur. However, gloves are not a substitute for handwashing.
- After cleaning or handling garbage.
- After handling a sick child.
- Before preparing food and after handling any raw food that requires cooking (ex., meat, eggs, poultry).
 - Please note, gloves are required for food preparation but are not a substitute for handwashing.
- Before eating or drinking.
- Before and after feeding a child.
- Before and after administering medication.
- After playing outside.
- After handling pets or pet cage or other animals.
- After playing in water that is shared by two or more people.
- When moving from one classroom to another.
- Hand washing sinks may not be used for bathing children or removing fecal material.
- In situations where sinks are used for both food preparation and other purposes, sinks must be cleaned and sanitized before using them to prepare food.

Children's hands should be washed:

- When first arriving at the program.
- After using the toilet or having their diaper changed.
- After touching a child who may be sick.
- After handling soiled items.
- After playing outside.
- After handling pets or pet cage or other animals.
- Before they eat or drink.
- After playing in water that is shared by two or more people.
- when moving from one classroom to another.

Alcohol-based hand sanitizers:

Please note, the use of alcohol-based hand rubs in lieu of hand washing is not recommended for early education and child care settings. If these products are used as a temporary measure, a sufficient amount must be used to keep the hands wet for 15 seconds. Since the alcohol-based hand rubs are toxic and flammable, they must be stored and used according to the manufacturer's instructions. Hand sanitizer is available for parents and visitors, at each sign-in station/every classroom.

L. Pet Policy

When pets are in the classroom or visiting, they are seen as an educational resource for children. The children will learn to care for and handle the pet in an appropriate manner.

Pets are properly housed, cared for, and licensed and inoculated when needed, in accordance with local health codes.

Teaching staff supervises all interactions between children and animals and instruct children on safe techniques when in close contact to animals. Program staff makes sure that any child who is allergic to a type of animal is not exposed to that animal. Reptiles are not allowed as classroom pets because of the risk of salmonella infection.

M. Discipline Policy

Children will learn to consider and respect others and their environment around them. Clear and consistent age appropriate limits will be set, and with these limits, each child will gently learn what it is appropriate behavior.

Children are encouraged to solve as many of their own problems as possible under the guidance of a staff member. Children are encouraged to use words to handle their differences and shown how to stop others from interfering with their activities.

When a teacher must intervene, age appropriate and constructive methods of discipline are used, starting with a verbal intervention, redirecting and removing a child from the situation if necessary.

Physical or emotional danger will be grounds for a teacher to intervene immediately. The parents are included in this discipline process so children can see that both parents and teachers reinforce limit setting.

Parents are notified verbally or in writing regarding disciplinary action taken by the teacher, to better aid the child in improving their behavior.

In the interest of maintaining a safe and happy learning environment, UPNS reserves the right to terminate any child's enrollment if that child is found to be continuously disruptive to our program.

N. Behavior Guidance

Staff shall provide each child with guidance that helps the child acquire positive self-concept and self-control. Behavior guidance used by each caregiver will be constructive, positive, and suited to the age of the child at all times.

The following rules and standards apply:

To prevent unacceptable behavior from occurring the staff will:

- Model appropriate behavior
- Arrange the classroom environment to enhance the learning of acceptable behaviors
- Use descriptive phrase praise when appropriate occurs, i.e.,

When unacceptable behavior occurs or is about to occur, staff will use:

- Redirection: substitute a positive activity for a negative one
- Distraction: change the focus of the activity or behavior
- Active listening to determine the underlying cause of the behavior
- Holding and rocking a child will be done when needed
- Time-out (separation from the group) is used as a last resort, only when less intrusive methods has been tried and or behavior of the child is dangerous to himself and others. In the event a time out is used, a child will be separated from the group for a maximum of 5 minutes.

We must be aware of and comply with all federal and State, and local laws prohibiting corporal or abusive punishment in child care settings. Staff is expressly prohibited from using unproductive or shaming methods of punishment.

Parents and childcare staff will always work together to deal with persistent behavioral issues such as biting, or unusual or dangerous aggression to self or others. If a child appears unusually stressed or anxious, or otherwise motivated to engage in negative behaviors, it is the duty of the child care staff to consult with the parents.

O. Children who endanger other children

At UPNS one of our primary goals is to provide a safe, nurturing, and pleasant environment for all of the children we serve. We recognize that one of our jobs is to help children learn appropriate ways to handle conflicts. We work on this as conflicts arise, helping children find satisfactory solutions. We also have "Conflict Resolution" and "Empathy Learning" as a part of our curriculum. We understand that many preschoolers may use misguided behavior because they have not yet learned what it is acceptable behavior.

However, at times a child's behavior may endanger others. We want to ensure parents that we will address such more serious behavior immediately following these guidelines:

- A first incident will be reported to the parent of the child who was endangered.
- A second incident will result in a parent-teacher conference to discuss the behavior and establish a plan of action.
- A third incident will result in another conference with the teacher(s) and the director to continue the discussion to understand what might be causing the problem. Referral for outside advice will be suggested.
- UPNS reserves the right to terminate any child's enrollment if any further incident occurs, or if we feel that any of following conditions exists:
 - The school cannot meet the child's needs.
 - The parents are not able to work with the school to find an acceptable solution.
 - The continuing behavior endangers the well being of other children, and/or the child engaging in the behavior.

P. Emergency Procedures

Accident forms, or "Ouch" Reports, shall be filled out for any accident, no matter how slight, occurring at school. Parents may seek compensation from the insurance company for expenses incurred from injury at school.

Emergency forms containing the name of each child's physician and office telephone number, as well as the signed Medical Consent Form must be in the school files at all times and available for immediate use. Without the Medical Consent Form, UPNS cannot obtain treatment for an ill or injured child. Please keep this file current.

The children's files are securely located in the Director's office in the filing cabinet. The Director's office is secured via restricted key card entry. The children's files are alphabetized by last name. The content of the files is

confidential but is available to administrators, teaching staff, parents and legal guardians, and regulatory authorities, on request.

In the event of a serious accident, the Director (or acting Director) will call the family and the child's doctor as listed on the emergency form in the school file. In an emergency, we will call 911. We do not transport children for medical purposes. An ambulance can take the child to the UCLA Emergency Room if necessary.

Until the child is removed from the school for treatment, or until a doctor arrives, the Director (or acting Director) will be in charge and will make all decisions regarding the care of the child. Each child has a 'Consent for Medical Treatment' form in his or her file.

It is understood that the parents of the child will accept responsibility for any expense resulting from emergency care.

The school first aid kit shall include a copy of the Red Cross First Aid Handbook and as a minimum, the following items: clinical thermometer, alcohol, antiseptic, sterile cotton and gauze bandaging, adhesive tape, Band-Aids and scissors.

In the event of earthquake or fire, do not telephone the school. Be assured that we are doing our best and are waiting for you to pick up your child. Phone lines are always tied up after such a disaster. We need our phone available to us at any such time.

The school provides earthquake Kits.

The UPNS designated 'Safe Area' is located in the courtyard of the apartment complex to the north of the school. The code to the gate to enter the apartment complex can be found on the classroom sign-in sheets. Teachers keep the sign-in sheets with them in the event of a drill or evacuation to check that no children remain in the building. If it is necessary to evacuate the school, UPNS exits through the gate of the Kitten Yard.

Fire extinguishers are located outside each classroom.

Appendix I: Tuition Rates

UCLA Affiliate Rates		
	<u>Half-Day Program</u>	<u>Full-Day Program</u>
2 days per week	\$363	\$553
3 days per week	\$480	\$739
4 days per week	\$562	\$863
5 days per week	\$634	\$980
Non-Affiliate Rates		
	<u>Half-Day Program</u>	<u>Full-Day Program</u>
2 days per week	\$416	\$618
3 days per week	\$524	\$821
4 days per week	\$611	\$958
5 days per week	\$692	\$1087

All rates listed are per monthly billing period.

Appendix II: Fine Schedule

A. Co-oping

- Arriving late for co-op workday (after 8:30-morning, or 1:30-afternoon) - \$1 per minute late, after a 15 minute grace period (e.g. arrival at 8:46 results in a \$16 fine.)
- Arriving 30+ minutes late/departing 30+ min. early = missed co-op - \$50
- Changing day/crossing out name on co-op sign up sheet without teacher's initials - \$10
- Missing co-op workday: first offense - \$50
- Missing co-op workday: second offense - \$50
- Missing co-op workday: third offense - \$100 and Disciplinary action from the Board

B. Missed General/Parent Meetings

- Missed General/Parent Meeting: first offense - \$30
- Missed General/Parent Meeting: second offense - \$50

C. Quarterly School Cleanings

- Arriving at 9:30 or later, or departing at 11:30 or before equals a missed School Cleaning - \$50
- First missed School Cleaning with make-up - no fine
- First missed School Cleaning without make-up - \$50
- Second and subsequent School Cleanings - \$100 (no make-up allowed)

D. Late for Child Pick-Up

- \$1 per minute late, payable directly to the supervising teacher
- Consistent and repeat offenders will be subject to disciplinary action from the Board

E. Tuition

- Late payment – \$50 Unless prior arrangements are made with Director
- Schedule Changes - \$25.00
- Returned check – \$20 plus Bank Fees

F. Fundraising

- All members are required to participate in Fundraising Activities in order to raise a minimum of \$ 350 per year per family

Appendix III: Co-oping Details: Tasks and Tips

A. Sample Co-oper Tasks

Co-oper 1	Co-oper 2
<ul style="list-style-type: none"> ● Fill jug with filtered water from office ● Mix bleach water in spray bottle ● Get snack supplies from big kitchen ● Prepare snack and place settings ● Before snack time, clean tables with bleach solution and yellow towel ● Set tables for snack ● After lunch, clean tables with bleach solution & sweep under tables 	<ul style="list-style-type: none"> ● Help clear tables after snack ● After snack, clean tables with bleach solution & sweep under tables ● Wash snack dishes ● Warm up lunches ● Before lunch time, clean tables with bleach solution and yellow towel ● Set tables for lunch
<p>Generally:</p> <p>Assist Teachers</p> <ul style="list-style-type: none"> ● By keeping a watchful eye on children at your assigned station ● Tell a teacher if you need to leave your station to go to the restroom, etc. ● Remember no cell phones, etc. while co-oping. <p>Supervise Bathroom</p> <ul style="list-style-type: none"> ● Make sure children wash their hands with soap and water; flush if necessary ● Wipe down bathroom sinks and toilet seats with white towel <p>Clean-up Time</p> <ul style="list-style-type: none"> ● Help put toys away ● Sweep sand back into the sand area, off equipment and sidewalk 	

B. Suggestions for Working with Children

- Respect the child as an individual. Be courteous to her, as you would be to anyone else.
- Allow children to work out their own difficulties when possible, unless a child's physical safety is at stake. If you feel hesitant, ask the Director or teacher for help.
- When inside, sit down as much as possible so that you are not conspicuous: remain on the child's level. Always sit facing the group for which you are responsible. Be sure you have a child's attention before speaking to him. Do not call across the yard to a child.

- Encourage independence in children. Allow and encourage as much free and creative activity as children can handle without possibility of frustration or danger. Remember that all activities are optional. If a child is struggling with a task, do not interfere unless you are sure he is becoming discouraged. Then help him only to the point where he can complete the task himself. Allow children choices whenever possible and let them make the decisions independently. Adults should stay in the background ready to help if necessary but allowing freedom.
- Never leave a group, even for a few minutes, without telling an adult. Avoid visiting with other adults.
- Make statements in the positive manner whenever possible. Use direct action verbs, such as "We walk inside" or "We slide down the slide." Use a quiet voice at all times, as it is possible to be quiet and firm. Avoid the words "don't" and "no." Try to tell a child what to do, instead of what not to do.
- When supervising art activities, avoid making a model for the children or asking, "What is it?" or "Is it a cat?" If you are curious, try asking this way: "Tell me about your picture." Most pre-schoolers are involved in the process of manipulating the brush or crayon. They are not really concerned with the "what" but with the "how." If the child spontaneously tells you about the picture, try to get a piece of paper and write down the child's words, for the parents' later enjoyment.
- Do not discuss children, other parents, staff or school issues in the children's presence or while working.
- Avoid putting your hands on children and dragging them to conform to routine.
- Throwing objects, except for balls and beanbags, should be discouraged. If a child persists, have him throw away from the group, or substitute something else.
- Kicking is not tolerated. Try the negative practice of having the child kick a door or a tree if he cannot understand that kicking is not allowed. However, it is better to provide something the child can kick constructively, like a ball. If necessary, divert the child's attention, suggest another activity, or isolate him when another child might be hurt.
- Hitting is not permissible. Try to re-direct the child or substitute a more desirable activity.
- Let one adult handle a situation to its completion, leaving the guidance of your own child to another adult whenever possible.
- Do not hesitate to ask the teacher for help if you need it. The teacher does not want you to assume more responsibility than you are ready to handle at a given time. Do not be afraid of making mistakes; do the best you can and discuss the matter with the teacher later. If a child is hurt, acknowledge the hurt, but minimize the situation.

- Give particular attention to the reserved, quiet, or new child. It is normal for new children to take quite a while before really integrating into the group. Don't immediately go to the shy child, but let him know he may come to you if he feels the need. Every child should receive true individual attention during the course of the day.
- Praise is recognition of achievement. Praise something specific, not the child in general, such as, "You did a good job with that puzzle." Especially praise a child when she succeeds after failure.
- Encourage playing together and sharing. When two children are fighting over a toy, try saying, "He has the truck now; next it will be your turn. You can play with the boat for now." Make sure, however, that the second child receives his turn. Remember your promises to children.
- Print or have the child print his first name on all artwork. It is important to print in capital letters, since children are learning letter recognition throughout their pre-school years. Writing instead of printing may confuse them. For example, a written "a" may look like an "o" to a child. Ask the child where she wants her name placed.
- Give warning of change in activity ahead of time. Direct children to a new activity when the present one is finished.
- Use home discipline at home and school discipline at school. If you have some objections to the school way, let another adult handle the situation and discuss your objections with the Director and/or teacher away from the children.
- We may disapprove of a child's actions, but never of a child. Children need to know that they are still liked even though they have misbehaved.
- The subject of toileting will be covered thoroughly by the teachers with reference to individual children; however, these are the basic principles to remember: let the children do as much as possible by themselves, but offer help when needed. Every child should wash his or her hands after using the bathroom. Every adult should wash his or her hands after helping and in between helping each child. Give the children privacy. Encourage other children to give their friends privacy, but as long as children are in the bathroom, they need adult supervision. Under normal circumstances, working parents will not be asked to change diapers.
- If clothes are soiled, help the child change clothes with as little fuss as possible. Be sensitive to the child's self-esteem. Let him know that all people have accidents sometimes, and that you know that he will have better control as he gets older. Place any soiled clothes in a plastic bag in the child's cubby (and don't forget to wash your hands).

C. How to Step in and Direct a Situation

Here are some general ideas for dealing with difficult play situations:

- If children are doing something dangerous, then stop them, saying "I'm afraid someone will be hurt. Let's try (suggest an alternate activity.)"
- If someone is hitting, pushing, or kicking, then stop the child and ask, "Are you trying to tell _____ something?" Make it clear that it is okay to be angry, but we cannot express anger by hitting, biting, kicking, etc.
- If you need to tell children not to do something or to censure behavior, then start by giving a gentle, clear explanation, and then make your warnings more severe if they don't change. For example:
 - 1st warning: "John, for this activity we want the dinosaurs to stay at this table."
 - 2nd warning: "John, please keep the dinosaurs on this table. We need them for this activity."
 - 3rd warning: "John, if you take the dinosaurs away from the table again, you will have to leave the table – without a dinosaur!"
- If children are having trouble doing a task or routine, show them how to manage and describe what you are doing. For example: "There are a lot of us washing our hands at one time. I can share my sink and soap. Angela, would you like to share my place?"
- If you think a particular unpleasant behavior is designed to get your attention, then you can ignore it. This avoids reinforcing undesirable behavior.

D. What to Say

When speaking to children, talk to them where they are, at their eye level, by sitting down or stooping or squatting. Avoid shouting at children from a distance. Try not to turn your back on a group of children, unless you know someone else is watching them. Speak in a pleasant, calm voice, giving positive instructions when needed, offering a choice only when there really is a choice.

Say

Sit down when you slide.

Dig in the sand.

Sit in the swing.

Use two hands when climbing.

Don't Say

Don't stand up when you slide.

Don't throw the sand.

Don't stand in the swing.

You'll fall down if you don't watch

Climb down the ladder.

Don't jump or you'll hurt yourself.

Sticks stay on the ground.

Don't play with the stick, or you'll hurt someone

Keep the puzzle on the table.

Don't dump the puzzle on the floor.

Turn the pages carefully.

Don't tear the book.

Sit on your chair.

Don't rock in your chair.

Talk quietly please, or use inside voices.

Don't shout

Walk around the swing.

Careful, the swing might hit you.

Wipe your brush on the paint can.

Don't drip paint on the floor.

Put an apron on.

Don't you want to put an apron on?

Time to wash your hands.

Don't you want your snack?

The blocks are for building

Don't throw the blocks.

Appendix IV: Starting School for the First Time **Helpful Information for Parents**

In the beginning, remember that this is your child's first step toward independence. Every child expresses his or her individuality in a different way, and no child should be forced into any activity or situation. No matter what your child's reactions are, try to accept them. Neither you nor your child is here to be judged.

Since you and your child have visited the school before, both of you are probably familiar with the program. However, it may be necessary to stay with your child until he or she feels comfortable and secure in this new environment. You and the Director can decide with your child's teachers when you feel your child is ready to be left at school alone.

Sit quietly in one place away from group activities, and your child will feel freer to move into the group with the knowledge that his/her parent will be in the same spot.

The teachers will gladly answer any questions you may have concerning their program, your child, or any aspect of the total co-operative situation. But, please, hold questions until after the school day is finished, or request a parent-teacher conference.

Please be aware that school is a place to explore, examine, and have fun with a variety of creative materials. It is suggested that parents dress their children in clothing that is easily washed.

Here are some situations that can be anxious for some parents, along with some helpful advice:

Do not be disturbed if your child is shy in the group, because he may not feel comfortable among children with whom he has not played before, and may need assurance that nursery school is fun and you are going to stay with him.

Do not be disturbed if your child refuses snacks, because the group may overwhelm her, or she may have found something more interesting at the moment. She still has to learn that she will enjoy the refreshment when she feels more relaxed.

Do not be disturbed if your child does not join in a story or music time, because he may be accustomed to having a story by himself with a parent, or his attention span may be too short. He may be absorbing what goes on as an observer on the perimeter, or he may simply not enjoy stories or singing time.

Do not be disturbed if your child does not take part in rhythms, because she may not have an interest in that activity, or she may feel that she needs to know them before she can enjoy them. She may be enjoying them as an observer or listener, or she may be the type of child who does not plunge into the situation until she has appreciated it.

Do not be disturbed if your child stands around and watches, because he may be more comfortable and prefer the role of observer. Watching is a form of participation.

Do not be embarrassed if your child takes toys from others, because her vocabulary may be insufficiently developed to express herself. This may be her first experience with group play. She will learn that words are valuable assets to social approaches when she learns to use them and she feels comfortable in nursery school.

Do not be embarrassed if your child refuses to give and take, because often children do not know how to play with a group and their first attempts are aggressive. Suggesting a role to play or an activity to carry out will help.

Do not be embarrassed if your child hits, because this is an expression of anger. He will learn to express himself verbally with experience.

Do not be embarrassed if your child indulges in name-calling, because she is experimenting with language. She likes the way others react to her name-calling. She may be testing her limits. Name-calling, such as "stupid," "nut," etc., is not considered a problem at nursery school. However, if a particular word is bothering an adult, please see the Director on how to handle the situation.