

A co-operative preschool where  
parents and children learn and play together!



# SANTA CRUZ PARENT EDUCATION NURSERY SCHOOL

# 2015-16

Contains philosophy; policies and procedures;  
sickness policy; guides to working in the classroom.

## *PARENT HANDBOOK*

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## **Program Philosophy**

The purpose of the Santa Cruz Parent Education Nursery School (SCPENS) is to provide the best possible environment for the development of the young child and at the same time help parents understand and appreciate the growing process of their child and of themselves as parents in a supportive and compassionate community.

Through play, children learn about themselves and their world. Having access to developmentally appropriate learning activities and materials and interacting with children their own age helps children grow more confident and capable socially, emotionally, mentally and physically. Participating parents can observe and listen to their children as they learn, and become better equipped to understand and meet their children's needs. Parents are able to observe trained teachers handle difficult or confusing situations. Parent meetings and seminars provide opportunities to discuss these observations and other subjects relating to parenting children. In addition, a variety of professional resource people from the community are invited to parent meetings to share their expertise. Our Parent Education Nursery School program will increase both the parent's and the child's understanding and enjoyment of each other.

## **ADA Accessibility Policy**

SCPENS has a policy of inclusion and does not discriminate against any person based on his or her gender, race, ancestral national origin, creed, color, sexual orientation, language barrier, mental or physical disability, or any other 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. SCPENS 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.

Parents and/or students with disabilities who believe that they require reasonable accommodations to participate in official program activities may request such accommodations as set forth in the enclosure entitled "Procedures for Requesting Reasonable Accommodation."

## **The Value of Early Education**

Preschool education is a supplement to family life and helps to meet the child's basic need for love, a sense of worth, and for understanding of himself, others and the wider world. Meeting these needs and developing the child's potential calls for a working partnership between parents and teachers.

Many of the most challenging and important developmental steps in a person's life take place during the first five years. The Nursery School environment is geared to the children. The program is designed to be challenging and fun, but within the child's abilities. Even a casual free play situation represents careful planning. Materials are provided for artistic and dramatic play, active and quiet play, and for exploration and discovery.

The presence of children from the same age group presents a different environment from the home. It is less charged with family expectations and challenges. The child discovers that other children have the same feelings as they do, and with adult guidance, learns to get along with them on an equal footing. To be a capable, self-sufficient adult, one must first be given the opportunity to experience a richly diverse and well-rounded childhood by the adults in their lives. At SCPENS, children have a multitude of learning opportunities and experiences to help them grow and thrive at home and at school.

### **The SCPENS Experience**

Participating at SCPENS offers the opportunity to observe and participate in the early developmental stages of children's lives. In the co-operative preschool, the parent is an active participant in a program based on positive, respectful interactions and learning through play. After experiencing how the daily activities are structured, the parent may decide to make adjustments in the family routine to meet the needs of the child more realistically. In addition to the enrichment gained from observing and participating in children's groups, the parent's awareness grows through individual parent-teacher conferences, parent meetings, guest speakers and discussions with other parents.

Our program promotes health of mind, body and spirit. Good habits are fostered and there is a concern for the child's safety, happiness and comfort. The outdoor environment provides fresh air and wholesome, invigorating activity with space to run and shout and develop strength, dexterity and coordination. The classroom has numerous opportunities for tangible hands-on experiences and exploration which are the building blocks that form the foundation for kindergarten readiness. Through free choice and teacher-guided play activities, children are introduced to developmentally appropriate math and science concepts, language, early literacy, art, music, dramatic play, social, emotional and cognitive development, conflict resolution, healthy eating and more.

At SCPENS, children and their parents learn and play together!

### **Program Objectives**

#### **For the Parents:**

- Become knowledgeable about the developmental growth of children.
- Learn techniques for working with toddlers and preschool children individually and in groups.
- Learn how to adjust activities and expectations to the child's stage of development.
- Learn to enjoy and relax in the companionship of their child.
- Gain insight into the meaning of the child's behavior.
- Recognize signs of growth and learn ways of fostering its progress.
- Increase awareness of the uniqueness of each child and accept the differences in children.
- Learn to recognize their own parental style and make adjustments when appropriate.
- Make connections with other parents of young children.
- Become active participants in school activities.
- Become acquainted with and participate in community services which teach parenting and communication skills.
- Become aware of County resources available to them and their children.

**For the Children:**

- Play with peers and learn about social interactions and conflict resolution skills, including sharing and taking turns.
- Develop a sense of independence, competence and self-esteem.
- Develop a feeling of security in an ever-enlarging environment outside their own family through support in accepting help and guidance from the adults at school.
- Explore the environment and experiment with a wider variety of materials than is possible for most homes to provide.
- Engage in a wide variety of experiences which promote curiosity, expand interests and create enthusiasm for learning.
- Expand language and cognitive skills.

## **Parent Participation Requirements**

**Classroom Days and Seminars**

Work a minimum of one day per week in the classroom. On your classroom day you may be asked to arrive a few minutes early and to stay briefly after class to help set up and clean up the day's activities. Approximately twice a month you will stay 30-45 minutes after class for parent education seminars with your teacher.

**Parent Meetings**

You are required to attend one evening meeting each month. Either or both parents may attend. These meetings are generally scheduled the third Thursday of the month from 6:45 to 9 p.m. No children please (babes in arms are okay).

**Snacks**

Bring a healthy snack approximately once a month for all of the children in your class. Snack guidelines are included in this Parent Handbook (as listed in the Table of Contents.)

**Fundraising**

Each family is expected to participate in at least two fundraising events during the year to help the school acquire the additional funds needed to support the program.

**Support Job**

Perform a support job for the year. A list of these is in the Parent Handbook. You will be asked to indicate your preferences before the start of school. Assignments will be posted at Orientation and you will be provided with specific instructions and support for your job.

**Yard Day**

Participate in two of our three scheduled yard days. Yard days are held on Saturdays from 9 a.m.-noon to provide necessary routine maintenance and upgrades to the facilities. For safety reasons, alternate arrangements for children should be planned. Limited childcare is available with advance sign up.

**Child Watch**

(Preschool classes only) Supervise children of parent workers after class, less than once a month, during seminar times. This will be on a day your child is regularly scheduled to attend.

## **Health Requirements**

Participants must comply with State health standards with respect to physical examinations and immunizations as well as our school's health policies. All medical and general entrance forms must be completed before your child attends school.

## **Fingerprinting**

Comply with the fingerprint requirements mandated by Santa Cruz City Schools (see the [Members](#) page of our website.) This process must be completed before your first day of class. Anyone without fingerprint clearance is prohibited from working in the classroom.

## **Program Fund**

\$200 is collected each year per family to pay for school supplies, school events, field trips, guest speakers, and basic operating costs. There will be two fundraising events offered to offset this cost for those who prefer to raise the funds: Fall Rummage Sale 8-Hour work-shifts and/or Read-a-Thon Pledges. Credits will be applied and balances will be due in February. Alternatively, families have also opted to make a payment by adding \$25 to their monthly tuition check starting in October & will make their final payment in May. Please let your Teacher/Treasurer know if you plan to pay in monthly payments.

## **Tuition Payments**

Tuition is to be paid on the first school day of each month. Your first and last month's tuition is due at Orientation. A \$20 late fee will be applied for payments submitted 10 days after due date. Failure to pay fees in a timely manner may jeopardize your place in the program. Families in good standing (participate in the classroom, attend seminars and parent meetings, fulfill their support job requirements and make timely tuition payments) who have paid for their first and last month's tuition, and have a financial need, may apply for assistance through our Scholarship Fund.

## **Parent Support Jobs**

Many of these jobs will have more than one parent working on them. Detailed descriptions and instructions are provided for each of these jobs.

**Art Supply Maintainer:** Keeps art supplies neat and stocked in the preschool classroom.

**Book Order Person:** Facilitates Scholastic Book Orders for all parents.

**Classroom Cleaner:** A once-a-month commitment to thoroughly clean the preschool or toddler classroom.

**Classroom Photographer/Yearbook Designer:** Take pictures throughout the year to commemorate activities, field trips, relationships. Produce classroom yearbook at the end of the year.

**Classroom Representative:** Assist in classroom scheduling, communication and administrative tasks under the direction of the teacher.

**Communications/Publicity Team:** Produce bi-monthly newsletter; facilitate publicity for fundraising and other school events; work with Board Marketing Team.

**Community Building and Outreach Team:** Work to develop community activities within the school as well as outreach to other charitable and service organizations (e.g. Food Bank, Adopt-a-Family.)

**Emergency Supplies Maintainer and Shed Organizer:** Keep us safe, organized and prepared throughout the year.

**Fundraising Team:** Support the Board Fundraising Team in organizing and promoting events/activities to financially support SCPENS.

**Handyperson:** Use your multiple skills; plumbing, electrical, woodworking, etc., to keep our facility maintained and functioning.

**Hospitality/ Party Team:** Set-up and clean-up for parent meetings and SCPENS social events.

**Laundry:** Wash and return school laundry as needed.

**Outdoor Maintenance and Yard Day Coordinators:** Keep our yards and play areas attractive and safe; help coordinate yard day activities for all members.

**“It Takes a Village” Support Coordinator:** Facilitate meals and other support for SCPENS families with new babies, serious illnesses or other family emergencies.

**Water Carrier:** Keep fresh bottled water supplied to both classrooms.

## Sickness Policy

NO – May Not Attend	YES – May Attend
<b>YOUR CHILD <u>MUST STAY HOME</u> IF SHE/HE HAS THE FOLLOWING SYMPTOMS:</b>	<b>YOUR CHILD <u>MAY BE AT SCHOOL</u> IF HER/HIS CONDITION IS AS FOLLOWS:</b>
<b>FEVER:</b> Has a fever of 100° or above (or 101° rectally). Has had a fever within the last 24 hours.	<b>FEVER:</b> Has a normal temperature 98.6° (99.6° rectally). If recovering from a fever, has had <b>no</b> fever for a full 24 hours.
<b>COLDS:</b> Has a runny nose (clear, white, yellow or green discharge) and this condition is less than 3 days old. If your child has a runny nose today and didn't yesterday, even if teething, you must keep your child home.	<b>COLDS:</b> Has a runny nose which is at least 4 days old (your child may return to school with a clear discharge after 3 days at home). Has a runny nose and a doctor's note stating that it is an allergic condition.
<b>COUGH:</b> Has a wet, wheezy cough, which through the mucus, could spread viral or bacterial infection.	<b>COUGH:</b> A child with a dry-sounding cough will usually be admitted if the cough is not related to other illness.
<b>EYES:</b> Discharge (green or white) from the eyes, (possible pink eye or conjunctivitis). Will not be admitted with discharge, even if on medication. Examination by doctor is recommended.	<b>EYES:</b> No signs of fresh discharge from the eyes.
<b>DIARRHEA:</b> Recurring diarrhea (loose, watery stools) when not food-related or when associated with other symptoms of illness.	<b>DIARRHEA:</b> No more diarrhea or accompanying symptoms within the past 24 hours.
<b>VOMITING:</b> Recurring vomiting (more than once) or vomiting accompanied by fever.	<b>VOMITING:</b> No more vomiting or accompanying symptoms within the past 24 hours.
<b>LICE:</b> Intense scratching of scalp. Mites or eggs (nits) in the hair.	<b>LICE:</b> Treatment with pyriate shampoo or prescribed treatment. Removal of <b>all</b> eggs.
<b>SCABIES:</b> Raised red spots or lines on skin and intense itching caused by a microscopic mite.	<b>SCABIES:</b> Treatment with scabicide and doctor's note certifying lack of contagion.
<b>SKIN:</b> Presence of impetigo, draining poison oak, cold sores, canker sores, or fever blisters. Contagious rashes such as measles, roseola or chicken pox.	<b>SKIN:</b> Absence of symptoms. Children with known skin allergies or diaper rashes may attend school. Full recovery from contagious diseases.

The goal of the sickness policy is to prevent the spread of communicable illness at school. While we cannot prevent all illness, we can reduce its incidence and severity. In the event of an outbreak of a contagious disease for which there is a recommended immunization, unimmunized children will be prohibited from attending school as recommended by the Public Health Department. **If you are uncertain how the sickness policy applies to you or your child, please consult with your teacher before you come to school.**

The sickness policy applies equally to children, parents in the classroom and staff. **Be sure to inform the school** if you or your child will be absent by calling the 24-hour answering machine (831-420-0739).



## Classroom Responsibilities

### Hand washing

Children, parents and teachers follow thorough hand washing and hygiene practices to minimize the spread of germs. Wash hands upon arrival, before eating and preparing food; and after activities such as toileting, wiping noses and playing outdoors.

### Cleaning

It is everyone's responsibility to keep all areas of the school clean, organized and safe. Classroom workers will be given directions regarding the specific routines for each area or activity, such as keeping playdough on the table so it doesn't get tracked onto the carpet, cleaning art materials after use, returning toys to their designated area or sweeping the floor.

Children are encouraged to take an active role in tasks that are appropriate for their age and abilities. They take great pride in being given real responsibilities that they can accomplish on their own!

### Safety and Supervision

When working in the classroom or on the playground, it is imperative to maintain a safe environment by monitoring the children's activities at all times. With everyone's eyes scanning the group, it becomes easier to intervene before a potential problem gets out of control. Be watchful for unsafe use of toys/equipment or conflicts between children.

The teacher depends on your assistance in the classroom. You will acquire a variety of supportive skills, such as:

- Be focused and actively involved.
- Know when and how to step in (or not) to help children with activities and interactions.
- Learn age-appropriate expectations for behavior and abilities.
- Help children learn to focus and participate at circle time and to gently redirect a child who is being disruptive to another area or activity until they are ready to rejoin the group.
- Supervise activities like art projects and playdough and know what to do with the materials being used.
- Understand the fundamental concepts that children are learning as they play so you can support and enhance their educational growth.

**Detailed instructions and tips on constructive ways to work with the children** can be found in the "Guide to Working with Children" section of this handbook and will be an ongoing topic of discussion at parent/teacher seminars.

## Snack Guidelines

Please help us provide nutritious snacks for the children. Not only will their bodies benefit; we will be modeling and discussing healthy eating habits. If you'd like to have the children participate in our snack preparation, you are welcome to do so. Please notify the teacher in advance so that she may include that in the daily curriculum plans. We have a refrigerator, a small microwave and convection oven. The school provides plates, cups, napkins, utensils and filtered water.

In planning for your snack day, try to include something from each of the following groups:

Fruits/Vegetables	Grains/Cereal	Protein
Applesauce	Crackers/Rice cakes	Cottage cheese
Sliced fruit (bananas, oranges, pears, apples, melon, etc.)	Bread	Cheese chunks
Carrots or celery sticks	Tortillas	String cheese
Cucumber slices	Cereal/granola	Peanut butter/nut butter
Salad	Trail mix	Yogurt
Berries	Cornbread/muffins	Tofu
Fruit juice popsicles	Bagels	Cream cheese
Raisins/dried fruit	French toast	Kidney, garbanzo, or soy beans
Fruit smoothies	Pasta	
	Popcorn (not for toddlers)	

These are just a few suggestions. Use whole grains, low fat, low sugar items and organic produce/products whenever possible. Some exceptions for special occasions may be made.

**Please let us know if your child has any food allergies or dietary restrictions so that accommodations can be made.**

### **Your Child's Adjustment to School**

It is difficult to predict how your child will react to being with a group of unfamiliar children and adults in an unfamiliar setting. Some will adjust quickly; others may take a few weeks, while others seem to be doing fine at first and then need help later.

Here are some suggestions we have found useful to help children adjust to this new setting:

- Prepare your child for school but do not create confusion with too many details about what school will be like. Let your child see the school site beforehand, if possible, or look at pictures or books of young children in a school setting, so they can have an image of what you are talking about.
- Let your child ease into the new environment at their own pace. Pressuring a child to get involved before they are ready makes an unfamiliar situation even more stressful. Some children need time to observe and see how things work before they are ready to step in.
- Your child will instinctively run to you for comfort if hurt or distressed. Over time they will accept comfort and care from the teacher or the other parents.
- The adjustment period will vary greatly in individual children. This new experience called school can seem quite overwhelming at first. If you see changes in behavior like wanting to cling to you, shyness, aggression or crying, discussions with the teacher can provide insights and solutions to help your child get acclimated.
- Expect your child to be tired or fussy the first few weeks. Starting school is a big adjustment and your child may show the stress in any number of ways. If they are tired or fussy, give them the support and understanding they need while they adjust to new schedules, routines and expectations.

- Remember, it will take some time for routines to be established. Cooperation and participation will be encouraged but not forced.
- A lack of focus or refusal to join group activities is not unusual at first, especially in younger children. Some children might gravitate to one particular toy or area and not venture out to try anything else. Others might want to try, touch, or dump everything as a way to get acquainted with the environment. Each child has their own way of coping.
- Children's rate of growth varies, as do their interests, abilities and personalities. You might feel worried if your child does not paint, climb, and cooperate, etc. as well as others. Each child has their own developmental timetable, and will get there at their own rate.
- You are welcome to stay with your child for as long as necessary. When it comes time to try leaving, it's best to do it in small increments at first. Tell your child you are going out to your car for two minutes, and then be back in two minutes. Increase the time away little by little and your child will learn that you will return! The teacher can assist with the goodbyes and provide comfort and help with easing into the activities with the other children after you leave. **Never try to avoid tears by sneaking out.** While it might make it easier for you, it will undermine your child's trust in you. Always leave with a cheerful and loving goodbye and an assurance that you will return.
- Please feel free to check-in with the teacher by phone to see how your child is managing without you and for your own peace of mind.

## **Guide to Working with Children in the Classroom**

The following techniques are useful at home as well as at school, and with older kids, too.

1. **Be gentle, kind and respectful** – Create an environment where children and adults feel welcome, safe, and appreciated.
  - a. Yelling, threatening or striking/ hurting a child is never okay.
  - b. No labeling, put-downs or sarcasm; *“You’re a brat” “That was stupid.”*
2. **Full attention on the kids** – Child supervision and safety has priority over adult socializing.
  - a. **Keep an overview** – Be watchful for kids that need help, for unsafe situations, etc. No child should be left unattended at any time inside or outside.
  - b. **Position yourself strategically** so you can check the blind spots; move to where the action is.
  - c. Watch for children who are wandering aimlessly or running wild. Invite them to an activity or offer to read a book or take them outside to the side yard.
  - d. **Observe & evaluate** – Is this a situation that needs adult involvement or intervention?
3. **If a conflict starts to escalate:**
  - a. **Move closer** – Sometimes your close proximity is enough to diffuse a conflict.
  - b. **Get down to the child’s level** – Eye contact, light touch on the arm or shoulder, *“Tell me what’s happening.”*
  - c. **Comment on the situation in neutral terms:** *“I see that you both want that truck.”*
  - d. **Stay calm** – If you overreact, you’re teaching the kids to overreact.
  - e. **Acknowledge feelings** – Mirror back what you hear them saying or feeling: *“you feel angry that she took the truck!”* (It is okay for kids to have feelings. The trick is to learn how to manage those feelings.)

- f. **Facilitate communication** – *“Joey, was it OK with you when Susie knocked over your blocks?” ... “I’ll go with you so you can tell her how you feel.” ... “Susie, Joey has something he’d like to say to you.”*
  - g. **Problem solve** – Invite the children to come up with ideas for solving the problem – you’ll be surprised how quickly problems go away when the solution comes from the kids.
  - h. **Ask for help** – The teacher or experienced parent workers can assist you if you are unsure about what to do in a challenging situation. Or discuss it later with the teacher or at seminar.
4. **Acknowledge positive behavior** – Notice and comment when a child behaves appropriately *“I like the way you let Sam have a turn.” ... “Thanks for putting the books back on the shelf.”* Catch them being good.
  5. **Rephrase a negative statement into a positive** – Tell children what you want them to do, not what you don’t want them to do. Instead of saying, *“Don’t yell!”* say, *“Use a quiet voice.”*
  6. **Keep it simple** – Avoid long-winded instructions, explanations, preaching.
  7. **If you want them to do something, make a statement instead of asking a question** – Instead of saying *“Are you ready to go?”* say *“It’s time to go now.”*
  8. **Give advance notice** – Before a transition, let them know about it ahead of time. *“In 5 minutes we’re going to leave the park and go home.”*
  9. **Offer choices** – A limited choice of two things is often most effective. Instead of saying *“What do you want for breakfast today?”* say *“We have eggs and we have cereal – which one would you like to have today?”*
  10. **Honor the impulse** – Instead of assuming they are misbehaving, ask *“What’s your idea?”* Find out what they want to do. They may have a perfectly legitimate or creative plan.
  11. **Redirect unacceptable behavior** – *“You may not dig in the flower garden, but you can dig in the sand box.” “I see that you want to throw things, let’s find a way for you to do that so no one will get hurt.”*
  12. **Apply reasonable consequences if they ignore a warning** – *“If you swing the shovel at the other children, then I will put it away. The next time you use the shovel, you can show me that you can use it safely.”*
  13. **Review your expectations in advance** – The next time the shovel is used *“Remember to keep the shovel close to the ground so it doesn’t bump anyone...”* or *“when we go in the library, we will walk and talk quietly”.*
  14. **Be consistent with limit setting and consequences** – Inconsistency leads to confusion and lack of cooperation.
  15. **Help kids understand there are different rules for different places** – *“At home, your parents let you pee in your yard. At school, we always use the toilet.”*
  16. **Nurture independence** – Give kids the opportunity to have the pride and satisfaction of doing something all by themselves – *“I’ll put the sock over your toes, and then you do the rest.”*
  17. **Encourage responsibility** – Guide children to help put away toys; pick up something they knocked over; clear their own snack dishes; clean up a spill.

18. **Cultivate empathy** – *“Joey got scared when you yelled at him. Let’s see if we can help him feel better.”*
19. **Set a good example** – Model the behavior you want them to have. Children are always observing and listening to the adults around them, even if you don’t think they’re paying attention!
20. **Talk about mistakes** – No-one is perfect. Whether it was you or the child, after everyone has calmed down from a difficult situation, talk about how it could have been done differently. *“Remember when you yelled at Joey? What’s another way you could talk to him?”*
21. **Teachable moments** – Take advantage of a small opportunity and expand on it. *“You found a snail? Do snails have feet? How does it move? Look at the trail it makes.....Let’s find a book about snails...”*

### **Words That Help Children Grow**

Young children need direction from adults through words and actions. It is important to give them help, and it can be done in ways that will lead to new behavior and new learning. We support children through positive language and gentle guidance. It may feel awkward at first to change the way you talk to your children, but with practice, it soon becomes very easy. An improved relationship with your child will be the reward. Here are a few examples of *growing* words rather than *restricting* words.

<b>AVOID SAYING (Restricting words)</b>	<b>TRY SAYING (Growing words)</b>
Hold on or you'll fall.	Use two hands when you climb.
Don't swing your shovel that way.	Your shovel is for digging.
You're getting paint all over your clothes.	Here's an apron so paint doesn't get on your clothes.
Don't run with the scissors.	Scissors stay on the table.
Don't get your sleeves wet.	Show me how you can push your sleeves up.
Be careful pouring, here I'll do it.	Oops, water spills sometimes, here's the sponge to wipe it up.
Look at this mess! Clean up your toys right now!	When you're done playing, I'd like you to put your toys away. Let me know if you need help.
Watch out! You'll tear the book!	We take good care of our books. Show me how you can turn the pages carefully.
Stop dropping the puzzle pieces on the floor.	Puzzle pieces stay here on the table.
Don't crowd and push each other when I'm reading the story.	Everyone move back a little so you have some space, and I'll hold the book so you can see.

**Remember:**

- React positively.
- Give the child an acceptable solution that can be easily carried out.
- Be patient and try again.
- Trust the child's judgment and competence.
- Reinforce learning with positive acknowledgement.
- Offer the child an alternative when possible.

## Membership Policies

### Number of Classroom Work Days Required

- If two or more children from the same family are enrolled, parent(s) are required to work in the classroom one day per child each week.

### Unregistered Siblings Accompanying Parent(s) to Class

An “unregistered sibling” is an infant or child too young to be enrolled in this or another class. Older siblings are not eligible to attend as an unregistered sibling.

- No more than two unregistered siblings may be scheduled on any given day. The teacher may use her discretion to modify this policy if it seems appropriate for the benefit of the whole class.  
*Note: all appropriate paperwork, including immunizations and waivers must be submitted for each unregistered sibling.*

### Mid-Term Registration

- New members will be added from the waitlist as openings become available during the school year.

## Security Procedures

The Santa Cruz City Schools District requires fingerprinting of all parents (or any other adult designated by the family) before participating in the classroom. Other regular participants in SCPENS activities (meetings, yard days, field trips) must also be registered with the Adult School (at no extra charge) so that they are covered by our policies and the School District Liability Insurance. Procedures and forms are available on the [Members](#) page our website. To ensure that no adult in the classroom is missing the required registration, each teacher will keep a list of registered adults on the sign-in clipboard in each class. It is SCPENS policy that children will not be left alone with any adult who has not been registered, fingerprinted, and oriented in classroom procedures.

### Administrative Procedures

SCPENS instructors, like all teachers are subject to child abuse reporting laws and are mandated by law to report any suspected child abuse.

## Parents Code of Conduct

### For Santa Cruz Parent Education Nursery School

The Santa Cruz Adult School provides comprehensive parent education programs through parent participation schools at the Soquel, Westside and Santa Cruz Parent Education 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 Nursery Schools. 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 appropriate behavior for parents and family members at SCPENS are as follows:

1. Participating in assigned responsibilities as outlined in the Parent Handbook.

2. Appropriate and positive communication of issues and concerns with the teacher and Board. It is the intent of the school that member's issues be discussed outside of class time between the parent and teachers.
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 school.
4. Cooperation, support, tolerance, respect and clear communication with other member families in SCPENS activities. This includes acceptance of differences in background, parenting methods, lifestyles, race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression.
5. Any personal information learned about another family is confidential and should not be discussed outside of school without their explicit permission.

The parent nursery schools are educational programs for parents and their children. The behaviors addressed above are goals for each parent to strive for with the assistance of their teacher. Parents who experience difficulty in complying with these behaviors will receive notification from their teacher of the specific difficulties. This notification will be in the form of a written Progress Report which identifies the problem(s) and sets a time for a conference between the parent/student and teacher.

At the conference, the parent and teacher will develop a plan to improve the behavior to comply with the school's code within a specified time frame. The parent's progress will be evaluated at the progress review date. A parent who has not made the necessary improvements will be placed on probation for a period of one week to make the recommended changes. Parents who do not make improvements by the end of the probationary period will be subject to involuntary termination from SCPENS according to the By-laws and Board vote.

### **You Have a Voice**

With a large group of people making and executing decisions, open communication is essential for our school to function successfully and be enjoyable. There are a number of ways to safely and effectively communicate ideas, suggestions, concerns or problems about any aspect of the school program.

<b>Who to contact</b>	<b>Idea, suggestion or concern</b>
Teacher	Parent education; daily program/curriculum; your child or another child; making up time; if you cannot get a substitute on your workday; your classroom participation; scholarships; physical limitations, i.e. allergies, health problems, etc.
Board President	General functioning of the school; agendas for Parent Meetings and Board meetings.
Vice President	Ideas, suggestions, and questions concerning speakers at Parent Meetings; general functioning of the school.
Treasurer	Questions regarding tuition, fees, budget information, financial reports, reimbursements.

Membership Coordinator	Questions about registration or medical forms; if you want to drop or add a child's day of attendance; you want to change your work day; you decide to leave the school; you have a friend who wants to join; you need a leave of absence or medical leave.
Support Job Coordinator	Support job responsibilities; changing your support job.
Fundraising Coordinator	Participation in fundraising events; new ideas for raising funds.
Marketing Coordinator	Ideas for promoting SCPENS; social media promotion; community advertising.

### **Parent Meetings**

Something that concerns the entire school can be presented at this time. The president and teachers determine the agenda for this meeting. Bring your concern to the attention of the president and board and they can determine how to present it to the general membership.

### **Board Meetings**

These monthly meetings are open to all and your input is welcome, though only Board members vote on decisions. Let the president know if you plan to attend a Board meeting to bring up a particular subject. If you simply want to listen and participate in discussion of topics already on the agenda, just come!

## **Student/Family Grievance Procedure**

A parent/student or family member of SCPENS may file a grievance with the school for the following reasons:

1. A violation, misinterpretation or misapplication of the SCPENS By-laws by a teacher, a member of the school or another parent/student.
2. A dispute of probationary status and/or involuntary termination.
3. A safety issue which has not been addressed by the SCPENS Board.
4. Violation of the Code of Conduct by another student which has not been addressed by the SCPENS Board.

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

### **Informal Level**

Within five (5) working days after the parent/student knew of an event or circumstances of the alleged grievance, the parent/student shall initially meet with the teacher in an attempt to resolve the alleged grievance informally.

### **Level I**

1. If the informal discussion fails to resolve the grievance to the satisfaction of the parent/student, a formal grievance may be initiated in writing no 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 SCPENS By-laws or other categories in the Code of Conduct allegedly violated, misinterpreted or misapplied, the circumstances involved, and the specific remedy sought.
3. Within five (5) working days after filing of the formal grievance, the Grievance Committee of the SCPENS Board shall investigate the grievance and give his/her decision in writing to the parent/student.

**Level II:**

1. If the parent/student is not satisfied with the decision rendered at Level I, he/she may appeal the decision within seven (7) working days to the Principal of Santa Cruz Adult Education.
2. The appeal shall include a copy of the original grievance, the decision rendered at Level I, and a clear, concise statement of the reason for the appeal.
3. Within five (5) working days after the appeal is filed the Principal of Santa Cruz Adult Education shall investigate the grievance and give his decision in writing to the parent/student.
4. The parent/student may request a hearing with the Principal and the SCPENS Board to appeal the Principal's decision.
5. Within two (2) working days after consideration of the appeal, the Principal and SCPENS Board shall render a final decision on the disposition of the grievance. The parent/student shall receive a written statement of the decision.

**Policy and Procedures for Requesting Reasonable Accommodation**

1. All of the planned official Program activities scheduled for this year are listed on a Calendar which is posted on the [Members](#) page of the school website. All participating parents with disabilities, and/or parents who have children with disabilities who will be participating in the program during the upcoming year, and who believe that they or their children will require accommodations in order to participate in the program, are requested to identify the specific disability and the kind(s) of accommodation 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" which is posted in the Registration Packet on the [Members](#) page of the school website and promptly returning the completed form to your teacher.
2. The teacher will forward copies of the completed form to (1) the local SCPENS Board member responsible for off-site activities (the SCPENS ADA Coordinator - see item 4 below) and (2) the Principal of the Santa Cruz Adult School.
3. Prior to the beginning of each school year, the teachers will prepare a list of official Program activities that are planned for the year, a copy of which will be posted as an online Calendar on the [Members](#) page of the school website.
4. The SCPENS Board member responsible for off-site Program activities will also be designated as the school'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 SCPENS ADA Coordinator will review the list of official Program activities prepared by teachers and will contact each parent who has 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 accommodations. If necessary, the SCPENS ADA Coordinator will be responsible for making reasonable inquiries regarding the accessibility of a site or activity. Telephone inquiries will normally be considered to be reasonable efforts.
6. Whenever an additional Program activity is suggested during the year, the SCPENS 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 has identified a disability regarding that activity, and/or any reasonable accommodations or alternative arrangements to allow full participation, if possible.

SCPENS recognizes that some kinds of activities are inherently inaccessible to disabled persons, depending upon the disability. Any decisions by the ADA Coordinator, staff, and/or the board should, however, be consistent with the policy that (1) all official Program activities conducted on school district property should be accessible, (2) official off-site Program activities in which the parents are expected to participate should be held in accessible locations if possible, and (3) 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 school 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 Principal of the Santa Cruz Adult School at (831) 429-3966. If the Principal 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) 429-3832.