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# Management Guide for Early Childhood Programs

Cathy S. Jording

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**MANAGEMENT GUIDE FOR EARLY CHILDHOOD PROGRAMS**

**A Specialist Project**

**Presented to**

**The Faculty of the Department of Educational Leadership**

**Western Kentucky University**

**Bowling Green, Kentucky**

**In Partial Fulfillment**

**of the Requirements for the Degree**

**Educational Specialist**

**by**

**Cathy S. Jording**

**December, 1988**



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Signed Cathy S. Garding

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MANAGEMENT GUIDE FOR EARLY CHILDHOOD PROGRAMS

Recommended \_\_\_\_\_

(Date)

M. J. Anderson

Director of Thesis

Robert G. Schneider

Dwight Come

Approved May 3, 1989  
(Date)

Elmer Gray  
Dean of the Graduate College

### ACKNOWLEDGEMENTS

This Preschool Management Guide is the product of thirteen years of experience as: preschool Director at Peace Lutheran Preschool and Kindergarten in Owensboro, Kentucky; Early Childhood Consultant for the Lutheran Church-Missouri Synod-Indiana District; and Early Childhood Education Instructor at the Owensboro Community College-Division of the University of Kentucky.

Special thank-yous go to:

My family, who have shared countless hours of their lives with Peace Lutheran Preschool.

The staff of Peace Preschool, without whom this mission outreach would have never been possible.

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Dr. Mike Richardson, Western Kentucky University for the many hours of professional guidance and confidence.

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And most of all --- Our Lord for His many blessings  
throughout the years!!!!



To the Reader:

As preschool and day-care programs become the necessary programs to develop throughout our society, educators find themselves faced with the monumental problem of "How to establish excellent programs on shoestring budgets?"

In preparing this guide, I have formulated and utilized ideas, forms, procedures and varied information that I have used over the past several years. I have also included some of the pitfalls I experienced, in the hope that awareness will make you better prepared to deal with them. The intent of the guide is to make it simpler for you to start and administer your program.

Remember, everything that worked for me may not work for you, and vice versa -- but having the opportunity to see the working program of another administrator may help you to begin your program more efficiently. Your program will be as good as you believe it to be and only with hard work and perseverance will you make it happen.

Good Luck and God's Blessing to You!!!!!!!

## FORWARD

This Management Guide is written in the establishment and operation of a preschool program. The material contained can be used to develop a preschool program in any environment. As the reader will notice, forms, letters, regulations, procedures, and other pertinent information, used within the guide are adaptable to many situations. This material is given as a guide for use in developing your own specific material.

Regulations will differ according to the state where your program will be established. Check with the appropriate state agencies for exact information concerning regulations that apply to your program.

All material examples have been used during the years I have been a preschool director. Some of these materials have been successful and some have not. It is my intention to share both types with you - what worked and what did not work for me - which may or may not work for you.

The guide is divided into two large sections -- Preschool Programs and Day-care Programs. (Under both of these sections are subheadings of specific areas.) I developed the guide in this manner to make it easier for the reader to find specific material. Some areas will overlap and thus will be found or referred to in more than one section of the manual.

It is my desire that you use this guide with confidence  
and that it assist you with the development of your program.

Good luck and God's Richest Blessings in your  
endeavor!!

Cathy S. Jording



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ABSTRACT

MANAGEMENT GUIDE FOR EARLY CHILDHOOD PROGRAMS

Cathy S. Jording                      December, 1988                      250 pages

Directed by: Dr. Mike Richardson, Dr. Dwight Cline, and  
Dr. Robert Schrader

College of Educational (Leadership)  
Western Kentucky University

Relying upon many years of experience as an early childhood educator and consultant, and utilizing examples of programs and forms during the past thirteen years while serving as the Director of Peace Lutheran Preschool/Kindergarten in Owensboro, Kentucky, and as a regional/national early childhood consultant. The author has proposed a manuscript whose purpose is to assist early childhood professionals in the development and implementation of quality, needs-appropriate preschool programs.

The eleven chapters are divided into seven areas of concern: program survey, development, purpose, regulation requirements, administration, financing, enrollment, curriculum, and day-care. (Within each area are varied appropriate methods of implementation relating to specific outcomes of each desired program.) Curriculum is discussed with emphasis given to programs which are both age and developmentally appropriate for the early childhood area.

Day-care materials are discussed in detail in the final chapter, although there are references throughout the manuscript that help explain overlaps the two types of programs.

Since the entire manuscript is based on experiences of the author and was developed from working programs, materials are of a research basis, but they have also been used and tested. Therefore it will be useful to professionals in their existing or planned programs.

The author hopes the experiences within this manuscript prove invaluable to the novice in developing and implementing quality early childhood programs. This manuscript's purpose is to assist those who dedicate their lives to meeting these needs of the young by providing a working guide for early childhood program development.

### IN THE BEGINNING

"In the Beginning." How often have we heard those words and our thoughts have overwhelmed us? Let us realize that used here the words mean to create. In creating an early childhood education program, either a preschool or a day-care, we first must ask ourselves -- "Why?" If your program is being developed to produce added income immediately, then you are not being realistic. An early childhood education program will not add to your income. If anything it will strain your finances for the first few years before the program becomes self-supporting.

Secondly, if you are opening a church-related program and your purpose is to gain members, it is very possible you will not see new families received into church membership for several years. It is important that you remember that you are sowing the seeds of faith. If you are allowed to cultivate those seeds, that is great, and if you reap the harvest of that planting within five years, you are very blessed. Do not begin a program expecting to reap or you will feel frustrated. Begin your program as a mission outreach - welcoming ALL children, and teaching the wondrous gift of God's love. Amazingly, one day these children, with whom you have shared God's love, may one day return to your church family when they are looking for a church home. The



love and training received from your program will be remembered for many years after they leave. As you can well guess, this process does not happen quickly, so be patient and practice perseverance.

"What is your purpose for developing an early childhood education program?" The development of a purpose for the program should be the first decision made by the investors. An example of a purpose might be:

**EXAMPLE:**

ABC School is a non-profit organization whose purpose is to provide a consistently superior educational experience in a humanistic setting.

The program provides each child with socialization, creative play, art, music, story time, physical activities, and educational learning experiences in accordance with the individual child's age and ability. The programs are further designed to help the child develop habits of observation, and expression. The child learns to make free choices, so long as he stays within the limits of consideration for people and things. The child is not expected to conform to an arbitrarily imposed norm of behavior.

The child is continually challenged, in subtle ways, to achieve specific learning goals enabling him/her to gain increasing meaning from the surrounding environment; to develop an awareness of concepts; to interpret sensory experiences; and ultimately to take the prerequisite steps for developing his/her mind in preparation to begin to read and perform other academic tasks.

The programs are designed to give each child time to grow (mentally and emotionally); to explore, to experiment, to discover, to play, to love, and above all, time to be a child.

The above purpose statement is only a sample; you will need to develop an individual purpose. Make sure this purpose is consistent with your program objectives.

After establishing the purpose, you will next need to identify the type of program that you wish to establish. As illustrated, there is a great deal of difference between a preschool and a day-care.

Day-care - This program is typically an all day program, usually from 6:30 a.m. - 6:30 p.m., intended for children of working parents. A child will be in this type of program usually 9 hours per day - 5 days per week - 48-50 weeks during the year.

The program must be planned, so as not to become monotonous to the child and staff. The program should not be a baby-sitting service. Television viewing should be limited to educational programs, if viewed at all. There should be growth and educational programs during all hours of operation. Activities should be planned for the entire time a child is present. Refer to the section on Day-care for more detailed information.

Extra equipment will be needed for preparing and serving meals and cots will be needed for napping. Staff will need to be employed according to the number of children enrolled. Staff-child ratios are determined by your state agency regulations.

Initially a day-care requires added expense for equipment, materials, and backup financial aid for the program. This type of program, to develop, can be expensive until it proves self-supporting, typically in 3-5 years.

Because of the expense an entrepreneur should weigh the pros and cons very carefully before beginning. Be realistic of your initial and maintenance costs -- a shoe string budget will not be realistic.

Preschool -- This second program is called various names, Playschool, Nursery School, or Preschool. For the sake of discussion, the term preschool or early childhood education is used to refer to this type of program. There are many variations of the preschool program schedules -- 2 days per week, 3 days per week, 4 days per week, 5 days per week, Mother's Day Out (1 day per week), and many variations of each. This program is usually a half day in length lasting from 2-3 hours. The program can run only in the morning, or only in the afternoon, or can be expanded to have both morning and afternoon sessions. The programs are educational in nature, with emphasis on preparation for entrance to kindergarten or first grade. Licensing falls under the jurisdiction of the individual State Department of Education and must meet it's criteria for operation. This is basically a 9-10 month program with no school or just a short session during the summer.

Financing this program is simpler, with start up costs minimal and operating costs coming from tuition and fees. The program can be self-supporting within a shorter period of time and will not drain your budget as readily. For a small operation this program is more feasible.



Both programs are needed in today's society. In order to establish which is right for you and the community, I suggest that you conduct a survey of your surrounding area to establish the need. Below is a sample survey: (Send on stationery with heading)

EXAMPLE:

\_\_\_\_\_ is conducting this survey to ascertain the feasibility of starting one of the following program. Please fill out the information below, stating which program would best serve your needs. After completing this form, please return it to the above above address. Thank you!!

\_\_\_\_\_ Day-Care (6:30 a.m. - 6:30 p.m.)

\_\_\_\_\_ Half Day Preschool Program

Would you participate in the program marked? \_\_\_\_.

Name: \_\_\_\_\_.

Address: \_\_\_\_\_.

Phone number: \_\_\_\_\_.

Children's age: \_\_\_\_\_.

(who would attend)

This survey can be mailed, distributed door to door, or conducted over the telephone. After tabulating the survey, your committee needs to determine the need, financial cost, and facility preparation as to which program will best suit your circumstances.

Do not become unduly skeptical if your decision does not meet the need of the area totally. You are surveying only a small area of need. If you decide that one program better suits your circumstances, remember, advertisement will further your pool of applicants. Implement the program

you feel you can do well and is within your financial budget.

The most important aspect to remember is to give the program more than one year to evaluate it's success or failure. Word of mouth is your best advertisement and will feed the program in the future.

Finally, contact your state fire marshall for inspection of the facility. Explain your intent and the type of program you wish to start. Carry a notebook with you during the inspection and write down the changes that need to be made to start the program. Determine the costs of repairs or remodeling to meet specifications and include these in your start-up costs. Make sure to determine differences in regulations between the two types of programs. Day-care regulations are usually more rigid, so it is best to know both for future reference.

It is advisable to have the Health Department check the facility to assure that you meet their regulations; again, if changes need to be made they will be established before final budget preparation is made.

Each of these programs and their specific regulations and preparation will be discussed in detail under their specific sections within the guide.

At last, you've decided to start a program and now you are ready to go forth in faith in a new venture.

### "PUTTING IT ALL TOGETHER"

Everybody on the committee is ready to go - you have done your leg work and it is time to consult with your accountant and/or lawyer. You are excited, but remember there are going to be many questions that will need detailed answers.

Money - Who is going to pay for the start-up costs? Will this be a loan? What costs will be shared by the program director, owner, and investors, if any? Who is responsible if the program fails? Who will pay for repairs and maintenance? When will the program be self-supporting?

### THE BOARD OF EDUCATION (Corporate Board)

The formation of this board is the link between the school and its constituents. It's function is to coordinate the two areas as one basic component of the program.

The makeup of this board should include members who represent:

The School	(Director)
School Staff	(Teacher Appointed)
Financial Representative	(Accountant)
Member-at-Large	(Community)
Parent of School Child	(if possible)
Lawyer	(Legal Advisor)

This board is responsible for the operation of all areas of the school. It should:

- 1.) Develop the purpose of the school
- 2.) Develop the policies under which the school operates.
- 3.) Develop the educational programs in accordance with the school's purpose.
- 4.) Select, work with, and evaluate the director and develop his/her responsibilities.
- 5.) Determine and check the financial management of the school.
- 6.) Report regularly to the community.
- 7.) Provide a liaison among School-Parents-Child-and Community.
- 8.) Perform other such duties as required by the school or by law.

The persons elected or appointed to this board should:

- 1.) Work toward the school's purpose at all times.
- 2.) Be advocates of the school and it's children.
- 3.) Serve as liaisons between the school and the community.
- 4.) Serve as managers of the school's mission promoting, planning problem solving, and working toward the purpose for which the school was formed. It will make decisions and evaluations in a consistent manner using the democratic process.
- 5.) Use outside consultants when deemed necessary.
- 6.) Determine future needs through goal setting and vision.

- 7.) Solve problems both internally and externally in a quick, fair, and consistent manner.

All boards should have a legal advisor, either on the board or upon whom they can call for advice. Today there are many legal complications involved in operating these types of programs. Planning ahead with legal counsel makes realization of future goals and programs easier.

#### SCHOOL POLICY

Development of the school policy is an important part of the board's activity. This policy should include (as required by Federal Law) a statement of non-discrimination.

#### EXAMPLE:

\_\_\_\_\_ School admits students of any religion, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to the students of the school. It does not discriminate on the basis of religion, race, color, national and ethnic origin in administration of its educational policies, admission policies, or other school-administered program.

Also the school policy should specify any other requirements as to the acceptable entrance of a child into school.

**EXAMPLE:****POLICY OF ABC PRESCHOOL**

Children must be at least 3 years old and toilet-trained before entering regular preschool classes.

A child is enrolled in a class upon receipt of a completed application form and registration fee. Children are not enrolled by phone.

Kindergarten children must be 5 years old by October 1 to be enrolled, and must have a birth certificate, health examination, and immunization certificate on file at school.

If you have regulations concerning handicapped children, they must be included.

The board should hold it's meetings once a month to operate effectively.

**GOALS**

It is necessary to plan for the future. Setting goals does not lock you in to meet them -- circumstances may change requiring change in the direction of your goals. But it is best to set goals for 3, 5, and 10 years, so you have a direction for the future. In setting these goals "See the Vision" that you have in mind and set your goals to that "Vision".

DEVELOPING AND CREATING AN EFFECTIVE  
EARLY CHILDHOOD EDUCATION PROGRAM

ADMINISTRATION

As with all business functions, the key to a good program is the director. It is very pertinent that the person chosen to head the program is one who is dedicated to the school's purpose, policy, and vision. His/Her focus should be on the educational excellence within the program. He/She must be ever mindful of the school's mission and vision to provide the best possible program for the child.

JOB DESCRIPTION

This will be the most important job description that you will be required to write, for this person will be the foundation for the program and it's purpose. Be specific in establishing the director's responsibilities because these will serve as the guidelines by which he/she will perform his/her duties.

There are three major areas of concern:

Statement of the school's policy and purpose  
Role and Qualifications  
Responsibilities

POLICY AND PURPOSE

The director's job description must contain the written policy and purpose statement of the school. This guides the



director in planning and implementing responsibilities and stating how, when, and by whom the responsibilities will be carried out. The purpose statement governs everything the board and director will do. It is the foundation for everything that is included within the policy of the school. The purposes of the school should always be included in all staff job descriptions, so that each employee will know the central vision of the school.

An example of an effective School Board Policy would be:

EXAMPLE:

The following are examples of policies set up by the Board:

1. Each teacher is responsible for her own educational curriculum as approved by the director.
2. Each teacher is to teach the approved curriculum once each day per class for the entire school year.
3. Each new single staff member hired beginning August 1, 1984 will receive either full salary no insurance or salary less insurance premium.
4. Pregnancy: ABC Schools will follow the existing county schools policy.
5. Staff members in either school or day-care will not be allowed to have their own children in their classroom.

Also included should be a statement of policy for handling of concerns within the staff and the order of authority.

School Board  
Director  
Staff

The above gives the lines of authority within the school structure. The director is accountable to the board and should be required to attend each monthly meeting.

QUALIFICATIONS

The director's qualifications will need to be determined by the board. It is advisable that the director have a background in early childhood education. Whether this background is in the form of a college degree or teaching experience will need to be determined by the board (Preferably a degreed person).

The director should be an advocate of early childhood education and be a humanistic administrator. Love and concern for children should also be a determining factor. Above all, the director's dedication to the purpose and policies of the school must be established. The director must be willing to share talents, to grow professionally, and to affirm his/her position openly.

The director needs to be: honest; cheerful; conscientious; dependable; knowledgeable in early childhood education; organized; adapt in handling financial budgets and records; a good communicator; reliable; flexible; able to love children and parents without prejudice; trustworthy; provide confidentiality; have a feeling of good self-esteem; be creative; share in all duties of the school; able to

delegate authority; able to love each child, staff member, and parent as herself; an advocate; professional at ALL times; able to manage children, staff, and parents in a consistent manner; be available when needed; take criticism without malice, and be able to perform ALL administrative and teaching functions of the school when needed.

This director is the focal point of the program and needs to be selected with extreme care and thought. The director can make or break the program. This is an extremely important job, but remember the director needs support of the board, community, and staff. This is a thankless job requiring many hours of time, whether at work or home. He/She is the liaison on all the school's functions. The director must be dedicated and willing to give his/her all to the program; if not, the program will be in jeopardy.

Choose this person with extreme care, but also be willing to be there for him/her - a pat on the back for a job well done is very important. Reward the director, let him/her know there is someone there to unload on - the stress for a director is tremendous - a board who realizes this can take steps to assist him/her which will alleviate burn-out (very common in preschool directors).

The director's responsibilities are very much like a principal, a business executive and a counselor. The board's willingness to assist the director will determine his/her dedication and effectiveness.

Remember - if the director has burned-out or has become ineffective, it is imperative that the board take immediate action to discuss the problems and either solve them or dismiss the director in a legal manner. It is the duty of the board to work together in a spirit of helpfulness and mutual respect.

The parents and the community see the director as the spokesperson for the school, and his/her dedication to it's purpose must be foremost in his/her mind for the good of the program.

#### RESPONSIBILITIES

These specific responsibilities are listed within the job description as clear statements of the director's duties. Each should be a statement of the purpose and policy as the director is to implement them.

The following are only guidelines- you will need to determine statements which will fit your school's purpose and policy.

#### School Climate:

- Provide an educational program within the classroom.
- Provide leadership and guidance for staff.
- Provide avenues for learning for child, staff, and parents.
- Provide information on counseling for staff and parents.
- Provide the liason between the community, staff, parents, and children.

#### Environment:

- Provide safe equipment for indoor and outdoor areas.

- Provide environment appropriate to the age and ability of the child.
- Provide positive experiences among staff, parents, children, and community.

#### Management:

- Operate within the purpose and policy of the school.
- Serve as an advisor to the school board.
- Recommend goals and policies as needed to accomplish the purpose of the school.

#### Financial

- Coordinate and approve all expenditures.
- Keep accurate records of tuition and fees paid by each child.
- File Federal, State, and Local tax withholdings.
- Submit monthly financial reports.
- Assist in forming the annual budget.
- Keep school expenditures within the budget.
- Keep accurate, up-to-date financial records.
- Pay staff and bills on time.
- Make regular deposits.
- Keep accurate fund-raising records.
- Prepare notices from policies of board, on non-payment of fees.
- Secure tax exempt status.

#### Liaison:

- Represent the school at community activities.
- Provide material and programs for parents and community to promote the schools' purpose.
- Promote good public relations between parents, school, and community.
- Provide monthly newsletter.
- Plan parent education programs.
- Provide an "open-door" policy for parents.
- Provide parent-teacher conferences.
- Provide opportunities to communicate the school's purpose to the community.
- Coordinate all activities within the school.

#### Enrollment

- Secure adequate enrollment through active recruitment.
- Promote the school within the church and the community.
- Provide enrollment materials that reflect the school's purpose, policies, and fees.
- Provide class enrollments that meet state regulations.

- Provide meeting schedules for parent and child orientation.
- Provide proper class size for the correct education of the child.

#### Administration

- Meet all regulations as stated by the state and local agencies.
- Secure staff employment.
- Scheduling and placement of staff.
- Deal with concerns, problems, or dissension among with staff and/or parents in an open and caring manner.
- Work diligently to solve problems as quickly and as fairly as possible for the good of all concerned.
- Prepare and maintain ALL records.
- Secure repairs and maintenance.
- Secure janitorial services.
- Keep ALL records required by the state.
- Prepare necessary forms for each child.
- Order supplies and equipment.
- Maintain school inventory sheets of material and equipment.
- Ascertain adequate insurance.
- Prepare regulations on disaster procedures.
- Keep staff records up to date.
- Maintain a referral system for children with special needs.
- Assist board in policy decisions, staff needs, and job descriptions.
- Be aware of all legal aspects and liabilities - keeping accurate records of accidents, etc.
- Maintain all equipment to meet safety codes.
- Ascertain proper health standards in preparation and serving of food.
- Assure open and trustful parent-staff relations.
- Maintain confidential records for each child.

#### Educational

- Ascertain the correct educational curriculum for children according to age and ability.
- Plan curriculum that meets the purpose of the school.
- Provide an educational program appropriate for children.
- Guide teachers to appropriate activities (field trips, visiting, lectures, etc.) for each child's age and ability.
- Plan and ascertain correct schedules, programs, and routines for children with each teacher.
- Provide evaluation instruments in relation to child's progress, development, and special needs.

- Provide nutritionally sound snacks and meals.
- Provide parent programs to inform of correct/current educational techniques, and trends.
- Provide valid parent education instruction.

#### Staff Development

- Provide programs for professional growth
- Provide a professional library for staff.
- Read current research and developments in the early childhood education field.
- Provide for staff development.
- Plan participation for staff in workshops, conferences, etc.
- Participate in appropriate professional organizations.
- Prepare job descriptions.
- Recruit, interview, and secure proper staff.
- Orientation for new staff.
- Provide in-service training for staff.
- Conduct monthly staff meetings.
- Keep confidential staff records.
- Evaluate each staff member annually.
- Provide for regular staff supervision.

#### Contract

- Determine salary schedule for staff, whether on a 9 or 12 month schedule.
- Determine director's working schedule in conjunction with the board (9 or 12 months).
- Determine benefits to be paid.

#### SUPERVISION

Supervision is not controlling, checking, or watching, the board and director must work together for the good of the school. At regular monthly meetings, a board can determine the effectiveness of the director by the reports he/she makes. Thus, regular monthly meetings are a must for the correct administration of the program and its' policies.

These meetings are also a time when differing view points can be worked out to the good of the school's



purpose. A board should not allow a director to be in total control at all times. The board should be a governing body, not a puppet of the director.

The director's job is of extreme importance and influence. The board's selection must be carefully and professionally determined. Do not rush through this process - allow time for careful consideration of the applicants. Be prepared and knowledgeable of the school's purpose and policies - choose someone who is dedicated to these ideas.

## FINANCIAL ASSESSMENTS

### FUNDING

One of the first questions to be asked will be, "Where is the money coming from to start the program?" In order to determine the answer, a prospective school must first develop a list of income sources.

#### EXAMPLE:

<u>Source</u>	<u>Amount</u>	<u>Percentage</u>
Tuition, Fees	_____	_____
Congregational Assistance	_____	_____
Gifts	_____	_____
Fundraising	_____	_____
Other Income	_____	_____
Total	_____	<u>100%</u>

In most programs, tuition and fees are the major income, with fundraising conducted by the school a close second. In small operations, where no additional income can be generated the program should be self-supporting from the beginning. If this is the case in your situation, you can still operate a quality program.

Start-up costs do not have to be high. You can begin with less than \$1,000, if the money is used wisely. Many items needed can be made or purchased used, upgraded and repaired. You can ask for donations of no-longer used toys, books, records, games, etc. Everyone needs to have a

garage clean out, and it is amazing what can be accumulated that is useable. Visit garage sales - many good items can be found at a fraction of the original cost. Check these items for safety and for the age of the children that will be using them. Public school auctions are a great place to look for tables (27" high) and chairs (15"-18" high) and teacher cabinets.

Sometimes Head Start programs are replacing their equipment and items can be purchased at a reduced cost - a little clean-up and repair is all that is needed. Churches may be replacing nursery equipment or getting rid of equipment that is no longer needed.

Records and books can be checked out from the public library on a 30 day teachers pass. This provides varied titles throughout the year. Many times, department stores are replacing cabinets and display cases, which can be used for teacher storage or as shelving within rooms. Used computer paper can be used for painting, pasting, etc., use your imagination.

Save your money for consumable items - construction paper, crayons, paste, ditto paper, etc. These items will be your biggest expense expect for salaries. The best way to offset this expense is to charge a supply fee (discussed in detail under Income: Supply Fees).

Carpet squares, wallpaper books, Christmas card display folders, etc. are all available free or at minimum cost.

Plaster board bulletin boards can be made very inexpensively or if the walls in the room are made of drywall you can staple borders to the wall to make bulletin boards. Note - when you paint the wall, all holes will disappear. Bulletin board material can be made or you can ask department stores for their displays when they no longer need them. Usually, managers will gladly donate these displays. Never hesitate to ask for these items; store managers can only say no, but most of the time, they will be glad to give the items they are going to throw away. Remember, teachers are natural "pack-rats", this is one of your assets - be proud of it.

There are also many grants available for starting an early childhood education program. Private individuals also give financial assistance to these types of programs. A good place to start looking for grant information is in the public library.

#### INCOME

Registration Fees - It is advisable to charge a small fee for the registration of the child at the time of enrollment. This fee holds a place for the child for the coming school year. This fee is non-refundable even if the parent decides to withdraw the child. This fee can be used as "start-up" money to begin the program.

Generally, the registration is \$15-\$20 per child. The amount that is charged will be determined by the registration fee of other schools in the area. It is

important that fees are kept as close to those charged by surrounding schools as possible. Some of these program charge the registration fee and first semester supply fee for enrollment. The board will need to decide which method is best.

#### SUPPLY FEES

Because of the high cost of consumable items, most schools are now charging an annual or per semester supply fee to supplement the programs income. The supply fee should be determined by the age of child and the number of days a week the child attends.

#### EXAMPLE:

<u>Program enrolled</u>	<u>Supply Fee</u>
2 days per week	\$20 per semester
3 days per week	\$23 per semester
4 days per week	\$25 per semester
5 days per week	\$28 per semester
Kindergarten (5 half days/week)	\$28 per semester

A per semester fee is collected with the first month's tuition and with the January tuition. This method gives the program income twice a year to help cover expenses. It also makes it easier to spread income throughout the program year.

#### TUITION

Tuition is the major income of the program and its' distribution needs to be carefully monitored.

Collection - Tuition can be collected monthly (easiest method), per semester, or annually. Most program used the

monthly method because it is the one that is more affordable to parents.

A date needs to be set by which the tuition is collected - first of the month, tenth of the month, etc. The date that tuition is due should be included in your handbook.

Policy - A written policy needs to be developed as to the procedure that the program will follow when parents are late in paying fees. The policy is definitely necessary, because sooner or later you will have problems in the collection of fees.

EXAMPLE:

Tuition is based on the actual cost of operating the school. Fees are based on a totally year cost for each child, divided into nine equal payments, due on or before the first day of each month; beginning September 1st.

Credit for prolonged illness or emergency can be arranged through the director. No credit is given for vacations or holidays.

A registration fee is due when the child is enrolled.

A supply fee (determined by class enrolled) is due on or before the September payment.

2 consecutive months of delinquent tuition payment will result in automatic withdrawal from the school rolls, unless arrangements have been made with the Director.

It is suggested that you give an explanation to parents concerning the use of fees, so that they understand from the beginning their actual use within the program.

## EXAMPLE:

## MEMO: Tuition and Supply Fee

Dear Parents,

Some of you have had questions as to the use of your monthly tuition and supply fee. I appreciate your questions and hope the following will help you understand our finances.

## MONTHLY TUITION

This is used to pay for staff salaries, repayment of the loan for the building remodeling and additions, payment of loan for major equipment purchases, and unexpected purchases for classrooms.

## SUPPLY FEE

This is used for insurance costs, which have risen sharply in the past two years; consumable materials (paint, construction paper, pencils, paste, crayons, glue, and items too numerous to list); paper supplies (toilet paper, paper towels, kleenex, cups, etc.); snacks; new toys and classroom equipment; educational programs; offices; and etc.

If you have additional questions or comments, I'll be happy to discuss them with you.

Sincerely,

Director

## LATE FEES PAYMENT

Late notices should be sent out when accounts are seven days past due. These notices can be mailed directly to parents or sent home with the child. It is important to remember, there are times and circumstances which a Director must consider when an account is overdue. Parents may have several good reasons for delaying payment of the account. It is then the director's responsibility to contact parents to discuss reasons for non-payment and to offer a solution which is in the mutual interest of the child and the school.



We are in a business program, so react in a business-like approach, but take the time and effort to determine the validity of the parent's reason(s). There may be parents who will habitually be late in their payments. Such parents must be dealt with authoritatively in these circumstances.

The following is an example of a first late notice of payment.

EXAMPLE:

CHILD'S NAME \_\_\_\_\_

OVERDUE PAYMENT NOTICE

TUITION FOR THE MONTH OF: \_\_\_\_\_

IN THE AMOUNT OF: \_\_\_\_\_

IS NOW \_\_\_\_\_ DAYS PAST DUE.

PLEASE REMIT IMMEDIATELY

Sincerely,

Director

Accounts which are two weeks past due need to be contacted by telephone or a letter sent to the home of the child by mail.

## EXAMPLE:

Child's Name \_\_\_\_\_

Dear Parents,

As of the above date, I have not received the following payment for the month of September:

\_\_\_\_\_ Tuition

\_\_\_\_\_ Supply Fee

Please remit on your child's next class time.

Sincerely,

Director

If an account still remains unpaid, the matter should come before the board. The board is then responsible for sending a letter to the parent (by mail), stating the policies and action that will be taken if the bill remains unpaid; or, what course the parent is to take if they wish the child to remain in the program.

## EXAMPLE

Our accounting records indicate that you currently owe \$ \_\_\_\_\_. Please remit said amount to the School immediately or contact the undersigned if there is some problem or question concerning this account.

I will thank you in advance for your prompt attention and anticipated cooperation in the matter.

Sincerely,

Director

An account which is not paid for two consecutive months should result in automatic withdrawal of the child from the program; unless arrangements are made with the director (Refer to Tuition: Section on Policy).

There are times when it is necessary to turn accounts over to your legal advisor for collection. The board will need to determine the procedure that the director should follow in regard to delinquent accounts.

#### DETERMINING COSTS

Tuition cost will be determined by surrounding school fees. If you call other schools, they will usually quote you their prices. You will then need to determine your fees within a suitable range according to their prices. The following is an example of fees.

#### EXAMPLE:

##### Tuition and Supply Schedule

Our charges are as follows:

Registration Fee for every child at time of entrance in school . . . . . \$20.00

Tuition is paid by the month and Supply Fee is paid by the Semester (September and January)

# Class Days per week	Tuition	Supply (Sept&Jan)
2	\$30.00	\$20.00
3	\$40.00	\$23.00
4	\$50.00	\$25.00
Kindergarten(5 half days)	\$55.00	\$28.00

Families with two or more children pay the regular fees for each child (there is no cost break for more children). Recording and handling of fees will be discussed in the "Management" section.

#### BUDGET PLANNING

Plan realistically for your programs finances. Take time to chart carefully a sound, realistic budget. Plan for the unexpected - it is better to overestimate than to underestimate your financial needs. Remember, you are making projections, not concrete spending amounts - plan accordingly.

You will need to determine the date of the beginning of your fiscal year. At ABC we use August 1 - July 31; other programs use January, July, etc. ABC uses the August - July fiscal year because our board can set a budget which will project a school year's expenditures and receipts. Your board will need to determine a fiscal date which is easiest for your program budget formation.

#### THE BUDGET

A budget generally includes the following categories (percentages are given as guidelines and will change slightly from year to year).

<u>Budget Items</u>	<u>Percent of Budget</u>
Staff Salaries	65.0%
Staff Benefits	3.5%
Equipment	5.0%
Consumable Supplies	7.0%
Snacks	3.0%
Office Supplies/Phone	3.5%
Insurance	1.5%
Cleaning Services	1.0%
Licenses/Dues	.5%
Parent education	.5%
Scholarships	1.0%
Conferences, Consultants, Workshops	1.5%
Miscellaneous	1.0%
Utilities	1.0%
Rent or Cost of Mortgage	6.0%
<hr/>	
Total	100.00%

#### SPECIAL CONSIDERATIONS

Director's Salary - The director's salary should reflect his/her professional background, experience, and responsibilities. A Director works as many hours at home as he/she does at school. He/She attends meetings and workshops, plans and implements parent programs, buys supplies, does bookkeeping, keeps accurate child records, cleans, builds, etc. The director's salary should reflect these added hours, whether by salary or by benefits.

Teacher's Salaries - Teacher's also should receive benefits and salaries which reflect their professional abilities.

Workman's Compensation Insurance - Workman's Compensation Insurance and Social Security payments are required by law and must be included in salary schedules, if staff is contracted by the school. If, however you are going

to consider staff as self employed then you need to check with your local revenue offices (Federal and State) for specific laws governing these circumstances.

Sick leave, vacation days, personal days, and medical insurance need to be considered within the budget as well as funds to assist staff members in continuing their education and substitute teacher pay scale.

All of the above must be considered when determining a realistic operating budget. Projections of enrollment will need to be made for the coming year and inflation will need to be considered in the formulation of the next year's budget. If enrollment projections are realistically determined, your board will have a basis for budget planning. You also need to take into consideration whether fees should be increased to generate more income.

A budget needs to be well planned and projected. Take time and careful consideration of both income and disbursements so a realistic budget can be formulated. Accurate bookkeeping records from previous years are essential in planning a budget, for they provide the board with a detailed account of all expenditure and revenue areas. The three essential components for planning a good budget are:

1. Allow adequate time for planning.
2. Be realistic in your enrollment and distribution projections.

3. Keep accurate bookkeeping records.

If you use your time, projections, and records wisely, the preparation of your budget will be simplified.

#### MANAGEMENT

The board will need to decide who will be responsible to handle the program's finances. The following is a list of possibilities:

1. Director - totally responsible.
2. Director receives income - Bookkeeper deposits income and pays expenditures, keeping all records.
3. Director receives and deposits income - Bookkeeper pays expenditures and keeps ledgers.
4. Bookkeeper - totally responsible.

There are many variations of financial responsibilities; it will be your board's determination as to which is best suited for your program. However, for accountability it is recommended that some form of checks and balances be used. This will also simplify state and federal tax records.

#### SALARY SCHEDULE

The salary schedule will be the most important budget item. The board will need to determine a base pay scale for all employees. Teacher's salaries will need to be determined by education, experience, and hours of teaching. Assistant's salaries are usually based on minimum wage as a beginning salary. Following is a sample salary schedule:



\*Note: Some schools treat their staff as contracted for service. This means that the school considers a staff member as self-employed. In contracting staff in this manner, the staff member is responsible for their own taxes; thus relieving the school of tax responsibilities. Check with your I.R.S. office as to the forms you will need to provide your employees for verification of employment for their tax returns.

EXAMPLE:

Salary Schedule 19

This schedule is based on 80% of what a first year teacher makes in the public school system.

These are beginning salaries and years of experience must be added to the levels.

Director: Full Day (7:30 am - 3:00 pm) Five days weekly - Year Round

<u>B.S. Degree</u>	<u>M.A. Degree</u>
\$12,000-\$14,000	\$16,000-\$19,000

Teachers:

<u>No Degree</u> (preschool experience)	<u>B.S.</u>	<u>M.A.</u>	<u>Kindergarten</u>
\$14.00	\$17.00	\$20.00	\$23.00
Half Day	Half Day	Half day	Half Day

Salaries are based on a half day. If the teacher works a full day the salary is doubled.

Assistant: \$3.50/hour

A salary schedule can range from 60%-75% of your total budget, depending on your funding income. Unfortunately, early childhood education staff and directors are often paid very minimum salaries. It is important to remember that your program is only as good as your staff. If you cannot

afford to pay high salaries, give other benefits to your staff to show your appreciation. Dinners, small gifts, attendance at workshops, conferences, staff children attending the program free of charge, special recognition in the community, etc. Always include in each years budget a salary increase, no matter how small, as a reward to your staff for a job well done.

#### TAX SHEETS FOR STAFF

Accurate and confidential pay records must be kept for each staff member. These records will include all tax information, social security number, length of staff pay period (9 or 12 months), personal information concerning staff, etc.

#### EXAMPLE:

Name	Social Security #		
Jane Doe	000-00-0000		
Address	City or Town		
1000 Bittle Road	Owensboro, KY 42301		
Date of Birth	Phone No.		
1/1/45	555-1212		
Position	Rate	Date Started	Date Terminated
Teacher-4 yr.	\$5,000 yr	8/25/87	
Remarks			
Pay on 12 Month Scale			

FIRST QUARTER 19

Week #	Reg. Over	Total Earnings	Tax Deductions			Total Ded.	Net Pay
			FICA	Federal	State COT		
1							
2							
3							
4							
5							
*							

\* This example shows only the first quarter.

These forms can be purchased at a local office supply store. Each staff member needs to have a completed form in their personal file.

#### INCOME LEDGER SHEETS

An income ledger must be kept on each child to show amount and date of payment. These ledger sheets can be arranged by class or individual child. Experience has shown it easiest to arrange by class, so you can see the entire year's payment and class records of enrollment for use in future planning.

#### EXAMPLE

Class -  
3 Year Olds  
Monday - Wednesday morning

Child's Name	Permission Slip	Registration Fee	Sept. Supply	Sept. Tuition
John Doe	X	4/26 \$20.00	8/25 20.00 \$20.00	9/1 \$32.00

\*

\* The example shows only through September; the ledger that will be used will be for the entire school year.

A twelve column ledger sheet in paperback book form is used to store this information.

#### MONTHLY FINANCIAL REPORTS

For the program to run smoothly it is necessary to prepare and discuss each months receipts and expenditures. The typical program has two sheets that the board works through each month. The forms below are given as examples:

Accounts Receivable Ledger - This sheet shows the beginning balance from the previous month, plus a listing of each class by age, with the number of children paid for the reporting month, free tuition children, and total tuition paid for each class that month. Included is a column for supply fee collected in September and January (this section will only be completed during these months, unless you have new enrollees). Accounts unpaid are marked and totalled. Receipts other than tuition are listed and totalled, giving total ledger receipts. This information is taken from the income ledger sheets for each child or class.

The bottom half shows total deposits for the month, also listed will be refunds, returned checks, and cash transactions. Each of the areas are totalled and subtracted from the total deposits giving the amount used for total adjusted deposits which must equal the amount found under total ledger receipts.

There is a space for savings account balance. This account is used to deposit summer salary funds during the school year. It will be used to pay staff during the summer months. Further information will be given concerning summer pay under Staff: Pay Periods.

## EXAMPLE:

Preschool Financial Report  
Beginning Balance: \$ \_\_\_\_\_  
Receipts for Month of: \_\_\_\_\_

		Accounts Receivable Ledger				
Number of	Class	Free	Tuition	Supply	Total	
paid Children					Fee	by Class
	Three's					
	Younger					
	Four's					
	Regular					
	Four's					
	Pre-					
	Kind.					
	Kind.					
	Totals					
<b>** ACCOUNT UNPAID</b>						

Receipts other than tuition:

_____	\$ _____
_____	\$ _____
<b>Total Ledger Receipts</b>	_____
<b>Total Deposits:</b>	\$ _____
Refunds: _____	\$ _____
_____	\$ _____
Returned Checks:	
_____	\$ _____
_____	\$ _____
<b>Cash Transactions:</b>	
_____	\$ _____
_____	\$ _____
<b>Total Adjusted Deposits</b>	\$ _____
<b>Savings Accounts Balance:</b>	\$ _____



Accounts Payable Ledger - This form is taken from the account ledger, which shows all deposits and expenditures.

## EXAMPLE:

## ABC PRESCHOOL

Balance Sheet for \_\_\_\_\_ (month) (year)

Balance on hand April 30	\$ _____
Deposits for May	\$ _____
TOTAL	\$ _____

## Expenditures for May

(date) _____	
1 <u>Check (to whom)</u>	\$ <u>XX.XX</u>
X    XXXXXXXXXXXXXXXXXXXXXX	\$ <u>XXXX.XX</u>
X    XXXXXXXXXXXXXXXXXXXXXX	\$ <u>  X.XX</u>

Total May Expenditures	\$ _____
------------------------	----------

Balance of hand May 31	\$ _____
------------------------	----------

This balance sheet will give your board an ongoing account of receipts and expenditures. It will also provide a model for budget planning.

Balance sheets should be done monthly and copies retained for records. Miscellaneous expenditures need to be broken down and listed for the board's records. Remember, all bookkeeping records need to be kept for seven years for the Internal Revenue Service's purposes.

## YEARLY FINANCIAL STATEMENT

At the close of the school year (fiscal year) you can prepare a statement of receipts and expenditures. This statement will provide a comparison sheet for amounts budgeted and actual expenditures. This yearly financial statement will serve as a guide for preparing the coming year's budget.

## EXAMPLE:

ABC preschool  
Financial Statement for Year \_\_\_\_\_

CREDIT

Tuition, Supplies, and Fundraisers	37860.14	
TOTAL		37860.14

DEBIT

Salaries	39323.96	
FICA, SIT, FIT, COT	10886.46	
Sub. Teaching	170.00	
Cleaning	1156.63	
Equipment	4202.45	
Insurance	1018.96	
Supplies	4202.45	
ACT (loan payment)	1018.96	
Miscellaneous	12374.74	
Mileage Expenses	1080.00	
Service Charge	58.60	
Services (Bookkeeping)	3648.00	
Director part summer salary)		
TOTAL		<u>89010.24</u> -1150.10

Outstanding Debts		
Loan (XXXX)	1750.00	
Loan (XXX)	400.00	
Rest of Dir.	1480.00	
Summer Salary		
ACT (August 4,11,18)	<u>591.00</u>	
TOTAL		<u>4221.00</u>

\*

\* The example statement reflects a deficit at the end of the year. The intent was to use this yearly statement to illustrate the make-up of a deficit statement. If you have no deficit, the Outstanding Debts would not be listed; your balance would show a profit.

#### TAXES

Tax Exempt Status - Application must be made if your program is a non-profit organization. If your program is associated with a church (as a part of that church), then you can use the church's tax-exempt number. To apply for tax-exempt status, you need to go to your local Internal Revenue Service (I.R.S.) office to obtain an application and filing form.

Federal Taxes - If your program is operated within a church, you can use the church's federal identification Number. However, you should contact the I.R.S. prior to operation of the program to inform the I.R.S. of the addition of the program to their files.

If your program is not operated in conjunction with a church, or if you prefer to have your own federal Identification number, you must apply for it. Forms can be obtained from your local I.R.S. office.

Social Security Tax - Social Security taxes must be paid on each employee. This tax is matched dollar for dollar by the employer.

## EXAMPLE:

<u>EMPLOYEE</u>	<u>MONTHLY SALARY</u>	<u>FICA</u>	<u>MATCHING</u>
Jane Doe	\$300.00	\$21.00	\$21.00

The employer pays the matched amount, so the total paid is \$42.00; one-half employee and one-half employer.

This tax (FICA-Social Security) is deposited monthly along with FIT (Federal Income Tax) and reported quarterly on the Employer's Quarterly Tax Return (Form - 941).

You will receive a Circular E - Employer's Tax Guide with tax tables for withholding FICA and FIT tax amounts.

State Taxes - Each state is different in the collection of employee SIT (State Income Tax). You should obtain a state withholding tax booklet containing instructions for employer's and withholding tax tables. Again, you will receive Quarterly Tax Forms for reporting withholding and payments to the state of withheld amounts. State tax number for reporting should be filed for the same as for federal tax information.

City Taxes - Many municipal areas are withholding city taxes, COT (city occupational tax). These taxes are usually withheld from the employee's pay by a percentage of the gross income. These taxes are reported quarterly to the municipality where your program is located. They are also reported annually by gross yearly income and tax withheld during the month of January.

#### GENERAL INFORMATION

One person should be designated to do the payroll, calculate taxes, and sign and complete tax information for the school. This person should be knowledgeable concerning current tax information and have authorization from the the board to pay and sign tax forms.

All tax information should be kept up-to-date and quarterly forms should be completed and returned on time. Monthly federal deposits must be made before the last day of the month in which the tax was withheld.

At the end of the year (December 31), all employee tax information must be totaled and transferred to W-2 forms to be given to each employee. Copies of the W-2 need to be sent to federal, state, and local tax services, along with federal transmittal forms, state employee records, and city transmittal records. W-2 Forms and all federal, state, and local transmittal forms and copies of W-2's must be distributed to employees and sent to respective agencies prior to January 31.

Tax information must be accurate and records must be current. All records must be kept for seven years as governed by the I.R.S.

A schedule for federal, state, and local tax information as follows:



<u>Dates to be filed</u>	<u>Form Number</u>	<u>Form Title</u>	<u>Reason</u>
First Organized	1023	Tax Exempt Application	Non-profit Corporation tax-exempt
First Organized	SS-4	Employer's I. D. #	I.D. on all Federal reports
First Organized	904	Federal Unemployment Tax	Not needed if Tax exempt
First Organized	differs for each state	State I.D. Number	I.D. for all state reports
New Employees	W-4	Withholding exemption certificate	Statement of employee's exemption
Date varies with remittance amount	501	Federal Deposit Receipts	To deposit with Depository Bank withheld funds
Jan. 31, April 30, June 30, Oct. 31	940/941 (non-profit) State Form City Form	Employer's Quarterly Fed. Return. State & City Quarterly Return	To report taxes to each agency of withholding's from employee
January 31	W-2	Federal, State, Local Wage & Tax Statement	Employee's use for filing tax returns
January 31	W-3	Transmittal	Reconciliation of Federal, State and Local taxes. Reconciliation forms for summary of tax withheld from employee

#### COMPUTER USE

If the school can afford a micro-computer the time savings will be astronomical. Many soft-ware programs are available which will handle not only financial concerns, but

general staff and student data. Check with local computer dealers for current costs.

#### SUMMARY

The financial portion of your program will be of great importance and concern, but it is important to remember the "vision" with which you began your planning. Give the program two-three years to get established; don't "bail-out" before giving the program a fair chance. With time and planning your finances will fall into place and you will begin to see the seeds that you've planted take form. Remember to be realistic and conservative in your plans. Everything doesn't need to be the "best", but it needs to be well prepared and safe. Start small and build as you can. A tiny acorn doesn't become an oak overnight.

Matching funds are available through varied sources. Be creative in your thinking and always maintain a positive outlook. Reports are a vital part of this section of your program. Good report forms help to describe more clearly your financial weaknesses or strengths, and can give you a total financial outlook quickly. Monthly reporting is a check on the financial books assisting in proper recording, payment of bills, and depositing. Monthly reporting also gives immediate indications of when spending is exceeding income. The Board should always require monthly financial reports and a yearly audit of the books.

Proper management of finances can produce an excellent program even on a "shoe-string" budget. Again, remember to take your time in preparing a budget, be realistic with income and expenditure amounts, and keep current and accurate records. These three suggestions can save you time, energy, and headaches. There will be good years and bad years, so be prepared for both; by doing this you will enjoy the wonderful benefits and growing experiences that will strengthen your program.

## FACILITY

### OVERVIEW

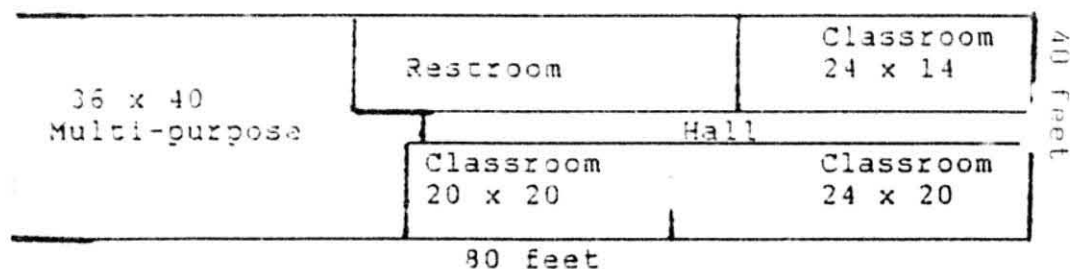
It is wise to take a full inventory of your facility. Look at rooms available, outdoor space, bathroom facilities, and the kitchen area. Look for repairs, previous improvements, exits, lighting, ventilation, furnace and air-conditioning, flooring type, wall preparations, and fire alarm system. One of the first steps to planning is having the State Fire Marshall's office inspect the building to determine what needs to be done to bring the facility up to child safety standards. Remember to write down the fire marshall's stated improvements, and get him/her to sign the document. Officials have a tendency to change their minds - so get it in writing so there will be a record).

Safety regulations will definitely require smoke alarms (or a fire alarm system) and fire extinguishers. Fire extinguishers must meet certain standards and types. Find out the exact requirements from the fire marshall. Also, your facility speaks for the program quality: space, safety, and eye pleasure will be an important part of a parent's first impression.

## BUILDING REQUIREMENTS

Space - Regulations will require a minimum of 35 square feet of space per child. This space is actual use space, excluding hallways, bathrooms, storage, and kitchen. Space is calculated as a whole rather than each room. You may have small classrooms and a large open area - but, the total square footage divided by 35 gives the number of children the center will be licensed for.

## EXAMPLE:



Total floor square feet = 3,200 square feet  
 Total child space (exclude bath & hall)  
 = 2,656 square feet  
 Number of children (35 square feet per)  
 = 75.89 (76) children

This formula gives the number of children licensed per useable total square footage.

There are also requirements for bathroom facilities per child: per every 20 children, there must be one lavatory and one commode. The example has 4 commodes and 4 lavatories, so it could be licensed per requirements for up to 80 children. There must be a given number of outside exits for fire requirements. Walls and floor coverings will also be required to meet specific standards.

All of these requirements will be determined by the fire marshall and health department. Be sure to get these inspections at the beginning of your program planning. A center may not open prior to the passing of these inspections.

#### OUTDOOR REQUIREMENTS

Licensing for outdoor space is determined by the requirement of 72 square feet per child. The playground should be large enough for twenty children at a time, 1,440 square feet. This area should be fenced for safety with "No Trespassing" signs around the perimeter (for liability insurance) and locked.

The surface area should be covered with grass, sand, or a material which will provide a safe surface for children to run and play. Asphalt or concrete provides a smooth surface for riding toys, but is dangerous for swings and climbing equipment. A mixture of surfaces is better, so all areas will be safe for play. Gravel is not a suitable surface. It is difficult for riding toys and unsafe for swings, etc.

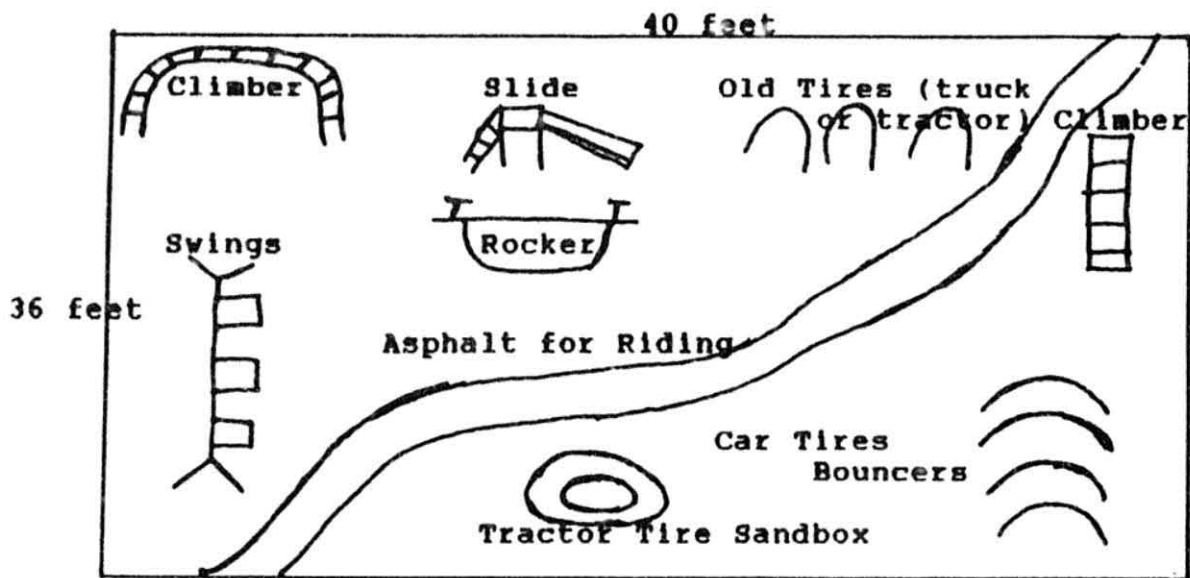
A sandbox (old tire) is a must in any play area; scoops, sieves, trucks, tractors, etc. should be included for creative play. Old tires can be partly buried and used for climbing, jumping and bouncing. Bury tires standing up.

Swings, climbing equipment, etc., should be sturdy and age appropriate. Equipment does not have to be elaborate, but must have a surface smooth and be safe.



EXAMPLE:

## A Playground Area



Shade trees can provide relief from the sun, but can present problems for safety. Children have a natural climbing sense - bottom limbs should be removed to eliminate the possibility of climbing injuries.

Fencing should be high enough to prevent children from climbing into the playground when school is not in session. Remember, you are liable if someone gets hurt even if they were not authorized to be there. You are creating a visible hazard; for that reason I suggest your fence be solid boards, not chain link. With the board fence they cannot see what is inside and it is very difficult to climb. There should be a gate(s) to the playground, these should be kept locked when the playground is not in use.

Children using the area are to be supervised at ALL times - never leave the children alone. Teachers should schedule their playground times, so that children will have ample play space.

Be sure at the beginning of the year to teach children playground rules - these will need to be determined according to the program and facility. Just remember SAFETY first and foremost.

EXAMPLE:

PLAYGROUND RULES

1. Toys are to remain in specified areas.
2. Sand should not be thrown.
3. When running, swinging, climbing, etc., watch for other children in the area.
4. Fighting is not permitted.
5. Share the toys.

CLASSROOM

Climate - The classroom's "child-inviting" atmosphere will be judged by parents when they are assessing the quality of your program. Everything in the room should be child-size, and at the child's level of sight. One way to get a child's view of the room is to get on your knees and see the room at their level. They need to be able to reach for, and put things away themselves. Everything they use in the room should be at their "grasping level". Bright colors should be used, but they should be pleasant, not loud.

The room should be fun, educational, child-sized, safe, interesting, and enjoyable for each child. A feeling of love and warmth should flow from the room along with caring and safety. It should provide a place where children want to return.

Size -A room should have enough space that movement is easy and flowing. There should be areas for quiet and play time. Room to grow should be planned, and pathways for easy transition should be included.

A good room size is determined by square footage. There should be approximately 35 square feet per child, but it can be less if another room is being used for active play. A room of 700 square feet will accommodate twenty children.

Check ventilation, heating, cooling, and light; make certain that they are adequate. It can get very warm with 18-20 active bodies giving off heat.

Measure the rooms and determine the class size and the number of children that are being considered. Flooring needs to be appropriate to the areas use. Vinyl should be included for "messy activities".

Interest Centers - Centers are the most important part of the classroom. They will include these areas: art, science, blocks, books, dramatic play, messy activities (paint, water, cooking, etc.), sensory activities, music woodworking, and manipulative games and toys.

It is a good idea when planning these centers to define areas by the different types of activities: messy, active, quiet, small group, and large group. The art area should be near water and requires a washable floor. The block area should be large, carpeted to reduce noise, and away from the pathways of children moving within the room. Other areas are arranged in the space remaining, keeping in mind their purpose and requirement.

Example: Library - good lighting, electrical outlets for record player and aquarium pump.

Keep in mind also that the overall arrangement must enable adults to observe children's activities throughout the classroom.

Some teachers use a pocket system for moving from center to center. Library pockets for the number of children allowed in a center at one time are placed on the wall or table next to each center. Children have a key with their name on it, which they place in the pocket of the desired center. When all pockets are filled no one else can enter that center. When a child leaves the center he/she takes the key out of the pocket and moves to another center available space.

EXAMPLE:

Library Pockets:

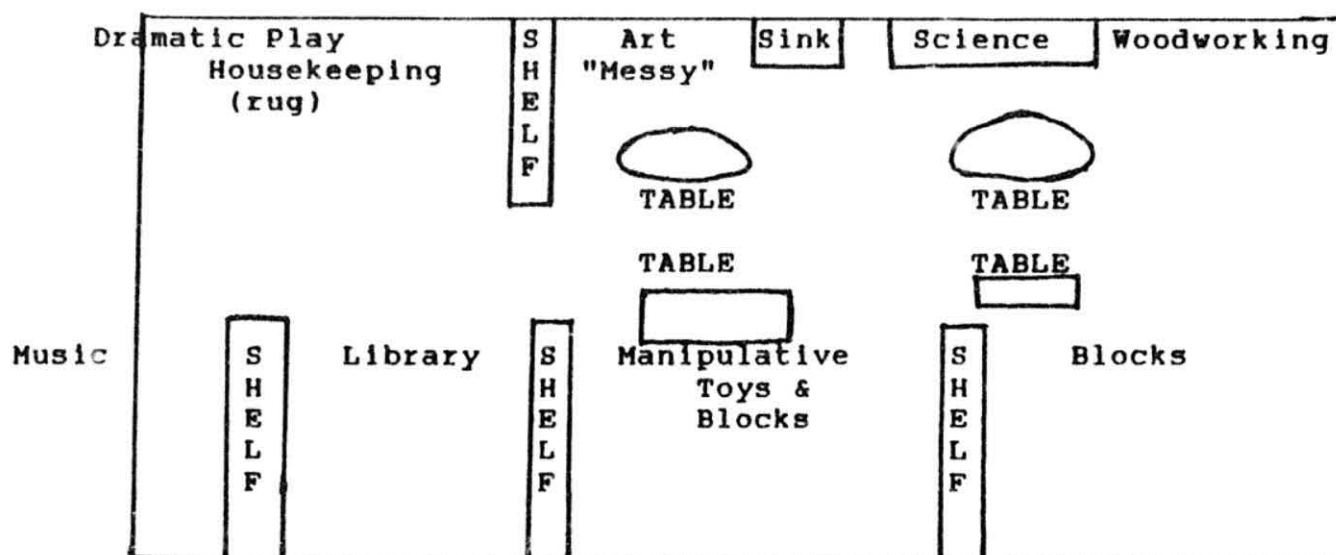


Keys:



This procedure lets a teacher control the number of children in a center at any one time. There are other methods of moving children from center to center; experiment with your own way and find one that is desirable. Below is an example of a room with centers:

EXAMPLE:



This is only an example, the room should be set-up to accommodate the needs of those using it. Remember to separate areas that are designated for quiet and those for active play.

EQUIPMENT

All early childhood rooms require furnishings that support classroom activities and respond to the children's needs. Wood is the favored material for furnishings, but many of the new molded plastic equipment is gaining popularity. Furnishings need to be sturdy, attractive, and easily cleaned.

Tables (27" high) and chairs (15-18" high) should be proportional to the size of the children using them. Small tables designed for 3-4 people give greater flexibility than large tables (those designed for 8-10 children). Kidney shaped tables are nice for teaching small groups, but take up more space than rectangular tables. There should be a space for each child to store his/her personal belongings; some call these cubbyholes, square compartments, or ice cream tubs. These can take up a great deal of space. Experience has found that providing a central place to hang coats and a mailbox to put papers in the room works much better. The mailbox is usually 4' x 4' with 3" x 5" compartment size.

**EXAMPLE:**


Make compartments as big as you desire with a child's name of each.

Shelves should be low and open (easily accessible to children) providing them the responsibility of making choices and returning materials when they are finished. Book shelves need to be provided which will encourage children to use and care for books.



There must also be adequate storage for materials that adults must closely supervise. Cleaning materials, the teacher's personal property, curriculum guides, children's files, and first-aid materials all need proper storage, either within the classroom or a central storage area.

Equipment should be assessed on how it will influence the children. Good equipment and materials are attractive, feel good, are well constructed, sturdy, in good repair, work properly, and fit a child's abilities and interests. Natural materials such as sand, water, paint, clay, and paper are important materials which should be included in every program. When purchasing materials always evaluate them as to their safety, toxicity, cleanliness, and sensory appeal (color, texture, and smell).

Type of Equipment and Materials - These are sand, water, and clay, which provide children with both sensory and mathematical experiences. Children learn about the properties of substances through pouring, feeling, and mixing. Sand and water play areas that are indoors should be in tubs or water tables, and located on washable floors.

Woodworking helps develop coordination and skill in using tools. It offers challenges in measurement and construction. Tools should be sturdy, child-size, and well supervised because of sharp edges. An excellent material to use is styrofoam sheets or wood scraps which can be obtained from a local planing mill. A tree log is also excellent and inexpensive.



Active Play Equipment - Equipment for active play offers excellent opportunities for vigorous movement and exploration. Active play helps children develop and explore their physical limits, develop creativity, release energy, and learn many spatial concepts by experiencing them with their own bodies.

These materials can be hand-made and rather inexpensive - wooden boxes, tires, planks, tree stumps, climbing apparatus, swings, rockers, see-saws, slides, tricycles, wagons, rolling toys, parachutes, and almost anything (just use your imagination). The number of these materials is limitless. All of these aid in large muscle coordination, balance, and development. Again, materials should be child-sized and safe.

Blocks - These materials are construction toys, and include blocks, Legos, Tinker-Toys, Lincoln Logs, Ring-Gan-Tiks, Snap Blocks, Bristle Blocks, etc. Blocks are very beneficial in the following ways: they help to develop fine motor coordination and strength, they enhance imagination and creativity, they provide opportunities for children to learn to work and play together, and they provide experiences in problem-solving, ratio, and measurement.

Each room should have a full set of unit blocks, either wooden, cardboard, or plastic, which develop construction experiences as well as mathematical relationships. This play is enhanced when toy cars, trucks, trains, and toy

human and animal figures are added, because they provide children with the expression of a growing understanding of the real world. Adequate space and storage for blocks will aid in clean-up time. Block rules should be clearly stated and enforced for safety.

Manipulative Materials - Manipulative materials include the realm of materials designed to give children practice in eye-hand coordination, and help in developing the small muscles of the fingers and hands. These experiences prepare children for writing and expose children to concepts as: size, color, and shape, which help in the ability to recognize letters and words. Manipulative material include puzzles (wooden, plastic, and rubber) beads, pegs and peg-boards, Bristle Blocks, spools, parque blocks, Tinker-Toys, Lincoln Logs, lacing pads, designs and patterns, sewing cards, feely boxes, classification sets, and many varied materials. Many of these manipulatives can be made with file folder games, manilla folder games, etc. Use your imaginations, the list again is limitless.

Dramatic Play (Housekeeping) - These materials provide learning experiences and practice in the skills of daily living. In this area, children imitate the actions of adults (older children) in their lives by playing out a situation and experiencing the various adult roles.

These materials can be organized as an interest center with dress-up clothes (both sexes), kitchen appliances, and

kitchen ware, play food, books, rocking chairs, small dust mop, mop, broom, vacuum, dolls, cradles, the list is almost limitless. Included in this area are special interest items - hats, items of clothes of firemen, nurses, policemen, doctors, post office workers, and varied other businesses and trades. Other special items can be added: store, restaurant, bus, and fire hoses help children become creative in their thinking and play. Many times children will take a play item and pretend it is something totally different, which will expand their imaginative realm.

Books - Every room needs an assortment of quality books. The experiences gained from being allowed to touch, hold, and thumb through a book helps a child to discover the joy of reading and helps to motivate him/her to want to read. Children not only need to read their own books and have stories read to them; they also need to see adults use and enjoy books. The library area should be comfortable, quiet, and have an ample supply of good quality children's books. These should be displayed at the child's eye-level, and be easily accessible to the child. If there is not enough money to buy a supply of good children's books - check with your library; these can be checked out on a thirty day teachers pass. Doing this will give the classroom a good range of different books.

Art Materials - These provide opportunities for creative expression, problem solving, exploration, and

develop a child physically and sensorially. This is the child's work, and should be left as the child did it. Materials should be free form and expressive - clay, collage materials, paints, (tempra, bubbles, finger-paint, shaving cream, pudding, etc.) dough, glue, slime, crayons and pencils. As you have become aware, most of the materials overlap areas of use. They help children develop concepts, comparisons, classify, measure, and relate to others of all ages. In the unit on curriculum, these materials and their uses will be discussed more fully.

#### KITCHEN (COOKING AREA)

Every program needs to have an area used for cooking and snack preparation. This area most likely will be a kitchen, it must be kept clean and sanitized; school supplies need to be in cabinets separate from other supplies. For day-care, storage doors must be marked to designate school or other use.

State health officials must inspect this area prior to the opening of the school. There must be carbon-dioxide fire extinguisher located in the area that is available for cooking fires. All cleaning supplies must be kept out of reach of children, and unless doing a cooking activity, children should not be allowed in the kitchen area.

In some cases, cooking will done in the classroom. Remember, if using electrical appliances to exhibit caution for the safety of the children. Supervision is a must in

any cooking activity, rules of safety in using utensils and stoves are necessary and must be enforced. Cooking is a fun and essential activity in an early childhood program, but because of the many hazards cooking must be well supervised.

#### STORAGE AREA

Every program needs a central storage room in addition to teacher storage within the classroom. This area provides space for bulk storage of snack cups, toilet tissue, snacks, extra toys, paper supplies, glue, paste, office supplies, napkins, etc.

The storage area should be accessible to staff only - children should not be allowed in this room. The door should remain closed at all times due to fire safety regulations.

Providing a separate area gives teachers more space in their classrooms, and also provides a central location for items that all staff members use occasionally. The area does not have to be large, but it does need to have shelves in it for proper storage.

#### TEACHER WORKROOM/LOUNGE

If possible, it is advisable to have an area (can also be a storage room) where teachers can go to work on lesson plans, use copy or ditto machines, paper cutter, typewriter, or other office machines, and, have a library of teacher's resource books. This area gives privacy to the staff and

provides space to get away from the class. This room should be well lighted and accessible to all the staff. It can also serve as a lunch room if the staff works all day. Some schools also have a drink machine or refrigerator in the room.

Again, building space will need to be assessed, but providing a workroom/lounge can be a definite plus for the staff by providing an area where they can socialize as well as work. As stated before, salaries are not high in early childhood education programs, but other benefits can be offered which will develop positive work and social relationships within the staff.

#### DIRECTOR'S OFFICE

Within the office of the director all records of the school are kept. This office needs to be locked at all times, when not in use because of the confidentiality of the records. The director should be provided with a desk and file cabinets which hold the following files: enrollment, applications, class records, teacher contracts, assignments, payroll, resumes, bookkeeping record, checkbook, children's account receivable ledges, tax information, and other confidential materials. Board reports, policy information, program forms, and letters should be filed in this office also.



The director should retain resource materials to keep updated on happenings in the early childhood education area: books and publications from early childhood professional associations, and management guides from the field of early childhood education. Inventory lists of all materials housed within the classrooms, storage room, teacher workroom, and general areas of the facility and play area are also kept in the director's office.

## EXAMPLE

INVENTORY  
SHEET

TEACHER: \_\_\_\_\_  
DATE: \_\_\_\_\_

ITEM	QUANTITY	CONDITION (+, OK, -)
Chairs		
Tables		

COMMENTS:

\*\* Items listed herein are the property of ABC  
preschool.



## **ENROLLMENT**

This area of concern is going to be one of the most important in setting up a preschool program, because without enrollment the best program cannot operate. This section is divided into ten specified areas. Each will be discussed in detail.

### **RECRUITMENT**

There are many varied forms of recruitment, each of which is valid.

**Advertisement** - This form will be necessary for a beginning program and can be done by newspaper ad, radio, or television. Each of these types of media is expensive. Wise use of space and time is essential.

A sample newspaper ad could be:

Enrolling for Fall

ABC PRESCHOOL

Ages 3 years - Kindergarten

A Loving Preschool

State Certified

Specializing in

Early Development Programs

To enroll call -

555-0000

Monday-Friday (8 a.m. - 2 p.m.)

Make sure the ad is brief, to the point, and eye pleasing. Do not crowd a lot of words into a small space. Give the ad character and be specific. Give two phone numbers ,if possible, for registration information.

A sign should be erected at the school giving the following information:

ABC PRESCHOOL  
STATE CERTIFIED PROGRAM  
AGES: 3 years - Kindergarten  
For Information Call -  
555-0000

Parent Letters - Other recruitment can be accomplished by a letter to the parents of the children that are enrolled (in January for the next year, or throughout the year if enrollment is down) stating that enrollment is being accepted. Parents can also be asked to share this letter with a friend or relative. Within the letter should be a list of the classes, schedules of classes, ages to be enrolled, costs, hours, and contact person for enrollment.

## EXAMPLE:

Parents:

I know fall is a long way off, but it is time for our present parents to pre-register their child.

You have the opportunity to pre-register before I open registration to the community the first of February.

Classes are as follows:

3 year olds -	Mrs. _____	2 days - \$32.00
Morning	8:00-10:45	M-W T-TH
Afternoon	11:30- 2:15	M-W T-TH
Younger 4 year olds -	Mrs. _____	2 days - \$32.00
Morning	8:00-10:45	M-W T-TH
Afternoon	11:30- 2:15	M-W T-TH
Regular 4 year olds -	Mrs. _____	
3 days - \$42.00	Morning 8:00-11:00	M-W-F
	Afternoon 11:30- 2:30	M-W-F
2 days - \$32.00	Morning 8:00-11:00	T-TH
Pre-Kindergarten -	Mrs. _____	4 days - \$52.00
Morning	8:00-11:00	M-T-W-TH
Afternoon	11:30- 2:30	M-T-W-TH
Kindergarten -	Mrs. _____	5 days - \$58.00
Morning	8:00-11:00	

Please fill out the following indicating class preference, age of child, and teacher preference. Return to school by February 6. If you have any questions feel free to call.

Thank you,

Director

\*\*\*\*\*

Child's Name \_\_\_\_\_ Birth date \_\_\_\_\_  
 Class Preference \_\_\_\_\_ Days \_\_\_\_\_ Time \_\_\_\_\_  
 Teacher \_\_\_\_\_

\* An application will be sent the end of January for you to complete and the registration fee will be due at that time. (This is just a pre-registration form, not the required application for class enrollment.)

\*\* Your child is now enrolled in: Teacher \_\_\_\_\_  
 Circle one of the below:  
 3 year Younger 4 Regular 4 Pre-Kind Kind.

\*\*\* Children will be placed by age as per application.

Community Bulletins - Notices in community bulletins can also be used for recruitment and posters can be placed in stores around the area. Flyers can also be helpful by putting them in residential doors or on cars in shopping center parking lots.

Telephone - Ads in the yellow pages of the telephone book are one of the best continuous forms of advertisement. When people call to inquire about enrollment be sure to have in mind the school's philosophy and all pertinent information concerning class cost. Be courteous, and pleasant on the phone; first impressions will either gain or lose that potential parent. Always be helpful and listen - it may seem silly, but smiling at the phone while you talk can be heard by the person with whom you are talking. Always answer the phone with joy, stating the schools name and yours.

## EXAMPLE:

Good Morning, ABC preschool - \_\_\_\_\_ speaking.

Be sure to listen carefully without distractions and answer questions honestly and pleasantly. The same questions will be heard over and over again, but remember to answer as if this is the first time you've heard that question. The phone impression is very important, for each parent that calls is only concerned about their child. You must relate concern about their child and be caring and helpful.

Do not hurry a parent or act bored or unconcerned; many programs lose enrollment because of who answers the phone and how they speak when they answer. This may seem like a trivial task, but the phone conversation between the school and a potential parent is one of the most vital points in gaining enrollment.

Some parents are going to want to visit the program prior to registration. It preferable that every parent who enrolls should make a pre-registration visit to see the program first-hand and to talk to the director and teacher(s). This visit should be at the parent's convenience and should be a welcomed part of your pre-registration activities.

There are many types of recruitment. Pick the best for your situation, but most importantly, remember the first personal contact is the one that will be the most lasting - so make it pleasant and informative. SMILE.

Word of Mouth - This form of advertisement will be the best and it is also the one over which the school has the least control. People who enjoy the program will tell their friends, relatives, neighbors, etc. This provides the school with "free" advertisement. Experience has shown that newspaper advertising is not as effective as "word of mouth".

If a program is good - satisfied parents will rejoice to others - if there is a parent who has not been satisfied they are going to do the same. That is why it is important to talk to parents, always listen to their complaints and work them out in a professional and loving manner. They will then share with others, that even though they had a complaint, the preschool was willing to listen and help. A bad situation can be turned to the advantage of the school when it is handled in a diplomatic manner. In working out complaints, do it honestly - remember not all problems can be solved, and there will be times when parents go away angry. Accept these times for what they are, knowing that the school tried to settle them in a professional manner. This is not a failure, just a learning experience. If the program is of good professional quality, it will weather these little storms when they come.



**REGISTRATION**

After the initial contact information should be sent to each parent. This information should include a thank-you for their interest; instructions concerning filling out the enclosed application; a price list of programs offered, supply fee, and registration fee; the schedule of the start of school; and a phone number where the director can be reached if the parents have any questions.



## EXAMPLE:

CLASSES AND PRICE LIST


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**\*Kindergarten** - 8:00 - 11:00 a.m. Monday-Friday

Fees: Registration: \$48.00  
 Tuition: \$58.00 monthly  
 Supply fee: \$28.00 per semester

\* Child must be 5 by October 1

---

**Pre -Kindergarten** - 8:00-11:00 a.m. Monday-Thursday  
 or 11:30- 2:30 p.m.

Fees: Registration: \$28.00  
 Tuition: \$52.00 monthly  
 Supply fee: \$25.00 per semester

---

**Regular Fours** - 8:00-11:00 a.m. Mon-Wed-Fri  
 11:30- 2:30 p.m. Mon-Wed-Thurs  
 8:00-11:00 am Tues-Thurs

Fees: Registration: \$20.00  
 Tuition: \$32.00 monthly (2 days)  
 \$40.00 monthly (3 days)  
 Supply fee: \$20.00 per semester (2 days)  
 \$23.00 per semester (3 days)

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**\*\*Younger Fours** - 8:00-10:45 a.m. Mon-Wed or Tues-Thurs  
 11:30- 2:15 p.m. Mon-Wed or Tues-Thurs

Fees: Registration: \$20.00  
 Tuition: \$32.00 monthly  
 Supply fee: \$20.00 per semester

\*\* Child must be 4 between July 1 - December 31

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**\*\*\*Three Years** - 8:00-10:45 a.m. Mon-Wed or Tues-Thurs  
 11:30- 2:15 p.m. Mon-Wed or Tues-Thurs

Fees: Registration: \$20.00  
 Tuition: \$32.00 monthly  
 Supply fee: \$20.00 per semester

\*\*\* Child must be 3 by December 31

---

\* Each child is required to have on record with the school, prior to the first day of school the following:  
Birth Certificate, Health Certificate, Immunization Record.

**EXAMPLE:**  
(For preschool Classes)

Dear Parents,

Thank you for your interest in ABC preschool. Enclosed you will find an application. Please read all material carefully and fill out in entirety before returning the application to me.

Please mark on your application the session you wish to enroll your child. Upon receipt of the application and a registration fee of \$20.00, (which is non-refundable) due when you return the application your child will be enrolled for the fall. All classes are filled on a first-come basis; so to be assured of the session you desire, it is important you return your application and registration fee promptly. Your cancelled check will serve as your confirmation.

Tuition and fees for the school years are as follows:  
(Price quotations are for each child enrolled).

Tuition:           \$32.00 per month, due on or before the  
                          first of each month, beginning  
                          September 1, and ending May 1.

Supply:            \$20.00 per semester, due with the  
                          September the January tuition.

Registration \$20.00, due when the application is  
Fee:                returned. This fee is non-refundable.

School is scheduled to begin the week of August 31. There will be a parent meeting and an Open House for the children during the week of August 24th. Exact dates and times for these meetings will be sent to you around the end of July.

If for any reason, you have any questions, feel free to call and discuss them. I can be contacted at school, 000-0000, Monday thru Friday, from 8 a.m. until 2:30 p.m.

See you in August,

Director

Enclosures

To enroll in this fall's session, your child must be 3 years old by December 31, 1987.

EXAMPLE:  
(For Kindergarten Classes)

Dear Parents,

Thank you for your interest in ABC Kindergarten. Enclosed you will find an application. Please read all material carefully and fill out in entirety before returning.

State law requires ALL students be five years old before October 1st. Special requests must be handled through the director on an individual basis.

Each child is required to have on record with the school, prior to the first day of school, the following:

Birth Certificate   Health Certificate  
Immunization Record

The curriculum is structured by the regulations set forth by the state; so each child will have the necessary requirements to enter first grade. The kindergarten teachers are appropriately certified.

Tuition is \$58.00 per month, due on or before the first of each month, beginning September 1st and ending May 1st.

Supply fee is \$28.00 per semester. The first fee is included in the registration fee, and the second is due with the January tuition.

Please complete all information on the application and return promptly, with a fee of \$48.00, which is non-refundable. This fee is for registration, and will also cover the first semester supply fee.

School is scheduled to begin the week of August 31. There will be a parent meeting and an Open House for the children during the week of August 24th. Exact dates and times for these meetings will be sent to you around the end of July.

If for any reason, you have any questions, feel free to call and discuss them. I can be contacted at school, 000-0000, Monday thru Friday, from 8 a.m. until 2:30 p.m.

See you in August,

Director

## EXAMPLE:

Application for Enrollment  
3 year Old Class

Please return the fee with  
your completed application

Registration Fee:  
\$20.00  
NON-REFUNDABLE

PLEASE CIRCLE CLASS DESIRED:

Morning ( 8:00-11:45): Mon-Wed or Tues-Thurs

Afternoon (11:30- 2:15): Mon-Wed or Tues-Thurs

Child's Name: \_\_\_\_\_  
(Last) (First) (Middle)

Birthdate: \_\_\_\_\_ Home Phone: \_\_\_\_\_  
(month) (date) (year)

Address: \_\_\_\_\_  
(Street) (City)  
\_\_\_\_\_  
(State) (Zip Code)

Father's Name: \_\_\_\_\_  
Place of Employment: \_\_\_\_\_  
Work Phone: \_\_\_\_\_  
Mother's Name: \_\_\_\_\_  
Place of Employment: \_\_\_\_\_  
Work Phone: \_\_\_\_\_  
Child's Physician: \_\_\_\_\_ Phone: \_\_\_\_\_  
Church: \_\_\_\_\_  
Allergies: \_\_\_\_\_  
My child uses which hand? Right \_\_\_\_\_ Left \_\_\_\_\_  
Fears: \_\_\_\_\_  
Names of other children: \_\_\_\_\_  
Parents Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

(Please add any further information concerning your  
child that you feel would aid your child's teacher on  
the back of this application.)

The preceding registration form was designed for  
the three year olds; other classes and age groups can  
easily use the same basic form by changing just the  
pertinent information.

The registration application should state: the name of the school, age of child, what the application is for, registration fee - refundable or non-refundable, classes - days and times offered, information about the child, information about parent (requesting parents place of employment is very helpful if an emergency arises and the parent needs to be contacted), child's physician and phone number, allergies, fears, hand which the child uses, previous preschool experience, names and ages of siblings, and lastly the parent's signatures and date of application. Space should be provided on the back of the application for parent's comments concerning their child.

Other items may need to be added, but a word of caution - do not make the application too much longer. Some schools ask for marital status of parents; it is not necessary to do so because most parents will include that information with the parent information section, or in their comments.

When classes become filled mark through those sections and write FULL, so parents will know what choices they have left.

Upon receipt of application and registration fee the child's name, date of entry, and fee collected should be entered in a ledger under the class choice. This provides an ongoing class list, which will show



how classes are filling and help adjust the total numbers for the preschool. The application should immediately be filed in a folder for that class. If an organized file and ledger is not kept, it will lead to confusion. Remember parents are going to want to switch their child around in classes to suit their schedules. When this begins, applications must be organized or there will be much confusion as to what classes are filled. Always record everything - first enrollment, changes, payment, etc. - this will be a lifesaver later on.

At the first staff meeting, each teacher should be given the application form of each child he/she will have in her classroom. A copy should be made for the director to keep in the office for records. The purpose of giving the application to the teacher is so she will have pertinent information about the child at her "finger-tips". Remind staff that these are confidential and should be stored as such.

The week of parent orientation will be "wild" with changes in classes, payment of fees, etc. - be ready for this by doing accurate recording during registration. Parent orientation will be discussed in detail later.

Multiple Children Registration - Some schools have a policy not to give a cost break for more than one

child in a family enrolled. All fees are the same for each child enrolled, so if a parent has two children in a 2 day, four year old class, the fees are regular fees - registration fee is \$20.00 per child, supply fee is \$20.00 per semester per child, and tuition is \$32.00 per month per child. This policy sometimes is hard to enforce, but remember, if the school is non-profit and self-supporting, this policy is the only way the program can be maintained.

Exception - There may be times when exceptions to the collection of fees would be appropriate. Some schools offer scholarships or reduced fees. These circumstances should be handled on an individual basis and kept confidential. Be sure when offering reduced or paid fees to discuss with the parents their financial status. Most parents in financial trouble are reluctant to take a "hand-out", so discuss reduced (reasonable) fees for them at the time. Remember, we need to reach out to those in need. Do not deprive a child because of finances, but do not overload the program with free or reduced fee children or the program will suffer. You are walking a "fine line" in this area (as we all do), but our concern for children must be weighed with our concern for the program.

There will be times when in the middle of the year financial problems hit parents - again work with them



closely. Even if they pay \$5.00 a month, they are trying, and many times when their problems end they will catch up what they did not pay. This does not always happen; don't be surprised if the preschool never gets paid. Remember, it is the child we want to help, and that is a portion of our reward and service to the community. However, this is not a "public" school.

NOTE: Children of staff members should attend free - it is one of the benefits the staff receives.

Late Registration - During the first three weeks of school many parents call to register their children (example - older siblings are going to school, and they now want younger child to go). These parents should be charged the same fees as all other students. Many times there will be parents that balk at this, but stand firm. They should have no special privileges. Remember, it was the parent that waited, not the preschool. Be tactful, careful and listening, but stand firm on the fees.

In the months following the start-up of school there will be one or two new enrollees each month. The registration fee is the same, supply fee pro-rated, and the tuition is the same each month. Some schools do not take new children in after March 15, because it is

difficult for the child to make friends in such a short time. An exception to this rule would be for families that just moved to town and their children have been actively involved in a preschool program where they moved from.

Drop-outs - Expect children not to show up. Some will call and withdraw the child - others will have to be called to confirm the fact that they have withdrawn.

On the night of parent orientation for each class, if a parent does not attend (call each child's name from the application at the meeting), telephone the parent that night to ascertain if they are still planning of attending. If not, then immediately inform them that you can fill their space in the class. This method works very well, and you are not holding an unwanted space. It also takes the "guess work" out of class size.

Some parents will start children and then pull them out. Their registration fee is never refundable, and tuition for that month and supply fee for that semester must be pro-rated for refund. Make these financial details very clear "up front" with parents to avoid unneeded problems. Remember, the preschool is a business and all matters must be dealt with in a business-like manner. Try to avoid "hard feelings" when possible, because word of mouth will be the greatest asset or deterrent as previously stated.

NOTE: DIRECTOR - Experience indicates these are some traits that are a must for a director. They must be wise, but not all knowing; tactful, but not a pushover; understanding, but not manipulable; strong, but loving like a lamb; firm, but not a rock (never bending), nor a willow; and, loving, but not naive. There will be things that are not a part of the director's loving nature, but when they are done out of necessity the director will be able to grow in many ways. The two most important are:

1. The director must be a professional; and,
2. The director must learn to love and trust themselves.

With these two guidelines, a director can operate a professional, loving, and caring program that parents will (by word of mouth) help keep filled.

#### PARENT PERMISSION FORMS:

These particular forms are extremely important and must be on file for each child. These forms should be given to the teacher to file with the child's application when they are completed. Require that these forms be completed, signed, and dated prior to a child's first day of attendance in school. These forms can be distributed the night of parent orientation and should be due back the day of the child's open house. If a parent does not attend orientation or open house,

then the form should be read and signed prior to the child's entrance in school.

This may seem strict, but without this form the school cannot take action if a child is hurt, etc. This form is designed to provide the school with necessary information, and every child enrolled must have a completed form to remain in school. It is advisable to seek legal counsel in drawing up your own form. The following is one that has been used, and was drawn up by an attorney.

EXAMPLE:

PARENT PERMISSION FORM

I hereby grant permission for my child to use all the play equipment and participate in all of the activities of school.

I hereby grant permission for my child to leave the school premises under the supervision of a staff member for neighborhood walks or for field trips in an authorized vehicle.

I hereby grant permission for my child to be included in evaluations and pictures connected with the school program.

I hereby grant permission for the director or acting director to take whatever steps necessary, which may include, but are not limited to, the following:

1. Attempt to contact a parent or guardian.
- \*2. Attempt to contact parent or guardian through any of the persons listed below.
3. Attempt to contact the child's physician.
4. If we cannot contact you or your child's physician, we will do any or all of the following:
  - a.) call another physician or paramedics
  - b.) call an ambulance
  - c.) have the child taken to an emergency hospital in the company of a staff member
5. Any expenses incurred under #4, above, will be borne by the child's family.
6. The school will not be responsible for anything that may happen as a result of false information given at the time of enrollment.

\*Persons to contact in case of emergency (other than parent):

\_\_\_\_\_ phone # \_\_\_\_\_

\_\_\_\_\_ phone # \_\_\_\_\_

\_\_\_\_\_ phone # \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Legal Guardian

The preceding form covers use of equipment, activities, walks, field trips, evaluations, pictures, emergency procedures and contacts (this is why parents are asked on application for place of employment, and work phone numbers); payment of incurred expenses; and waiver of responsibility of false information on application form. It is fine to use separate forms for the information, but each one must be kept on file with the child's application.

Some schools keep an emergency form only, and then send out a field trip form each time they take a field trip.

EXAMPLE:

ABC preschool

FIELD TRIP PERMISSION

\_\_\_\_\_ class is going to the  
 \_\_\_\_\_ on \_\_\_\_\_  
 during regular class schedule. The school has my  
 permission for \_\_\_\_\_ to go with the  
 class.

\_\_\_\_\_  
 Parent Signature

\_\_\_\_\_  
 Date

Experience has shown it works well to keep one form on file and then notify parents prior to taking a field trip - stating destination, date, time, and name of teacher. This procedure is much easier and since permission was given at the beginning of school, all children are assured of going



(rather than tracking down a parent on the day the trip, because of a forgotten permission note).

Since permission forms are an essential legal part of the program, give great care and consideration to the form that is going to be used. Update it when necessary.

#### HANDBOOK - OTHER PARENT INFORMATION:

The school's parent handbook should be eye appealing and informative. Everything that the parents need to know should be included, but only the most pertinent information should be stated. The handbook should be a guide, not a detailed rules and regulation book. Every area of concern should be addressed.

Included is a sample of an entire handbook as a guide for consideration. Included with the handbook, is a class information sheet. These are given to parents at their parent orientation meeting. This class sheet gives teacher's names, teacher's home phone numbers (may or may not want to be included; having phone numbers can cause a problem for the privacy of the teachers.)

Look over both of these information sheets - each program needs to develop their own handbook which includes their own specific areas of concern.



## EXAMPLE:

## PRESCHOOL AND KINDERGARTEN HANDBOOK

CHOOSING A PRESCHOOL EXPERIENCE:

ABC is a part of the \_\_\_\_\_ (public, church, private) system in (name of state). As such, it can draw on resources of experiences and materials considerably beyond those available to a comparable program. However, this, does not insure academic excellence. It is the proper use of resources that leads to this goal. We believe it is the people, more than resources or programs, that are the key to it all. That is why more effort is spent on carefully selecting teachers and aides for your children than any other task. Each has been selected specifically to fit her role in the school. So, you will find teachers from diverse religious backgrounds, geographic backgrounds, etc., on our staff. They share one thing in common - professional excellence. Because of this, they are given considerable freedom to "tailor" your child's experience in order that it might be the best possible. So, our uniqueness lies in the priority of academic excellence, and in the means of achieving this priority - through intense emphasis on an outstanding professional faculty operating in as a free and creative an environment as possible.

We recognize there are many other paths to a quality preschool experience. Our town is blessed with most of these. Some stress discipline and behavior, some stress Biblical knowledge, some stress individual skill mastery over socialization, some stress accelerated learning of reading, etc. Each of these is of value. So, in choosing a preschool experience, we urge you to examine the various programs available, and see how their respective emphasis coincide with your own priorities. Most schools will be more than willing to explain their programs. The better ones will not try to "sell" their own, but will be frank if they feel your priorities can best be met elsewhere.

May your choice be the correct one!

PURPOSE:

ABC Preschool is a non-profit organization whose purpose is to provide a consistently superior educational experience in a Christian setting.

It's program provide each child with socialization, creative play, art, music, story time, physical activities, and educational learning experiences in accordance with the individual child's age and ability. The programs are further designed to help the child develop habits of observations, questioning and listening; and an awareness of his own feelings and his right to express them. He learns to make free choices, so long as he stays within the limits of consideration for people and things. He is not expected to conform to an arbitrarily imposed norm of behavior.

He is continually challenged, in subtle ways, to achieve specific learning goals enabling him to gain increasing meaning from his surrounding world; to develop an awareness of concepts, to interpret sensory experiences and ultimately to take the prerequisite steps for developing his mind in preparation to begin to read and perform other academic tasks.

The programs pursued are designed to give the child time to grow; time to explore, to experiment, to discover, to play, to love, and above all, time to be a child.

#### POLICY

ABC admits students of any religion, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to the students of the school. It does not discriminate on the basis of religion, race, color national and ethnic origin in administration of its educational policies, admission policies, or other school-administered programs.

Children must be at least 3 years old, and toilet trained before entering regular preschool classes.

A child is enrolled in a class upon receipt of completed application form and registration fee. Children are not enrolled by phone.

Kindergarten children must be 5 years old by October 1st to be enrolled, and must have a birth certificate, health examination, and immunization certificate on file at school.

#### ACCREDITATION:

ABC is licensed by the State Department of education, following the standards of the State of \_\_\_\_\_.

The school is approved and regularly inspected by the state fire marshall's office.

#### STAFF:

Staff members attend state and local professional early childhood associations. The director is a member of the \_\_\_\_\_ Association for Children Under Six and its state and national affiliates.

All staff members are experienced early childhood educators. All are required to keep abreast of professional developments and keep alert to the ever-changing needs of today's families and current research.

#### SCHOOL DATES:

The school operates on the same schedule as \_\_\_\_\_ County Schools. Taking basically the same vacations and holidays.

Snow days are also taken with the \_\_\_\_\_ County Schools. (There are snow make-up days provided in our calendar.)

Each year's academic calendar is given at the beginning of the school year during orientation meetings.

Church related days may be taken because of funerals, etc. You will be notified personally concerning these, if needed. They are exceedingly rare.

#### TRANSPORTATION AUTHORIZATION:

Each child will be assigned a card bearing a letter or number at the beginning of school. This card is to be used by an authorized person in picking him up. Children will not be released to anyone unless he/she has the card, and written or verbal authorization is presented.

This is for your child's safety and will be enforced. Also, for your child's safety, children are always personally escorted to and from vehicles by staff members. It is not the policy of the school to allow children to be "dropped off" by parents, baby-sitters, etc.

#### CAR-POOL:

We will help parents find others to form a car-pool. Car-pooling is tricky and we offer the following suggestions:

- \* Have your child ready. Take him to the car.
- \* Be home to receive your child.
- \* Let driver know you are there.
- \* If child is ill, notify driver ahead of time.
- \* No more than six children to a car-pool.

Check your car for safety. Always lock doors. Drive carefully. Do not hurry. Life is more precious than time.

Staff members are not permitted to drive children to and from school except in emergency situations.

#### FINANCIAL:

Tuition is based on the actual cost of operating the school. Fees are based on a total year cost for each child, divided into 9 equal payments, due on or before the first day of each month; beginning September 1st.

Credit for prolonged illness or emergency can be arranged through the director. No credit is given for vacations or holidays.

A registration fee is due when the child is enrolled. A supply fee (determined by class enrolled) is due on or before the September payment.

2 consecutive months of delinquent tuition payment will result in automatic withdrawal from the school rolls, unless arrangements have been made with the director.

Portraits are taken of each child during the year. It is not mandatory to take the picture package.

#### WHAT TO WEAR, BRING, ETC.

Think of your child's comfort and provide simple, washable, and sturdy clothing. As weather changes, so should clothing. Please provide ample apparel. It is easier to remove an unneeded item than to put on something we don't have. Please label all items brought to school.

If your child is prone to accidents, it is a good idea to leave an extra set of clothing at school.

No toys are to be brought to school. Play and toys are already carefully chosen in accordance with the program. Your child may, however, bring a book or record to share with the class at story time. Please put his name on these items.

### HEALTH

Your child's health is a matter of major importance to all of us. If your child is ill, he cannot enjoy his school experience and his illness may jeopardize the health of others. We recognize children also may have emotional and physical problems, and the staff is prepared to work in cooperation with you and your professional in these areas.

The school asks that you keep your child home:

If he has or has had a fever during the previous 24 hour period.

If he has a constant cough.

If he has vomiting or diarrhea.

If he is cranky, fussy, and generally not himself.

If he has symptoms of a communicable disease. Please notify us if he has been exposed to a communicable disease, so we can discuss incubation period, and it can be determined on what days he should stay home.

If the school hears of health matters it feels you should be aware of, the school will notify you.

In case of accidental injury the school will make immediate attempt to contact a parent. If we can't contact you or someone you have specified on your emergency sheet, we will call the child's physician. If necessary, we will call an ambulance or paramedic. Until the arrival of a parent, physician, ambulance, or paramedic, the director or an assistant will be in charge and make all decisions about the care of the child. You will be expected to assume responsibility for any resultant expenses not covered by the school's insurance. The school will maintain a signed parental consent form agreeing to these provisions. It is your responsibility to keep it up-to-date for your child's benefit.

### NUTRITION:

A snack is served midway through the daily program, usually consisting of juice and cookies. Parents are welcome to send snacks upon approval of the teacher.



Birthdays can also be celebrated during snack time. Again, make arrangements with your child's teacher. Occasionally your child will have the opportunity to cook his own snack.

#### PARENT -TEACHERS RELATIONS:

##### Conferences

Two conferences are scheduled for the year, fall and spring. You are welcome to schedule a conference any other time during the year by contacting your child's teacher. It is important for us to work together in aiding your child's growth.

##### Parent Group

A parent group meets at scheduled times during the year for programs (lectures by professionals, etc.) of interest to you. These will be announced in advance - plan to attend. Knowing that others have the same joys, sorrows, and questions you do, helps.

##### Programs

Children will present at least 2 programs during the year - Christmas and Graduation. Individual teachers may put on other programs in addition to these.

##### Volunteers

Parents will at times be asked to help in classroom activities, accompany us on trips, programs, and other activities. This gives you an opportunity to share in your child's school experience. Of course, visits by parents are always welcome.

##### Newspaper

Kid Khatter, the school newsletter, is published monthly. It will include a letter from the director giving important information; each class news; parent or board announcements; and other news of interest. This newsletter is for your information, and it is important that you read it.

##### Teacher Messages

Messages will be taken by the secretary and relayed to your child's teacher. Teachers can not be called out of class to answer the phone, please keep this in mind when planning your call. Emergency messages will be relayed immediately.

TO OUR PARENTS

- \* We want you to know, to understand, and to discuss with us our programs and goals.
- \* We want you to feel free to talk to us and ask questions.
- \* We want you to realize the validity of play as a teaching medium, and the importance of what your child is learning.
- \* We want to work together with you to help your child develop his full potential.

## EXAMPLE

CLASS INFORMATION SHEETClass Information

Teachers: \_\_\_\_\_ Supply Fee: \_\_\_\_\_  
 \_\_\_\_\_ Due: September and January

Tuition: Tuition is due by the 1st of each month. Please make checks payable to: ABC preschool, and bring to school.

Insurance: Insurance for your child while at school is included in your initial supply fee. Students are covered while participating in activities sponsored and supervised by the policy holder, and while traveling with a group in connection with such activities.

Open House: This time is scheduled for your child to meet the teachers and see his/her classroom. It is not a regular school day. Please remain with your child and limit your stay to 10 to 15 minutes.

Other Charges: A fee of \$10.00 will be added to tuition which is 15 days past due. A fee of \$10.00 will be charged on all returned checks and payments will be required in cash ONLY.



School Dates:

The school operates on our own schedule, but taking basically the same Christmas and Spring vacations as the \_\_\_\_\_ County Schools.

Snow and Bitter Cold days ONLY will be taken with the \_\_\_\_\_ County Schools. When county schools are closed because of either of these conditions, we will also be closed.

When \_\_\_\_\_ County Schools are on a one hour delay, we will begin classes at the regular time. We are NOT on a one hour delay.

Flu days will be determined by our absentee count - you will be notified by note or phone, if we are closing.

School Calendar

August 18-22:	Orientation
August 25:	School Begins
September 1:	Labor Day
November 22-28:	Thanksgiving
Dec. 19	Christmas
Jan. 2:	Vacation
January 5:	School Resumes
April 6-10:	Spring Break
May 20:	Last Day of School

Arrival and Dismissal:

Please pull up to sidewalk and we will get your child in and out of the car. Please do not leave your car and come to the door. Have your identification card in the window to help make loading faster.

It is important to arrive on time - children learn by regularity. It is equally important to pick up your child on time, as teachers have meetings and/or other classes to attend, and will not be responsible for your child after class.

If you are a member of a car-pool, please give the director a list of names making up your car-pool.

If your child is going to ride with someone other than the usual escort, any day, please notify the school. Whoever picks up your child must have the identification card before we will release him.

Verbal messages relayed to the teacher by a child will not be accepted. Please send all messages by note or talk to your child's teacher. If you have questions or feel disturbed by something your child has told you, please contact your child's teacher to discuss your concern. This helps to keep communication lines open and correct any misunderstandings before they get out of hand.

#### Trips:

During the school year, groups will have educational activities. These will be discussed with the children, and parents will be notified by note before each activity. Blanket permission forms for the school year will be given to you. If you wish your child to participate in these outside activities, this form must be signed and on file in the school office.

Hours of these activities will be the same as school hours and we will be asking parents to help drive. If at all possible, volunteer to go with your child. It means a great deal to the children when their parents take part in school.

#### CHILD'S IDENTIFICATION CARD

This card is for the protection of the children.

Each child is given a number or a letter of the alphabet printed on a 5" x 7" card - parents place this card in the passenger's windshield of their car. A corresponding list of children by classes is posted inside the school. When a parent arrives to pick-up his child the number is matched in the school. This procedure insures that the person picking up the child has authorization from the

parents to do so. If a car does not display a card; then the child is not released (even if it is the parent). This is sometimes frustrating to pick-up drivers, but it does insure the child's safety from unauthorized persons picking up a child, and also protects the school from a lawsuit by releasing a child to the wrong person.

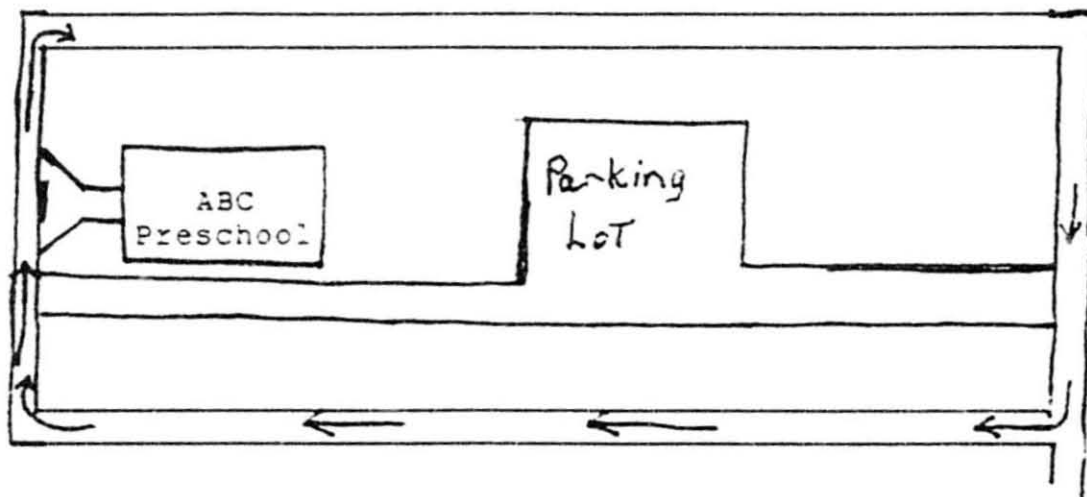
This procedure will quicken the loading procedure. The staff can rotate schedules in unloading and loading children from parents cars. By the staff letting children in and out of cars, the problem of parents having to park their car to bring children to the room can be alleviated.

Parent's cars line up along side of the street and pull up to the sidewalk where the staff are waiting to open the car door and greet both parent and child. Children enter the building while other staff members supervise and go to their respective classroom. The following diagram is included for clarity:

## EXAMPLE

ARRIVAL:

PLEASE do not park and get out of your car. Doors open five minutes prior to the start of class (according to school clocks). Please remain in your car until the doors open. The children will be unloaded from the cars by the teachers. After your child has been unloaded, please exit on \_\_\_\_\_

DEPARTURE

PLEASE do not park and get out of your car. Children will be loaded into cars by the teachers. PARENT MUST HAVE THEIR CHILD'S IDENTIFICATION NUMBER in the passengers windshield in order to pick up their child. If you do not have the identification number, you will not receive your child. This rule applies to everyone and will be strictly enforced for your child's safety. After your child has been loaded, please exit onto \_\_\_\_\_ Road.

This method of child identification cards also gives the parent's authority to other persons they designate to pick up their child. If they are in a car-pool, have a baby-sitter pick up the child, or have other persons pick up their child - they simply give them the card (or make another one with their child's I.D. number on it). The person picking up the child shows the staff the I.D. card, and the child will be released to them. In such instances, please ask parents to inform the staff that they are having someone else pick up, so they can let the child know about it.

Again, if they do not have an I.D. card, do not allow the release of the child. This is for both the school's and the child's protection. Remember, if you use this procedure or any other, explain the method to parents the night of parent orientation. This way parents are familiar with the method, and have a chance to ask any questions they may have.

Rule Number 1 - For loading and unloading of children -  
- SAFETY! -

#### TEACHER ORIENTATION

Staff members should be notified prior to the closing of a school year or by letter two weeks prior to the first staff meeting. At this first staff meeting all teachers and assistants should be present.



## EXAMPLE:

Dear Staff,

I hope you are enjoying a beautiful summer vacation. First, our staff meeting has been moved up to Thursday, August \_\_\_\_\_ at 10:00 a.m. At this meeting, will you please have your supply list ready for me, so I can get it totalled and sent in by the 17th. Your amount to figure for this first supply list is \$125.00. There will be another staff meeting on Monday, August \_\_\_\_\_ as planned. This meeting will be when you get your class registration/application sheets, finalize school calendar information, and receive your information to include in your materials you give the parent's at Orientation.

I will be at work everyday beginning August 3rd from 9:00 a.m. to 12:00 noon. If you want to come and work on your rooms, that will be fine, but you do not have to.

See you on Thursday, August \_\_\_\_\_ at 10:00 a.m.!

Sincerely,

The Director

It is suggested that at any staff meeting - refreshments should be available; a potluck, or the school providing dinner or snacks can help make a very relaxed atmosphere.

At this, as at all staff meetings, the director needs to conduct business and workshops (teacher in-service training) to assist staff in becoming acquainted with new policies, educational, or professional programs, and having the opportunity to discuss concerns.

Staff meetings should be conducted in a relaxed, but informative atmosphere. A close staff will help each other in many ways. There should be a comradeship within the

staff, so they can share problems and joys, and ask each other for advise. A staff that works together can demonstrate to parents the concern that the school has for a child.

Not all staffs will work together in harmony, but one of the duties of the director is to keep the staff pointed in this direction for the common good of the school. This will be discussed in further detail under "Staffing".

This initial staff meeting should be used to pull the staff together for the coming year. The agenda should be written and distributed to the staff and include:

Welcome

Introduction of staff

Distribution of applications and materials to assigned staff

Clarification and discussion on application information

Appointment of parent and child orientation schedules

Discussion and clarification policies (old and new) of school

Ordering of supplies for school year

In-service programs (discussed under Staffing)

Dismissal

Work in rooms in preparation for opening of school

The staff meeting will require time, so allow at least two hours of uninterrupted time to get all items completed and to allow discussion. Remember - any discussion of



Information on the applications is CONFIDENTIAL, and should never be repeated outside the staff meeting. This is rule that must never be broken. This meeting needs to have some time that is relaxing; it should be informal, but organized. Any tax information for staff and other forms should be passed out and completed by staff.

Staff should also be allowed ample time to prepare their room for orientation, plus time to prepare the packets of material to be passed out on the evening of orientation.

#### PARENT ORIENTATION

About three weeks prior to the opening of school a letter of welcome should be sent to parents of enrolled children. This letter states the time and date of the orientation meeting.

#### EXAMPLE:

Dear Parents,

Welcome!! Summer is drawing to a close and it's time to think and plan for the coming school year. I am anxiously awaiting the opportunity to meet you and your child, so we can share many experiences with you.

Please mark the following date on your calendar, and plan to attend: \_\_\_\_\_.

The Parent Orientation Meeting will be in the educational Building at 7:00 p.m. This meeting is for Parents only !!! The Children's Open House will be held \_\_\_\_\_. The exact time of your child's Open House will be given at the Parents meeting.

As always, feel free to contact me at any time. We hope to see you at the Parents Meeting.

Sincerely,

Director

Depending on the size of your program it must be decided how many parent orientations each program needs. With a program that has 250 children, it is recommended having five separate evenings. These meetings should not be longer than an hour and need to be in the evening when both parents can attend.

The format of the meeting works well using the following order, and should be presented by the director of the school:

Welcome

Opening

Introductions of teacher and assistant

\* Roll call of children

Discussion of material

a. Handbook, Class Information sheet, Permission sheet, etc.

b. Collection of fees

Question and answer time

Teacher will discuss curriculum used and the skills to be taught

Dismissal to see classrooms and meet teachers

\* When the director calls each child's name from class roster - staff gives that parent a packet that contains: handbook, class information sheet, parent permission form, child's I.D. card, car-pool sheet, skill sheet from teacher, and other information that the teacher wants the parent to receive.

This procedure also determines parents who are not present, and will enable the director to contact them later to see if their children are attending or have withdrawn. This procedure is done by class time and days (Monday -

Wednesday, 8-11 a.m.) to insure the correct placement of the child. Many parents enroll 5-8 months prior to the opening of school and forget the time and days they enrolled their child. Some parents will want to change classes to correspond with new car-pools, work schedules, baby-sitters, etc. BE PREPARED!

Parent orientation meetings will be the most exhausting time of year, so get plenty of rest! These first impressions will be the most lasting for parents. Keep your cool and be pleasant; many parents are new at this experience, so a calm presentation will help reassure them.

If fees are being collected that night, records should be prepared in advance. Write receipts for cash, and take time to mark down each payment immediately. The parent meeting will be an evening of meeting many new parents and giving out a lot of information. Not taking time to record payments could easily result in forgetting where money came from.

Give parents ample time at these meetings to ask questions, in fact encourage these questions. Parents need to understand that the program has a genuine concern and love for their child. These meetings take time and energy, but are one of the best public relations mediums that the school can use.

Most of all, the director should be available to assist or discuss any concerns with parents. The director's

availability and time are most important. Parents are depending on the preschool for the care of their children and this evening can help establish a trust for the program and staff of the preschool. For most parents this will be their first experience at being separated from their child. They need to feel confident with all aspects of the program, and to understand that they are always welcome to discuss their concerns, fears, etc., with the director and/or staff. Actions will let parents know that the staff is reaching out to them. It doesn't have to be said, remember - "actions speak louder than words."

#### CHILD ORIENTATION

It is a must that time be set aside for the child's orientation to school; each child should be scheduled for orientation. Experience has found this is best done by classes.

On the morning following the parent orientation, children should be scheduled to come to school to meet the teacher, aide, and other children in their class. An example would be: Children in the 3 Year olds (Monday-Wednesday) class would come from 8:30-9:00 a.m. (It is best to only allow a half an hour). This gives the child time to see the room, and what's in it; meet the staff and other children; see the unloading and loading area; and to get the general feel for this new experience. This short time will not alleviate the crying which is associated with the first

day of school, but it does minimize the fear of being in a new place without parents.

Always imagine yourself in this first situation. Many children will experience feelings of fear, remorse, and abandonment. The most important things that can be done for children during these first few days is to reassure them that their parents will return; holding them, loving them, and keeping them busy will make the time pass faster.

Child orientation is a must to let children know that parents approve of the school, and that the school is a safe place to be. Parents are to accompany children to these orientation sessions and remain with them for the half an hour time. This will reinforce the child's positive feelings toward the school experience.

During this orientation, it is suggested that parents show their children where and how they will load and unload from the car. They need to "walk through" the procedure with their child. This will give the children an idea of how the first day of school will be.

All children enrolled in the school should attend orientation. This is an important part of the school experience, and the director should impress on parents the importance of their attendance.

### CHANGES IN CLASS ASSIGNMENT

During the first three weeks of school there will be changes in the class assignments. These will come from new applicants, withdrawals, and changes made between classes. Staff should be notified of these immediately, and the director needs to be mindful of the placement of children. Do not overload classes; try to assign children evenly "across the board". Staff gripes come easily when one teacher is overloaded and another is under-filled. The size of classes will need to be watched closely by the director.

Some children will need to be moved within classes because of new parent schedules, baby-sitters, or inappropriate parent placement of the child. Work with the staff and parents before moving the child; doing this will let everyone know the reasons and purposes of the move.

Always allow staff to take part in changes of child assignment. They will know where the child fits best, and it allows them to be a part of the decision.

### CAR-POOLS

Many parents will need help in finding car-pools. It is recommended to supply phone numbers of other parents in the area of residence of the parent that is looking for a car-pool. It is then the parents responsibility to secure the car-pool. Do not suggest contacting parents to form car-pools.



Within the sample handbook is a section on CAR-POOLS. It is a good idea to include similar information in each handbook, and to ask parents to read this section carefully.

Personnel need to know pertinent information concerning the children that do ride in car-pools for loading purposes.

## EXAMPLE

CAR-POOL INFORMATION - PLEASE READ CAREFULLY

Dear Parents,

If you are in a car-pool, please fill out the information below and leave it with your child's teacher.

Your child's identification card will be determined by this information.

Children in Car-pool	Class	Days
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

Thank you for your help. You will receive your child's identification card at the Open House.

Director

Staff should not be permitted to drive children to and from school; insurance liability does not cover this. Car-pools can be great, or they can be a headache. Parents need to be responsible for the car-pooling; it is not the schools responsibility.

### CLASS ROSTER SHEETS

Teachers should be provided with a plan book so that they can keep their class roster at hand. Rosters help the teacher keep track of absenteeism, etc. Roster sheets can be made-up, but they should be kept within the teacher's plan book.

### WAITING LISTS

Waiting lists should be kept if the classes are full. Before placing a child on a waiting list, the director should try to enroll the child in another suitable class which has an opening.

Some schools keep waiting lists a year or two ahead, but this is not recommended because of bookkeeping. "Years To Come" lists may be kept, but it is much simpler to request parents to call in January (prior to the next school year) to be sent information for the upcoming year. Each school must determine their own policy on waiting lists.

### POLICY OF LATE PICKUP OF CHILDREN

Parents need to be made aware of this policy at orientation. A copy needs to be included with their packet, and the director should make the parents aware of it's contents. The following is an example which can be used for Orientation.

## EXAMPLE

## SCHOOL BOARD POLICY

## LATE PICK UP OF CHILDREN

It is the policy of ABC School Board that any parent who is consistently tardy in the pick up of their child (Consistent tardiness means - more than three times of late violation without phoning, or more than five violations with phoning) will, after the third violation be informed of the following steps, which will be enforced:

1. Upon the next late violation, a charge of \$5.00 for five, or part of five minutes that a parent is five minutes past class dismissal time.

2. Payment for the late fee will be made the day of the violation at the time of loading of the child.

3. Failure to pay the late charge or failure to pick up child on time will result in the child's immediate withdrawal from ABC.

ABC School Board regrets the necessity of having to be forced by parents repeated tardiness to take such action, but no other choice has been left to by the actions of the parents involved.

It is finally the parent's responsibility to be in line five minutes prior to the release of their child's class. It is also their responsibility to call the school to inform the director if they are having problems, and will be late in picking up their child.

Times for pick up were given at each parent meeting at the beginning of the school year; parents were told of these times and are expected to abide by them.

This is a delicate matter, and must be handled professionally. Remember, it is the child that suffers most, and remind parents of that fact, and their responsibilities to the child and the school staff. Be tactful, but abide by the policies of the board.

## CURRICULUM

As within every educational program, the board, director, and staff need to develop the guide by which the school practices appropriate educational functions. All concerned need to remember that early childhood education is very unlike elementary school.

Children of this age are explorers, discoverers, and imaginers. They are searching and experimenting with a new world each day. The duty of early childhood educators is to provide the atmosphere and opportunities for a child to explore the new world, while building self-worth and self confidence. The methods used should not include desk, but tables and floor space, so a child can see, feel, smell, manipulate, and explore. Creativity and imagination must be encouraged. Dittos have limited value in this type setting. Children must experience their surroundings and must have ample freedom to choose. This is a child's world - sensed through a child's experiences. Do not make it adult, or even that of kindergarten.

### TYPES OF CURRICULUM

Early childhood education has been divided into four areas of concern (Feeney, Christensen, and Moravick, 1983). Within these areas, age and developmental levels differ. In

discussing the given area, examples will be given of skills which apply to three and four year olds only. It will need to be determined by each individual program which skills are required for each specific age group.

#### INTELLECTUAL CURRICULUM

This area of curriculum deals with the logical development of a child. It involves taking past experiences and applying them to new ones. An example for teaching this method is by following the inquiry process of: exploring, identifying, classifying, comparing and contrasting, hypothesizing, and generalizing. This process produces new ideas and creates an environment for discovery, and a new way of things. This gives the child time to explore, and should be guided by the teacher using open questioning.

The four areas of this curriculum include:

- Math
- Science
- Social Studies
- Health

Math - Building on the work of Piaget (Ginsburg and Oppen, 1969) and Dewey (1964), the traditional concepts of what young children can learn has led to a rethinking of the math curriculum. Math for young children needs to help them develop a sense of their physical and social world around them. early childhood education math curriculum should include: classification - sorting or grouping; space - relationships of objects based on location, direction, and



distance; numbers - comparing sets, position, quantity, and one-to-one correspondence; measurement - comparison with a standard; seriation - differences in size, texture, etc; and time - sequencing of events in daily life (naptime, dinner, etc.). The teaching of this curriculum must provide activities which are rich in environment and interaction with others.

Science - In this curriculum area a teachers main purpose is to encourage the natural curiosity of the child, while establishing relationships to other curriculum areas. Science uses the child's exploring instincts to discover the world he lives in, and himself as a functioning part of that world. Science can be divided into physical and life sciences. Life sciences including the biological, physiological, and ecological functions of a child's life. These should include discovering who they are, what they look like, and why; discovering what lives in the world with them, and how they interact with all living things.

Physical sciences include the physical, chemical, and geological world that a child lives in. Why and how something moves, what changes the ingredients in cooking to make cookies, and what forms our earth are some of the topics that can be interesting to young children. The child needs to discover and explore the world around himself/herself (Holt, 1984).



Social Studies - The curriculum of social studies is very broad and can be studied in diverse ways, but approaching social studies from the child's view gives him/her knowledge based on relative experiences of his/her own. "Who am I?" is a basis for all social studies units, whether talking about the child, family, community, or the world. By developing relationships of self to others, children will discover growth in the society in which they live.

Health - The health curriculum should include areas concerning: personal hygiene, self-esteem, nutrition, prevention of disease, and safety. Areas should be discussed that are appropriate to the age and development of the child.

#### COMMUNICATION CURRICULUM

A child needs to develop his social worth by discovering that he/she is an integral part of the lives of those he/she comes in contact with in daily life. They must be allowed the freedom to communicate with their classmates and teachers. Children must feel that their communication is valued and listened to. They must be given the opportunity to express their feelings and explore their emotions. Carolyn Cazden (1986) explains how experts have divided this curriculum into language development, literature, and pre-reading/writing. No matter how divided, the communication curriculum will be the major focus of the

program, and the child must be free to develop the skills within.

#### PHYSICAL CURRICULUM

This area of early childhood curriculum is designed to develop both physical and sensory experiences. A child needs to use both large (gross) and small (fine) muscles in preparation for formal education. Children need to know the feel, taste, sight, and sound of their world. They need to be allowed to run, jump, climb, skip, hop, balance, walk, draw, paint, and cut. Muscles will develop in stages and teachers must be familiar with the sequences of development in order to provide appropriate activities for each child to move at his/her own rate and style through each stage. If finger muscles are not developed for cutting - a child is incapable of cutting. Teachers must be patient and aware of where each child is in the developmental stage.

#### CREATIVE CURRICULUM

The purpose of the teacher in creative curriculum is to provide an environment, materials, experiences, and relationships that support creative development within a child. All children are creative in their own way, and teachers of young children must provide opportunities and an atmosphere which encourages children to experience creative abilities. This curriculum includes: art, music, drama, and movement.

## THE WHOLE CHILD

Combined, the four areas form the "whole child" - one who wants to discover, explore, and experiment with the world around them. They build their future knowledge on past experiences. Allowing a child to discover who they are, and what part they play in the lives of others and their own, will enhance this growth. Given these opportunities a child will realize his/her worth physically, emotionally, socially, and intellectually. Children may seem very complex, but it must be remembered that they are actually very simple, and are each one of a kind. A child develops the inner-self while gaining knowledge of his/her surroundings, and can then find a place within those surroundings. An early childhood teacher plays a major role in providing an environment that is conducive to discovery about who the child is. A teacher must be caring; loving; patient; firm, but kind; and he/she must provide preschoolers with the opportunity and encouragement to develop at their own special rate and style. The special teacher who can provide children with the necessary foundation for all their future learning, whether intellectual or social, must be able to relate to students their value as human beings.

## SUGGESTED EQUIPMENT LIST

## CLASSROOM

Housekeeping Center -

- \* Children's stove, refrigerator, and sink (preferably wood)
- \* Dishes, pots, pans, and utensils
- \* Dolls, doll bed, and doll clothes
- \* Dress-up clothes, such as: hats, shoes, purses, and jewelry
- \* Rocker, child-size couch, and chairs
- \* Play foods
- \* Small tables and chairs
- \* Telephones
- \* Pillow
- \* Mirror
- \* Dust mop and broom

Library Center

- \* Books
- \* Book case - child size
- \* Puppet theater
- \* Floor should be carpeted
- \* Bean bags
- \* Rocking chair

Listening Center

- \* Record player
- \* Read along books
- \* Cassette player
- \* Carpet or bean bags
- \* Headphones
- \* Table and chairs
- \* All types of records and tapes

Blocks Center

- \* Various sizes of large building blocks (wooden or cardboard) Cardboard is safer for young children
- \* Figures of animals and humans
- \* Toy trucks, cars, buses, trains, and planes
- \* Legos, Tinker Toys, Bristle Blocks, and Lincoln Logs
- \* Small building blocks
- \* Town set with people and cars
- \* Airport, Fire Station, Farm, etc.
- \* Strawberry plastic baskets (available from grocery store)

Manipulative Center

- \* Puzzles and pegboards
- \* Letters and numbers
- \* Flannel board and sets
- \* Beads for stringing
- \* Teddy bear counters
- \* Sewing cards
- \* Small colored cubes (buttons)
- \* Stacking toys
- \* Parquet blocks or mosaic tile
- \* Shape box
- \* Lotto games
- \* Pounding toys
- \* Card games
- \* Woodworking toys
- \* board and math games

Art Center

- \* Vinyl Flooring
- \* Easel, and Table and Chairs
- \* Playdough, slime, and clay
- \* Crayon and markers
- \* Pencils and chalk
- \* Tempera paint and watercolors
- \* Scissors
- \* Paste or glue
- \* Scraps of paper
- \* Blank paper, all sizes
- \* Blackboard
- \* Paper punch
- \* Strings and straws
- \* Printing materials
- \* Finger paints and various size brushes

Circle Time Center

- \* Carpet Squares
- \* Bulletin board
- \* Chalkboard
- \* Adult rocking chair
- \* Record player
- \* American flag
- \* Calendar, helpers, and weather

Science Center

- \* Aquarium
- \* Live animals
- \* Incubator
- \* Rocks, shells, and minerals
- \* Magnifying glass
- \* Magnets
- \* Balances
- \* Measuring cups and spoons
- \* Cooking utensils
- \* Water or sand table
- \* Sieves, pump, funnels, plastic bottles, cups and plastic tubing

Active Indoor Play

- \* Parachute or sheet
- \* Foam balls
- \* Balance beam
- \* Exercise records
- \* Piano
- \* Jump ropes
- \* Bean bags

## PLAYGROUND

- \* Swings, sling, tire (not plastic, because of danger)  
(Make sure that swings are secure in the ground)
- \* Sandbox (tractor tire) with sieves, cups, etc.
- \* Commercial playground equipment - check for safety
- \* Tree stump with hammer, nails, screws, and screwdrivers
- \* Wagons, tricycles, riding toys, and wheelbarrows.
- \* Large trucks, trains, cars, and tractors for playing in the sand
- \* Jungle gym and monkey bars (check for safety)
- \* Rubber balls - various sizes
- \* Rocker
- \* Slide
- \* Tire bouncers
- \* Plastic bats and balls



ACTIVITIES -  
MATERIALS FOR CURRICULUM AREAS

Intellectual

MATH-

- \* Stacking blocks
- \* Sorting balls
- \* Pegboards
- \* Parquet blocks
- \* Beads
- \* Spools for stringing
- \* Colored cubes
- \* Teddy bear counters
- \* Plastic numbers
- \* Mosaic tiles
- \* Number set cards
- \* Simple number games
- \* Flannel board with numbers and shapes
- \* Calendar with month, day and the week, and date
- \* Box buttons that can be sorted by size, shape, and color

SCIENCE-

- \* Magnifying glass
- \* Balance
- \* Water wheels
- \* Cooking
- \* Live animals
- \* Pulleys
- \* Incline blocks
- \* Microscope
- \* Aquarium
- \* Hatch chickens
- \* Grow plants
- \* Field trips to farm, zoo, or orchard
- \* Water experiments (ice to water)
- \* Nature items (leaves, rocks, shells, bugs, etc.)
- \* Flannel board with animals and body parts

SOCIAL STUDIES-

- \* Bus ride
- \* Role play
- \* Dramatic play
- \* Field trips to Fire Station, Police Station, Post Office, Dentist, Doctor, Hospital, Restaurants, Bakery, and Grocery Store

## HEALTH-

- \* Try different foods
- \* Make decisions
- \* Visit Doctor and Hospital
- \* Wash hands
- \* Prepare snacks
- \* Socialize with classmates
- \* Be attentive in group time
- \* Respect the right of others
- \* Sharing
- \* Controlling emotions

Communication

## LANGUAGE-

- \* Show and tell
- \* Sharing time
- \* Counting
- \* Housekeeping
- \* Block area
- \* Manipulatives
- \* Playing games
- \* Finger plays
- \* Stories
- \* Puppet theater
- \* Books to share
- \* Snack time
- \* Playground time
- \* Working independently
- \* Interaction with other children
- \* Participating in group activities
- \* Identifying capital and lower case alphabet
- \* Knowing address and phone number
- \* Recognizing first name in print
- \* Following directions

## PRE-READING SKILLS-

- \* Listening skills
- \* Left-right orientation
- \* Following oral directions
- \* Attention span lengthens
- \* Turning pages in book
- \* Sequencing of story events
- \* Labeling classroom
- \* Library
- \* Visual and auditory discrimination

## PRE-WRITING SKILLS-

- \* Labeling classroom
- \* Coloring
- \* Drawing
- \* Painting
- \* Oral to written story
- \* Computer
- \* Cutting
- \* Using basic manuscript (try D'Lealian)
- \* Writing first name only on unlined paper  
(Lined paper should not be used until the end of Kindergarten)

## LITERATURE-

- \* Library books
- \* Reading stories to children
- \* Role play books
- \* Making take home books
- \* Chart stories
- \* Create make believe stories
- \* Visit the library
- \* Story records
- \* Writing children's own stories into book form
- \* Listening center with books to read along

Physical

## SENSORY DEVELOPMENT-

- \* Feely box
- \* Parquet blocks
- \* Nature walks
- \* Listening
- \* Touching
- \* Smelling
- \* Playdough
- \* Water play
- \* Sand
- \* Mud
- \* Clay
- \* Shaving cream
- \* Painting with pudding

## GROSS AND FINE MOTOR-

- \* Puzzles
- \* Pegboards
- \* Legos
- \* Tinker toys
- \* Lincoln Logs
- \* Pouring and sifting
- \* Painting
- \* Bean bag games
- \* Balance beam
- \* Drawing and cutting
- \* Pasting and gluing
- \* Collages
- \* Balls
- \* Writing and typing
- \* Parachute games
- \* Relays
- \* Soccer
- \* Playing active games
- \* Throwing and catching balls
- \* Exercising to music
- \* Fastening snaps, buttons, and zippers
- \* Running, hopping, skipping, jumping, and climbing

Creative Curriculum

## ART-

- \* Painting
- \* Printing
- \* Collages
- \* Modeling
- \* Drawing and coloring
- \* Recognizing colors

## MUSIC-

- \* Singing
- \* Playing and making instruments
- \* Beating
- \* Rhythm
- \* Moving to music
- \* Listening to all types of music

## DRAMA-

- \* Role playing in housekeeping
- \* Performing simple plays

## MOVEMENT-

- \* Dancing
- \* Exercising to music
- \* Free form movement

## PLANNING

The early childhood curriculum needs to be an ongoing process revolving around the child's individual development ability. Within this process a teacher is observing skills the child has mastered, and skills he/she needs to improve. The teacher defines the objectives that she is guiding the child to develop and plans activities and experiences which will accomplish the objectives. Because each child may be at a different level of development, a teacher may be working on all areas of the process at one time. Lesson plans can be set up in units of work with several class periods or weeks spend on each unit. Experiene has found that planning generally for the entire years gives a guide to build on.

EXAMPLE					
OVERVIEW OF LESSON PLANS					
WEEK	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
1	Me, myself and I Height & weight Stick man Trace body Self portrait Paper person	Fall animals of the Leaf people Fall tree	Food & food products Edible playdough Peanut butter	Christmas Angel Reindeer Santa Stocking	Winter fun Bird feeder Snow paint
2	Home and family	Leaf crayon rubblings	Indians Headbands Teepees Canoes	Ginger bread men Trees Ornaments	Finger paint on wax paper
3	Color week Shapes	Halloween Witches Pumpkins Ghosts	Thanks-giving Pilgrims	Bell from dixie cups Candy canes	Sweat shirt week
4	Health Manners Grooming	Masks Party	Foods Cornucopia Freedom feast	Party	Winter feely box Ice-water experiment

<u>WEEK</u>	<u>FEBRUARY</u>	<u>MARCH</u>	<u>APRIL</u>	<u>MAY</u>	<u>NOTES</u>
1	Valentines Hearts Valentines flags	Foreign neighbors Chinese hats Animals from other countries	Easter Spring Hatch chickens	Mothers Day Circus Theme Animals Lion with yarn mane	
2	Cards Party	Community helpers Hospital trip	Plant gardens New life	Clowns Paint clown faces	
3	Musical instruments	Fireman Police St. Patrick's Day	Farm animals Spring walks	Graduation party	
4	Human body	Safety	Hat week		

The chart gives general areas of units and brief samples of activities to remember to include. Times, days, etc. are not specific, this is only a guide and can be altered if necessary. The teacher has ample room to expand on given units within the daily lesson plans.

A schedule for the year can also be planned in the following form:



## MONTHLY SCHEDULE OF UNITS

AUGUST	Clowns, folder work
SEPTEMBER	T-Shirt Day, Color week, Apples, Leaves (colored tissue) squirrels, nuts, Field trip to Orchard
OCTOBER	Witches, ghosts, masks, pumpkins, Stuffed Animal Day, Halloween party, Field trip
NOVEMBER	Turkey, Indians, Horn of Plenty, Hats, Pilgrims, Feast, Conferences, Field trip
DECEMBER	Angels, Candy canes, Stockings, Santa, Presents for parents, Field trip, Christmas Program, and party
JANUARY	Snow, Frosty, New Year's Day, Sweatshirt Day
FEBRUARY	Valentines Day, Conferences, Presidents Day, Valentines Day Party, Field trip to Post Office
MARCH	St. Patrick's Day, Wind, Nature Day, Kites, Start ABC books, Field trip to Museum
APRIL	Showers, Plant flowers for Mothers Day, Hatch chickens, Easter Party, Field trip, Hat Day, Folder work
MAY	Mother's Day cards, Second Color week, Picnic, Field Day

Weekly Lesson Plans - Included is a sampling of a lesson plan. Some are very detailed; others are only art activities planned. The board will need to determine how elaborate the lessons plans should be. Experience has shown that a teacher must have good plans for her daily activities in order to provide the appropriate development activities for the children within the room.

EXAMPLE:  
DAILY LESSON PLANS

WEEK OF _____			
	8:00-8:35	8:35-9:00	9:00-9:45
MONDAY	Greeting (Calendar, Pledge, & weather Read book)	Color sheet Practice cutting	Learning centers Learn rules
TUESDAY	Greeting	Practice cutting on the lines	Learning centers
WEDNESDAY	Greeting	Color rocket Check for color knowledge	Learning centers
THURSDAY	Greeting Talk about address & phone number	Draw pictures of your house Write address at bottom	Learning centers
FRIDAY	Greeting Talk about cooperation	Make paper plate bears	Learning centers

There are several excellent early childhood lesson plan books available. It is advisable to buy each teacher one, and allow the director to monitor them regularly to ascertain their correct use. Good plans asset in quality programs. Teachers must plan and write these plans down, adding or deleting ideas as she needs to.

It is important to allow teachers freedom within their classroom and activities, but a director must be very aware of what is being taught and planned within the school. The director's duties are not to control, but to guide each teacher in her planning for the appropriate activities that provide the children within the room the skills and experiences that will foster physical, intellectual, social, and creative development.

### SKILLS

The director and teachers of specific classes need to determine the skills to be experienced and mastered by children during the year. Skills need to follow the curriculum areas and are only a general guide. It is wise not to go into great detail, but to list the skills as being introduced and reinforced through regular activities.

Parents need to be given copies of these skills at the beginning of the school year, so when a teacher refers to the list - parents will be aware of the skills to be taught.

These skills are termed "readiness skills" implying that they must be reinforced throughout the year, which will prepare the child for the next stage of development.

The following are examples of various class (age) skills that are important for preschoolers.

## EXAMPLE

## ABC PRESCHOOL

## Three Year Class

## Skill List

Skills introduced and reinforced through regularly scheduled art, music, library, and various "fun" activities.

- RESPONSIBILITY FOR: Self, Classmates, Room
- SEPARATION FROM: Mother, Father, Sibling, etc
- SOCIAL DEVELOPMENT: Sharing, Caring, Making Friends, etc.
- PHYSICAL COORDINATION: a.) Rhythms, rhymes, finger-plays, songs, exercises  
b.) Painting, coloring, pasting, cutting, stringing beads, and various other manipulative activities
- PERSONALITY AND CHARACTER DEVELOPMENT: Morals, Being own person, Respecting rights of others and rights of self
- LEARNING SELF CONTROL: Lengthening attention span, following directions, expanding listening skills, asserting control over ones own emotions and actions.

This first school experience for your child is one of importance. It, thus, is our purpose to make this experience one that is enjoyable, educational, developmental, and an on-going learning experience. The preceding list outlines our Three year program, which is geared to provide a total readiness experience to better prepare your child for his/her future in the continuing educational programs.

If at any time you have any questions or suggestions, please feel free to call.

Three Year Teachers

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SKILL SHEET FOR YOUNGER FOUR YEAR OLDS

Dear Parents,

Welcome to ABC preschool. During the year we will be working on numerous skills that will prepare your child for entering Kindergarten. Below is a list of these skills.

Counting	Manners
Number Recognition	Days of Week, Seasons,
Number Concepts	Months, Holidays
Left and Right Hands	Small Motor Skills (Cutting,
Printing First Name	Coloring, etc.)
Print Alphabet	Children's games and songs
Recognize Colors	Rhyming Words
Recognize Alphabet	Attempt New Tasks
Patience	Enter Group Play
Sharing	Adjust to Group Play
Opposites	Sequencing
Home Address	Home Phone Number
Increased Attention Span	Expanded Vocabulary
Enter Class Conversations	

Each of these skills will be introduced in a fun way. We want your child to enjoy his/her first school experience and do not want undue pressure placed upon him/her. The above skills will be introduced and when your child is ready he/she will be able to do each one.

If your child's work is not what YOU expect, please remember that he/she must develop at his/her own rate and pace here at ABC. We do not judge children as a group, but as individuals.

Please help us by praising your child's work and play, and if you ever have any questions or concerns, please call us so we can discuss them.

Together let's make this first school experience one that your child will cherish.

Four Year Teachers

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ABC PRESCHOOLFour Year ClassSkill Sheet

Here is a brief list of some things your child will learn through the fun time activities this year:

Counting 1-30

Recognizing Numbers

Concept of Numbers

Left from right

Printing first name

Colors

Some geometric figures

Coins

Home address, birthdate, age, phone number, days of the week, seasons, and months of the year.

Handwork - cut, paste, color, and paint

Children's games and dances

Increasing attention span

Expanding vocabulary

Taking part in class conversations

Alphabet (phonics)

Trying new task

Adjusting and entering into group play

We understand that your child's future in the educational system depends upon his/her preschool preparedness. If you have any questions or suggestions, please feel free to call us.

Four Year Teachers

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## ABC PRESCHOOL

## PRE-KINDERGARTEN

## SKILL LIST

We understand that your child's future depends upon his/her preschool readiness experiences. The importance of the school is the role it plays in developing each individual child.

We hope to fulfill this role by carrying out activities in the following skill areas:

ALPHABET (Recognition and phonetic skills)

NUMBERS 1-30 (Recognition, concept, and counting skills)

COLORS (Colors and color words)

GEOMETRIC PICTURES

VOCABULARY (Increase vocabulary and expand verbal skills)

MUSIC (Games, dances, songs, and finger-plays)

ART (Cutting, pasting, coloring, painting, and creative activities)

WRITING (Printing first name, letter, and number 1-10)

PHYSICAL EXERCISE

CALENDAR (months, days, and seasons)

SELF-HELP SKILLS (Home address, phone number, birthdate, age, use of scissors, tie shoes, expression of feelings, development of self-concept)

We are looking forward to working with your child during this important time in his/her life. If you have any questions, please feel free to call.

Pre-Kindergarten Teachers

## EVALUATION

Even at this age a teacher must evaluate the child's progress. Evaluation instruments range from very specific formal to informal instruments. It is suggested that all types be looked into and from this examination determine the specific needs of each program. An instrument may need to be developed which will provide the specific information that the program stresses. Examine the school policy and purpose, and which skills the program expects the children experience and master. Remember, every child develops at his/her own rate; take this into consideration when preparing and sharing with parents the particular instruments. DO NOT become so technical that the instrument is not understood or that it measures incorrectly.

Included are sample evaluations for various classes. These can be used as a guide or depended upon totally, but look carefully to see that they evaluate what the program is teaching.

## EXAMPLE

THREE YEAR OLD PROGRESS REPORT

Code: Y = Yes N = No

- \_\_\_\_\_ Follows Teacher's directions
- \_\_\_\_\_ Obeys quickly and cheerfully
- \_\_\_\_\_ Listens attentively to stories and poems
- \_\_\_\_\_ Can work alone
- \_\_\_\_\_ Feels good about self
- \_\_\_\_\_ Takes care of wraps
- \_\_\_\_\_ Takes care of school material
- \_\_\_\_\_ Shows love for others
- \_\_\_\_\_ Works and plays well with others
- \_\_\_\_\_ Can share ideas
- \_\_\_\_\_ Waits turn
- \_\_\_\_\_ Enjoys and participates in songs and  
finger-plays
- \_\_\_\_\_ Enjoys and participates in rhythms and  
games
- \_\_\_\_\_ Enjoys art activities
- \_\_\_\_\_ Uses hands well: cutting, drawing,  
pasting, etc.
- \_\_\_\_\_ Knows basic colors: Red, Blue, Green,  
Yellow, Orange, Purple, Brown,  
Black, and White
- \_\_\_\_\_ Recognizes numbers 1-10:  
1 2 3 4 5 6 7 8 9 10
- \_\_\_\_\_ Counts 1 - 10
- \_\_\_\_\_ Recognizes alphabet: A B C D E F G H I J K  
L M N O P Q R S T U V W X Y Z

- \_\_\_\_\_ Recites alphabet
- \_\_\_\_\_ Recognizes sizes: Large Medium Small  
Tall Short
- \_\_\_\_\_ Recognizes basic shapes: Square Circle  
Rectangle  
Triangle
- \_\_\_\_\_ Recognizes printed name (first name only)
- \_\_\_\_\_ Knows address
- \_\_\_\_\_ Knows whole name
- \_\_\_\_\_ Knows Mother's and Father's first names

## ABC PRESCHOOL

Code: + Achieved - Needs Improvement  
= Progressing NA Not Introduced at this time

Students Name \_\_\_\_\_ Birthday \_\_\_\_\_

Fall Spring .

## THE CHILD:

- \_\_\_\_\_ 1. Recognizes his printed name  
\_\_\_\_\_ 2. States his full name  
\_\_\_\_\_ 3. Prints his first name  
\_\_\_\_\_ 4. States his address  
\_\_\_\_\_ 5. States his phone number

## SOCIAL SKILLS:

- \_\_\_\_\_ 6. Follows directions  
\_\_\_\_\_ 7. Is attentive at group time  
\_\_\_\_\_ 8. Works by self with no help  
required  
\_\_\_\_\_ 9. Requires encouragement to  
complete task  
\_\_\_\_\_ 10. Gets along well with classmates

## MOTOR CONTROL:

- \_\_\_\_\_ 11. Grasps pencil or crayon  
correctly  
\_\_\_\_\_ 12. Colors within lines  
\_\_\_\_\_ 13. Holds scissors correctly  
\_\_\_\_\_ 14. Cuts with control

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
15. Catches ball with both hands  
 16. Bounces ball  
 17. Walks forward on balance beam  
 without help  
 18. Gallops  
 19. Skips  
 20. Hops

## IDENTIFIES COLORS:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
21. Red  
 22. Yellow  
 23. Blue  
 24. Green  
 25. Purple  
 26. Orange  
 27. Black  
 28. Brown  
 29. White  
 30. Pink

## IDENTIFIES BASIC SHAPES:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
31. Circle  
 32. Square  
 33. Rectangle  
 34. Triangle  
 35. Identifies capital letters of  
 the alphabet  
     None of the letters  
     Some of the letters  
     Most of the letters  
     All of the letters

## NUMBER KNOWLEDGE:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
36. Counts, one by one to \_\_\_ - \_\_\_ - \_\_\_  
 37. Can print numbers 0 - 5  
 38. Can Print numbers 6 - 10

## HEIGHT AND WEIGHT:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

May  
 September  
 Growth

---

## ABC PRESCHOOL

Code: A - Always            N - Never  
 U - Usually                NA - Not applicable  
 S - Sometimes

Students Name \_\_\_\_\_ Birthday \_\_\_\_\_

Fall Winter Spring

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## THE CHILD:

1. Recognizes his first name
2. States his last name
3. Prints his first name
4. Prints his last name
5. States his address
6. States his phone number

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## SOCIAL SKILLS:

7. Follows directions involving one or two steps
8. Is attentive at group time
9. Works by self with no help required
10. Gets along well with classmates
11. Accepts classroom responsibility
12. Participates in group activities

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## IDENTIFIES THE FOLLOWING:

13. Red
14. Yellow
15. Blue
16. Green
17. Purple
18. Orange
19. Black
20. Brown
21. White
22. Pink
23. Grey

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## IDENTIFIES:

24. Circle
25. Square
26. Rectangle
27. Triangle

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## REPRODUCES:

28. Circle
29. Square
30. Rectangle
31. Triangle



## MOTOR SKILLS:

- \_\_\_\_\_ 32. Kicks ball without losing  
balance  
\_\_\_\_\_ 33. Throws ball accurately  
\_\_\_\_\_ 34. Catches ball  
\_\_\_\_\_ 35. Skips  
\_\_\_\_\_ 36. Gallops  
\_\_\_\_\_ 37. Bounces ball with control  
\_\_\_\_\_ 38. Walks forward on balance beam  
using hands to balance  
\_\_\_\_\_ 39. Grasps pencil or crayon  
correctly  
\_\_\_\_\_ 40. Colors within lines  
\_\_\_\_\_ 41. Completes simple insert puzzle  
\_\_\_\_\_ 42. Holds scissors correctly  
\_\_\_\_\_ 43. Cuts on dotted lines

## NUMBER KNOWLEDGE:

- \_\_\_\_\_ 44. Counts one by one, to  
\_\_\_\_\_ 45. Can produce numbers 0 - 5 on  
request  
\_\_\_\_\_ 46. Can reproduce 6 - 10 on request  
\_\_\_\_\_ 47. Gives verbal name for numerals  
\_\_\_\_\_ 48. Demonstrates one-to-one  
correspondence  
\_\_\_\_\_ 49. Describes given sets as more  
than, less than  
\_\_\_\_\_ 50. States days of the week in  
sequence  
\_\_\_\_\_ 51. States months of the year in  
sequence

## THE ALPHABET:

- \_\_\_\_\_ 52. Identifies capital letters of  
the alphabet  
\_\_\_\_\_ 53. Identifies lower case letters of  
the alphabet  
\_\_\_\_\_ 54. Matches capital and lower case  
letters of the alphabet

## SCHOOL

It is important that parents have an opportunity to evaluate the preschool program. Many excellent ideas have been gained from parent evaluations and it has given parents with "gripes" a chance to "get it off their chest." The form need to be easily filled-out and not time consuming.

Signatures should not be required, because parents need to feel free to express their true feelings more readily.

This form can be used to improve the quality of a program. Parent's input is of great importance, because they know what they are wanting from the school experience for their children. Only about 20% of these forms will be returned, but the value of those returned is immeasurable as a key to improvement in the program.

When negative comments are received, program changes should only be made on the basis of the number of comments on particular items. If there is only one negative comment for a given area; look closely at the reasons, but this usually is not enough justification to make a change. If there are two to three, examine the problem very closely and make a decision based on these findings. If there are four or more, immediately realize that there is a problem and this area should be examined closely with changes in mind. Occasionally even a program that has negative comments may want to be continued if the positive comments outweigh the negative ones. Many times new programs will receive negative responses, but if given sufficient time to grow, most parents who at first objected - later find value within the program.

The board, Director, and teachers will need to determine whether negative comments are sufficient to alter plans and programs. Be sure to evaluate and examine the

program carefully and objectively before making changes. Haste can sometimes cause more problems and headaches in the long run. Be patients and thorough when evaluating.

The following is an example of an evaluation. Using class codes on the forms will ascertain which programs are being discussed by the parents. Two weeks is a good time allotment, but each program needs to set up their own time schedule - a few may be returned a month or even several months late.

#### EXAMPLE

#### ABC PRESCHOOL

#### Mid - Year Evaluation Form

Please fill out and return to school as soon as possible. I will read and evaluate each one of these.

I ask for a truthful evaluation of our programs, etc., these comments are suggestions. Give insight on your opinions. Help me and my staff to continue to improve and offer you our best in education for your child. Please give me all of your comments (good or bad). Signatures are not required.

Thank you,

Director

- 
1. Loading and Unloading:
  2. Child's educational program:
  3. Communication between you and teacher:
  4. Your personal comments:
  5. Director:

## MISCELLANEOUS

Each year notify the elementary schools concerning any potential children from the program who will be attending their program the coming year. This can be done as a courtesy to the schools, an example letter follows.

## EXAMPLE:

Enclosed is a list of children who attended ABC preschool and have enrolled in your Kindergarten Program for the 19\_\_ school year. Each is anxiously awaiting the fall and their "big" school experience.

The experiences they have had with us were varied; for ABC, licensed by the State Department of education, provided each child with a complete readiness program which prepared him/her for the kindergarten year to come. The program included all areas of a readiness curriculum without infringing upon the kindergarten program.

It was the goal of the school to prepare each child so the school experience would be anticipated with open creative minds, receptive to the new exciting world of learning to which you will expose them during their kindergarten year. It is our hope that the training they have received from ABC will make their transition to kindergarten smoother for both them and you.

If at any time I can be of assistance concerning a child's past school experiences or performances, please feel free to contact me.

Sincerely,

Director

---

## EXAMPLE:

Dear Principal:

Our records indicate that the following child is enrolled in your school for the coming year. Enclosed you will find a Progress report and our school record information. Parents of the child are to bring with them a copy of the Birth Certificate and Immunization Record when they enroll their child in your school.

If you have any questions, feel free to call me.

Sincerely,

Director

\*\*\*\*\*

ABC Kindergarten Information Form

Child's Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Parents: \_\_\_\_\_

Teachers Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teachers Signature: \_\_\_\_\_

Date: \_\_\_\_\_

SUGGESTED BOOKS

This section has been a brief description of an early childhood curriculum and is only a starting point for a good program. To gain a more in-depth knowledge, it is suggested that you read the following:

Books about the Stages of Development by Jean Piaget

The Early Childhood Teachers Almanack by Neumann

Group Games in Early Education by Kamil and De Vries

I Can Do It, I Can Do It by Gilbert

Progressive Education Inquiry Method by John Dewey

Who Am I? In the Lives of Children by Feeney,  
Christensen, and Maravcik

Years to Grow by Yemm and Dennison

The Young Child - Reviews of Research by Willard

Young Children With Special Needs by Thurman and  
Weiderstrom

The National Association for the Education of Young  
Children (NAEYC) is an excellent source, some of the books  
they offer are:

The Cognitive Oriented Curriculum, NAEYC

Language in Early Childhood Education by Carden, NAEYC

Numbers in Preschool and Kindergarten, NAEYC

Science with Young Children, NAEYC



## STAFFING

This chapter is intended as a guide to the Director and board in the recruitment of staff. The staff of each school, whether teacher, assistant, or other staff as needed, will be the people with whom parents deal regularly. Staff should be chosen very carefully, not only for their educational background, but for their professional manner, their personality, and their love of children.

Teachers and assistants do not necessarily have to have a college degree in education, but it is a must that they love children and demonstrate that love daily. Teachers who do not have degrees should first serve as assistants in a classroom and have demonstrated their teaching abilities while serving as such. When openings occur the assistants can be given the opportunity to demonstrate these teaching abilities. However, daily guidance from the Director is critical. Within a year, through in-service training and guidance from the director, assistants can develop educationally and developmentally sound programs. It is wise to note that at most preschools, teachers and assistants team teach, so it is not unusual for an assistant to have the previous knowledge or experience necessary to move up from assistant to teacher. Educational guidance is always available from the director and other teachers on the

staff. This promotion from within will keep a program educationally, developmentally, and structurally sound. It will also keep the program attuned to the policies of the school.

A degreed teacher is not always the best choice, but is really the first choice. If someone has demonstrated abilities that are of teacher quality; reward that person and given them a chance to grow. When promotion is done in this way, the director needs to be in continual contact with the new teacher and ascertain that his/her methods are educationally sound. This soundness comes with training, as many times guided experience is the best teacher.

In the remaining part of this chapter, details of staffing will be outlined.

#### THE TEACHER

In selecting teachers, remember the comments in the first section of this chapter. The following are guidelines that have been developed over the years. As previously stated, they are not hard-set rules, just guidelines. Each school needs to set their own guidelines, and decide when the time arises what deviation will be tolerated.

The job description should state:

1. Purpose and Policies of the School
2. What the person selected should do.
3. The qualifications you desire this person to have, and the deviances that will be acceptable.

4. Responsibilities of the Teacher
  - a. Class Management
  - b. Professional Conduct
  - c. Absenteeism
  - d. Professional Growth
5. A statement as to the procedure for resolving dissension.

The following is an example of Teacher Regulations.

EXAMPLE:

ABC PRESCHOOL

Teacher Regulations

PURPOSE OF THE SCHOOL:

ABC preschool is a non-profit organization operating with the purpose of providing families in the community with a safe, loving atmosphere for their children. Programs also provide the child with socialization, creative play, art, music, story time, physical activities, and educational learning experiences geared to the individual child's age and ability.

The school admits students of any race, color, national and ethnic origins to all the rights, privileges, programs, and activities generally accorded or made available to the students of the school.

JOB DESCRIPTION: Teacher - preschool:

The person selected for this position will be responsible for the general supervision and management of a class of children between the ages of 3 to 5 years of age.

QUALIFICATIONS:

The person selected for this position will be professionally prepared as a teacher of young children, especially in the field of early childhood education/development, or have sufficient experience, as determined by the School board.

RESPONSIBILITIES:

Responsibilities will include, but will not be limited to the following:

A. Class Management

1. Planning, supervising, and implementing the program for the class in accordance with the policies and philosophy of ABC Preschool, as specified in the handbook.
2. Reporting and clearing ALL activities, programs, trips, and educational procedures through the director.
3. Clearing ALL requests for expenditures through the director.
4. Gearing the program to the needs of the individual child with concerns for his/her interests, special talents, and individual style and pace of learning.
5. Assisting in public relations events sponsored by the school.
6. Being responsible for the ordered arrangement, appearance, decor, and learning environment of the classroom.
7. Assuming an equal share of the joint housekeeping responsibilities of the staff.
8. Being responsible for the orderly loading/unloading of the children.

B. Professional Conduct

1. Working in professional harmony with children, parents, and all other staff members.
2. Treating each child with dignity and respect.
3. Implementing methods for effectively utilizing the services of classroom assistants whether paid or volunteer.
4. Planning and implementing methods of establishing a positive liaison with parents of students.
5. Being in classroom 15 minutes prior to the opening of school and remaining until all the children in your class are gone, unless released by the director.

C. Absenteeism

1. Calling director if unable to attend school.
2. You will be allowed one working week paid sick days per year. (A working week consists of total number of hours in class time per week.)
3. Excessive absenteeism (as determined by the school board) will be grounds for termination of contract.
4. Sick leave is non-accumulative

D. Professional Growth

1. Attending all staff meetings.
2. Participating in recommended training programs, conferences, courses, and other aspects of professional growth.

If concerns, problems, or dissensions occur within the staff, it is the duty of each staff member to discuss said concerns with the director and/or the school board immediately. It then is the duty of each person involved to consider viable solutions to said concerns and diligently work to react in a professional manner, so as to solve said problems as quickly as possible, for the good of all concerned.

**ASSISTANTS**

Assistants are assigned to work closely with the Teacher. It is best that the teacher be allowed to help in the selection of his/her assistant. Harmony is needed within the classroom, and team teaching should be used whenever possible. An assistants' job should not be the dirty or "run fetch" work; it should be a team effort.

This job description should state:

1. Purpose and Policies of the School

2. What this person is to do.
3. Qualifications desired for this position.
4. Responsibilities of the Assistant
  - a. Class Management
  - b. Professional Conduct
  - c. Absenteeism
  - d. Professional Growth
5. Statement as to the procedure for resolving dissension.

The following is an example of assistant regulations:

EXAMPLE:

ABC PRESCHOOL

Assistant Regulations

PURPOSE OF THE SCHOOL:

ABC preschool is a non-profit organization operating with the purpose of providing families in the community with a safe, loving atmosphere for their children. Programs also provide the child with socialization, creative play, art, music, story time, physical activities, and educational learning experiences geared to the individual child's age and ability.

The school admits students of any race, color, national and ethnic origins to all the rights, privileges, programs, and activities generally accorded or made available to the students of the school.

JOB DESCRIPTION: Assistant - preschool:

The person selected for this position will be responsible for assisting the classroom teacher in the general supervision and management of a class of children between the ages of 3 to 5 years of age.

QUALIFICATIONS:

The person selected for this position must have a warm and friendly personality, be sensitive to feelings and needs of others, be able to relate well to children, and be willing to fulfill responsibilities in accordance with the school's educational philosophy.



**RESPONSIBILITIES:**

Responsibilities will include, but will not be limited to the following:

**A. Class Management**

1. Assisting in planning and implementing all aspects of the daily program under the direction of the teacher.
2. Assisting in planning and preparing the learning environment, setting up interest centers, and preparing needed materials and supplies.
3. Supervising the classroom when the teacher is out of the room.
4. Helping with the general housekeeping tasks of the classroom.

**B. Professional Conduct**

1. Working in professional harmony with children, parents, and all other staff members.
2. Treating each child with dignity and respect.
3. Maintaining professional attitudes
5. Being in classroom 15 minutes prior to the opening of school and remaining until released by the teacher.

**C. Absenteeism**

1. Calling director and teacher if unable to attend school.
2. You will be allowed 1 working week paid sick days per year. (A working week consists of total number of hours in class time per week.)
3. Excessive absenteeism (as determined by the school board) will be grounds for termination of contract.
4. Sick leave is non-accumulative

#### D. Professional Growth

1. Attending all staff meetings.
2. Participating in recommended training programs, conferences, courses, and other aspects of professional growth.

If concerns, problems, or dissensions occur within the staff, it is the duty of each staff member to discuss said concerns with the director and/or the school board immediately. It then is the duty of each person involved to consider viable solutions to said concerns and diligently work to react in a professional manner, so as to solve said problems as quickly as possible, for the good of all concerned.

#### RECRUITMENT

Staff members can be recruited in many ways - newspaper ads, fellow employees, organizations, and parent information. All of these methods have been utilized. Staff members have been employed from knowing a member of the current staff, a parent of an enrolled child, members of professional organizations, and from advertising. There is no best way, but success has been better with employees staying long-term from the staff recommendations and parents of former students. Even hiring from newspaper ads can give employees who are well qualified and that work well within the program.

The director should always keep ears open and keep in mind people that would work well in the program, because a position may come open in the future. Good people are not hard to find if they are being watched for.

An application may need to be developed to send out when people inquire about a job. Resumes can also be used, but experience has found applications better because they can answer specific questions that are important to each program. Applications should be prepared carefully, and the questions on the application must be non-discriminatory. Completed applications should be kept on file for future use.

EXAMPLE:

APPLICATION FOR EMPLOYMENT:

Position applying for: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Last T.B. Test  
(date) \_\_\_\_\_

Last Physical Exam  
(date) \_\_\_\_\_

education:

HIGH SCHOOL

Name \_\_\_\_\_

Address \_\_\_\_\_

Dates Attended \_\_\_\_\_

COLLEGE/TRADE SCHOOLS

Name \_\_\_\_\_

Address \_\_\_\_\_

Dates Attended \_\_\_\_\_

State License, certificates, or credentials

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

APPLICATION FOR EMPLOYMENT  
(Continued)

Awards and/or published materials

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Courses taken that you feel qualify you for this position: List Course Title and Subject

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List of Special Skills or Talents you possess:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Professional Organization Affiliation: (list)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WORK EXPERIENCE: (Volunteer or Paid)

Employer Name/ Address	Job Description	From- To	Salary	Reason for Leaving
---------------------------	--------------------	-------------	--------	-----------------------

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

REFERENCES:

Name and Address Professional (List 2)	Title	Phone
---	-------	-------

\_\_\_\_\_  
\_\_\_\_\_

APPLICATION FOR EMPLOYMENT  
(Continued)

REFERENCES:

Personal (List 2)

---



---

Have you ever been convicted of child abuse? Yes \_\_\_\_ No \_\_\_\_

Have you ever been convicted of a crime? Yes \_\_\_\_ No \_\_\_\_

If so when? \_\_\_\_\_ Where? \_\_\_\_\_

Why? \_\_\_\_\_

Outcome? \_\_\_\_\_

Why would you like this position? \_\_\_\_\_

---



---

What do you feel most qualifies you for this position? \_\_\_\_\_

---



---

Would you be willing to attend in-services, special courses,  
workshops, or training programs that may be recommended?

Yes \_\_\_\_ No \_\_\_\_

FEDERAL LAWS GOVERNING

When setting up the program, prior to hiring a staff,  
familiarize yourself with both Federal and State Labor Laws.

For information concerning each, contact:

Federal - Department of Labor, Washington, D.C.

State - Department of Labor within each state

MINIMUM WAGE

The minimum wage is set by the Federal Government on an  
hourly rate; the Department of Labor keeps employers updated  
on the rate and any changes. If an employee works more than  
a forty hour week, an employee must be paid time and a half.

Even though preschool staff usually will not work over the 40 hours, this regulation is an important one to remember.

#### WORKMAN'S COMPENSATION INSURANCE

Every state requires that an employer carry this insurance to cover them if they are injured while at work. The premiums for this insurance are rising dramatically each year. Check with an insurance agent concerning cost prior to developing a budget.

#### UNEMPLOYMENT INSURANCE

All employers that are not tax-exempt must provide this form of compensation by law, to all employees. This insurance is to provide an income to employees who lose their jobs because of economic reasons. This compensation is not provided to employees who are dismissed because of misconduct. A preschool that has a tax-exempt status is not required to have this type of insurance.

#### AFFIRMATIVE ACTION

Any employer that has 15 or more employees will fall under the Civil Rights Act of 1964. This law includes, among others, the right of an applicant to have equal opportunity in employment. This law provides certain restrictions on advertisement of job openings and how interviews are conducted. This law is amended from time to time, so check with the local Labor Relations board if a procedure is in question.



Each program will be asked to file a Non-discriminatory Statement Form yearly. When this form is received, fill it out in its entirety and return it to the address provided. Failure to do so will effect the tax exempt status of the program. Even if the program has fewer than 15 employees, it is suggested to follow the guidelines of affirmative action.

#### ADVERTISING

All job openings must be posted or advertised in a newspaper. You can include E.O.E. (Equal Opportunity Employer) in the advertisement. Advertising in this manner does not eliminate personal recommendations or resumes received prior to an opening. Wording in an advertisement should not contain: sex, race, religion (there is an exception to this - religious organizations may specify the applicants of a specific religious orientation will be given priority consideration), or other qualifications that may be discriminatory. Public Law 94-142 also requires non-discriminations against handicapped persons.

Qualifications - These must be stated so they are not misunderstood to favor (or discriminate against) one particular race, color, religion, sex, nationality, or age group. Advertisements can not require photos (after you hire an applicant a photograph may be requested), birth certificates, naturalization papers, or any other document that may indicate race, sex, nationality, religion, or age.

## INTERVIEW

Preparing for the interview - A good starting point in the interviewing process is to appoint a panel to help do the interviewing. A good combination would be a staff member, a board member, and the director.

1. Make sure to keep careful records of the interview in case of a discrimination accusation.
2. It is best to ask the same questions of all the applicants. Every member of the interviewing committee should have a copy of the questions to be asked.
3. The applicant may be asked to clarify any information he/she has written on the application.

The following is a list of guideline questions that should be avoided in an interview:

1. Have you changed your legal name?
2. What was your maiden name?
3. Who do you live with?
4. Do you own or rent your home?

Make sure the person interviewed has a resume or applications on file before the interview. This gives the applicant a chance to write down their qualifications, and allows all applicants to be screened and to check their references. References should be checked by letter or phone. The following is a sample of a Reference Verification Letter:

## EXAMPLE

Dear (Name or Reference)

\_\_\_\_\_ is being considered by our school board to fill a staff vacancy in our school. Your name was given as reference and we would appreciate your personal evaluation. The information that you provide us will be held in strictest confidence, and the applicant will not at any time be told of your evaluation comments. We appreciate your cooperation.

Sincerely your,

Director

Please give us your opinion of the applicant's ability in each of the following areas:

Relations with:

Administration

Staff

Parents

Children

Equipment

Instructional techniques:

Professional conduct:

Appearance

Growth

How do you know the applicant?

When did you know the applicant?

If you were a former employer please complete the following:

Applicant's Position

Reference Verification Letter  
(Continued)

Reason for Leaving

Further comments:

Signature \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

A good time for an interview is one hour. The interview should allow enough time to talk freely with each applicant.

The Interview - Go over the job description and responsibilities with the applicant. It is also very important to discuss the following: Policies and procedures of the school, salary benefits, and work schedule. It is suggested to give applicants a schedule and some expected activities of a typical day within the classroom.

Giving an applicant a classroom situation, and asking how they would handle it, is a good way of finding out if his/her views will blend into your program. The educational program and requirements that each class is asked to fulfill should be explained.

Time should be given for the applicant to ask questions. The interview should be informal, but it is important to gain as much information as possible from the applicant. Those who applied for positions and were not hired should be notified by letter of that status, and told

that their application and/or resumes will be retained for possible staff openings in the future

#### CONTRACT

In developing a contract, the following are some guidelines:

1. The name and location of the school issuing the contract.
2. The full name of the employee
3. Period of the contract (Issuance for the nine month school year works well). Thus every staff member must renew their contract at the beginning of the school year.
4. Position being offered.
5. Wage/Rate This can be given monthly, daily, or hourly.
6. Terms of the contract.
7. Date of signing.
8. Signatures of employee, director, and others deemed necessary to sign (such as Chairman of the School Board)

#### EXAMPLE:

#### ABC PRESCHOOL

#### Employment Contract

ABC Preschool of \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ as employee, enter into this employment contract upon the following terms and conditions:

Period of Contract: \_\_\_\_\_

Position: \_\_\_\_\_

Rate of Wage: \_\_\_\_\_

**Jording, Cathy S.**

**Note: pp. 157 through 201 missing from University Archives copy and University Libraries bound copy**



### Things to Hear About

Visiting lectures  
Craft lessons  
Parents job  
Officer Friendly  
Parents Collections (rocks, trophies, etc.)  
Symphony

#### EARLY CHILDHOOD ORGANIZATIONS

Your staff should be members of your local affiliate of early childhood education Organization and take an active part in that organization. These organizations have several meetings a year with workshops, in-service sharing of ideas, educational updates, etc. This is where your staff can go to grow professionally through staff development activities.

#### COLLEGES

Staff should be encouraged to further their professional growth by auditing or taking course work for credit. Their knowledge can be shared with other staff members at faculty meetings. If it is financially possible, a benefit for staff should be payment for college course work that is taken in early childhood education.

## DAY-CARE

Day-care is becoming a much needed program. Over half of today's mothers work, and these mothers want a safe, secure atmosphere for their children while they are away from them. Professionals are able to provide this atmosphere for young children by making day-care an extension of an existing preschool program. The time has come for early childhood educators to provide this much needed service.

### PREPLANNING

#### STATE INSPECTIONS

Fire Marshal - Before beginning full preparation for a program, facilities need to be inspected by the State Fire Marshal's Office. Day-care and preschool have the same space regulations for children: 35 square feet inside, and 75 square feet outside per child. Fire regulations are stricter for this program and flame spread rating for walls, doors, and floor covering will need to be documented and filed with the State Fire Marshall's Office. States differ in the required rating, so each states regulations should be checked through the appropriate state office.

All doors in a building must open out, and some states require automatic door closures on each door. Windows must allow exit from a room, and there must be a window exit in each classroom. Some states require only smoke alarms, where others require elaborate fire alarm systems with emergency exit lights. Fire extinguishers are required for both preschools and day-cares, but the types and sizes may differ.

Health Department -A local representative of the state health department will need to be contacted at the same time as the fire marshall. This department inspects bathrooms, kitchen areas, and the entire facility for health regulations.

Bathroom facilities will be required to meet minimum standards of one (1) commode and wash basin for each twenty (20) children. Toilet facilities must be cleaned and sanitized dally. Separate toilet facilities must be provided for males and females. If possible, toilet facilities, especially wash basins, should be hung at child height.

Kitchen areas must be clean and equipped for proper preservation, storage, preparation, and serving of food. Foods or supplies may not be stored in the same cabinet as janitorial supplies. Refrigerators must have a thermometer in both freezer and refrigerator areas. Health department personnel will check the temperature of both areas.

## STATE LICENSING AGENCY - DEPARTMENT OF HUMAN RESOURCES

Preceding the fire marshall and health inspections, application will need to made to the state licensing agency for a day-care License. A representative from that agency will visit the planned center to acquaint personnel with their procedures. He/She will tour the facility and give specific instructions on set-up and developments of the program per state regulations. After the initial visit, it will the responsibility of the day-care facility to meet the state's day-care standards.

In Kentucky, before opening the center to receive children, the state agent will return when everything is in place to begin operation (program, forms, and facility are to be exactly as they would be if children were present). At that time he/she will approve or reject your readiness to open the day-care facility.

Within two weeks of the opening of a program with children present, the agent will return to inspect the operation and determine if the program is operating within the approved plan. This agent will return unannounced periodically throughout the year.

The inspecting agent should be considered an advisor, but will make certain that state regulations are being followed. It is important to remember the agent is there for the protection of the children and the program. They are not "out to get you", but to ascertain that the operation is safe and running correctly.

### APPLICATION FOR LICENSE

Application for a license should be made at least six months prior to the planned opening date. It takes time to process the license and to assign a field agent to the proposed day-care. This agent has many day-care programs to inspect, so be patient because he/she will have to work the program into an already hectic schedule. This is the reason for filing early; there will be much waiting, so be prepared.

### FINANCIAL ANALYSIS

Start-up Costs - It will need to be determined what equipment, supplies, renovations, etc., that the program will need to begin. Where will this funding originate? Facility needs may determine whether the program is feasible or not.

### INCOME

After the agent has determined the facility's capacity you will need to determine the "cost break" number. This is the number of full time children the program will need to make it financially feasible.

A "per hour", "per day", and "per week" fee amount will need to be set. It will need to be determined if the program will accept only full time children, or if drop-ins and other part time children will be allowed. Always keep in mind the "cost break" point; admitting too many drop-ins will damage the total program.

It must also be determined if the income per child is to be "guaranteed". This means that parents receive two weeks vacation and one week sick leave per year. The rest of the weeks are "guaranteed" income. Whether or not the child attends the program, the parents pay full tuition for those weeks. An epidemic like "chicken pox" can be financially devastating to a program that does not have "guaranteed" income.

For those that have plenty of seed money that can be drawn on when enrollment is low, "guaranteed" income won't be necessary. It is important to note, that many day-care programs are using the "guaranteed program" as a safeguard.

You may or may not wish to charge an annual supply fee. In small programs this fee plus a registration fee helps stretch the budget. Supplies are very expensive, especially in day-care where more money will be needed because of the length of the daily program. Fund raisers can be used to supplement income. Careful thought should be given concerning the impact on parents before considering this alternative.

#### COST

Staff Salaries - Salaries will follow the same rules as preschool. A salary schedule, workman's compensation, medical, liability, insurance provisions, and employment status will need to be determined. Refer to the Financing Section for further information.



## INSURANCE

Fire and liability insurance are required before the opening of a program. Liability insurance should be from \$1 million to \$5 million of protection. It is strongly suggested that a School Accident Policy for the number of children and the staff involved in the program be purchased. This type of policy covers the child/staff while they are at school and will pay benefits for accidental injury while on the premises, traveling to and from the premises, and while on field trips. This type of policy can be taken for nine or twelve months at a cost of approximately \$2.50 per person (child or staff).

## FOOD SUPPLIES

The program will need to provide a daily breakfast, morning snack, lunch, and afternoon snack. (Some programs do not provide breakfast). The cost for food items needs to be determined within the planning procedure. Food does not have to be elaborate, but must be nutritiously well-balanced.

A food service can provide the lunch meal. The service will prepare the meal and deliver it hot and ready to serve. They provide plates, cups, drinks, and utensils (all plastic) for approximately \$.50 - \$.75 per serving. This service will save the program from hiring a cook. Storage, food preparation, drinks, and dinnerware will not have to be

a concern of the program. A staff member will usually have to clean scraps and rinse out containers for the service to pick up the following day. The state must approve the use of a food service.

Another alternative is to contract with a local public school's lunchroom in the area to buy enough meals for the program from them. Check this out, because it is another option.

Lunch Forms - The following are examples of:

- 1) Menu Planner
- 2) Menu
- 3) Daily Program Count Form

## EXAMPLE

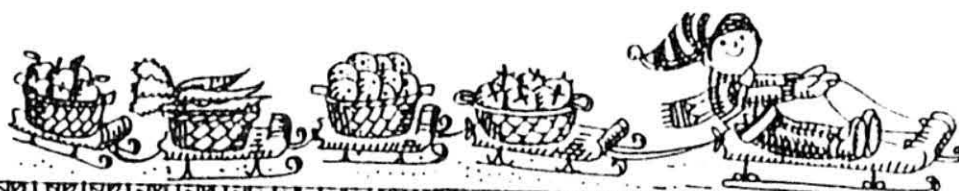
## Menu Planning Form

Week of \_\_\_\_\_

MEAL PATTERNS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<u>Breakfast</u> Juice or fruit and/or cereal Milk					
<u>A.M. Snack</u> Milk, juice, fruit, or vegetable Bread or cereal					
<u>Noon Meal</u> Meat and/or alternate Vegetables and/or fruits Bread Milk Other foods					
<u>P.M. Snack</u> Milk, juice, fruit, or vegetable Bread or cereal					
<u>Evening Meal</u> Meat and/or alternate Vegetables and/or fruits Bread Milk Other foods					

## EXAMPLE

# JAN.



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>HAPPY NEW YEAR</b> 	NO SCHOOL	1 CHICKEN NUGGETS CHEESE STICK WHIPPED POTATOES GREEN BEANS PUDDING POPS HOT ROLLS	2 PILED HIGH HAM ON RUN FRENCH FRIES COLESLAW CHOCOLATE CAKE	3 VEGETABLE SOUP CRACKERS & CHEESE APPLE OATMEAL COOKIE
7 HAMBURGER W/CHEESE FRENCH FRIES PEACHES RAISIN COOKIE	8 PIZZA TOSSED SALAD GRAPES BROWNIE	9 OPEN FACED TURKEY WITH GRAVY WHIPPED POTATOES GREEN PEAS CHERRY COBBLER	10 CHILI GRILLED CHEESE CELERY STICKS APPLESAUCE CAKE	11 MEATLOAF BAKED POTATO GREEN LENTILS ORANGE JELLO HOT ROLLS
14 SAUSAGE PATTY MACARONI & CHEESE GREEN BEANS APPLESAUCE HOT BISCUITS	15 PIZZA LETTUCE WEDGE RAISINS SNICKERDOODLE COOKIE	16 NATIONAL CLEAN-OFF- YOUR-DESK-DAY  2ND GRADE CHOICE	17 CHICKEN & DUMPLINGS BUTTERED CARROTS LIME JELLO W/FRUIT CHOCOLATE KRINKLE HOT ROLL	18 SPAGHETTI TOSSED SALAD PINEAPPLE PEANUT BUTTER CAKE TEXAS TOAST
21 BEANIE-WEINIES BUTTERED MIXED VEG. BAKED APPLES CHOCOLATE PUDDING	22 PIZZA TOSSED SALAD PEACHES OATMEAL CAKE	23 NATIONAL HANDWRITING DAY  MANAGER'S CHOICE	24 TACOS CHILI BEANS CORN ON COB BANANA MUFFINS	25 FISH ON RUN TATOR SHELLS W/CHEESE COLESLAW FRIED FRUIT PIE
28 SLOPPY JOES FRENCH FRIES BAKED BEANS CHOCOLATE CHIP COOKIE	29 PIZZA LETTUCE WEDGE FRUIT COCKTAIL SUNSHINE BAR	30 FRIED CHICKEN WHIPPED POTATOES BROCCOLI STRAWBERRY JELLO HOT ROLLS	31 HAMBURGER W/CHEESE TATOR TOTS RAW VEGETABLES W/DIP BROWNIE	

1985

## Daily Program Count

## LUNCH PROGRAM COUNT

Month of \_\_\_\_\_

Week of:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

## CONSUMABLES

This section includes paper and consumable supplies whether for the classroom, office, or for cleaning use. The cost of these items needs to be budgeted on a yearly basis. A supply fee can help defray these costs.

## CLEANING, RENT, AND UTILITIES

It will need to be determined if the program is responsible for cleaning, rent, and utilities. Cleaning can be professionally done or a custodian may be hired. The day-care area needs to be cleaned and sanitized daily. You may wish to pay the custodian for this extra service.

Rent is sometimes charged for using the area. If the day-care is an outreach for another program, many times rent will not be charged.

## DIRECTOR

The preschool job description may be used in day-care for this position. The director should be contracted near

the beginning of the planning so he/she will be able to meet with the state agencies in setting up the program. His/her suggested hours are 8:00 a.m. - 4:30 p.m. The director does not need to be at the center during its entire hours of operation. A designated staff member can handle the opening and closing of the center. The director should be hired on a twelve month basis.

#### PROJECTION OF ENROLLMENT

The age of children that will be served in the Day-care program will need to be determined. Ages range from infant to 6 years; after school care range is from 6 years to 12 years. Staff members will have to be added in proportion to the number of children that the facility serves. A feasibility study can and should be conducted to determine this projection.

#### PREPARATION

Staff - Staff regulations, contracts, tax information, orientation, etc., are basically the same as for the preschool. Working hours will be different and so will the staff-child ratios.

Staff will be required to record arrival and departure times on the time sheet which can be conveniently kept on a bulletin board.



The following are examples of forms that can be used  
for staff:

EXAMPLE

Orientation Meeting Letter

September 10, 1988

Dear Staff,

By now you think that I've forgotten, but really I haven't. We have had several delays with the building, but everything seems to be going smoothly now and I can give you some definite dates now. Please mark the following on your calendar:

1. Staff meeting: Monday, September 24th at  
9:00 a.m.
2. Tuesday, September 25th: Parent Orientation  
Meeting, 7:30 p.m. in the main building.
3. Thursday, September 27th: Children's Open  
House, 7:00-8:00 p.m.
4. October 1st: School opens

Please remember, I need a Tuberculosis skin test before the staff meeting. Turn the results in to me for filing.

I'm sure you are as anxious to get started as I am.

See you September 24th,

Sincerely,

Day-care Director

P.S. Teachers: you have \$100.00 for supplies to begin the year. Turn in your supply list at the staff meeting.

## EXAMPLE:

Day-care Regulations (should be posted  
on the bulletin board)

I. GENERAL REGULATIONS

- A. A file box will be provided for each class for work that needs to be run off.
  - 1. When work is completed, it will be returned to your box.
  - 2. Please put a note on work to be done, stating the number of copies and date needed.
- B. A sign-in sheet will be on the bulletin board for children. Parent MUST sign child in and out each day, stating the exact time of each.
- C. Rest mats will be stored in the playroom after nap time. Children's sheets, etc., are to be sent home each Friday to be laundered.
- D. Each child must have his/her own cubbie.
  - 1. On Friday, each cubbie must be wiped out by a staff member.
- E. Parents may visit unannounced as often as they wish.
- F. Every staff member is required to report any sign of parent-child abuse to the director immediately.
- G. All kitchen doors are to be kept closed at all times.
- H. Children must be served daily:
  - 1. Morning snack
  - 2. Lunch
  - 3. Afternoon snack
- I. NO field trips in cars, buses, etc., will be allowed.
- J. Neighborhood walks, will be allowed.
- K. When painting, children are to wear smocks and floors must be protected.
- L. Children must not go through the kitchen

## II. STAFF REGULATIONS

### A. Hours and salaries

1. Each staff member must be in his/her room fifteen minutes prior to shift.
2. Each staff member must sign in and out on the time sheet, stating exact times of arrival and departure.
  - a. When late for any reason, staff member must contact director as least one hour before his/her shift begins if at all possible.
  - b. Unnecessary lateness
    - 1) Pay will be withheld
    - 2) Five occurrences will constitute grounds for dismissal
3. Salaries are not paid when school is not in session
4. Sick Day provisions:
  - a. Contact director as soon as possible
  - b. One contract week of sick days are paid. If additional days are taken, pay will be withheld.
5. All staff members are paid on a hourly scale.

### B. General Staff Regulations

1. Accident reports are to filled out and turned in to director immediately.
2. Fire drills will be held monthly. Tornado drills will be held monthly during tornado season. Proper records will be maintained on all drills.
3. Teachers are to turn in a monthly lesson plan by the last full week of the preceding month.
  - a. The program will be geared to the needs of the individual child with concerns for his/her interests, handicaps, special talents, and individual style and pace of learning.
4. Staff will act professionally toward parents and other staff members.

- a. Staff will plan and implement methods of establishing a positive liaison with parents.
5. Smoking is allowed in the kitchen only, providing no food or drink is being prepared at the time.
6. Child discipline:
  - a. Children will be treated in a patient manner.
  - b. Physical, mental, emotional, or sexual abuse of a child in any manner will constitute grounds for immediate dismissal of staff member.
  - c. All staff abuse incidents will be reported to the sheriff and the social worker.
  - d. Any problems with children are to be discussed with the director. The child's parent will be contacted by the director. A conference will be set up for the director and teacher to meet with the parent.
  - e. If a satisfactory arrangement cannot be reached, parents will be given written notification that the child must be removed from the school with five (5) school days following notification.
  - f. Three (3) separate incidents requiring a parent conference will constitute grounds for dismissal.
8. Playground times will be scheduled by the teachers. Each teacher will be responsible for making sure that the playground is free of debris, and is safe for the children.
9. At least one (1) staff member will be with the children at ALL times (including the rest room). Do not leave the children unattended at any time for any reason.
10. Supplies:
  - a. Will be kept in each individual classroom.
  - b. Will be ordered by the director, unless otherwise specified.
11. Staff members are not to take payments on day-care accounts. Payments are to be taken by the director or secretary only. An

envelope for payment will be attached to the bulletin board. If the director and secretary are unavailable, the parent may place payment in the envelope.

12. Staff and/or parent problems:
    - a. By order of the school board, the director shall:
      1. Have the authority over any problems arising between staff members.
      2. Be notified immediately of any problems arising between staff members.
        - a) If a satisfactory solution cannot be reached, the staff member involved will be offered the opportunity to meet with the school board.
        - b) Staff members (including director and secretary) will abide by the final decision reached in the school board meeting.
  13. Staff meetings will be held each month and will include training programs.
  14. Teachers are to be sure the room is cleaned before leaving, including:
    - a. Sweeper run each day.
    - b. Trash taken out each day.
  15. Alcohol and illegal drugs are prohibited on the premises.
  16. Each staff member will be responsibly employed for these duties for the time and salary specified in his/her contract.
- C. Individual staff member responsibilities:
1. Persons having authority over the day-care will be:
    - a. The director, in his/her absence,
    - b. The secretary, when both the director and secretary are absent,
    - c. The designated staff member.
      - 1) early assistant will be responsible until designated teacher arrives.
      - 2) Late assistant will be responsible after designated teacher's departure, until closing.

2. early assistant will:
  - a. Have the authority of day-care until the director, secretary, or designated teacher arrives.
  - b. Unlock the school and turn on lights.
  - c. Check bathrooms for supplies.
  - d. Make sure all children are properly signed in by parent.
  - e. Observe children for health problems.
  - f. Keep early arrivals in playroom until class time, in an orderly manner.
  - g. Pick up lunches.
  - h. Make sure the kitchen is clean before the end of his/her shift.
  
3. Designated teacher will:
  - a. Be responsible any time the director and secretary are out of the day-care building.
  - b. When state official comes in, she will:
    1. Send someone to summon the director and/or secretary (if one or the other is out of the building).
  
4. Late Assistant will:
  - a. Stay until the building is clear of all children.
  - b. Make sure center is clean and orderly before leaving.
  - c. Make sure bathrooms have been disinfected.
  - d. Make sure parents sign out children.
  - e. Report late (after 5:30 p.m.) parent arrival to the director immediately and keep time of late arrival.
  - f. Turn out lights.
  - g. Make sure that the playground gate is locked.
  - h. Close the school and make sure all the outside doors are locked.



## EXAMPLE

## Authority Ranking

PERSONS HAVING AUTHORITY OVER THE DAY-CARE WILL BE:

1. The director, in his/her absence,
2. The secretary, when both the director and secretary are absent,
3. The designated staff member.
4. Early assistant will be responsible until designated teacher arrives.
5. Late assistant will be responsible after designated teacher's departure, until closing.

## EXAMPLE

Persons to contact concerning Day-care

(Please contact in the following order)

Name	Phone Number
1. Director	111-1111
2. Secretary	222-2222
3. Attorney	333-3333
4. School board president	444-4444



## EXAMPLE

STAFF MEETING  
Notice and AgendaStaff Training and Development Meeting

## Agenda:

Turn in second semester supply list, also any daily supplies, snacks, etc, you may need.

Report any child illness during school hours to either the director or secretary, we will contact parent.

We need the exact count of children in each class.

Be sure to put a copy of any individual class note sent home, in the director's office.

C.P.R. classes will be held on January 15th, 16th, and 17th, from 6:30 p.m. - 9:30 p.m.

W-2 forms will be out before the end of January.

Newsletter articles and monthly class plans for February are due by January 24th.

Staff meeting will be held this year on the 1st and 3rd Thursday of each month.

Initialed by: \_\_\_\_\_

Rooms will be set up according to the preschool guide.

## STAFF WORK SCHEDULE

Open	7:15 A.M. - 3:15 P.M.
	7:30 A.M. - 3:30 P.M.
	7:45 A.M. - 3:45 P.M.
	8:00 A.M. - 5:00 P.M.
Close	3:30 - P.M. - 5:30 P.M.

## OPENING

Orientation - Orientation should be similar to preschool. One difference is the loading and unloading procedure. Parents in day-care are required to accompany children to and from the building, and to sign the child into and out of the center.

The parent orientation meeting should be scheduled to familiarize parents with the procedures, regulations, staff, and rooms. Allow ample time for discussion. For further details refer to the Enrollment Section.

## COSTS AND FEES

Cost - The board, in it's consideration of fees will need to determine if families with more than one child will receive "cost breaks"; many day-care facilities give a 20% discount for additional children. Procedures concerning sick days, vacation (of parents), and summer will also need to be decided. These issues need to be given consideration at an early date.

Payment - The registration fee should be due with the application and should be non-refundable. Supply fees (if charged) should be due before the first day of class. Weekly payments should be due each Friday when the parent picks up the child (unless arrangements have been made with the director). If the program decides to charge separately for lunches they should be paid on Friday with weekly tuition.

Delinquent Accounts - Accounts must be paid in full each week or the child should not be admitted on the following Monday. (Refer to the Handbook).

Additional Fees - Additional fees should be charged for children remaining in the center after 5:30 P.M., if the parent does not telephone prior to 5:25 P.M.

#### FORMS

Registration applications are required for admittance to the program. Included with the application are a permission form and a doctor's form. The above forms should be required before a child can begin the program. (For more detailed information refer to the section on Enrollment.)

The following are examples of letters and forms that will be helpful in the day-care program.

## EXAMPLE

## Recruitment Letter

July 9, 1988

Dear Parents,

As you know, ABC is starting it's ninth year of preschool. Throughout those years, we have often been asked to develop a program of day-care, so working mothers could bring their child in the morning and leave him/her until their work day is over. Because of space limitations, we have been unable to offer such a program until this time.

This year we are developing a program and will offer full day-care for your child, if you need the service.

The day-care program will include morning preschool class, with after school care until 5:30 p.m. The cost of the program will be \$35.00 per week and will begin on August 20th.

The day-care will be a 12 month session for ages 3 years and up. We will also offer elementary children an after school program during the school year, and an all-day summer program.

If you, or someone you know, would like to enroll in this program, please contract me as soon as possible to reserve a place for your child, as we will be limited as to the number of children we can serve.

Sincerely,

Director



## EXAMPLE

## Pre-enrollment Letter

July 30 1988

Dear Parents,

We thank you for your interest in the ABC Preschool Day-care program. It is our purpose to provide your child with, not only day-care while you work, but to include a 5 day preschool readiness program, as we do with our existing preschool. It is our feeling that children ages 3 4, and 5 years old can benefit from a preschool experience throughout their formal education years, a good beginning sets the pattern for a constructive formal education. For these reasons we are incorporating the preschool in with the day-care.

It is our intention to open the day-care no later than September 17th, and hopefully, by August 20th. We realize, with school starting soon, the August 20th date would be more convenient for everyone, but we must wait until the Department of Human Resources allows us to open. We hope you will be patient with us. In the meantime, we will try our best to get the Department of Human Resources to hurry their work.

Enclosed you will find the following:

1. Day-care Enrollment application
2. Preadmission Report (to be completed by your physician)
3. Day-care information booklet (all fees and policies of the program are included in the booklet).

In completing these forms, please keep in mind that the questions we have asked are for the purpose of helping us to protect, care for, and give appropriate guidance to the child you are entrusting to us.

There will be a parent meeting prior to the day-care opening. We will let you know the date as soon as possible.

Again, thank you for your interest in our new program. If you have any questions, please do not hesitate to call.

Sincerely,

Director

## EXAMPLE

Application

ABC PRESCHOOLApplication for Enrollment  
Day-care

Registration Fee: \$25.00 (non-refundable)

## CIRCLE PROGRAM DESIRED:

1. Full Day: 7:30 A.M. - 5:30 P.M.
2. Kindergarten/Pre-kindergarten Class:  
Day-care Hours 11:00 A.M. - 5:30 P.M.
3. After School Program (Elementary)  
2:30 P.M. - 5:30 P.M.

CHILD'S NAME \_\_\_\_\_  
(Last) (First) (Middle) (Nickname)Birthdate \_\_\_\_\_ Home Phone \_\_\_\_\_  
(month, day, year)Address \_\_\_\_\_  
(Street) (City) (State and Zip)

Father's Name \_\_\_\_\_ Work Phone \_\_\_\_\_

Place of Employment \_\_\_\_\_

Mother's Name \_\_\_\_\_ Work Phone \_\_\_\_\_

Place of Employment \_\_\_\_\_

## Marital Status of Parents:

Living together \_\_\_\_\_ Stepfather \_\_\_\_\_  
(how long)Separated \_\_\_\_\_ Stepmother \_\_\_\_\_  
(how long)

Divorced \_\_\_\_\_ Remarks \_\_\_\_\_

Custody/visiting arrangements  
\_\_\_\_\_

Day-Care Application  
(Continued)

Names and ages of sisters/brothers \_\_\_\_\_  
\_\_\_\_\_

Child's physician \_\_\_\_\_ Phone \_\_\_\_\_

Church \_\_\_\_\_

Does the child have any special fears? \_\_\_\_\_  
\_\_\_\_\_

What past illness has child had? Scarlet Fever \_\_\_\_\_  
Chicken Pox \_\_\_\_\_ Mumps \_\_\_\_\_ Measles \_\_\_\_\_ Other \_\_\_\_\_  
\_\_\_\_\_

Does child have frequent colds? \_\_\_\_\_ Explain \_\_\_\_\_  
\_\_\_\_\_

Frequent: Tonsillitis \_\_\_\_\_ Ear aches  
Stomach aches \_\_\_\_\_.

Has he/she had any serious accidents? Explain \_\_\_\_\_  
\_\_\_\_\_

Is the child allergic? Is so, how does it usually manifest  
itself? Asthma \_\_\_\_\_ Hay Fever \_\_\_\_\_  
Hives \_\_\_\_\_ Other \_\_\_\_\_

Has child even been to a dentist? \_\_\_\_\_

Has child had his/her vision tested? \_\_\_\_\_  
hearing tested? \_\_\_\_\_

Date \_\_\_\_\_ Parent's Signature \_\_\_\_\_

Please add any comments you think would aid us in caring for  
your child:

## EXAMPLE

## Permission Form

ABC PreschoolParent Permission Form

I hereby grant permission for my child to use all of the play equipment and participate in all of the activities of the school.

I hereby grant permission for my child to leave the school premises under the supervision of a staff member for neighborhood walks.

I hereby grant permission for my child to be included in evaluation and pictures connected with the school program.

I hereby grant permission for the director or acting director to take whatever steps are necessary to obtain emergency medical care if warranted. These steps my include, but are not limited to, the following:

1. Attempt to contact a parent or guardian.
2. Attempt to contact the child's physician.
3. Attempt to contact you through any of the persons you list on this form.
4. If we cannot contact you or your child's physician we will do any or all of the following:
  - a. Call another physician or paramedics
  - b. Call an ambulance
  - c. Have the child taken to an emergency hospital in the company of a staff member
5. Any expenses incurred under #4, above, will be borne by the child's family
6. The school will not be responsible for anything that may happen as a result of false information given at the time of enrollment
7. The school will not assume responsibility for a child who has not been signed in when he/she arrives for the day.

Persons authorized to pick up the child:

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Parent Permission Form  
(Continued)

Under no circumstances will the child be released to anyone not known to the school without authorization from parents or guardian.

\* \* \* \* \*

Persons to be called in case of emergency:  
(Be sure to include someone who will usually know your whereabouts)

Name \_\_\_\_\_ Relationship to child \_\_\_\_\_  
Address \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Relationship to child \_\_\_\_\_  
Address \_\_\_\_\_ Phone \_\_\_\_\_

Child's physician \_\_\_\_\_ Phone \_\_\_\_\_  
Emergency hospital preference \_\_\_\_\_

I hereby give ABC Day-care permission to obtain emergency medical care for \_\_\_\_\_  
(Child's name)

Parent's signature \_\_\_\_\_ Date \_\_\_\_\_

## EXAMPLE

## Doctor's Statement Form

\_\_\_\_\_, whose date of birth is \_\_\_\_\_ has been enrolled in our school. Classes meet from two to five times weekly, under the supervision of a professional teacher and an assistant. The daily program involves both vigorous and quiet indoor and outdoor play, including the use of climbing equipment.

Does this child have any physical condition that we should be aware of?  
.

Does this child require special attention, medication, or routine that may have to be taken into consideration in planning for his/her time at school? \_\_\_\_\_

In your opinion, is this child physically and emotionally able to participate in a preschool program such as the one described above? \_\_\_\_\_

Has the child received any of the immunizations listed below? When?

D.P.T. \_\_\_\_\_ Rebella \_\_\_\_\_ Rebeola \_\_\_\_\_

Polio I \_\_\_\_\_ Polio II \_\_\_\_\_ Polio III \_\_\_\_\_

Smallpox

Other (specify) \_\_\_\_\_

Date of last tuberculin test? \_\_\_\_\_ Result \_\_\_\_\_

Date of most recent examination \_\_\_\_\_

We thank you for your help.

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Physician's Signature)



## EXAMPLE:

Day-care Handbook  
(needs to be posted on a bulletin board)

ABC PRESCHOOL  
DAY-CARE BOOKLET

\_\_\_\_\_, Director

Dear Parents,

We realize that you would prefer to care for your child in your own home, but since you have enrolled your child with us, we shall try to give him/her the loving attention and training that all children need in their early, most formative years.

We welcome your child to our program and we hope this learning experience will be happy and wholesome for him/her. We also welcome you to visit us often, ask any question or make any suggestions. Only through a good understanding and close working relationship with you, can your child benefit fully from this experience. With a clear picture of our day-care program, we trust you will be able to pursue your own work, without worry, confident that you have made the best possible arrangements for your child.

OUR PARENTAL-CHILD ABUSE POLICY

If the center suspects, or is aware of any child abuse in the home; such abuse will be reported to the proper authorities immediately. All such reports will be recorded and kept on file. The center will follow any and all requests issued by the proper authorities regarding these matters.

STAFF-CHILD ABUSE POLICY

All staff abuse incidents will be reported to the proper authorities, including the sheriff and a social worker immediately. All reports will constitute grounds for immediate dismissal of the staff member involved.

\* See Day-care Regulations (page 2, under Staff Regulations), posted on the bulletin board.

QUESTIONS

If you have any questions regarding the program or the staff, feel free to call or come by any time. We do our

best to make your child's stay a happy one while being away from home.

#### INSURANCE

If you do not have medical and/or surgical insurance for your child, we can provide it at the rate of \$3.00 per year.

#### LABELS

On coming to the day-care, all children's personal belongings must be labeled. Also, your child should have a tote bag (with his/her name on it), in which to put his/her belongings.

#### DELINQUENT ACCOUNTS

Accounts must be paid, in full each week, or your child will not be admitted on the following Monday. If other financial arrangements are necessary, they must be made with the director.

#### DISCHARGE PLANS

Parents should discuss discharge plans with the director when a child is to leave permanently. This enables us to prepare the child for leaving and to plan for the future use of his/her place in the group. Two weeks notice prior to his/her dismissal is required. If the center must discharge a child, the parent will receive written notice.

#### DISCIPLINE POLICY

Children will be treated in a patient manner while in the center.

Children will never be physically disciplined in any manner.

#### MEDICATION FOR YOUR CHILD

If your child is to take medicine while at day-care, you must sign the medicine sheet each day giving permission for him/her to receive medication.

If there is any question regarding the communicability of your child's illness, you may be asked to take him/her home or to give us a written statement from your child's doctor that says the child is well enough to return to school. If a child is sick, please keep him/her home.

A parent must pick up the medicine at the end of the day. Your child will not be allowed to pick it up.

Any medicine that is left in the day-care after 5:30 p.m. on Friday afternoons will be thrown away.

#### DAY-CARE FEES

Hourly:	\$2.50	3 Full Days
Daily:	\$9.00	constitutes
Weekly:	35.00	a full week

20% discount for the second child

If your child will go to day-care and:

Kindergarten in the educational Building: \$45.00

Pre-kindergarten - educational Building: \$42.00

#### PAYMENT OF FEES

Payments are to be made only to the secretary and/or the director on Friday afternoons. If neither one is available you may leave your payment in the payment envelope that is posted on the bulletin board. You may mail us your payment if it is more convenient for you.

If you must pay at any time other than Friday afternoons, please make arrangements with the director.

Children who stay with us for short periods only, must pay in advance for their care.

#### ADDITIONAL FEES

Will be charged for children remaining in the center after 5:30 p.m., at the rate of \$5.00 for each fifteen minutes.

Will be charged for any returned checks at the rate of \$10.00 per check, and that debit will become payable in cash, within 24 hours or your child will be refused admittance to the center until such time as you have made other arrangements with the director.

\* \* Any outstanding balances that are one month old will automatically disqualify your child's admittance. We do not usually send out statements therefore, it is your responsibility to see that your account is paid before this deadline.

### WHO MAY ATTEND OUR DAY-CARE?

This service is open to all denominations. A child must be three years old and toilet trained to be admitted.

### HOLIDAYS AND WEEKS THAT DAY-CARE WILL BE CLOSED

The day-care will be closed:

Thanksgiving Days  
December 24 through January 1st  
Memorial Day  
First full week of June  
July 4th  
First full week of August  
Labor Day

### TELEPHONE MESSAGES

You may phone from 7:15 a.m. - 5:30 p.m., Monday through Friday at 555-5555. Messages will be relayed to your child's teacher.

### HEALTH

All children must have a physical examination upon admission to the day-care or kindergarten.

Medical forms are provided at the time of application

Before admission your child must be immunized against:

1. Diphtheria-whooping cough-tetanus
2. Polio
3. Measles
4. TB skin test

These immunizations are required by the Department of Human Resources, Division of Licensing and Regulations.

We expect you to have these forms filled out and returned to us no later than two weeks after your child has been attending the program although it is much preferable to have them before admission. If these forms are delayed for any reason, you must inform the director, and he/she will decide if your child may be admitted. This requirement protects your child and all children attending.

### RECORDS

We keep records of all attendance, health and identification, and full details and phone numbers to reach you at home or work, also your child's physician.

### TOYS

We have toys and equipment in the school. Therefore, do not bring toys from home.

### CLOTHING

Washable play clothes are suitable. A change of underwear and socks should be kept in your child's cubby.

Each child should bring a sheet and small blanket from home to use at naptime. This blanket and sheet should be taken home each Friday to be laundered and brought back to the center on Friday.

### FOOD

The children will be served a morning and an afternoon snack. A wholesome meal will be served at noon, for the price of \$.50 per day. Please be sure that your child has had breakfast and is dressed before coming to school.

This center is licensed by the Department of Human Resources, and inspected and approved by:

1. County Health Department
2. County and State Fire Department

### THE FOLLOWING POLICIES ARE IN EFFECT

#### Hours

We open at 7:30 a.m. and close at 5:30 p.m., Monday through Friday. If you cannot call for your child at the usual time, we expect you to inform us promptly. Remember, your child will be expecting you! Also if you are going to be detained later than 5:30 p.m., let us know so that we can make the necessary arrangements for one of our staff to remain with your child until you can pick the child up, or make arrangements for someone else to call for your child.

#### Entrance procedure

Fill out registration forms and return to ABC Day-Care.

Physical examination form must be filled out by your child's doctor and returned to us no later than two weeks following child's entrance to our program.

Each child must be brought into the building by parent and picked up by parent in the afternoon. A sign-in sheet will be on the bulletin board. Parents MUST sign child in and out each day, stating the exact times of each.



DO NOT DROP YOUR CHILD OFF AT THE DOOR - EVER

A child will not be permitted to leave with anyone other than a parent unless you give us a written note stating that someone else has your permission to call for the child. In case of emergency, you may phone us. Do not phone us or give us verbal instructions for someone else's child. If you pick up your child other than check out time, be sure that the teacher is informed.

\* \* \* \* \*

A conference will be scheduled for parents with the teacher and the director for problems that cannot be resolved in the center.

After three incidents requiring conferences, parents will receive written notice that the child must be removed from the center five school days following notification.

\* \* \* \* \*

Kindergarten and Pre-kindergarten  
School Calendar

August 20-24	Orientation
August 27	School begins
September 3	Labor Day
November 22,23	Thanksgiving
December 24 -	Christmas
January 1, 19	Vacation
January 2	School begins
February 22-22	Parent-Teacher Conferences
April 8-12	Spring Break
May 17	Last day of school

Kindergarten will be open and in session on the same days as the county school system. In the event of bad weather, the kindergarten will be closed if the county schools are closed.





## EXAMPLE

Disaster Plan  
(needs to posted on a bulletin board)

- Fire Children are to file orderly out of the building to the opposite side of the parking lot. Teachers are to account for each child. The last staff member out of the room is to close the classroom door. The last staff member out of the building is to close the outside door.
- Tornado Children are to file orderly out of the classroom into the center hall and assume kneeling position, head on floor next to the wall, with their hands over head.
- Other Emergencies In case of other emergencies (i.e. gas leak, chemical leak, etc.), children will be evacuated and parents will be contacted immediately.

## EXAMPLE

Fire and Tornado Drill Form  
(needs to posted on a bulletin board)

FIRE DRILLS

Date	Time of Day	# Children	# Staff	Evacuation Time
<u>TORNADO DRILLS</u>				
Date	Time of Day	# Children	# Staff	Evacuation Time

**PAYMENT**

Some parents may wish to pay their account monthly. This can be done without any additional problems to the bookkeeping procedure. NOTE: Make sure they pay every month because day-care tuition is accrued weekly and a balance can be several hundred dollars if the account goes longer than a month. Enforce the payment policy so that parents do not get behind in payments. A record of payment can be sent to each parent to help them file their tax returns; this policy is one that parents really appreciate.

**EXAMPLE****INCOME TAX RECORD FOR DAY-CARE**

Day-care payments of \_\_\_\_\_ were paid to ABC  
Day-care for the care of (child's name) \_\_\_\_\_  
from during the year of 19\_\_\_\_.

## MEDICAL

Other than the doctor's form which must be on file before a child's entrance to the program, there will be letters informing parents of communicable diseases, lice, impetigo, and other infections that are present in the school. The following is an example of a letter that would be appropriate for chicken pox:

## EXAMPLE

Dear Parents,

As it happens every year, the chicken pox are once again with us. Being no exception to the rule, we have had cases here. Because our children are together at some time during each day, it is likely that your child has been exposed.

Please watch your child very closely for the following symptoms:

1. Low grade fever
2. Tired or listless feeling
3. Small red bumps with white pussy blisters

Your child may not have fever or feel badly, and may have only a few blisters.

The incubation period is 14-21 days. A child may return to school when the last blister scabs.

I ask that you please check your child each morning before coming to the center. This will help us keep further exposure to a minimum.

Sincerely,

Director

Parents need to be kept aware of illnesses that are reported in the day-care. The purpose is to keep children at home so the whole school will not be infected. When parents do send children to school that are taking medication it is advisable to require a medication permission slip.

EXAMPLE

Medication Permission Sheet

ILLNESS AND MEDICATION PERMISSION SHEET

A child with a fever and other signs of contagion WILL NOT BE ADMITTED to the day-care center. If such signs develop while in our care you will be notified and expected to have the child removed.

A child on a continuing medication with his/her DOCTOR'S PERMISSION to return will be administered this medication on a DAILY BASIS ONLY. This special request from releasing the center from liability must be signed by the parent daily. No medication will be given without parent signature. Please try to make the dosages as near as possible to lunch time (11:30-12:30) and afternoon snack time (3:00-3:30).

In making this request I release the day-care from all liability resulting from the use of this medication.

\_\_\_\_\_  
(Parent's Signature)

MEDICATION CHART

(To be posted on the bulletin board)

Date	Child's Name	Class	Time to be given	No. of Bottles	Dose	Given by and time

## MISCELLANEOUS PARENT FORMS

## EXAMPLE

## Summer Schedule

March 18, 19

Dear Parents,

It is getting close to the end of our year and is now time to make plans for next year.

All of the following questions may not apply to your child, but please complete those that do and return to us by March 29th.

CHILD'S NAME \_\_\_\_\_ AGE \_\_\_\_\_

SPRING BREAK: (April 8 - 12)

1. Will your child be in day-care this week? \_\_\_\_\_
2. Do you need care that week for an older brother or sister? \_\_\_\_\_

SUMMER SCHEDULE:

1. Will your child be attending during the summer? \_\_\_\_\_
2. Do you know your vacation dates so we will have an idea of the number of children to expect weekly? \_\_\_\_\_
3. Do you need care for brothers or sisters? (Age 3 years - 10 years) \_\_\_\_\_
4. Of course, our lunch program will be different this summer. Do you have any suggestions as to what we can serve that the children will like? Type of meal, food, etc.

FALL SCHEDULE:

1. Will your child be attending day-care in the fall? \_\_\_\_\_
2. If so, do you wish your child enrolled in either Pre-kindergarten or Kindergarten class in the regular preschool program?  
Pre-kindergarten \_\_\_\_\_ Kindergarten \_\_\_\_\_
3. Do you have other children you wish to enroll for fall?  
Name \_\_\_\_\_ Age \_\_\_\_\_



Summer Schedule Letter  
(Continued)

I would like your comments on our program. Please be specific and feel free to make criticisms. Remember, we improve the program by your input, this helps us to see your side of our program, and lets us work together for your child.

As you know we will close the week of June 3rd - 7th, July 4th, and the week of August 5th - 9th. Please be aware of these date so you can make other arrangements prior to these times.

Also because of expenses, we are going to have an increase in tuition beginning with the summer program. We find we must have more income to continue our program, but we will keep the increase to a minimum.

I wish to thank all of you for your understanding and patience this year. We are into the swing of things now and all is going smoothly.

Sincerely,

Director

COMMENTS:

## EXAMPLE

## Rate Increase Letter

Dear Parents,

As you know per a previous letter, our rates are going to have to increase. There are several factors that the school board must consider in order to keep the day-care open.

We are operating with a deficit each week. Because day-care has to be self-supporting, the school board met and re-evaluated our financial situation.

After lengthy consideration, the school board decided.

1. The weekly fee would be raised to \$42.50 (including lunches).
2. The \$42.50 must be guaranteed, meaning every child will owe that amount each week, whether in attendance or not.
3. The center will be closed for the week between Christmas and New Year's, and you will be allowed one (1) week for vacation and one (1) week of sick days per year. These three weeks are the only weeks for which you will not be charged.

Even though we have reached the above decisions, we now face the problem of operating during the summer months.

As of now, we only have an enrollment of 19 children. In order to cover the operating expenses, we must be filled to capacity (33) at all times. Therefore, if capacity enrollment for the summer is not met, we will be forced to close.

To help decide this matter, we need your answers to the following questions:

1. Considering the tuition raise and guarantee, will your child be enrolled this summer? \_\_\_\_\_
2. Do you know of anyone who needs our service for the summer? \_\_\_\_\_ If so please give name and phone number:

Rate Increase Letter  
(Continued)

3. If we are forced to close during the summer, will your child return to us in the fall? \_\_\_\_\_
4. Please write any comments or suggestions on the back of this letter.

We will let you know the final decision by May 15th. In order to meet this deadline, please return this letter by this Friday.

If we do not receive your response to these questions by Friday, we will assume you are not planning on attending this summer.

Thank you for your understanding and opinions. By working together, hopefully we can resolve these problems.

Sincerely,

Director

PROGRAM

Children in day-care are going to be in the program 6-9 hours daily; this is a long day for a child. The staff should provide enough stimulating activities to keep the child interested (not entertained). DO NOT be a baby-sitter, be an educator of young children.

The day-care program should be an extended preschool program offering the same early childhood education curriculums and activities. (Refer to Curriculum Section). To provide this extended program, a teacher must plan his/her day with great care. Using a daily schedule will help this well-planned day run smoothly.

## EXAMPLE

Daily Schedule

Opening	7:30 a.m.
Preschool Classes (Each teacher will post his/her daily preschool schedule)	8:00 - 11:00
Clean up	11:00-11:10
Wash for lunch	11:10-11:30
Lunch	11:30-12:00
Prepare for nap	12:00-12:15
Bathroom	2:45- 3:00
Outside play	3:00- 4:00
Indoor play	4:00- 5:25
Closing	5:30 p.m.

Even though there are many good educational programs on television, a quality day-care program does not use the television to keep children busy. Children should be provided with a good early childhood program.

## ROOM ENVIRONMENT, EQUIPMENT, PLAY AREA

These will be the same as for preschool (refer to the Facility section).

## NAPS

Cots - In all day-care programs, cots are probably the most heard complaint. Cots are expensive, cumbersome, and unsafe. They are very difficult to store and require much storage space. An alternative to cots is to purchase foam mats. These are easier and safer to store. Before purchasing anything for naptime check with your state regulations because they may require a specific item.

Placement of Children at Naptime - All children are required to nap, and most states require that a certain amount of space be left between the children while they are resting. It takes a fairly large room to nap children, more than one room can be used. Allow enough space when planning the placement of equipment in the room.

Every child must have their own labeled blanket, sheet, and pillow. These are to be laundered weekly.

#### LABELING

Every time a child brings or wears an item that will be removed (cat, hat, etc.), it must be labeled with his/her full name.

#### TOYS

It is wise not to allow children to bring their toys to school; instead encourage books and records that can be shared. Each of these should be labeled.

#### FINAL NOTE

Day-care is the program most needed by parents and there are many day-cares "popping up". It is important to remember that although this is a much desired service it carries with it great responsibility because the program provides extended family care. Make this care as much like the home as possible. Love is the major emphasis, and if unconditional love is practiced the program will be one of quality. A baby-sitter takes care of a child's basic needs,

but the day-care program must provide for the needs of the "whole child." Love, trust, care, self-esteem, self-worth, and educating the young child must be priorities.

Money is important to run a quality program physically, but love of the child is the most important component of the program. The staff must have high moral values and exhibit and genuinely feel love of children, so be very selective in choosing staff.

Use the preschool curriculum as a guide for the educational program and make sure to include it everyday. Day-care is not a baby-sitting service, but is an educational program that provides a safe loving environment for children to enjoy while their parents are working.

Day-care is a great deal of hard work, but seeing happy, secure children daily makes all the hard work and headaches worth every minute. Good luck, remember - love children above all else!



## References

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