CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

A PRESCHOOL PROGRAM FOR SAN FERNANDO VALLEY ACADEMY

A project submitted in partial satisfaction of the requirements for the degree of Master of Science in

Home Economics

by

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ABSTRACT

A PRESCHOOL PROGRAM FOR SAN FERNANDO VALLEY ACADEMY

by

Edith Jenice Gale

Master of Science in Home Economics

Assuming that there was a need for a Seventh-day Adventist preschool in the San Fernando Valley, the author determined the wishes of the Academy concerning the program, interviewed directors of other preschools, reviewed literature on early childhood education, and then wrote an Administrative Manual.

An evaluation was obtained by five experts in the field of early childhood education. When the evaluations were returned, they indicated overall approval of the Manual. The author revised or justified specific policies which were considered weaknesses by two or more of the five evaluators.
CHAPTER 1

Introduction

Basis for Interest

Many schools and churches owned and operated by the Seventh-day Adventist denomination in southern California are beginning to open day-care centers or preschools. The Board of Trustees at San Fernando Valley Academy, currently a K-12 grade school with approximately 300 students, voted in May, 1983, to start a preschool program. Because the author was teaching home economics on the campus, and was working on a Master of Science degree with an emphasis in child development, the Board voted to ask her to set up the program.

Justification

The results of this project should be of primary benefit to San Fernando Valley Academy in the planning and implementation of their preschool program. This project should also benefit the children and their parents as they attend or place the children in the program.

There are currently (1984) no Seventh-day Adventist preschool programs in the San Fernando Valley, although there are several day-care centers in Glendale. There are eight Seventh-day Adventist churches in the San Fernando Valley so many children could benefit from a Seventh-day Adventist program. By acting as a model, this project may also benefit other Seventh-day Adventist programs.

Objectives

The objectives of this project were to plan a preschool program
which would:

A. provide quality care for preschool aged children
B. provide opportunity for christian character development
C. promote development of social skills
D. promote development of cognitive skills
E. promote development of psychomotor skills
F. provide opportunity for affective development

Statement of Purpose

The purpose of this project was to plan a quality preschool program for San Fernando Valley Academy.

Assumptions

A preschool program was needed because many mothers must work outside the home and could not provide care for their children themselves.

Parents were interested in a quality education program for their children.

Limitations

This project was limited by the following items:

A. The project had to abide by the government regulations of the state of California—Title 22.

B. The program had to be kept within the financial limitations of San Fernando Valley Academy.

C. All plans for the preschool program had to meet the approval of the San Fernando Valley Academy Preschool Ad Hoc Committee and Board of Trustees.

D. Implementation will depend, to some degree, on the facility, which was unknown at the time the project was completed.
E. As the program is only a "paper" program, until implementation, evaluation was not able to take into account the "human element", an extremely important part of a preschool program.

Definitions

Affective development - the ability to appropriately associate a range of emotions with given situations (Streets, 1982:9).

Cognitive development - the ability to think and reason (Streets, 1982:9).

Global Self - the answers to the questions "Who am I? What am I? How am I different from others?" (Yussen and Santrock, 1978).

Grievance Procedure - a system or set of steps which people involved in a conflict use to work out their problems (Child Care Staff Education Project, 1982:38).

Operating Budget - a list of all items on which money will have to be spent once the program is operating at full capacity (Morgan, 1982).

Preschool - an educational program for children aged two years nine months to five years.

Psychomotor development - gaining control of voluntary muscles (Streets, 1982).

Quality Program - a program which meets the physical needs of children for adequate space, outdoor activities, and good food; the psychological needs for affection, acceptance, and consistency; the intellectual needs for stimulating and absorbing play, for activities that enlarge their imaginations and activate their curiosity (Steinfels, 1973:241).

Reinforcer - any event that follows behavior and increases the
likelihood of repetition (Herman, 1977).

Schemas - a sequence and structure of actions built up in the mind (Lovell, 1972).

Utilization Rate - estimation of the percentage of children actually enrolled over the year, as compared to full enrollment (Morgan, 1982).
CHAPTER 2
Survey of Literature

Effects of Early Childhood Education

There are several reasons for offering a quality early childhood education program. One of the obvious reasons is the need for the children to have quality care while their parents work.

But, in addition, children placed in an early childhood education (ECE) program have some real benefits. In Head Start in the 1980's: Review and Recommendations (1980), the U.S. Department of Health and Human Services stated that children who were in a quality ECE program, which provided lunch, had greater access to health care and also appeared to have an improved nutritional status and better nutritional practices.

Another benefit is the educational component. The general purpose of all education is to improve the quality of life. There are two essential ingredients in all true education. First, education involves learning how knowledge is used—learning the function of knowledge. Second, education must be relevant to the quality of life (Forman and Kuschner, 1977).

Weikert and Schweinhart (1980) found that children who had attended ECE programs were rated by their teachers as more motivated in school. They also found that during their primary and secondary years the students exhibited more appropriate classroom behavior.

Darlington and Lazar (1977) and Lazar et al. (1977) found some long-term benefits for children who had attended quality ECE programs.
They maintained I.Q. gains several years after the ECE program ended, and they were assigned to special education programs less frequently. They were retained in their grades less often and were more likely to give achievement-oriented reasons for being proud of themselves. They were better able to meet the requirements and to function at an increased intellectual capacity in the primary grades.

Families of children in quality ECE programs have also been found to benefit. Mothers viewed themselves and their children as more competent. Another benefit involved siblings of the children enrolled in the programs. The parents' involvement in the program led to changes for the other children similar to the benefit found for the enrolled children (Bronfenbrenner, 1974a).

**Trends in Child Care**

The demand for child care services for youngsters will continue to grow. It is estimated that today there are approximately seven million children with working mothers. It has been predicted that by the early 1990's this number will almost double (Lombardo and Lombardo, 1983). There are many differences from state to state and region to region in regard to size, legal and organizational structures, budgets, staffing, educational philosophy, and range of services.

Child care programs in the United States have a greater hold in the southern and western states. This is likely to become increasingly so. There are several factors which cause child care in the west to be unique. Child care has a high popular acceptance—even with the high fees characteristic of the western states. There is also a blend of many organizational forms of child care. The large national chains are well represented. There are large numbers of regional "for-profit"
chains. Also found are many independent "for-profit" and "not-for-profit" centers. Many churches are operating their own centers, and in California, communities and schools are also operating child care centers. In addition, there is a mix of others, such as head-start, YMCA-sponsored, college-based, employer-sponsored, and Montessori programs (Kagen and Neugebauer, 1983).

Churches have and will increasingly provide early childhood programs. There are several major reasons for this:

A. It is efficient facility usage.

B. It gives the opportunity to provide religious teaching, along with secular.

C. It provides for the child-care demands of working parents.

D. Many churches have developed alternate education programs, as opposed to public school, because of concerns about drug abuse and discipline problems.

E. It demonstrates concern for community needs, and acts as an outreach program. Parents who enroll their children in church-sponsored child-care programs sometimes become active in the sponsoring church (Lombardo and Lombardo, 1983).

Over 50% of the children enrolled in full-day-care centers in the United States reside in the following six states. They are listed in order of the numbers enrolled: California, Florida, Texas, New York, Illinois, and North Carolina (Kagen and Neugebauer, 1983).

A growth of child care and ECE programs in the western United States is expected for several reasons. The population in the western states in 1970 was 35 million. In 1980 it was 43 million. It is projected to be 53 million by 1990. The growth rated from 1980 to 1990 is
projected to be +23% (Jackson and Masnick, 1983).

In a review of trends in child care, Kagen and Neugebauer (1983) indicated that employment trends in the west are keeping up with the population. In 1979, 20 million people were employed in the west. By 1990, 26 million persons should be employed. The employment growth rate from 1979 to 1990 is expected to be +27%.

The six states with the fastest growing incomes are all from the west (Naisbitt, 1982). In the 1970's, eight of the fastest growing states were in the west. Over 14% of all the population increase in the country in the 1980's is expected to occur in California (Jackson and Masnick, 1983).

Center Size

Studies regarding the relationship of the size of the center to its quality and cost effectiveness have conflicting results. Prescott and Jones (1970) concluded, after examining 50 Los Angeles centers, that large center size adversely affects teacher behavior. The large programs they examined had more professionally trained staff, more elaborate and spacious areas, and program formats which permitted more free play than teacher-directed activities. Even with these positive aspects of the program, they found that there was more teacher-direction, more restriction, and less encouragement.

Reddy (1980) and Parker (1980) reported in their doctoral studies that a higher quality was positively correlated with a larger size. Reddy felt that high quality meant short transitions, high on-task behaviors, and a high incidence of free choice activities.

In her dissertation, Reddy (1980) reported her examination of 17 Title XX centers with regard to staff/child ratio, group size, lead
teacher education/experience, and eight categories of activities and behaviors. These centers were divided into four groups based on enrollment: 12-29, 30-59, 60-99, and 100+. Considering all the variables, the centers with 100+ children had the highest quality care. Centers with an enrollment of 60-99 had the lowest quality.

Parker (1980) found that 21% of the centers in the Nashville area with an enrollment of 100+ children scored 95+% on the Tennessee Department of Public Welfare scoring chart for centers, compared with 2.5% in the 60-100 enrollment group, 10% in the 30-59, and 9% in the 6-29 enrollment group.

In a survey of presenters at a 1981 National Association for the Education of Young Children (NAEYC) Conference in Detroit, 53% of those surveyed questioned whether there was any correlation between center size and quality. Still, 77% considered an enrollment of 6-29, for children over two years, as excellent, good, or satisfactory, as compared to 70% for 30-59, 55% for 60-99, and 32% for 100+.

Those in the 1981 survey generally agreed that smaller centers had 1) more quality relationships with the parents, 2) more personal, intimate, and homelike environments, 3) more flexibility, and 4) less standardization. Although the presenters in the 1981 NAEYC survey indicated a preference for small centers, they did agree that large centers can be of excellent quality (Reddy and Lankford, 1982).

In the west the average licensed capacity of child care centers in 1981 was 70. In 1983 it was 76. It is projected to be 80 in 1985 (Kagen and Neugebauer, 1983).

Philosophy

"True education...has to do with the whole being, and with the
whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers." (White, 1903:13). One of the founders of the Seventh-day Adventist church, still widely read and quoted today, penned these words some 80 years ago.

Preschool children need to develop these different aspects of themselves in as free and unstructured a situation as possible. Their lives should be quiet and simple, in harmony with nature, and free from artificial excitement. This type of life will promote physical and mental vigor and spiritual strength (White, 1903). This does not mean the preschool should not have direction. Children should be free to question, explore, and experiment, but in well-supervised situations, and with teachers who are informed about appropriate curricular methods (Senn, 1972).

The overall objective of education is "the acquisition of the art of the utilization of knowledge" for the purpose of improving the quality of life (Whitehead, 1967:6). "From the beginning of his education, the child should experience the joy of discovery" (Whitehead, 1967:3).

Early childhood education represents the influence of many persons who proposed various theories about the way in which children learn. Teaching strategies, curriculum, staff selection and training, and the floor plan of the building are all affected by adherence to a philosophy. Some early childhood programs adhere strictly to one theory, while others are a composite of several (Lombardo and Lombardo, 1983).

"A child learns more when he sets his own challenges than when challenges are set for him. Each child has his own way of learning and
should be allowed to proceed at his own pace" (Lindberg and Swedlow, 1976:4).

Spodek (1970:4) believed that,

The crucial philosophical concept embodied in Progressive Education and subsequently in the idea of an open school is the concept of transaction. An open school is a school organized to facilitate transactions. A closed school, in contrast, is developed to play roles.

McCandless and Evans (1973) describe the tenants of humanism thus:

1. The uniqueness of each child should be the object of focus.
2. In order to understand the child, one must grasp the essence of the child's global self.
3. The child's capacity for constructive growth and creative potential at the highest level of functioning should be a point of focus.
4. Important influences on the interchange of social behaviors in different situations are values, attitudes, and beliefs.

Piaget (1977), expositor of the developmental philosophy of education, believed that the child passes through a series of stages of thought from infancy to adolescence. This passage is a result of biological pressures to adapt to the environment and to organize structures of thinking.

Piaget's observations led him to believe that learning starts from the child, from schema already available. Actions on the child's part are self-extending and are of intrinsic motivation. This level of motivation varies from child to child. If the schema necessary for a solution to a new problem are close to his ability, then the existing schema will accommodate to the conditions of the new problem. If the gap is too wide between the schema available to the child, and what is
needed for the problem solution, the accommodation will not take place (Piaget, 1977).

Piaget (1977) believed the child changed in three ways:

1. Assimilation—Features of the environment are incorporated into already existing ways of thinking.

2. Accommodation—The new features of the environment are incorporated into the thinking by slightly modifying the existing modes of thought.

3. Equilibrium—Significant cognitive changes occur only when cognitive frameworks are clearly shown to be consistent with each other or the environment.

Piaget (1976) viewed the growth of intellectual structure as phases of development which follow each other, not in strict chronological order, but still in a sequential and orderly fashion, beginning in early infancy and ending in adolescence. Inhelder and Piaget (1958) believed there were critical periods for optimum development. The environment was considered important, but only as the child had developed to the point of being able to pay attention to it.

Piaget implied that sensory experiences, such as sight, sound, touch, and movement, will stimulate intellectual growth in the early weeks of life (Lovell, 1972).

According to Lombardo and Lombardo (1983), Montessori believed that the teacher should direct the children's activities. She agreed with Piaget that learning, for the preschool age group, occurs primarily through the senses, such as touch, smell, sight and hearing. She believed that there are sensitive periods in development when it is more beneficial to learn specific tasks.
Montessori held that the teacher should prepare the environment to be aesthetically pleasing, and that it should consist of child-size furnishings. She believed that the child could teach herself through the use of selected learning materials. She created learning materials that were durable and self-corrective. The self-corrective characteristic lets the child determine whether s/he has completed the activity correctly.

A great deal of emphasis in the Montessori program is placed on self-help skills. The child learns to help care for himself through such activities as pouring his own milk, and putting on his coat. He also learns to help care for the environment in activities such as watering plants and cleaning up after himself.

Sensorial learning, math, and language arts are designed to provide work at various levels of development; they are achieved primarily through manipulative materials (Lombardo and Lombardo, 1983).

Behaviorism denies the existence of stages. It emphasizes the gradual, continuous nature of most changes. Development is seen as the accumulation of new responses through learning.

J.B. Watson is credited as the source of behaviorism in psychology. He based his work on a stimulus-response experimentation with animals. "Watson would assimilate human behavior to the unthinking response of automata" (Steinberg, 1980:17).

Most behavior comes about through the processes of learning. These are threefold:

1. Association—When stimulus and response repeatedly occur, they become linked together in the mind of the observer.

2. Reinforcement—When a favorable stimulus follows a response,
it may increase the probability that the response will occur again.

3. Imitation—A child will repeat what is seen (modeled) if there is sufficient incentive or motive (Yussen and Santrock, 1978).

A term for the consequences or effects of behavior is "environmental contingency." There are three different types of environmental contingencies, and each affects behavior in a different way:

1. If behavior is followed by a favorable consequence (reinforced), it will probably be repeated.

2. If behavior is followed by indifferent or no apparent consequences (not reinforced), it will tend to disappear.

3. If behavior is followed by negative consequences (punishment), it will tend to change so as to avoid those consequences (Herman, 1977).

Thorndike came to the conclusion that reward does facilitate learning, but punishment does not weaken it (Meyer, 1960). Punishment often merely suppresses behavior temporarily without really eliminating it, and when the threat of punishment is removed, the behavior returns at its full strength (Herman, 1977).

Force may cause a child to be submissive outwardly, but will not teach the child self-government. Even little children have a desire to be treated with confidence and respect, and this is their right. They are benefited by being trusted.

Too many rules are as bad as too few. Rules should be few and chosen carefully, but then enforced. Consistency is important (White, 1903). Curtis (1971) stated that there should be three general rules of behavior: don't hurt anybody else; don't hurt anybody's property;
respect other people's ideas. All other rules should apply to specific circumstances.

The object of all discipline is for the child to be taught to govern him/herself. When the child realizes s/he will not be able to change the rules, s/he will adapt to them. But if there is a possibility that the rules will be disregarded, this induces hope and uncertainty in the child, and s/he becomes restless and irritable.

Children need to have the positive side of their characters emphasized, rather than the negative. If a child is frequently rebuked for some special fault, s/he may decide that it is his/her peculiarity, and then will not try to overcome it (White, 1903).

Curriculum

The nature of education and the educational process requires that there be a change, that the child will be different as a result of his experiences with that education.

Schools at all levels serve two functions. One is to help children learn socialization behaviors—behaviors that will help them adjust to an affective role in society. The other function is to help children develop the competencies, skills, and sensitivities that will help them to lead personally satisfying lives (Spodek, 1972).

The true teacher is not satisfied with second-rate work. He is not satisfied with directing his students to a standard lower than the highest which it is possible for them to attain. He cannot be content with imparting to them only technical knowledge....It is his ambition to inspire them with principles of truth, obedience, honor, integrity, and purity—principles that will make them a positive force for the stability and uplifting of society (White, 1903:29,30).

Curriculum development is the working out of goals and procedures for the education of the children.
Bernard Spodek (1972) lists the following areas of education to be included in goal-setting:

1. socialization
2. values
3. intellectual competency
4. language systems
5. self expression
6. aesthetic appreciation
7. physical skills
8. personal autonomy

Within the curriculum should be scheduled a free play or choice period which should offer a variety of activities to accommodate the various levels of socialization in a play setting:

1. solitary play - the child plays alone.
2. parallel play - the child enjoys playing near or beside another child, but s/he is primarily interested in his/her own activity.
3. cooperative play - the child is interested in interacting with other children (Cowe, 1982).

The teacher can help the child in his development of socialization skills by helping him to learn to work in groups, helping him learn rules and regulations for behavior in various settings, and helping him learn how to relate to a variety of authority figures (Spodek, 1972).

The young child needs to learn to value the things that the school and his teacher value. Valuing achievement in school is not "natural"; it must be learned. It may not be learned until after actual entry into a school program (Spodek, 1972).
Perception and organization are skills that are necessary to provide a foundation for later learning. The young child needs to learn how to learn and how to abstract meaning from perception.

Both the content and the effectiveness of communication is important. The good teacher will identify the needs of the child in language acquisition and will help the child learn the language system and extend his language skills (Spodek, 1972). There are many ways teachers can encourage children in self-expression. Language, arts and crafts, music, and movement all provide avenues of self-expression.

Children need to be taught to be receptive to the creations of others. "Aesthetics ought to be a part of any program for young children, developed in such a way that they can achieve their own standards of beauty and their own ways of judging it" (Spodek, 1972:56).

Both large muscle and small muscle skills should be taught. Running, climbing, and riding help develop large muscle skills. The use of crayons and scissors help in the development of small muscle coordination and are skills necessary for writing and reading. Basic skills in movement and balance are important for academic achievement and physical development.

To be autonomous, a child must have certain competencies and values upon which to base his/her actions. S/he must also have a sense of independence. In the early years, personal autonomy involves taking care of him/herself (Spodek, 1972).

Decker and Decker (1980) suggest that a good curriculum should include nutrition education.

Children should talk about foods and good diets; learn about food origins, storage, and preparation; have cooking experiences, to help them learn to measure, follow directions, cooperate with others, coordinate eye-hand movements, use
language as a means of expression, recognize differences in food preferences of the various ethnic groups, and eat foods prepared in different ways; and develop socially acceptable eating behavior and adaptability to various meal situations —family-style meals, snacks, restaurants, and picnics (1980: 204).

Streets (1982) believes that a good nutrition education program relates to all academic areas:

1. language - vocabulary of foods and cooking terms.
2. math - counting, measuring, dividing food equally among people.
3. science - relationship of diet to health.
4. social studies - foods of different cultures, professionals involved in producing food.

Another important area of curriculum might be nature. Ellen White, a co-founder of the Seventh-day Adventist church, emphasized its importance:

To the little child, not yet capable of learning from the printed page or of being introduced to the routine of the schoolroom, nature presents an unfailing source of instruction and delight...

So far as possible, let the child from his earlier years be placed where this wonderful lesson book shall be open before him (White, 1903:100-101).

Grouping

Grouping is an attempt to aid individual development in a group setting. Whatever the grouping practices chosen, they must be consistent with the program's philosophy (Decker and Decker, 1980).

Stevens and King (1976) divide groups into three types:

1. Age - This is a very common type of grouping, in which all three-year-olds are together, all four-year-olds together, and all five-year-olds are together.
2. Ability - Groups are sometimes formed on the basis of the
children's performance on diagnostic tests, or their performance in particular types of tasks or subject matter areas. The rationale for this type of grouping is that the teacher can more effectively instruct the students when the range of abilities is narrower.

3. Family – Family grouping places children of different ages together. There are several advantages to this type of grouping. Often peer teaching takes place among the students. Another advantage is the role modeling on the part of the young children.

Nongraded grouping is a plan that enables children to progress at their own rates in the sequential curriculum (Goodlad and Anderson, 1963). The nongraded approach uses multi-age or "family-type" groupings (Decker and Decker, 1980).

According to Spodek (1970), family grouping is grouping by criteria, rather than age. I.Q. scores or other achievement tests may be used as a means of grouping. Spodek believes that non-grading can help the very bright and the very dull find a better place in the system, which results in less pressure to both the child and the system. Because children of similar ages are not necessarily at the same level of achievement, nongraded approaches have been used especially at the pre-primary and primary levels (Decker and Decker, 1980).

According to Decker and Decker (1980), ability grouping is really achievement-level grouping. It is not commonly practiced as there are several problems:

1. Even with the grouping, there is still a range of abilities.
2. Grouping may be associated with lower achievement scores on
the part of slower students.

3. The quality of instruction may be inferior in lower groups.

4. Children are likely to remain in the same ability group to which they are originally assigned.

5. Slower learners may feel a stigma.

Decker and Decker (1980) divide grouping into both vertical and horizontal planes. Vertical grouping is concerned with how children progress from year to year, in either a graded or nongraded approach. Horizontal grouping is concerned with how children are assigned to instructional groups.

In self-contained grouping, the children are under the direction of one teacher, who may have an assistant or aide. This is the most frequently used plan in early childhood programs in public school and small private programs.

Departmentalized programs are not common to early childhood programs. Variations are sometimes used with special assistants for special subjects such as physical education, music, art, and foreign languages.

In team teaching, two or more teachers are responsible for a group of children. The teachers plan together, correlate their teaching, while each teacher has certain responsibilities in the program. This is not a common practice.

Individualized grouping is the most widely discussed grouping approach. Computer-assisted and programmed instruction techniques are used, but this type of instruction is not common in early childhood education (Decker and Decker, 1980).
There is no way to influence the policies of a preschool without controlling the budget.

Budget is policy. All our dreams and aspirations for what we want to accomplish for children, for families, for staff, and for the community are expressed in the budget in the language of money. Every line item in the budget is a policy decision which directly determines what the program will be. Whoever makes the budget makes the policy decisions (Morgan, 1982:13).

Planning for the future must therefore be done by those responsible for future policy—the owner, director, and the board. An accountant does not plan for the future, but rather keeps track of how things were managed in the past (Morgan, 1982).

In a new program, the individual or group of people taking responsibility for getting the program into operation will work out two different budgets. This is important to insure the feasibility of starting up the program. These two budgets are the annual operating budget and the start-up budget (Morgan, 1982).

The start-up budget includes all the costs of getting started: getting the building ready, planning, staff recruitment and training, the period of under-utilization, and the working capital which pays for these items before the income starts (Morgan, 1982). The start-up costs would inflate the first-year budget beyond feasibility so they are not included in the operating budget. The annual operating budget lists all the items on which money will be spent once the program is operating at full capacity.

All budgets have two sides. The income side lists all money coming in, and the expenditure side lists all money going out. These two sides must balance (Morgan, 1982).

The greatest income for a privately funded center is parent fees.
In the western United States in 1983, the average weekly fee was:

- $59 - one-year-olds
- $50 - two-year-olds
- $47 - four-year-olds
- $30 - seven-year-olds (after school)

(Kagen and Neugebauer, 1983).

Neugebauer (1979) cautioned that a common mistake is to project income by multiplying weekly fees by the number of spaces available by the number of weeks the program is open. This projects the maximum potential, but it does not take into consideration the utilization rate. Neugebauer suggests that a new center should plan on a maximum of 75% capacity.

Morgan (1982) suggests that a new program may operate at 80%, while a well-run established center operates above 90%. It is not possible to operate at 100% enrollment unless the center over-enrolls.

The use of a waiting list acts as a pool from which to fill spaces without a loss of time in recruitment of new children. Waiting lists are also useful in order to document a need for expanded services (Morgan, 1982).

The Child Care Information Exchange in its article "Money Management Tools--Fee Collection Procedures" (Jan., 1980) listed the following procedures as effective in preventing fee delinquencies.

1. Develop specific fee policies and publicize them to the parents at the time of enrollment.

2. Don't let parents get far behind. Quickly implement collection procedures when payments are overdue.

3. Collect fees in advance. This gives the center the option of
not providing service until it is paid for.

4. Deal with family financial crises in advance. This may be done by temporarily lowering fees, deferring payments for a short period, or by providing private financing and/or credit counseling. Stress to the parents that they must make the center aware of problems immediately.

5. Collect an enrollment deposit which can be applied against unpaid fees when necessary.

6. Raise all fees by a small amount and offer a reduced rate for those paying on time or in advance. A variation is to charge a small ($5/week typical) amount as a late payment penalty.

7. Negotiate payment plans. If overdue payments reach a substantial amount, work out a reasonable repayment plan. Get it in writing if possible.

8. Consider a credit card system. The bank charges centers about 5% of the fees collected. Centers are paid in cash by the bank, and payment collection then becomes the responsibility of the bank.

9. Minimize "bounced" check losses by depositing checks on the same day they are received. When checks are returned for insufficient funds, notify parents before redepositing them.

10. Stop providing care. This seldom needs to be implemented. The mere threat is usually enough.

11. Have parents sign a promissory note. This may collect interest; it fixes the amount owed, and makes future legal action easier.

12. Act quickly. Sometimes parents plan not to pay. They may be
planning to move out of town, or in some cases they transfer children from center to center. Center directors may find it necessary to exchange names of parents who practice this with other community directors.

13. Sue in small claims court. The court has no means of enforcing decisions, but assets can be attached by the local sheriff. The center must be able to provide the name of the debtor's bank and account numbers.

The greatest expenditure in the budget is for personnel. The average hourly wages in the west in 1983 were:

$8.51 - center director

$5.88 - experienced caregivers

$4.12 - entry level caregivers (Kagen and Neugebauer, 1983).

All employees except executive, administrative, and professional employees (including certified teachers) who work more than 40 hours in one week, must be paid overtime. In order for teachers to be exempt from the requirement, they must be certified and spend at least 80% of their time teaching. Teachers' aides are not exempt from overtime and minimum wage requirements.

Preschools must pay at least minimum wages if the school has two employees, and if the school is engaged in interstate commerce. Almost all schools are, because they purchase supplies and equipment produced out-of-state.

Centers which have failed to pay the minimum wage or overtime may be required to retroactively reimburse employees for up to a two-year period, except where the violation is willful, and then the statute of limitations is for three years (Fox, 1980).
Neugebauer (1979) recommends preparing a monthly status report. This report has all income and expense line items from the budget listed vertically on the left-hand side, followed by three columns of figures. The first is headed "Actual Activity to Date," and is the total of all income or expenses incurred for each budget item as of the closing date.

The second is the "Projected Activity to Date." This column is a cumulative amount the center had planned in the budget to have received or expended as of the closing date. Each budget item is divided by twelve to arrive at a monthly figure. Then multiply by the number of months that have passed in the fiscal year.

The third column is the "Percent of Target Achieved." This is the percentage of the projected amount that the center actually received or expended for each budget item.

When using this method of checking on the current status of the budget, there are several points to check. A balance can be obtained by subtracting the total expenses from the total income. If a problem is found, trace its cause by reviewing the percent column. Find the income items significantly below 100%, and the expense items significantly above 100%.

Neugebauer (1979) suggests that money can be safeguarded by several practices. All income should be documented with duplicate copies of prenumbered receipts. All expenditures should be made with prenumbered checks, and a file should be maintained with back-up invoices, receipts, or explanations. Check-writing functions should be separated from bookkeeping and checkbook-balancing functions. Two signatures should be required on all large purchases, with the limit being estab-
lished by the board. Two signatures should also be required on all withdrawals from savings accounts. The board should regularly review monthly status reports and seek explanations for expense items which exceed budget amounts.

Neugebauer (1979) cautions against making the mistake of cutting costs in ineffective ways. Analyze the saving potential of each budget item. List the annual amount allotted for each line item. Calculate the percentage that each line item would have to be cut in order to save the needed amount per year. This will identify areas where significant cuts can be made without having a dramatic negative effect on the program.

Before engaging in a fund-raising project, a center should do a cash benefit analysis. Estimate the maximum amount of money the project could yield, after the expenses. Estimate the number of hours required to carry out the project. Divide the dollars by the hours. If the resultant gain is less than $10 per hour, it probably is not worth the effort (Neugebauer, 1979).

As Morgan (1982) points out, child care programs are expensive. Large centers, though, are able to spread the administration costs over large numbers of children, and therefore have a better chance of surviving the economic crunch. They have a greater profit potential, even with identical costs per child (Reddy and Lankford, 1982).

Regulations

Before a program is planned, it is essential to determine the need of the community. A needs analysis survey should be conducted, which will determine if a need exists for the type of program that is being planned.
Every early childhood facility must first meet local and state regulations before a license is granted. Written approval from the fire and health departments is also mandatory (Lombardo and Lombardo, 1983).

"Regulations are the rules, directives, statutes, and standards that prescribe, direct, limit, and govern early childhood programs" (Decker and Decker, 1980:53). The primary regulatory agencies which most directly determine the nature of programs for young children are state licensing agents, departments of public welfare, and departments of education (Stevens and King, 1976). Local municipalities are generally responsible for enforcing regulations governing property use and zoning laws. Zoning restrictions are planned to protect the entire community (Lombardo and Lombardo, 1983).

Some of the regulatory procedures unique to private programs are licensing, registering, and incorporating. They insure that minimum standards for child care programs, which are not funded by, and therefore not regulated by, federal or state agencies or public schools, are set (Decker and Decker, 1980).

Regulations governing programs for young children grew out of a need to protect children from the abuses of the late 1880's and 1900's. Inadequate nutrition, facilities, and sanitation was a problem. Regulations today extend beyond safety and physical care to the actual program for children, and for staff qualifications (Lombardo and Lombardo, 1983).

Each state develops its own licensing, registration, and incorporation procedures, and determines what agency or department by which these procedures will be regulated (Decker and Decker, 1980). The regulatory agency in California is the State of California, Health and

Regulations governing day-care centers differ widely from state to state. However, two features are common to all of them (Decker and Decker, 1980).

1. The licensing regulations are specific in areas pertaining to the physical health and safety of the children, and they are more general in the area of program content.

2. The licensing regulations in most states cover:
   A. licensing law and procedures
   B. organization
   C. administration
   D. staffing
   E. plant and equipment
   F. health and safety
   G. program

It is important that the staff-child ratio be low enough to provide adequate care for each child. Many states have regulations concerning the staff-child ratio (Lombardo and Lombardo, 1983).

Staffing

A qualified staff of professionals and paraprofessionals is important to the day-to-day operations of an early childhood program (Lombardo and Lombardo, 1983). The atmosphere and quality of the child care program will be primarily dependent on the staff. It is the personality and skills of the director and staff that determine the quality of the care, the attention, and the training that will be given to each individual child (Kuzma, 1978).

In a study by Prescott (1964), she found that teachers with the
least amount of formal education are found in schools with the warmest atmospheres. Nearly one-third of the teachers in the warm schools had only a high school education or less. This was not true of the directors, though. She found that directors with college degrees did not administer a "cold" non-authoritative type of care.

The qualifications for a director and teachers should be based on more than education. Personality traits that will affect their influence, teaching methods, and their relationships with the children, staff, parents, and community should be considered (Kuzma, 1978).

Caldwell and Freyer (1982) reported on a National Day Care Survey study conducted in 1979. It revealed that child-related training and experience was more important than the number of years of formal education. Lead teachers with child-related training spent more time in social interactions with the children. The children were more cooperative and persistent in their work. The children made greater gains where the proportion of teachers having child-related education or training was higher.

According to Senn (1972), it is important that teachers know how to incite a deep interest in the children through both their teaching skills and personal relations with them.

A teacher's advantages may have been limited, so that he may not possess as high literary qualifications as might be desirable; yet if he has true insight into human nature; if he has a genuine love for his work, an appreciation of its magnitude, and a determination to improve; if he is willing to labor earnestly and perseveringly, he will comprehend the needs of his pupils, and, by his sympathetic, progressive spirit, will inspire them to follow as he seeks to lead them onward and upward (White, 1903:279).

The personnel selection is vital to the future of the program, and therefore a considerable amount of time and energy should be spent on
it (Barber, 1982).

The interview is the most complex of all selection techniques. A number of pitfalls may be encountered:

1. A center may try to assess too much. The interviewer should not try to assess more than six key qualifications from an interview. The most important qualifications should be the ones concentrated on.

2. A center may attempt to interview too many candidates. The more candidates interviewed, the harder it is to retain distinct impressions of each. No more than three interviews should be scheduled at one sitting.

3. Another pitfall is a failure to establish rapport. All candidates should be made to feel welcome upon arrival at the center, before the interview actually begins. The interview should start with non-threatening conversation or questions.

4. If a center has too many interviewers, it is hard to establish rapport and make the candidate feel comfortable.

5. Informal, unstructured interviews are usually highly inconsistent and susceptible to distortion and bias.

6. Some interviewers are swayed by general impressions and stereotypes. Interviewers are swayed more by negative information than by positive information. The earlier in the interview the negative information is revealed, the greater is the negative impact. The interviewer should concentrate on gathering information about the candidate's qualifications.

7. A failure to record information immediately after the interview can result in 85% of what was said forgotten by the next
day. The interview should either be taped (inform the candidate of such), or notes should be discreetly taken. Reactions should be recorded immediately after the interview.

8. Asking discriminatory questions is against the law. These would include questions on race, religion, age, sex, marital status, arrest record, handicaps, or national origin.

9. A final pitfall to avoid is a failure to sell the organization to the candidate. All candidates should be treated warmly and professionally. A well-structured interview shows the candidate that it is a professional organization and that the job is taken seriously (Neugebauer, 1982).

Leak (1982) outlines a procedure which she adopted in selecting candidates on a non-verbal or non-written basis. This process has seven components.

The first component was a review of resumes to check on the candidates' education and experience. They gave the benefit of the doubt in things that went beyond normal degrees in early childhood education.

The second component was a personal interview by one staff member for 20-30 minutes. Each candidate was asked the same questions.

In the third component the candidates were instructed to build anything they wanted and to take as long as they wanted, using a set of preschool building blocks. A picture of the structure was taken when they were through, and candidates were asked to put the blocks away.

During the fourth part of the selection process, the candidates were asked to respond to five cartoons which focused on early childhood settings. These cartoons were selected in order to get an idea of the candidates' feelings about working with young children in a group
setting, and to determine the candidates' priorities.

In the fifth component, the candidates were given 15 open-ended statements and asked to complete them in their own terms. They included statements such as, "A child feels unhappy when . . . .", "Teachers need . . . .", and "Children are wonderful, but . . . ." (Leak, 1982: 3).

The sixth component was a list of autobiographical questions the candidates answered. Some examples are:

1. What were you like as a child?
2. Give a picture of your family life as a child.
3. What were the meaningful relationships of your childhood?

In the seventh component, the candidates were asked to design a room floor plan for 15 four-year-olds. They were also asked to name the three most important items they would want in the room.

There were no right or wrong responses to any of the items of the assessment procedure. Before administering the test, the committee identified the range of responses they would look for in philosophy and attitudes. In evaluating the candidates' responses, they looked for those closest to the identified responses.

The committee never zeroed in on one thing in their overall evaluations, but they looked at the total picture. There turned out to be a high degree of consistency between the various techniques.

They found that very often candidates with little formal training out-performed those with degrees in early childhood education (Leak, 1982).

Investigation of references may also be central to the quality of the hiring process, and thus essential to the quality of the program. Information sought from references should parallel that sought through
interviews. Information sought through references should be specific and assertive. The interview committee needs to decide how references will be used, the format, the categories of recommenders, the source of requests, and the timing.

At different times in the hiring process, the references have different values. If references are requested of all applicants, they tend to be very broad, general, and must be used only as an introduction to the candidate. The most opportune time to get references is when the applicants are being narrowed to semi-finalists for interviewing. If the references are obtained only on the finalists selected for interviewing, valuable information can be gathered to use in the interviews.

If the references are not requested until after the interview, it provides an opportunity to request elaboration on aspects of the interview, but it is harder to remain objective after meeting the candidate (Barber, 1982).

Barber (1982) also feels that the most thorough method of gaining information from references is through telephone conversations. She feels the telephone has several advantages. The committee can define the information sought and monitor the quality of the responses. New and relevant information may be communicated. References may feel more comfortable (and safer) giving information verbally. Another big advantage is that telephone calls save time.

Barber (1982) admits there are disadvantages to using the telephone for obtaining references. It can be expensive if it involves long-distance calling during the day. It may be difficult to reach the person, and s/he may feel offended by pressure to be specific and
honest.

Using letters of reference also has some weaknesses. They may lack specific relevant information. They may vary in the kind and quality of information from one candidate to another. There may be a lack of objective confidential information. The amount of time necessary for the correspondence may also be a problem.

In order for references to be completely valid, all candidates must be treated equally with similar information requested for each. The applicants should be informed of the process used for gathering information from references (Barber, 1982).

Observation is a frequently used method of staff selection. "Observing Teaching Candidates in Action", Sept/Oct, 1982, made some suggestions for effective use of this technique. Only about the top two to five candidates selected from interviews should be scheduled for observation. It is quite time-consuming, and may be disruptive to the flow of activities.

Candidates should be made to feel relaxed and comfortable. They should be told what to expect. A "warm-up" period of about 30 minutes should be allowed.

Candidates may be asked to plan for a 20-40 minute activity with the children. Every opportunity should be given them to do their best. Only if it is properly prepared for, can the observation provide a reasonably reliable method of forecasting a candidate's performance. The preparation should be based on what is hoped to be learned about the candidates in the observations.

A form should be printed up with a list of qualifications and indicators in check-list form. There are several areas to look at: phy-
ysical appearance and personal attitudes, interaction skills, direction and control of the children, and teaching skills. Identify only about six traits or qualifications that are most critical to the accomplishment of center goals. If too many traits are assessed, attention will be dispersed in too many directions to be effective.

The time of day during which observations are scheduled is critical. The activities during that time must be considered. Observations should last from two to four hours. Shorter periods are not enough time to allow the candidates to become comfortable and able to perform to the best of their ability.

For valid comparisons to be made, all candidates for a single position should be observed by the same people. Candidates for a single position should be scheduled in the same week, so the first aren't forgotten by the time of the last. Candidates should be assigned to work with the teachers they actually would be working with if hired; that way current teachers can assess if they are comfortable working with the candidates.

When the observation period is over, there should be a definite closure, with instruction given to the candidate concerning returning to the director. The director might wish, at this time, to ask the candidate for any reactions to the experience.

As soon as possible after the candidate leaves the director should record her reactions. All observers should meet together in a short time to share their assessments. The list of traits and indicators should be reviewed.

The use of the observation technique can't guarantee to eliminate all mistakes. A common practice is to put the new teacher on a three-
month probationary status.

Because so much of the quality of the child care center is dependent on the staff, selection can not be the end of the director's role in staff involvement, but rather it is only the beginning. "Staff Training--Keys to Effective Staff Development" (1983) had some suggestions regarding teacher training after hiring.

Teacher training or "inservice" must be treated as a high priority. One way to do this is to schedule professional development days during which the center is closed; staff members spend the time in complete attention to training. This involves the cooperation of the parents. If it is explained to the parents, upon enrollment, that staff development is taken seriously because it improves the performance and quality of the care, parents usually do not object. Parents should be informed of the dates of professional days enough in advance that they have time to make arrangements for child care.

Another suggestion is to provide incentives to the teachers for training. Specific salary increases can be offered for those completing approved training programs. Career ladder opportunities can be established within a center, along with steps necessary to be eligible for advancement.

Staff members are more likely to perform at the peak of their potential if they feel happy in their work. One way of helping to alleviate stress and dissatisfaction at work is formulating a grievance procedure. It establishes a guide with specific actions and a line of authority to follow in finding resolutions to disagreements. It is part of a personnel policy.

According to the Child Care Staff Education Project (1982),
grievance procedures only work if there are good communications, complete job descriptions, and strong personnel policies. There must also be no reason to fear that retaliatory actions would be taken against one who initiated its utilization. It usually works best, but is more time consuming, to have representation from all aspects and levels of the center involved in the writing procedure.

Grievance procedures can vary from complex to simple, but they should fit the needs of the center and be clearly understandable by all staff members. If the center has an administration other than its own board, then their policies must be considered in the center grievance procedure.

Informal grievance procedures are practiced on a daily basis in gripe sessions, staff meetings, and teacher problem-solving. These informal procedures are important, but sometimes something more formal is needed in certain types of conflicts.

A formal grievance procedure includes several things. It specifies who can initiate a formal complaint, and whether it is to be initiated verbally, in written form, individually, or in groups. It also clearly stipulates the chain of command. An effective procedure must include a time line for responses, and how the resolution will take place, i.e. in written form, by committee meeting, a change in policy.

A grievance procedure provides clarity and order necessary to a smooth-running program. Teachers indicate they feel protected, knowing there is a way to work out problems and take care of complaints (Child Care Staff Education Project, 1982).

Another means of improving staff satisfaction might be having staff participation on the board of directors. This works better in
centers where this policy is an outgrowth of philosophy, rather than a means of alleviating existing problems. If the philosophy is such that the parents and staff are working together initially, then the staff's input is not perceived as in conflict with the board.

If the staff fights for a voting position on the board, then the staff and board usually don't work comfortably together. There is mistrust on both sides, and the policy is viewed as a concession to the staff by board members.

In most centers, teacher's efforts on the board have been directed toward improving the program, more than toward promoting the financial interests of teachers. The staff appears to be more committed to carrying out decisions if they are involved in the decision-making process.

There appear to be few conflict of interest problems in schools which have adopted policies which place staff members on the board. Some have adopted policies that prevent staff from voting on policies which affect them as individuals. Most have no conflict of interest policies--they feel it is of no more conflict of interest for teachers to vote on salaries and benefits than for parents to vote on fees.

There are several methods of electing staff to the board. In most centers, staff vote among themselves to elect members to the board. In some centers staff rotate on a set schedule. In one center, election was sought by staff the same as for all other members of the corporation—which would not guarantee staff members on the board.

Staff participation on the board does not solve all the problems. It does not necessarily even improve communications. Some type of process whereby teachers on the board convey news about the board to the teachers is necessary. It is also necessary for the teachers on
the board to survey the other teachers as to their positions on board issues ("Staff Members on the Board of Directors--Centers' Experiences", Sept, 1979).

Parent-Staff Relations

The interest in parent-teacher relationships and the realization of the vital part they play in the education of young children has been a matter of gradual development since the middle 1800's. When kindergarten programs began to be established, the importance of the classroom teacher's knowing the child's home and parents, particularly the mother, was emphasized (Stout and Langdon, 1958).

Stout and Langdon (1958) gave several reasons for good parent-teacher relations. The teacher's understanding of the child increases as the teachers and parents get better acquainted. The parents understand the child better as they learn about how the child relates in different situations at school. Frequently the school procedures, rules, and requests affect family life, and frequently home conditions affect school life. Parental support makes teaching more effective.

Teachers should understand that it is the adults in the home who stimulate the child's intellectual development and who determine the basic preparations of the child for learning in school (Bloom, 1981). While the teachers need the parents in order to understand better how to foster the child's development, parents need the teachers to learn what experiences the child is having away from home, and how the parents' role in the child's life can be strengthened (Kuzma, 1978).

In most states, teachers are recognized as standing in the place of parents or guardians to the pupils. Teachers must know what parents want in order to appropriately assume this role (Decker and Decker,
Different types of objectives for early childhood education emerge from parents. Women liberationists seek no sex-role stereotyping. Ethnic minority groups want to see ethnic values emphasized. A greater continuity between the home and day-care is achieved by considering parental values (Stevens and King, 1976). The home and parents need to be known from the inception of a program, as the nature of the population or community served influences the objectives (Stevens and King, 1976).

Handler (1973) reported a study in which 100 parents of children currently enrolled in day care centers in the midwest were interviewed regarding their expectations of the center. The great majority expected custodial care, followed by socialization. Stimulation was a poor third, followed by information and therapy.

The minority expected a service geared to meet the needs of the children with an emphasis on education and stimulation. Most of the reasons given for using a day-care service were parent-related, rather than child-oriented. The interactions between the parents and teachers were frequent, but superficial, and did not foster meaningful participation of the parents in decision-making.

Kuzma (1978) suggests that parents should have a voice in the program of the school, and that the best way to do this is through an active parent representative on the board of directors. This individual should be selected by the parents, and should periodically survey the parents to assess their feelings and the desires they have about the program.

In contrast to this view, Caldwell and Freyer (1982) report the
results of a study done by Shapiro in 1979. Shapiro studied 15 day-care centers in New York City. The results indicated that the highest degree of child centeredness was in centers with the least amount of parental involvement. It appears that where parents shape the policy, the programs are more adult-centered. Thus, there may be dangers associated with too much parental impact.

Shapiro's study also indicated that the degree to which parents dominated the board was not necessarily a good indication of parental influence. Sometimes all-parent boards left major decisions to the director or staff.

Another means for parents to communicate desires and feelings is a parent organization. According to Stout and Langdon, "Every parent group contains a wealth of help, and strong working relationships bring these riches to the surface" (1958:16). They suggest several ways parents may become involved. They may have books to lend to the children's (or a parents') library. They may bring collections to share with the children. Many play musical instruments or have other miscellaneous hobbies or skills they might share.

Johnston (1982) suggests that a nucleus of motivated parents can be a tremendous resource in involving parents who are reluctant to be active. Interaction among parents is often less threatening than a parent-to-teacher approach.

Teachers and children often form a dyad, leaving the parents on the periphery. This may cause the parents to become either defensive or apathetic. In turn, educators may respond to the parent's behavior with disdain, and find it hard to be warm, open, candid, and objective in communicating with the parents (Johnston, 1982).
"The teacher's work should supplement that of the parents, but is not to take its place. In all that concerns the well-being of the child, it should be the effort of parents and teachers to cooperate" (White, 1954:319).

Parents and early childhood educators exert vital influences on young children's development even though they function in different social contexts. In order to best serve young children responsibly, parents and teachers must build a partnership on the bedrock of mutual respect, understanding of each other's perspective, and awareness of the far-reaching influence that partnership is likely to exert on the well-being of everyone involved (Johnston, 1982:47).

Johnston (1982) believes that early childhood educators should recognize, encourage, and support the primary attachment between parents and children. She sees the home as the secure base from which children reach out, touch, explore and experiment to expand the different aspects of their worlds.

Johnston (1982) believes that the transition from home to school is easier for children when parents and teachers understand, respect, and work with each other. Parents and teachers can strengthen their partnership by helping each other's sense of competence. She believes that even competent parents and teachers need feedback which shows they are doing a good job. They especially need positive feedback because their hours are long, the stress is great, and the financial rewards are limited.

Stout and Langdon (1958) suggest that there are a variety of ways to communicate with parents. Group meetings, individual interviews/home visits, informal notes, and classroom newsletters are some suggestions. They feel that parents have a right to know what is going on at school, and teachers should find out what kinds of things parents want to know.
Morgan (1982) believes that good communication may begin before the child is admitted to the program. Waiting lists are seen as valuable to parents. Their existence implies that the program will be fair in admitting children. The director needs to be sure the policy on acceptance is fair to everybody. The important criterion for waiting list is the time of application. If there are other priorities, they should be written down.

Kuzma (1978) believes that many problems can be avoided by requiring both parents to attend an orientation meeting before the child attends the center. The requirement for both parents would have to be waived for single-parent families. This orientation may be a group meeting or for the individual family. The agenda for this meeting should make the parents aware of the school's responsibility to the child, and of the parents' responsibility to the program.

According to Stevens and King (1976), good communication begins when the parent learns about the program. The following information should be communicated:

1. costs
2. hours of operation
3. transportation policies
4. health requirements
5. emergency phone numbers
6. admission policies
7. additional services offered—i.e. lunches, snacks.

Mozelle Core (1982) believes that communication is enhanced by parents signing in the child when they bring him. Parents can supply information such as:
1. Who brought the child?
2. Will the same person pick him up?
3. Has anything physically or emotionally upsetting happened to the child?
4. Would the parent like to talk to a staff member? When?

Johnston (1982) believes that dropping off and picking up time provides opportunities for informal meetings with parents. Teachers should be available to all parents coming in.

Johnston (1982) suggests that there are a variety of other means of communication. She believes that a parent's bulletin board, conveniently and conspicuously located, may provide a brief overview of daily activities, give announcements, and act as a message center between teachers and parents, or between parents and parents.

Newsletters can present a variety of information to parents. They can report curriculum activities, school lunch menus, school closings, and other related information. It is also an opportunity to share specific suggestions for learning experiences that parents might follow at home, and parent-education information. Johnston suggests that newsletter articles should be readable, brief, practical, and give specific suggestions.

Phone calls are another method of providing personal contact time, according to Johnston (1982). This is especially true in a time of illness, a birth in the family, or another family crisis. Indications of concern help the parents to reach out, ask for assistance, or share a concern with the early childhood educators.

Johnston (1982) believes that parent-meetings, either educational or social, are another way of communicating with parents. A parent a-
sociation may take charge of these meetings.

Even though parents and teachers, ideally, will form good working relations, problems may come up. According to Kuzma (1978), directors should be aware that situations may arise in which not every teacher and child will like each other. Sometimes personality conflicts and clashes occur. A parent may request that a child be moved to another room because he doesn't like the teacher. If this is at all possible, the director should honor the request.

Prescott (1964) found that there was no apparent significant difference in the amount of parent-teacher contact by socio-economic status. Parents of children in authoritative schools discussed routine matters, such as eating and sleeping, while large numbers of parents of children in non-authoritative schools discussed other matters.

In her study Prescott (1964) found there were marked differences in disciplinary practices between parents and teachers. Parents reported the use of more punitive than objective methods; teachers reported the opposite. Teachers had a much higher degree of consistency in enforcement.

Generally Prescott found that teachers were more demanding in areas of behavior which were important for order and smooth functioning of routine. Teachers also had higher standards for neatness, table manners, noise, and care of property. Parents had higher standards in areas of behavior with moral connotations, such as use of bad words, aggression towards adults, and sex role behavior.

In Prescott's study (1964), the children most likely to encounter differences in behavior expectation at day-care were those in the lowest socio-economic groups, particularly Mexican-Americans. These low
SES children found higher standards for neatness, table behavior, care of property, and demands to eat certain types of foods. These children found the teachers more permissive with regards to modesty, doll-play for boys, aggression, and self-assertion. Prescott (1964) found that non-profit, private schools appear to be more permissive in every area than public or private schools.

In Prescott's survey (1964) 95% of the parents said they had never corrected their child for something the child said was permitted at school. Only 46% of the teachers reported this had never occurred. They handled it by suggesting that the child could act one way at school, and another at home. Discrepancies were not perceived as a major problem by either parents or teachers.

Johnston (1982) believes that an open-door policy facilitates communication. There are several ways preschool programs can handle visitors. Some may allow visitors to walk in anytime. Others may list specific hours for visiting. Some programs may prefer that parents only come during free play periods or lunch time. Others involve the parents in the program by having them share information with the children.

In her study, Prescott (1964) found that directors in "warm" schools appeared to encourage more visiting than directors in "cold" schools. Directors in private schools with high socio-economic status children encourage more visiting, and find it less of a problem than directors in schools where children are from a lower socio-economic status. Prescott (1964) also found that almost all directors reported better results in getting newly-enrolled children to accept the center if they placed some definite limitations on the presence of parents.
Powell (1978) collected data on parent-staff communications by interviewing 212 parents and 89 caregivers, which was half the parent population and all caregivers who worked 20 hours or more per week in 12 centers. He measured the frequency of communication, the diversity of topics, the systems of communication, attitudes towards communication, and mode preferences. He found that the highest frequency of communication occurred at transition points. One-third of the parents did not communicate with a particular staff person consistently. The child was the primary source of information about the center for more than one-third of the parents. The most discussed topic was what the child's day at the center had been like.

Powell (1978) found that the director was the most-sought person as far as frequency and diversity of topics were concerned. He also found that the caregivers were less satisfied than the parents with the present level of communication.

In Powell's study (1978), most parents viewed the staff as being open to discussion of the child's activities at the center. They felt markedly less comfortable in discussing parent-initiated topics with staff members.

It appeared that the parent's communication frequencies was related to the consistency of the parent contact with a specific caregiver. Communication became more positive as the frequency of communication increased. As the frequency increased, topics related to children and those relating to parents and family became more related.

**Scheduling and Planning Activities**

Planning daily activities begins with the development of a philosophy. Specific objectives are then formulated in keeping with the
philosophy. Planning and scheduling must be based on answers to three philosophical questions (Decker and Decker, 1980):

1. What do you want the children to learn in each area of development?
2. How do you want the children to learn the prescribed skills, information, values, and attitudes?
3. What will you use for an assessment to see if the child has learned each prescribed skill?

The decisions made about scheduling greatly influence the children's feelings of security, the accomplishment of objectives, and staff effectiveness. Scheduling involves planning the length of the session, the timing, and arranging the activities during each session.

Early childhood programs must provide an atmosphere conducive to the development of the children. Psychomotor, cognitive, and affective domains must be considered. The extent to which the program plans for any of these aspects of development depends in part on stated purposes and on the number of hours per week that the children are participating in the program (Lombardo and Lombardo, 1983).

There are several things to consider in deciding whether the program will be half-day or full-day. Four advantages of half-day sessions, as given by Decker and Decker (1980) are:

1. Children don't get as tired.
2. No provision needs to be made for lunch or rest.
3. It gives young children the opportunity to be with their parents part of the day.
4. The staff has more time for planning, evaluating, and working with parents (unless there are two half-day sessions), which
helps prevent burnout.

They also listed several advantages of a full-day program:

1. There are fewer transportation problems.
2. There are longer blocks of time for lengthy activities.
3. There is more time for academic experience and more time for play.
4. The staff get to know the children better.
5. There is more opportunity for staff influence.

Good schedules have certain characteristics. They begin with a friendly, informal greeting to each child. The children's physical needs (eating, toileting, resting, physical activity) are taken care of at regular intervals. There should be a balance between physical activity and rest. The schedule should fit the philosophy of the program and meet the needs of the children individually and as a group. The day should end with an evaluation of activities, straightening up, a hint about the activities in the next session, and a farewell (Decker and Decker, 1980).

Interest centers are a common means of giving children an opportunity to development. Types of interest centers might be:

1. Dramatic play
2. Library
3. Science
4. Art
5. Music
6. Language

Planning activities in any interest center must begin with specific objectives (Decker and Decker, 1980). Activity centers, in order
to be effective, must have the room organized around them. They must not have to compete with conventional rows or groupings of desks (Spodek, 1970).

Many early childhood education programs use combinations of interest centers and learning episodes. Programs for younger children and/or nonstructured programs place more emphasis on free activity in interest centers than on learning episodes.

Any form of direct teaching involving one child, a small group of children, or the whole class is a learning episode. Several purposes may be served through the use of learning episodes. Teachers do not have to wait to take advantage of the children's spontaneous activities. It may be easier for inexperienced teachers to become familiar with a concept in a learning episode, rather than in a spontaneous learning situation. Learning episodes can be used to introduce something new and to evaluate progress. They can also be used to determine the appropriateness of equipment and materials (Decker and Decker, 1980).

Health and Safety

Day care centers and preschool programs have a great impact on the health of the child. There are several reasons for this. Because the children are involved in close physical interactions with others, the vulnerability to infectious diseases is very high. Toileting, meal and snack services, shared object handling, touching, lap sitting, and the use of moist art materials and water play all contribute to the spread of infections.

According to Aronson (1983a), infectious diseases result from the interplay of three components: host (child or adult), environment, and
the infectious disease agent. In order to stop the spread of disease, at least one of these components must be altered.

The two most common infectious diseases which bring children to physician's offices are respiratory and gastrointestinal infections. Both have a wealth of measures to apply in day care to prevent disease.

Preventive measures useful in reducing the spread of respiratory illness are aimed at strengthening the resistance of the host, reducing the dose of the infectious disease agent to which the host is exposed, and improving the environment to make it more difficult for the infectious agent to reach the host.

There are several other types of infection which can be easily spread in a group setting. In order to prevent the spread of gastrointestinal diseases, strict sanitation must be practiced. Skin infections, such as impetigo, ringworm, scabies, and lice can be prevented by appropriate routine hygiene, avoiding contamination from known sources, through early and thorough cleansing of wounds, appropriate use of exclusion, and referral for treatment (Aronson, 1983a).

Because many children eat several meals every day at day-care center or in a preschool program, it is important that the nutrition program be well planned. Another reason for a good nutrition program is that nutrition habits are formed early in life (Decker and Decker, 1980). The nutrition program consists of more than food preparation, serving, and clean-up. It must provide for nutritionally adequate meals, which fill from one-half to two-thirds of the recommended daily allowances.

Decker and Decker (1980) believe that an important part of the nutrition program should be the exposure of the child to a wide variety
of foods, so the child will have the opportunity to develop a taste for many foods. Munsch (1983) believes that the most basic aim of the nutrition program is to match the child's needs for nutritious and appealing food with the adult's needs for economical and practical menus. No matter how healthy the food is, if the children refuse to eat it, it should be replaced with a more popular item.

Munsch (1983) recommends the use of cycle menus. This is a group of meals which repeats itself over a period of time. She suggests a two- or three-week cycle. Cycle menus reduce costs by saving on planning time, and insuring that each meal has been carefully chosen considering both nutrition and the budget.

All recipes should be standard. They should be broken down to figure the cost per portion. These should be refigured as food costs rise (Munsch, 1983).

Decker and Decker (1980) suggest several practices to follow in planning enjoyable meals and snacks:

1. Serve small portions and permit second helpings.
2. Serve tiny portions of an unpopular food, and more generous portions of a popular one.
3. Use special menus for holidays and birthdays.
4. Don't serve the same food on consecutive days.
5. Consider the ethnic backgrounds of the children.
6. Take advantage of the children's preferences as to how foods are prepared and served.
7. Provide a good physical and emotional climate at meal time. Do not hurry the children.

Another area of health and safety involves the prevention of
accidents. Gross motor play areas, especially playgrounds, are the site of the greatest incidence of injury day care (Aronson, 1983b).

Safety on the playground is a complex matter. No set of standards can prevent all accidents. There will be bruises, cuts, abrasions, and occasional fractures. Risk taking is an essential part of the growth process. We argue for playgrounds that are exciting, pose challenges, and allow creativity but that do not introduce features that are blatantly foreign to safety sense.... (Frost and Klein, 1979:98).

Frost and Klein (1979) suggest that the major tasks of playground personnel in respect to safety are selecting and/or developing criteria for selection and installation of equipment, and to provide regular maintenance and safety checks.

Aronson (1983b) states that 72% of playground injuries result from falls to a surface. There is a need to reduce the effect of the impact onto the underlying surface in order to control for injuries.

No play surfacing material is perfect. They all have drawbacks:
1. Sand becomes cohesive when wet, and it can be thrown in children's eyes.
2. Sand and pea gravel harbor and conceal insects, animal excrement, and trash.
3. Pine-bark mini-nuggets absorb moisture and compact, losing their cushioning properties. They also decompose, which provides for the growth of micro-organisms and bacteria.

The U.S. Consumer Product Safety Commission conducted an analysis of injuries related to playground equipment. They identified both human factors and equipment or layout design factors associated with injuries and playground equipment. Over 90% of all reported injuries are
attributable to the way the equipment is used or to one or more design characteristics of the equipment, rather than to a breakdown of the equipment itself.

The human factors involved in playground accidents include: pushing, shoving, dare-devil behavior, inattention, unanticipated use of the equipment, crowding, and the integration of different age levels on the same piece of equipment (Aronson, 1983b).

Indoor equipment can also cause accident or injury. Lombardo and Lombardo (1983) offer the following suggestions for maintaining a safe and healthy indoor environment:

1. Toys should have an overall diameter of at least one inch.
2. Broken toys, equipment, and materials should be either removed or repaired immediately.
3. Toys, equipment, and materials should be cleaned on a regular basis. The younger the children using them, the more frequently they should be cleaned.
4. Cribs, cots, and beds should not have any plastic coverings.
5. Toys that discharge projectiles (such as darts and arrows) should not be used.
6. Toys, equipment, and materials should not have any exposed nails, screws, or bolts.
7. Locks located on the door knob of inside doors should be removed. Latches that can only be reached by adults should be installed in their places.
8. All medicines, drugs, and cleaning fluids and related chemicals should be locked and stored in separate areas where children cannot reach them. The outside of each locked door should
be labeled and contain a typed or neatly printed inventory of the contents.

9. All inside doors should be made to open inward. All doors leading outside should be made to open outward.

10. Sliding glass doors and/or large windows should have colorful taped markings.

11. Hot running water where children have access should not be in excess of 43°C (110°F).

12. All hot water pipes need to be covered with a protective covering.

13. Electrical outlets should contain safety plugs. Plastic tape can be used to cover safety plugs as an added protection.

14. Handrails on stairs should be securely fastened.

15. Avoid the use of portable fans.

16. Shelves used by children should be of an appropriate height for children to reach without difficulty.

17. Each facility should have at least one telephone that all staff have access to in case of emergency.

18. Each telephone should have the name, telephone number, and address of each of the closest emergency contacts posted on or near:
   A. poison control center
   B. ambulance
   C. hospital
   D. police department
   E. fire department

In order to further insure an optimumly healthy atmosphere there
should be indoor rules stated in positive terms and posted. Some examples might be:

1. Only one person to a seat is allowed.
2. Walking is permitted indoors.
3. Work is to be put away when finished.
4. Climbing is only allowed on climbing equipment.
5. Only one person may use an eating dish or plate.
6. Only one person to a paper towel is permitted.
7. Only one person may use a cot.
8. Tell the person in charge when you get hurt or have any problems (Lombardo and Lombardo, 1983).

Day care centers and preschools may act to protect the child's health in other ways. A 1970 survey projected a nationwide total of two to four million physically battered children. More than 90% took place in the child's home (Bronfenbrenner, 1974b). Federal and state laws require day care centers, preschools, grade schools, medical institutions, doctors and individuals to report immediately cases of suspected or confirmed child abuse (Streets, 1982).

A child's ability to pay attention is affected by health or disease. Attention is a prerequisite to learning. Maintaining excellent health in children insures that they will have the energy and physical well-being essential to pursue their development to the fullest (Streets, 1982).

A health admission policy which states what information the parents must supply before a child is admitted to a program should include:

1. A statement concerning the maximum time lapse between the required health examination and the date of admission. It is usually from one month prior to entry to two weeks after entry.
2. A statement of the child's ability to participate in activi-
ties, special health needs, allergies, etc., signed by the child's physician.

3. Requirements concerning immunizations and a T.B. test.

4. A healthy history form.

5. An emergency information form, completed and signed by the parents.

6. A description of pupil accident insurance coverage (Decker and Decker, 1980).

"By collecting records of past immunizations and bringing children's immunization levels up to 100%, day care health programs can provide an invaluable preventative service" (Streets, 1982:137).

Consultation with parents as to health histories may show up many health and/or educationally relevant problems not apparent from a physical examination. Emotional and behavioral problems, learning disabilities, family health problems, and pertinent aspects of the home environment may be mentioned (Streets, 1982).

Medical consultation should be sought in developing health policies concerning:

1. Routine procedures for minor illnesses and accidents.


3. Procedures for serious accidents and illnesses.

Decker and Decker (1980) suggest that health policies should also include:

1. Procedures for conducting daily observations for symptoms of communicable diseases.

2. Procedures for notifying parents when communicable diseases have occurred.
Preschool and day care programs can provide screening programs which find and correct health problems before they reach severe levels. Staff should identify children's nutritional problems for such things as overweight, underweight, iron deficiency anemia, food allergies, and faulty food habits. Parents should be referred for proper medical and dental exams as needed (Decker and Decker, 1980).

Streets (1982) suggests that each child should be examined every six months to determine whether the child is hearing correctly and speaking at the age-appropriate developmental level. Both medical and educational personnel should be involved in this program.

Universal vision screening is highly desirable also, as two to six percent of young children have amblyopia ("lazy-eye blindness"), and an estimated five to 20 percent of preschoolers need eye care for various other reasons. Visual disorders can interfere seriously with learning (Streets, 1982).

Streets (1982) also suggests that every screening program should test for lead poisoning, since extreme cases, which lead to severe and irreversible mental retardation, are estimated to affect some 225,000 children in the United States every year. Significant emotional, perceptual, and learning disabilities have been correlated with high blood levels of lead existing in up to ten percent of all children ages one to five.

Facility and Equipment

The facility is one of the major areas of concern to regulatory agencies. They tend to require early childhood facilities to provide 30-60 square feet per child of indoor play space (wall to wall). This does not include offices, closets, storage rooms, utility rooms,
kitchens, bathrooms, and hallways. Regulations stipulate the minimum requirements and more is usually recommended (Lombardo and Lombardo, 1983). Foster and Rogers (1970) suggest that regardless of the number of children or length of the session, the activity room should be a minimum of 900 square feet of clear floor space.

It is not necessary to provide separate restrooms for boys and girls under school age. Low unlocked partitions may be provided between toilets. Toilets should be between ten and 13 inches from the floor. Lavatory bowls should vary in height from one and one-half to two feet (Decker and Decker, 1980).

According to Decker and Decker (1980), the philosophy and objectives of the program determines the housing. It is not good to adapt the program to the building; rather, the building should serve the purpose of the program.

Parents who bring their children to an early childhood program should be able to rely upon it to adequately accommodate the needs of the children. It should be safe from hazards, and be spacious enough to facilitate both quiet and active play. Equipment should be age-appropriate and in a good condition. There should be adequate toilets, water fountains, and sinks for staff and children. Heating, ventilation, and air conditioning should be adequate (Lombardo and Lombardo, 1983). Restricting the number of children will insure that each child has adequate space to explore. Decker and Decker (1980) suggest that there should be no hidden areas, as these are difficult to supervise.

Lombardo and Lombardo (1983) suggest that different types of indoor equipment may be arranged in areas:

1. active play - play tunnel, balance beam, etc.
2. quiet play - puzzles, games, books
3. visual and listening - audio players, piano, band instruments
4. manipulatives and art - painting materials, paper, scissors, clay
5. block building - hardwood, plastic, toy figures, assorted transportation toys
6. dramatic play and housekeeping - puppets, dolls, telephone, kitchen furniture, costumes
7. water and sand play - water/sand tables, art aprons, water and sand toys
8. sleep/nap - costs, sheets/blankets
9. snack/eating - tables, chairs, eating and drinking utensils, napkins, food trays, cooking utensils

According to Decker and Decker (1980), privacy can be provided and still allow for supervision by the use of dividers and storage cabinets no more than four feet high.

A teacher does not need a great number of extraordinary materials. Many so-called junk items hold a child's interest better than specially manufactured materials. However, there is always the danger of overstocking these materials and perhaps overstimulating children. An overabundance of materials is confusing and sometimes disconcerting to children (Lindberg and Swedlow, 1976:5).

Curtis (1971) believes that the following general items should be found in any schoolroom:

1. blocks - well-sanded wood, medium size. Optional--large, hollow blocks.
2. housekeeping units - stove, sink, refrigerator, small table and chairs, dishes and brooms. Dolls and bed, blankets, doll clothes, and dress-up clothes should be included.
3. open shelf bookcases - should hold cars, mini-people, puzzles, games, creative materials, books.
4. low tables and chairs - enough for every child.
5. motion toys - trucks, cars, trains, etc.
6. quiet space - for children who want to be alone for awhile.

Decker and Decker (1980) suggest the following purchasing guidelines:

1. Purchase equipment and materials that help meet program objectives.
2. Maintain a perpetual inventory and list of items needed.
3. Consider space available for use and storage.
4. Obtain items in the most economical way.
5. Don't overbuy consumables.
6. Purchase safe equipment and materials.
7. Select durable and maintenance-free equipment.
8. Choose equipment and materials that can be used in a variety of situations, that are suitable for individual differences.
9. Select equipment and materials that are aesthetic.
10. Choose equipment and materials that actively involve the child.

The outdoor facility is also very important to the total program. It should be safe, well-planned, and be large enough to prevent crowding. It provides an environment for alternatives to the indoor facility, dramatic and imaginary play, messy painting, and climbing, running, and digging (Lombardo and Lombardo, 1983).

The playground should be zoned to provide for the range and arrangement of equipment to be used. Frost and Klein (1979) suggest some major factors to take into account:
1. Complex multiple-function structures should be provided.

2. A sufficient variety of equipment in order to allow every form of play naturally engaged in by children should be provided.

3. Structures and loose equipment should be arranged to allow for the integration of play across two or more structures.

4. Play zones should be defined by functional and visual boundaries that allow the integration of zones.

5. Space should be arranged to allow and invite movement within zones, between zones, and between points of entry and exit.

Kritchevsky, Prescott, and Walling (1969) describe a means of determining if the play equipment provided is adequate for the number of children. The contents of all play space is divided into potential units and play spaces. A potential unit is empty space surrounded largely by a visual and/or tangible boundary. Potential units provide for great variety from day to day, and they provide flexibility for the staff.

Play units contain something to play with and they may or may not have visual and/or tangible boundaries. Much equipment needs to have some surrounding empty space in order to function effectively.

Play units can be classified in two major ways. Variety deals with the differences in the kind of activity in which they invite the children to participate. Complexity deals with the extent to which they contain potential for active manipulation and alteration by the children.

According to Kritchevsky et al., (1969), there are three types of play units according to complexity. The simple play unit has one obvious use, no sub-parts, and handles one child.
The complex play unit has sub-parts; it has two essentially different play materials which enable the child to manipulate and/or improvise. Simple play materials which encourage improvisation and/or have considerable unpredictability, such as art, books, and animals, are also considered complex. Complex play units are considered to accommodate four children.

A super-unit is a complex unit with one or more additional play materials. It has three or more play materials juxtaposed. A super-unit is considered to accommodate eight children.

When the total number of play spaces of a yard or room is determined, this sum can be divided by the number of children expected to use the space. This ratio gives the approximate number of play spaces available to each child at any given time (Kritchevsky et al., 1969).

Administration

The overall administration in the child care center includes everything necessary to plan and operate the entire program and to monitor its performance. Four broad areas need to be considered: planning, organization, supervision, and evaluation (Kuzma, 1978:71).

According to Cherry, Harkness, and Kuzma (1978), the director is primarily a manager for every area of the nursery school. This involves many responsibilities. There are many general responsibilities concerning regulations, policies, planning, scheduling, and supervising.

A major responsibility of the director deals with budgeting, purchasing, and analyzing fiscal affairs. The director is responsible for space and equipment—planning for it, maintaining it, and keeping an inventory. Staff responsibilities, such as job descriptions, recruiting and selecting, preparing hand-books, and assisting in plans and
procedures, are a large part of a director's job.

Enrollment encompasses interviewing parents, enrolling children, public relations and advertising. The director is also involved in parent orientation, parent education, and planning for and working with parent groups.

Health is a big concern of every director. S/he is involved in planning health programs, keeping health records, and has a referral system for special problems. Safety and the welfare of both children and staff is a major concern of the director, and s/he is involved in planning and implementing safety programs, conducting emergency drills, and planning and implementing activities to teach safety.

The food management program is part of the director's responsibility. S/he must see that state and local regulations are adhered to, plan and implement a sound nutritional program, communicate with parents regarding menus, provide an appropriate setting for serving food, provide for practices to insure food safety, and keep the nutrition program within the budget.

The children's program, involving the educational program, field trips, and child evaluations, takes a great deal of the director's time. The director must also deal with community relations--meeting visitors, and attending and participating in professional conferences and educational events.

Kuzma (1978) believes that keeping current and accurate records is an important function of the director. Record-keeping is important for understanding each child, for planning and decision-making. It is important that the records be useful and serve a purpose. Valuable time can be lost in collecting and filing information that only takes up
storage space.

Admission and registration procedures, such as application forms, health evaluations and physician reports, the child's history and health habits, and the classroom assignment card, should be kept.

The office should also keep records of the children's attendance, and accident report forms, along with child evaluations and parent conference reports.

The office should keep records on employees:

1. application forms
2. health examination and T.B. clearance reports
3. contracts
4. evaluations
5. documentation of incidents requiring or possibly leading to disciplinary action
6. professional growth records
7. miscellaneous - references, correspondance, records of transfers, promotions, salary adjustments, termination dates, and records of requests for references

Other office records should include:

1. accounting journal and ledgers
2. petty cash records
3. checking account records
4. receipt books
5. depreciation records
6. inventory forms
7. insurance forms and records
8. time sheets for salaries
Advertising and Publicity

The primary strategy for any center should be to move from selling to marketing. There is a need to look at the center and see if it is meeting the needs of the consumers. Consumer research should be an ongoing function.

Questions should be asked parents who call looking for services. Find out about changes in income, employment patterns, family sizes, home and business locations, and curriculum concerns.

When an organization is interested in selling, the emphasis is on meeting the needs of the organization. The question they ask is, "How can we get people to buy our product?" When an organization is engaged in marketing, it looks at the needs of the consumer, and then attempts to provide services to meet these needs (Neugebauer, 1983).

Schon (1982) suggests that well-planned advertising should be an integral part of strategy for public relations. One shouldn't rely totally on paid advertising, though, but also use word-of-mouth and free publicity.

Neugebauer (1983) believes that one of the most effective ways to attract new customers or outside support is to keep current customers satisfied. Satisfied users are eager to share feelings. One negative comment is likely to have more impact than many positive ones.

Children are the best publicity agents for a program. Their faces, actions, and enthusiasm make up for any lack of verbal skills they may have (Johnston, 1982).

Word-of-mouth is the most effective form of publicity. With word-
of-mouth, people relax and accept the information as objective and personal. In high-risk decisions, word-of-mouth is valued most highly. The advice of friends, relatives, and co-workers carries the most weight.

Doing business with a center should be a pleasurable experience. The director should not be afraid to question and examine the quality of the program.

Neugebauer (1983) suggests that the director take advantage of every opportunity to build parent satisfaction:

1. Make it easy to complain.
2. Tell parents to whom to direct their complaints.
3. Question parents about their reactions to programs.
4. Respond quickly and appropriately to parent complaints.
5. Remind parents of the vital role of spreading the word about their satisfaction.
6. Informally point out the positive points of the program to parents.
7. Convey a personal interest—not just an interest in the money.
8. Establish kinship—find similar interests.
9. Personalize the staff. Show them interacting with the children.

Child care centers have found newspapers and the telephone yellow pages to be by far the most productive forms of commercial advertising (Schon, 1982). Other promotional tools are flyers, posters, press releases, and display ads (Neugebauer, 1983).

In most communities, the name doesn't really matter, but if the center is new and struggling to establish a reputation, or if there are
many centers in operation in the area, then the name must stand out.

Names generally fall into one of four categories:

1. Something about the organization itself, such as geographical information or its organizational affiliation.
2. The purpose of the program, whether it be academic, developmental, a caring environment, or a playful environment.
3. Who they serve, indicating child-centeredness or the nature of children.
4. Popular images, such as nursery rhymes, animals, colors, or activities.

When choosing a name there are several questions to consider. Does it tell what you do? Does it convey the right image? Is it easy to remember? Is it distinctive? Does it set you apart from other centers? Are you comfortable with it? ("Is Your Name a Winner?", 1983).

Evaluation

Before initiating any new program, or revising any existing program, the community and its needs should be thoroughly examined. After the community needs have been assessed, then objectives and goals and values are specified (Stevens and King, 1976).

Parents in the lower socio-economic groupings place the greatest emphasis on custodial care. In contrast, high socio-economic status parents and the schools that serve them place a greater emphasis on educational aspects of a program (Prescott, 1964).

"Whatever evaluations are made should be in relation to goals that have been carefully thought through" (Caldwell and Freyer, 1982:271). Carefully thought through evaluative strategies are not generally implemented, even though early childhood education specialists agree that
it is important to determine if a program is accomplishing its objectives (Stevens and King, 1976).

Social, emotional, and physical development, as well as intellectual growth, should be considered in program evaluation (Caldwell and Freyer, 1982). Most evaluations of early childhood programs have been concerned with answering:

1. Are program goals being achieved?
2. How valuable are the program goals in terms of their effects on the children and the community?
3. What type of program goals are the most effective with specific populations? (Streets, 1982).

Neugebauer (1981) suggests the following guidelines for evaluating an early childhood education program.

1. Has a list of specific goals for the curriculum and the organization, as a whole, been developed?
2. Are members of the organization aware of the goals, and did they help shape them?
3. Are strategies for accomplishing goals implemented on a daily basis?
4. Does the organization have an on-going process for evaluating progress towards its goals?
5. Is the evaluation process taken seriously at all levels?
6. Are evaluation findings acted on? Are strengths supported and weaknesses remediated?

Caldwell and Freyer (1982) reported on the National Day Care Study (NDCS) which was commissioned to examine day care on a large scale to determine if certain program characteristics made a difference in
program quality.

The major variables studied were staff/child ratio, group size, staff education and training. The highest quality of care was observed when classrooms had the following combination of characteristics:

1. high staff/child ratio
2. low ceiling on group size
3. staff qualifications of child-related education and training

The most important predictor of quality was group size. The NDCS recommended that group size be limited to twice the maximum number of children allowed per adult by staff/child ratio. If the ratio is 1:7, then the group size should be limited to 14.

Each caregiver must know the names and needs of each child in the group. Smaller groups result in more desirable behavior and higher test scores. They also show more cooperation, verbal initiative, and reflective/innovative behavior. There are fewer conflicts, less aggression, and aimless wandering and apathy. There is more social interaction between the lead teacher and the children (Caldwell and Freyer, 1982).

Curtis (1971) suggests that parents looking for a good program find out how many children there are in each group. They should ask for the ratio of children to teachers. Although this varies according to the size of the center, there are usually about 15 children to one head teacher and one assistant.

The National Association for the Education of Young Children suggests that the following are indicators of good quality care in early childhood programs:

1. The adults enjoy and understand how young children learn and grow.
2. The staff view themselves positively and therefore can con tin­ ually foster children's emotional and social development.
3. There are enough adults to work with a group and to care for the individual needs of children.
4. All staff members work together cooperatively.
5. Staff observe and record each child's progress and development.
6. The environment fosters the growth and development of young children working and playing together.
7. A good environment provides appropriate and sufficient equipment and play materials and makes them readily available.
8. Children are helped to increase their language skills and to expand their understanding of the world.
9. A good program considers and supports the needs of the entire family.
10. A good center is aware of and contributes to community resources.
11. The health of children, staff, and parents is protected and promoted.
12. The facility is safe for children and adults.
13. The environment is spacious enough to accommodate a variety of activities and equipment ("How to Choose a Good Early Childhood Program", 1983).

Prescott (1964) found that among parents who criticized general policies, nearly 20% expressed a wish for more educational content in the program. Criticisms of parents and schools were most apt to be made against a specific rule or policy peculiar to a particular school.

In order to effectively promote growth in teachers, parents, and children, the director must first evaluate herself to see if principles of good supervision are practiced. The most effective means of self-evaluation is to look at past performance in specific areas:

1. punctuality
2. flexibility
3. patience
4. acceptance of suggestions and criticism
5. being considerate of and alert to other's feelings
6. expanding knowledge of child development and educational methods
7. promoting positive relationships
8. organization

(Cherry et al., 1978).

Summary

There is much available information in the literature on early childhood education. What is included in this review of literature barely scratches the surface of available material, but it does give an overview of the main areas researched.
CHAPTER 3

Procedure

Preschool Ad Hoc Committee

As this project involved setting up a program which was to be implemented by San Fernando Valley Academy, the first step was to find out the wishes of the academy regarding the program. The author requested of the Board of Trustees that a Preschool Ad Hoc Committee be formed. The purpose of this committee was to make major decisions regarding the type of program desired (i.e. half-day or full day, nine-month or full year), and to approve or request revision of all plans for the preschool. The Board of Trustees voted to ask the chairpersons of each of the Board Committees (Personnel, Finance, Public Relations, Curriculum, Building and Safety), the Board Chairman, and the elementary and academy principals to serve on the committee. Later the associate business manager was also asked to serve.

Current Trends and Studies in Literature

After the Preschool Ad Hoc Committee had made the basic decisions regarding the program, the author visited other preschools in the valley and interviewed directors about their programs. This was followed by an exhaustive review of literature in the fields of child development and early childhood education. The purpose of this review was to find out trends in early childhood education (ECE) and the results of studies which showed components and characteristics of a quality program.
Tentative Decisions

The author worked very closely with the members of the San Fernando Valley Academy (SFVA) Preschool Ad Hoc Committee (PAHC) who were employed by the school. This included the Academy Principal/Business Manager, the Elementary Principal, and the Assistant Business Manager. She obtained input from them on nearly a daily basis. She also asked for input from the other members of the PAHC.

Tentative decisions based on the research in the literature and input from the SFVA Administration resulted in a program, policies, and forms which were circulated in written form to the SFVA PAHC prior to meetings. This program was presented in several segments, as the components were completed.

Approval

At the SFVA PAHC meetings, the tentative program segments were discussed, and approved either as presented or with changes that were made during the discussion. The program was approved by the SFVA PAHC as a body during scheduled meetings. Approval was obtained by a majority hand vote. The PAHC recommended the approved program, policies, and forms to the SFVA Board of Trustees for adoption. When the PAHC voted to approve all of the policies and plans as outlined by the author, the proposed program was written up in manual form.

Evaluation

The evaluation procedure for the program was determined in advance. Programs in operation are evaluated, to a large degree, on the advancement or progress the children have made, as determined by test scores. As this program was not yet implemented, another method had to
be found.

It was decided that five experts from diversified backgrounds in the field of early childhood education would be asked to evaluate the program. Three of the experts asked to be evaluators were connected with the Seventh-day Adventist educational system; two were connected with the California State University system. An expert was considered to be one who had special skill or knowledge derived from education or experience in the fields of child development and/or early childhood education.

The evaluators were:

Elizabeth Brady, Chairperson of the Department of Educational Psychology, California State University, Northridge. Mrs. Brady has a B.A. in Philosophy and English, and an M.A. in Education.

Esther Burley, Director of Family Ministry, North Hills Seventh-day Adventist Church, and part-time teacher at Pacific Oaks College. Mrs. Burley has a B.S. degree in Family Relations and an M.A. in Human Development.

Kay Kuzma, Associate Professor, Department of Health Promotion and Education, School of Health, Loma Linda University, and president of Parent Scene. Dr. Kuzma has a B.S. degree from Loma Linda University, an M.A. from Michigan State University, and an Ed.D. from the University of California.

Geraldine Luethy, Instructor in the Department of Home Economics, California State University, Northridge, and Facilitator of the Parent/Toddler Program. Mrs. Luethy has a B.A. in English, an M.A. in Educational Psychology in Early Childhood, and is completing a Ph.D. in Education.
Pansy Chand is the Director of the Child Development Learning Center, Loma Linda University, La Sierra Campus. She has a M.Ed. in Individual and Family Studies from Pennsylvania State University.

The form used for evaluation was an open-ended questionnaire (See Appendix B). The experts were asked to make written comments on each of the main components of the Administrative Manual, with some components being broken down into smaller sections.

When the completed evaluations were returned, the author included changes, based on the evaluations, in Appendix C.
CHAPTER 4

Results

The results of the project were based on evaluations of the program submitted by five experts in the field of early childhood education or development. The evaluations (See Appendix C) received from the experts indicated overall approval of the Administrative Manual.

The strengths, weaknesses, and recommendations/comments were summarized in each of the twelve areas evaluated. The author had decided that if two or more of the evaluators mentioned the same area of weakness, or had the same basic questions or recommendations, it would merit either justification or change.

Not all of the evaluators answered every area of the evaluation form. Some indicated they didn't know enough about certain areas to evaluate them, and some simply left some areas blank.

Weaknesses and/or Recommendations

There were five points which were singled out by two or more of the evaluators as weaknesses or recommendations. (See Tables 1 and 2.) One area considered a weakness by three evaluators was the term of office for the members of the CDC Committee. It was felt that a one-year term would restrict carry-over and continuity. Interested working members are a real support. One evaluator also felt that the turnover should be more gradual. She suggested reappointment.

Another area considered a weakness by two of the evaluators was the sick leave policy. Evaluators felt that an unpaid sick leave was
### TABLE 1

**WEAKNESSES OF POLICIES WITHIN THE ADMINISTRATIVE MANUAL FOR THE SAN FERNANDO VALLEY ACADEMY CHILD DEVELOPMENT CENTER, AS INDICATED BY TWO OR MORE EVALUATORS**

<table>
<thead>
<tr>
<th>Area of Weakness</th>
<th>Page</th>
<th>No. of Evaluators Indicating Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDC Committee</td>
<td>106</td>
<td>3</td>
</tr>
<tr>
<td>Term of Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unpaid Sick Leave</td>
<td>126</td>
<td>2</td>
</tr>
</tbody>
</table>

### TABLE 2

**RECOMMENDATIONS CONCERNING POLICIES WITHIN THE ADMINISTRATIVE MANUAL FOR THE SAN FERNANDO VALLEY ACADEMY CHILD DEVELOPMENT CENTER, AS INDICATED BY TWO OR MORE EVALUATORS**

<table>
<thead>
<tr>
<th>Area of Recommendation</th>
<th>Page</th>
<th>No. of Evaluators Indicating Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Autonomy for Director</td>
<td>108</td>
<td>2</td>
</tr>
<tr>
<td>Bookkeeping by Director</td>
<td>108</td>
<td>3</td>
</tr>
<tr>
<td>Wedding Band Policy</td>
<td>131</td>
<td>2</td>
</tr>
</tbody>
</table>
unrealistic. This policy would encourage teachers to attend when ill. An ill teacher would be accident-prone, unalert, and generally cranky. It would not be a good policy, either for the teacher's health or for the children's health and welfare.

A recommendation by two of the evaluators was for more autonomy for the director, particularly regarding finances and bookkeeping. The main area of concern was the $200.00 petty cash fund and needing authorization before making expenditures of over $200.00, when the CDC Committee meets regularly every two months.

A second recommendation concerned the advisability of the director being the bookkeeper. Three evaluators recommended giving this task to a secretary or another staff member, as the director's other administrative duties would be a full-time job.

Another recommendation by two of the evaluators concerned the restriction of a wedding band in the policy on jewelry. One evaluator suggested changing the jewelry policy to read, "... except for a simple wedding band."

**Individual Suggestions**

A number of recommendations or areas of weakness were submitted by individual respondents. Some areas of weakness mentioned by one evaluator were considered areas of strength by another evaluator. Some recommendations were in direct opposition to each other.

**Objectives.** One recommendation was to include in the objectives of the program the teaching of responsibility to the community. Another comment dealt with the lack of specific measurable objectives for the children, and also parent and staff training objectives.
Curriculum. In the area of curriculum, one evaluator felt that the curriculum should be more specific as to how and when each area is to be covered, while another felt that the curriculum should be more general, to allow for different teaching orientation.

Budget. There were several recommendations or areas of weakness mentioned concerning finances of the Child Development Center. One weakness mentioned was the expectation of making $2000 profit the first year. Another was the $5000 budget for remodeling and $1800 budget for outdoor equipment. One evaluator recommended considering a provision for a sliding scale of tuition fees.

Bookkeeping. In order to avoid confusion and promote continuity, one evaluator recommended that only one individual in the academy business office should be dealt with regarding CDC transactions.

Financial Policies. One individual felt that the deposit required for entrance was steep and harsh. Another evaluator felt that the salaries were very low.

One of the respondents was concerned about the amount of paperwork involved in sending out reminder notices when payments were one and two weeks in arrears. She suggested extending each one week, so that notices would be sent when the payments were two weeks late, and when three weeks late, arrangements would have to be made in order for children to remain in the program.

One evaluator felt that more information should be included in the financial policies, such as a) what day of the week tuition is due, b) if there is a registration fee, c) if there is a late fee, d) any policy regarding drop-in service or visiting friends.
Schedule. One evaluator felt that, rather than a schedule of specific dates which change yearly, a statement should be made about fitting the schedule to the academic school year of the Academy. Another evaluator considered the schedule to have insufficient detail.

One evaluator had several questions regarding the schedule:

a) Are all learning center areas set up every day? How often are activities changed?

b) Who does the daily planning?

c) Is rest compulsory?

d) What if all don't finish eating in 1/2 hour?

e) Will children put on special programs for parents during the year?

One respondent felt that more flexibility in the daily program hours might better meet parents' day-care needs. She suggested a half-day session.

Equipment and Supplies. One respondent felt that the list of equipment and supplies should not be included in the Administrative Manual. She felt it should be left up to the individual director to decide what she needs to run her program.

Another evaluator felt that the following items should be added to the list of equipment and supplies: a) bulletin boards, b) easels for painting, c) paper plates for snacks and crafts, d) clothes line and clothes pins for hanging paintings, e) glue and paint containers, f) plastic knives for spreading bread, g) a knife to cut fruits for snacks, h) paper towels, i) special pencils for children to use.

Personnel Policies. One evaluator felt that a two-week resignation notice was hardly enough time to find a replacement. She suggested a 30-day resignation notice.

One respondent felt that it was unrealistic to expect to hire only
S.D.A.'s. She felt that there would not be enough qualified S.D.A.'s to staff the center until a time that professional wages are paid. She felt it would be more realistic to aim for all S.D.A.'s, but not demand it by policy.

Another evaluator felt that the policy regarding the use of alcohol, tobacco, marijuana, or the misuse of other dangerous drugs should apply only to the work site. Otherwise, how can it be controlled?

One evaluator felt that hiring teachers for a one-year term gives them a "temporary feeling" and will detract from their school loyalty and professional attitude.

One respondant felt that teachers should be granted "personal days." Her belief is in the need for teachers to prioritize their needs and be trusted to prioritize commitment to their jobs.

Personnel Handbook. One of the evaluators felt that staff meetings called outside of regular hours should be compensated for in time off or money.

An evaluator questioned as to whether there would be cost-of-living raises.

One of the experts felt that the materials list should be given to the director one week before items are needed, rather than waiting until the Monday of that week.

One respondant suggested that the grievance policy, instead of extending to the Academy Board level, should stop at the CDC Committee level.

Parents' Handbook. One of the evaluators recommended sending monthly menus home to parents. She questioned if parents could elect to send lunches from home, and if so, what the tuition rate change
Another respondent suggested including a statement about where to issue complaints, such as, "The teachers and director are always open for constructive suggestions for improvement. Parents are encouraged to either talk personally to the teachers involved, or the director if it is something that effects the entire center."

**Records and Forms.** One evaluator suggested including a statement on the child evaluation forms to the effect that each child has his/her individual timetable. Parents don't know what is age-appropriate and can misunderstand this type of form.

One respondent felt that the forms might be too long, and recommended assessing to see that all the information requested is actually needed.
Discussion and Recommendations

Discussion

If, in the evaluation process of the Administrative Manual, two of the five evaluators mentioned the same weakness, or gave the same recommendations for change, those items are either justified as they are, or recommended for change.

Three of the five evaluators considered a one-year term of office for members of the CDC Committee a weakness. They felt that continuity and strength would be gained by longer terms of office, and a more gradual turn-over.

As the CDC Committee is elected from members of the Academy Board of Trustees, the term of office must correlate with the term of election to the Board of Trustees. The Board of Trustees are elected from the constituent churches for one-year terms. Members may be re-elected, with no restrictions placed on the number of years they may serve.

Because of the correlation between Academy Board members and members of the CDC Committee, it is not possible to elect them for a longer term of office. The author does recommend changing Article III, Section B, #2 of the Constitution (page 106) to read, "There shall be no restriction on the number of terms a member may serve."

Two of the evaluators felt that an unpaid sick leave was a weakness. They felt it was unrealistic and would encourage teachers to come to work while ill. This would not be to the benefit of the children or the teacher.
The author recommends changing the policy to read, "The authorized absence of an employee because of illness or injury shall be granted. Two days for illness per term will be paid to full-time teachers and aides." As the budget is based on one teacher/director, one teacher, and one aide, this would mean that a maximum of six days sick leave would be paid each term.

Two of the five evaluators recommended that the director be given more autonomy. One evaluator mentioned that the petty cash fund of $200 was small and would be quickly depleted. She was also concerned that there would be a problem if the director needed to make a purchase of over $200 and the CDC Committee was not scheduled to meet for two months.

According to the CDC Constitution, Article III, Section B, #5b. Meetings (page 106): "The CDC Committee shall meet at least once every two months (or more if deemed necessary). The chairman of the CDC Committee or the Center Director may call additional meetings..." If the director finds it necessary to receive authorization for an unexpected expenditure of funds, s/he may call a meeting of the CDC Committee to get that authorization. Another solution might be to have a smaller segment of the CDC Committee permitted to authorize a larger expenditure of funds in case of an emergency and/or between meetings if necessary. The author does recommend that the petty cash policy (See page 108.) be changed to read, "A petty cash fund of $300.00 will be kept on hand for incidental use."

Three evaluators recommended that someone other than the director be given the bookkeeping duties. They felt that someone else—perhaps a secretary—could do the bookkeeping more efficiently.
As the program will be small at its inception (maximum of 24 children), the budget will not allow for a full-time secretary. The Child Development Center will depend on "Work Experience" students, and if necessary, occasional use of the Academy office secretaries, until such time that the enrollment is large enough to handle a full-time secretary. As the Child Development Center will be part of San Fernando Valley Academy, all accounting procedures will be handled through the Academy business office by the Assistant Business Manager, and auditing will be conducted through that office. All checkwriting will be handled through the business office.

As the director is a teaching director, s/he will need to be involved with the children at the time when parents bring and pick up their children—the time parents' usually pay their fees. Accepting fees and writing receipts would not be possible while s/he is working with the children. If the director receives the parent fees, s/he may have an unconscious tendency to treat the children differently whose parents are behind in their financial obligations.

The author recommends that the method of bookkeeping policy be changed to read:

The "pegboard" method of bookkeeping is recommended. In this method, three copies of each transaction involving income are made. The original copy acts as a statement/receipt and will be given to the parents. The second copy is the child's record of payment, and will be retained by the CDC. The third copy is kept for the receipt journal of the CDC. Parents will pay their fees at the Academy business office.

All check-writing expenditures will be done through the Academy business office. A petty cash fund of $300.00 will be kept on hand for incidental use. A written record and receipts of all expenditures from the petty cash fund must be kept by the director.

Two evaluators recommended that the jewelry policy for employees allow a wedding band. The policy for teachers to refrain from wearing
a wedding band is established by the Southern California Conference of Seventh-day Adventists, and is published in the Information for Teachers handbook printed by the Conference. To allow the teachers in the Child Development Center to wear a wedding band, while teachers in grades K-12 do not, would be inconsistent and would cause personnel problems.

Other recommendations or comments submitted by single respondents merit consideration or explanation. A question was raised concerning the acceptance of non-Seventh-day Adventist children. If they are enrolled in the program, will they be expected to listen to doctrinal stories?

Although San Fernando Valley Academy is owned and operated by the Seventh-day Adventist churches, and was primarily established to meet the needs of Seventh-day Adventist children and young people, it accepts children from non-Seventh-day Adventist backgrounds. All students attending grades K-12 are expected to attend worship and Bible study classes.

Although there will be no Bible study classes during the activities of the Child Development Center, there will be a worship period at the beginning of every day, in which religious songs and Bible stories will play a large part. During music, story time, and nature study, reference may be made to religious and character-building themes. Students enrolled in the program will be expected to participate in these activities.

One evaluator mentioned a concern for low salaries for staff. Salaries for teachers in early childhood education programs are generally lower than teachers at the elementary or secondary levels. The
salaries at the CDC are within the range of salaries at other early childhood programs in the area.

There has been some discussion in the Southern California Conference of Seventh-day Adventists Education Department regarding incorporating all denominational early childhood programs in the Conference under their direction. If this occurs, standardization of salaries of all S.D.A. programs in early childhood education in the Conference will result, and the salary scale will probably be higher than at the present time, due to subsidy at the Conference level.

Another question raised by an evaluator dealt with learning center activities. Are all the learning center areas set up every day? How often are the activities changed?

The learning centers are a method of teaching a certain area of the curriculum, whether it be art, social studies, or math skills. (See Chapter 2, pages 49,50). During planning sessions, the teachers should strive to include each area of the curriculum every day. The method may vary from day to day. One day social studies may be included at story time, and the next day it may involve preparing an ethnic food for snack time as a learning center activity. The teachers should include each of the domains (cognitive, psychomotor, and affective) in the learning center activities each day.

Learning center activities should change every day. The children will have an opportunity during the learning center time to visit each center that they desire. Children should not be forced to move from one center to another, but may change if and when they are ready. (See Chapter 2, page 10, Philosophy.) If a teacher feels that a particular child would benefit from a particular learning experience at a
center, s/he may encourage him/her in that direction, but no child should be forced to participate in any learning center activity.

Another question which arose was regarding lunch time. What if a child does not finish eating in the time prescribed? Children do not all eat the same amount, nor do they all eat at the same rate, so it is safe to assume that the children will not all finish eating at the same time.

Children who finish early may help with housekeeping tasks, such as clearing and washing the table, sweeping the floor, or helping to arrange cots for rest time. If they prefer, they may look at books or play quietly with other individual toys.

Children who dawdle over their food or take an extra long time to eat may need encouragement to finish their lunches. If the teachers see that a problem is developing, the schedule may need to be changed so that the children have some type of quiet individual activity before rest time. This way the children who take longer to finish will not be rushed through their lunches, and all the children can still be supervised at their individual activities.

One evaluator asked if rest is compulsory. According to Title 22, California Administrative Code, all the children must be given an opportunity to rest. Children will be expected to lay down and rest for at least 45 minutes. If they wish, they may look at a book during this time. If the child has not gone to sleep s/he may go outside for free play time at the end of the 45-minute period. Teachers will need to check that both indoor and outdoor areas are adequately supervised.

One respondent suggested that a two-week resignation period for staff was not an adequate time to find a replacement. She suggested
that resignations should be given one month in advance. This appears to be a good policy and would certainly allow the director more time to find an adequate replacement, which would help the total program run more smoothly.

The policy of hiring only Seventh-day Adventist teachers was a concern of one of the evaluators. She felt that it will be difficult to find enough qualified S.D.A. teachers until professional wages are paid.

This policy was established for several reasons. The unique philosophy of education as outlined by the Seventh-day Adventist Church includes a deep concern for the spiritual and moral development of the students. This is an integral part of the curriculum at all educational levels.

Another reason for this policy is the belief that the lives of teachers are as much teaching tools as are areas within the curriculum. Teachers must be what they want their students to become. Hiring teachers who are members of the Seventh-day Adventist Church is not assurance that they will always be perfect examples of what the Child Development Center wants its students to become, but it does increase the opportunity for the children to be exposed to role models who share the same basic values and philosophies as their parents.

If the Child Development Center were to change or relax its policy concerning hiring non-Seventh-day Adventist personnel, several other policies would also need to be reconsidered because of the difficulty in controlling them. Non-Seventh-day Adventist personnel could not be expected to live up to the high standards regarding health (i.e. tobacco, alcohol, and other drugs) that are expected of all Seventh-day
Adventists, both during teaching and personal time. Neither could non-Seventh-day Adventists be expected to refrain from wearing a wedding band.

One of the evaluators recommended that the materials requested by teachers should be given to the director on the Monday of the week preceding the activities, rather than the week they are needed. This would certainly give the director more time to evaluate the requests, to check supplies, and to purchase necessary items. It would require the teachers to do their planning over a week in advance, though, and that is not always feasible. Perhaps a compromise of having requests for materials in on the Wednesday preceding the week they are needed would be satisfactory to both teacher and director.

An evaluator suggested sending monthly menus home to the parents. This is a good suggestion, as parents will then be able to plan other meals so that their children will get a well-balanced diet.

The Child Development Center students will be getting their hot lunches from the cafeteria that serves grades K-12 as well. It is the present practice of the elementary school to include the menus in a monthly newsletter to parents. This practice could also be followed by the Child Development Center. Communication with the parents about all activities at the Center is very important (See Chapter 2, pages 39-47, Parent-Staff Relations).

A respondent recommended including a statement in the Parents' Handbook concerning complaints or suggestions. If parents have areas of concern or suggestions for improving the program, they should feel free to express those concerns or suggestions to the appropriate person. If the concern or suggestion involves an activity within one
class or within the jurisdiction of the teacher, it could be discussed
directly with the teacher. If the situation involves the total program
or is not something the teacher can change, perhaps the item should be
discussed with the director. A statement indicating the willingness to
be open to concerns and suggestions for the improvement of the program
would help the quality of parent-staff relations and the quality of the
total program.

Conclusion and Recommendations

Planning an Administrative Manual for a preschool program is a
many-faceted task and one which should continue, even after the program
is in operation, as the school should reassess its goals and the needs
of the community as an ongoing part of evaluation.

The author considers the Administrative Manual written for the San
Fernando Valley Academy Child Development Center to be a beginning—one
from which staff and CDC Committee members may plan a program which
will benefit all concerned—children, parents and staff members.

As a result of the evaluation procedure of this project, the au­
thor recommends that several changes be made in the Administrative Man­
ual. (See Appendix C.)

The author recommends that there be no restriction on the number
of terms that a member of the Child Development Committee may serve.

The author recommends that two days for illness per term be paid
to full-time teachers and aides.

The author recommends that a petty cash fund of $300.00 be kept on
hand for incidental use.

The author recommends that parents pay their fees at the Academy
business office, rather than directly to the Center director.
Furthermore, the author recommends that the Child Development Center Constitution, Article III B (page 106) be changed to read:

The CDC shall be administered by a CDC Committee of not less than six (6) members. The Center Committee shall be composed of four (4) representatives elected from the Academy Board of Trustees. Two (2) parents will be elected from the CDC Parents' Association. The director and the Chairman of the Academy Board of Trustees will be ex officio members.

The author has some concerns regarding the policy on the composition of the Child Development Center (CDC) Committee (Article III B, Constitution, page 106). It is the author's opinion that the Academy Principal and the Elementary Principal are superfluous to the CDC Committee. According to the Organizational Plan and Chain-of-Command the director is immediately responsible to the CDC Committee. As the Child Development Center is a separate entity from the elementary and academy portions of the total campus, it is not necessary to have the Academy and Elementary Principals serve on the committee. Any decisions or policies that would affect the total school program (Child Development Center, Elementary, and Academy) could be discussed in an executive session among the three administrators. As the members from the CDC Parents' Association cannot be elected until the formation of the Parents' Association, six members will serve until that time, and eight members thereafter.

In addition to the above recommendations, and as an outgrowth of this project, the author recommends that further study be given to the establishment of Conference-wide policies for early childhood education within the Seventh-day Adventist Church.

The author also recommends that study be given to devise a means, within the above policies, whereby qualified teachers in Adventist early childhood education might be paid professional wages.
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APPENDIX A

SAN FERNANDO VALLEY ACADEMY CHILD DEVELOPMENT CENTER
ADMINISTRATIVE MANUAL

Chapter 1

Introduction

Quality child care is a necessity in society today, and parents are responsible to see that their children receive it. Ideally, the parents themselves can provide this care, but for many this is not always possible. Therefore substitute care of high quality is a necessity.

Parents and children from Seventh-day Adventist homes will benefit from a program designed with the unique concepts of Seventh-day Adventist education. This manual is designed as a guide for the planning and operation of the San Fernando Valley Academy Child Development Center (CDC).

All decisions are based on the following ideals:

1. The physical, social, intellectual, emotional and spiritual development of the child is the most important consideration.

2. The Child Development Center should supplement and complement the family, rather than taking its place, in the development of the child.
CHAPTER 2

Philosophy and Objectives

Philosophy

The purpose of the child development center is to promote the development of the child's biological, intellectual, emotional, and spiritual potentialities at an optimum rate. Development is seen as a result of both bodily maturation and experiences or environmental input.

The child is considered an active learner who will be motivated by natural curiosity to learn about his environment. A rich learning environment, one designed with much to explore and discover, helps the young child learn basic skills.

Each child is a unique individual who develops at his own rate. Each child is appreciated and valued for this individuality in all areas. This necessitates assessing and accommodating the differences among children and meeting each child's needs.

Each person is a unique creation of God and is considered of worth, with a valuable contribution to make to society. Therefore, the center endeavors to treat with love and respect every member of every family with whom it comes in contact. The children entrusted to the center will learn caring and fair ways to relate to those around them.

Play is the way children work and learn, and they learn best when they are able to follow many of their own interests. The Child Development Center teaches that God gives every person creative abilities, and intends that people be responsible with regards to the use of His creations. Therefore, each child will be provided with opportunities
to explore and develop his or her own creativity, to learn in order to forgive themselves and each other, so that learning on all levels will be enhanced by feelings of confidence and courage, rather than hampered by a fear of failure.

Positive reinforcement is used to help children to experience a sense of achievement and self-respect. The development of initiative and self-reliance is encouraged by an atmosphere of trust and structured freedom.

Program Objectives

San Fernando Valley Academy Child Development Center has been established for the purpose of providing:

1. quality care for preschool children ages two years nine months through five years.

2. an opportunity for christian character development.

3. the opportunity to develop social skills.

4. the opportunity to develop cognitive skills.

5. the opportunity to develop psychomotor skills.

6. the opportunity for affective development.
CHAPTER 3

Organization

Organizational Plan

The following chart shows the organizational plan and chain-of-command for the Child Development Center.

Constitution

The following is the Constitution of the San Fernando Valley Academy Child Development Center. As the Academy has its own constitution, the Center Constitution may be incorporated into it through by-laws.
ARTICLE I - PURPOSE

1. To provide quality care and educational experiences for children ages two years nine months through five years, without regard to race, religion, or creed.

2. To provide an opportunity for Christian character development, the opportunity to develop social, cognitive, and psychomotor skills, and the opportunity for affective development.

ARTICLE II - NAME

The name of the Center shall be San Fernando Valley Academy Child Development Center.

ARTICLE III - ORGANIZATION

San Fernando Valley Academy Child Development Center is owned and operated by San Fernando Valley Academy. The Center shall be governed according to the policies and procedures outlined herein.

A. The San Fernando Valley Academy Child Development Center (CDC) shall be under the general supervision of the Academy Board of Trustees. The academy Board shall delegate operational supervision to the CDC Committee.

1. The Academy Board shall have general authority over the financial policies of the Center and shall approve or indicate changes in the yearly budget prepared by the CDC Committee.

2. The Academy Board shall assume responsibility to see that the CDC abides by regulations as outlined by state and
local authorities.

B. The CDC shall be administered by a CDC Committee of not less than eight (8) members. The Center Committee shall be composed of four (4) representatives elected from the Academy Board of Trustees. Two (2) parents will be elected from the CDC Parents' Association. The director, the chairman of the Academy Board of Trustees, the Academy Principal, and the Elementary Principal will be ex officio members.

1. The term of the members shall be one year, with the exception of the chairman, which shall be two years.

2. There shall be at least a \( \frac{1}{2} \) membership turn-over each two years.

3. New center committee members shall assume their responsibilities to coincide with the San Fernando Valley Academy Board of Trustees.

4. The CDC Committee shall elect its own officers annually during the first meeting following the election of the new CDC Committee members.

5. Duties of the Center Committee shall be as follows:

   a. **Policy:** It will formulate policies for the administration and operation of the Child Development Center.

   b. **Meetings:** The CDC Committee shall meet at least once every two months (or more if deemed necessary). The chairman of the CDC Committee or the Center Director may call additional meetings. A majority of appointed and elected members constitutes a quorum.

   c. **Personnel:** The CDC Committee will appoint and dismiss
the Center director, with the approval of the Academy Board. It will select other staff members from a list of applicants screened by the director. It will be responsible for personnel policies.

d. **Finances:** The CDC Committee shall approve the annual budget, as prepared by the director. It will set tuition rates and approve salary and benefit increases to the staff. It will approve of any expenditures of over $200.00

ARTICLE IV - AMMENDMENTS

The Constitution and By-laws may be amended by action of the Child Development Center Committee. There shall be a written notice of proposed changes available to each of the Child Development Center Committee members at least two weeks in advance.
Financial Authority

The budget is set up by the director and approved by the CDC Committee and the Board of Trustees. All expenditures of over $200 must have prior authorization by the CDC Committee.

Financial Policies

Method of Bookkeeping. The "pegboard" method of bookkeeping is recommended. In this method, three copies of each transaction involving income are made. The original copy acts as a statement/receipt and will be given to the parents. The second copy is the child's record of payment, and will be retained by the CDC. The third copy is kept for the receipt journal of the CDC.

The CDC director will be responsible for the bookkeeping on all income, and therefore parents will pay fees directly to the CDC.

All check-writing expenditures will be done through the Academy business office. A petty cash fund of $200.00 will be kept on hand for incidental use. A written record in the form of receipts must be kept on all expenditures from the petty cash fund.

Fee Policies. The following policies regarding parent fees are recommended:

1. A deposit fee of $112.00 is paid at the time of enrollment, and is returned at the time of withdrawal if all monetary obligations have been met.
2. Tuition fees of $56.00 per week must be paid in advance.

3. At least a two-week notice must be given to withdraw a child. The deposit fee is forfeited if notice is not given in advance.

4. A reminder notice will be sent to parents after payments are one week in arrears.

5. When payments are two weeks in arrears, arrangements must be made with the director in order for the child to remain in the program.

6. Payments must be made even if a child misses a few days. If the child is to be absent for an extended period, a withdrawal notice should be given.

7. Children's names will be placed on a waiting list, when a deposit fee of $10.00 is received.

8. Children on the waiting list must be enrolled within two weeks after notification, or their places on the waiting list will be forfeited.
### SET-UP BUDGET

<table>
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<tr>
<th>Item</th>
<th>Amount</th>
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<tr>
<td>License/Regulations</td>
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<tr>
<td>Remodeling</td>
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<tr>
<td>Furniture</td>
<td>2,050</td>
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<tr>
<td>Learning Materials</td>
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<tr>
<td>Outdoor Equipment</td>
<td>1,800</td>
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<tr>
<td>Fencing</td>
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<tr>
<td>Advertising/Recruitment</td>
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<td><strong>TOTAL EXPENSES</strong></td>
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</table>

### WORKING BUDGET

**INCOME:**

- 24 @ $56/week for 52 weeks $69,888

Less 10% utilization factor $6,988

**TOTAL INCOME** $62,900

**EXPENSES:**

<table>
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<tr>
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<tr>
<td>Personnel</td>
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<td>Equipment</td>
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<td>Supplies</td>
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<tr>
<td>Food</td>
<td>4,000</td>
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<tr>
<td>Office/Advertising</td>
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<tr>
<td>Telephone</td>
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<tr>
<td>Inservice Training</td>
<td>650</td>
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<tr>
<td>Miscellaneous</td>
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</table>

**TOTAL EXPENSES** $60,475 (+ $2,425)
CHAPTER 5

Furniture, Equipment, and Supplies

The following is a list of basic furniture, equipment, and supplies to be used in the program. It is based on a projected enrollment of 24 children.

**Indoor Furniture**

14 12" chairs
14 14" chairs
4 42" round tables
1 kidney table
1 adult rocking chair
1 book case
storage shelves and cupboards

**Indoor Equipment**

Books. Books should emphasize both the cognitive and affective domains. Not all the books should be on the book shelves for students' use at one time, but they should be rotated. Suggested titles are:

**Affective domain:**

Alexander, M.  
Nobody Asked Me If I Wanted a Baby
Sister

Bograd, L.  
Lost in the Store
Book Set
Feelings, What Do They Mean?

Corey, D.  
You Go Away

Douglass, B.  
Good As New
Klein, N.  Girls Can Be Anything
Moncure, J.  One Little World
Simon, N.  Nobody's Perfect, Not Even My Mother
Simon, N.  Why Am I Different?
Viorst, J.  Alexander and the Terrible, Horrible No Good, Very Bad Day
Walsh, E.  Brunus and the New Bear

The following titles are available at the Adventist Book Center:

Ashton, L.  Checks From God
Curtis, G.  Boys and Girls Wanted
Davis, S.  Why Does It Hurt?
Groomer, V.  Obedience Brings Happiness
Hook, F.  My Book of Friends
Kraemer, B.  Rules Mean Happiness
Murphy, E.  Everybody, Shout Hallelujah!
Murphy, E.  Sometimes I Get Lonely
Murphy, E.  Sometimes I Get Mad
Murphy, E.  Sometimes I Get Scared
Murphy, E.  Sometimes I Have to Cry
Murphy, E.  Sometimes I Need to Be Hugged
Oder, R.  A Friend is One Who Helps
Rau, L.  You Are a Very Special Person
Ricchiuti, P.  Let's Play Make-Believe
Sisk, L.  Something Important
Cognitive domain:

The following titles are available at the Adventist Book Center:

Degering, E.  Once Upon a Bible Time, Vol. 1,2

Jones, L.  Here, There, & Everywhere, The Story of Air

Jones, L.  Hop, Skip, and Jump, The Story of Rest and Exercise

Jones, L.  Rainbow in the Sky, The Story of Water

Jones, L.  Secret Searchers, The Story of Temperance

Jones, L.  Sing a Sunshine Song, The Story of Sunshine

Jones, L.  Tony's Tummy, The Story of Diet

Rau, L.  You Live on a Very Special Planet

Stump, G.S.  The Bible Tells Me, Vol. 1-4

Dramatic Play. The dramatic play area will include a housekeeping corner with stove, table, chairs, dishes, dolls, and dress-up clothes.

The following are items for dramatic play:

- Mini Kitchen (stove, refrigerator, sink)
- Kitchenware Set (dishes, flatware, cookware)
- Play fruit, vegetables, packaged foods
- Dolls, both sexes, and ethnic
- Doll bed, clothes
- Medical Kit items
- Housekeeping equipment (small broom, mop, dustpan)
- Career hats
Play telephone

Dress-up clothes (dresses, men's coats, shoes, hats)

**Imaginative Play.** The imaginative play equipment includes many manipulative toys, so children have an opportunity for psychomotor development while using them. Items are:

- Large and small cars and trucks
- Traffic Signs
- Gas Stations and Garage
- Farm animals and equipment
- Train and Track Set
- Puppets

**Cognitive Development:** Equipment should be included that encourages math and reading readiness skills, language skills, listening skills, and general cognitive development. Items are:

- Jumbo Peg Sorter
- Cuisenaire Rods
- Shape and Color Sorting Board
- Color and Shape Bingo
- Listening Lotto
- What's Wrong Cards
- Career Classification Cards
- What Goes Where? Classification Cards
- Magnifiers (hand-held and table top models)
- Counting Frame
- Locking numbers puzzles
- Simple scale
- Jumbo knob geometric shape formboard
Color dominoes
Mix and Match Puzzle Animals
Magnets (bar and horseshoe, assorted sizes)
Prism
Tactile hardwood number and letter blocks
Alphabet sequencing puzzle
Sequencing cards

**Psychomotor Development.** Equipment used to encourage psychomotor development should include items for both gross and fine motor skill development. Items to be included are:

**Fine Motor:**
- Sewing Cards
- Large Building Blocks
- Pegboards
- Geoboard
- Puzzles
- Shape-disks
- Beads and Laces
- Lego Building Blocks
- Lite-Brite
- Scissors
- Sand Play Toys (scoop, sieve, molds, buckets)

**Outdoor Equipment**

**Gross Motor:**
- Balancing Boards
- Safety Stilts
- Bean Bags
Supplies

Supplies are items that are consumable and/or must be replaced quite often. If there is adequate storage, some supplies are less expensive when purchased in quantity. Supplies are mostly used in the areas of art, snack or lunch, and administration.

Art Supplies:
- Paint (both water and tempura in assorted colors)
- Glue
- Paper (construction and newsweight, assorted colors)
- Flour
- Cornstarch
- Food Coloring
- Liquid starch
- Sponges
- Felt Tip Markers
- Paint brushes
- Crayons

Snack and Lunch Supplies:
- Plastic bowls
- Paper cups
- Plastic spoons
Dish Soap
Scouring Powder
Disinfectant
Sponges
Scouring Pads

Administrative Supplies:
Pens
Pencils
Glue
Stationary, Envelopes
Memo Forms
Office Forms
Stamps
Stapler, Staples
Tape, Celophane and Masking
Typing Paper
Paper Clips

Peg-board Bookkeeping System
CHAPTER 6

Personnel Policies and Handbook

Personnel Policies

Staff Recruitment

An employment policy set up by the Pacific Union Conference of Seventh-day Adventists states that all employees are members of the Seventh-day Adventist Church (Education Code, Pacific Union Conference). Recruitment will be directed at the church and its members.

Notifications of openings will be sent to Adventist colleges and universities, and to lay people through the church newspaper, and also to the local churches.

Methods of evaluation are:

1. Application. A deadline for submitting applications will be included in notices of the available position.

2. References. These will be requested on the application blank and should include a teacher (preferably in ECE), the previous employer, and a pastor.

3. Interview. This will be a face-to-face discussion between the employer or employing committee and the individual seeking the position.

4. Observation. If possible, the applicant should be observed interacting with children, either in the classroom in which s/he is currently working, or in the position for which s/he is applying.
Hiring Procedure

It is the responsibility of the San Fernando Valley Academy Child Development Center Committee and Board of Trustees to hire the Director of the Child Development Center. All other positions are the responsibility of the Director, together with the approval of the CDC Committee and the Board.

All applications will be reviewed. Screened applicants will be interviewed and/or observed, and the most appropriate person meeting the needs of the position shall be selected by the Director and approved by the CDC Committee and the Board.

All applicants not selected shall be notified of such in writing.

Employment of Non-Seventh-day Adventist Personnel

The unique philosophy of Seventh-day Adventist education is reflected through the curriculum and the personnel selected to serve the students in every aspect of the child development center program. It is, therefore, the policy within the Pacific Union Conference to employ only members of the Seventh-day Adventist Church who have a sincere concern for the spiritual and moral development of students.

If it is deemed necessary to involve non-Seventh-day Adventist Christian persons as volunteers on a non-paid basis to serve as teacher aides or for some other special purposes, it is the responsibility of the CDC director and/or CDC Committee to determine that such individuals emanate a positive Christian influence and are representative of the standards of the Seventh-day Adventist Church in word, dress, and conduct.
Job Descriptions

I. Child Development Center Director/Teacher
   A. Assignment: 12 months, eight hours per day
   B. Responsible to CDC Committee and Board of Trustees
   C. Qualifications:
      1. Associate in Arts degree or equivalent in Early Childhood Education or Child Development. Classwork in Administration. Meets state qualifications for directorship.
      2. Ability to relate well to young children and adults.
      3. Good health; must furnish evidence of freedom from tuberculosis.
   D. Duties:
      1. Carry out the policies chosen by the CDC Committee and Board of Trustees
      2. Set up and administer the budget
      3. Interview/observe prospective staff and make recommendations
      4. Plan and implement a program of activities for the social, emotional, physical, cognitive, and spiritual development of children in the program
      5. Evaluate needs and outcomes
      6. Keep records
      7. Supervise teachers, aides, volunteers
      8. Plan and implement staff training
      9. Related duties as needed
     10. Serve on the CDC Committee and the Board of Trustees as an ex officio member
E. Supervises:
   1. Teachers
   2. Teacher Aides
   3. Volunteers
   4. "Work Experience" Students

F. Salary Range: $13,480 to $18,000

II. Child Development Center Teacher
   A. Responsible to Child Development Center Director
   B. Assignment: 12 months, eight assigned hours per day
   C. Qualifications:
      1. Minimum of 12 semester units, or equivalent, in Early
         Childhood Education, or concurrent enrollment.
      2. Ability to relate well to young children and adults.
      3. Good health; must furnish evidence of freedom from tuber-
         culosis.
   D. Duties:
      1. Plan and implement a program of activities for the so-
         cial, emotional, physical, cognitive, and spiritual de-
         velopment of children in the program
      2. Evaluate needs and outcomes
      3. Keep records
      4. Supervise aides, volunteers, "work experience" students
      5. Take part in staff training programs
      6. Related duties as needed
   E. Supervises:
      1. Teacher aides
      2. Volunteers
3. "Work Experience" Students

F. Salary Range: $10,000 to $13,000

III. Teacher Aide

A. Responsible to CDC teacher

B. Assignment: 12 months, daily hours as assigned

C. Qualifications:
   1. 18 years of age
   2. Ability to relate well to young children and adults
   3. Good health; must furnish evidence of freedom from tuberculosis

D. Duties:
   1. Aid and assist in planning and implementing a program of activities for the social, emotional, physical, cognitive, and spiritual development of children in the program
   2. Take part in staff training programs
   3. Related duties as needed

E. Supervises: "Work Experience" students

F. Salary Range: $3.50 - $3.75 per hour

Resignation--Termination--Continuation

All employees of the San Fernando Valley Academy Child Development Center will be employed on a one-year basis. Employees will be rehired at the recommendation of the Director and the concurrence of the Child Development Center Committee and the Academy Board of Trustees, on an annual review basis. Every employee will be notified of his/her continuation or non-continuation in writing. The Child Development Center Committee shall accept any resignation. Employees shall give a two-
week notice of resignation in writing, addressed to the director and the CDC Committee. The Academy Board of Trustees shall take final action on termination of any employee.

Dismissal of Personnel

Dismissal is discontinuance of salary and employment for cause, by action of the employing organization, after the three-month probationary period has ended.

Causes for dismissal of personnel may include but are not limited to:

1. Immoral or unsatisfactory personal conduct not in accordance with the principles of the Seventh-day Adventist Church.
2. Committing, aiding, advocating, or being convicted of any crime that is a felony, or any crime involving moral turpitude, either a misdemeanor or felony.
3. The use of alcohol, tobacco, marijuana, or misuse of any other dangerous drugs.
4. Social and/or moral problems which make him/her unfit to instruct or associate with children.
5. Insubordination—persistent violation of, or refusal to cooperate with governing board policies.
6. Discourteous treatment of public or fellow employees.
7. Membership in any organization advocating the overthrow of the government by force or subversion.
8. Persistent tardiness or illness leaves.

Procedures for dismissal of personnel are as follows:

1. The director contemplating the dismissal of an employee must first notify the CDC Committee of the proposed action. The
Academy Board Chairman must be present when the committee gives consideration to the case.

2. The director must present to the employee a written statement setting forth the reason(s) for recommendation of dismissal, including notice of his/her right to a hearing by the Board of Trustees.

3. The written notification of dismissal (including the reasons for such action) shall indicate the effective date of dismissal and discontinuance of salary, and shall also inform the employee of his/her right of appeal. If the employee questions the decision, s/he has the right of appeal to the Academy Board.

Personnel Handbook

Probationary Period

All personnel will be probationary for a three-month period. At the end of the probationary period, all personnel will be evaluated in writing, and either put on regular employment or terminated. Evaluations will be conducted at least once a year after being put on regular employment. During the probationary period, no benefits apply.

Salaries

Director's Salary. The director's salary is determined by experience and/or education. The basic salary is $13,480/year ($1,124/mo.).

Add: for A.A. degree in early childhood education: $420/yr. ($34/mo.).

for each year in preschool directing: $210/yr. ($17/mo.).

for each 48 hours of workshops, in-service, or conventions attended: $210/yr. ($17/mo.).
It is the employee's responsibility to keep all personnel records current.

Teacher's Salary. The teacher's salary is determined by experience and/or education. Keeping records up to date is the responsibility of the teachers.

The basic rate is $4.25/hour.

Add: for each six quarter units of ECE college courses: .10/hour.
for each year of experience in ECE teaching: .10/hour.
for each 48 hours of workshops, inservice, or conventions: .10/hour.

Teacher Aide's Salary. The teacher aide's salary is determined by experience and/or education. It is the employee's responsibility to keep personnel records current. The basic rate is $3.50/hour.

Add: for each six quarter units of ECE college courses: .10/hour.
for each year of experience in ECE: .10/hour.
for each 48 hours of workshops, inservice, or conventions: .10/hour.

Benefits

Social Security. All educational personnel are covered by social security. The employee and the child development center contribute to the social security fund according to percentages established by government regulations.

Retirement Plan. The Seventh-day Adventist denomination has a retirement benefit plan which is available for full-time employees. It is primarily devised to benefit those who contribute a lifetime of continuous employment. For additional information, see section 3018 of the Education Code.
Medical Reimbursement. After being put on regular employment, full-time employees will receive medical assistance according to section 4302 of the Education Code.

Vacations and Holidays. Vacation policies apply only to full-time credentialed personnel. One week's annual paid vacation will be granted after one full year of service. Two weeks' annual paid vacation will be granted after two years of service.

All permanent employees shall be entitled to payment for holidays, provided they were in a paid status during the preceding and the succeeding days.


No part-time employees or substitute shall be paid for holidays.

Sick Leave. The authorized absence of an employee because of illness or injury shall be granted, however, no absence due to illness or injury shall be paid.

Teacher Absences

The only legitimate reasons for absence are illness of the teacher, death in the immediate family, or jury duty. Absences for personal reasons must be approved by the director.

If an absence is anticipated, the teacher is to notify the director as early as possible, so that arrangements may be made for a
substitute. In the case of an illness, the director should be notified not later than 7:00 on the morning of the absence, or at least one hour before the intended time to report to work, if that is before 8:00 a.m. Notification of intent to return to work should be given as early as possible preceding the day of return.

**Resignation**

Employees shall give a two-week notice of resignation. This shall be in writing, addressed to the director and the CDC Committee.

**Dismissal of Personnel**

Dismissal is discontinuance of salary and employment for cause, by action of the employing organization, after the three-month probationary period has ended.

Causes for dismissal of personnel may include but are not limited to:

1. Immoral or unsatisfactory personal conduct not in accordance with the principles of the Seventh-day Adventist Church.
2. Committing, aiding, advocating, or being convicted of any crime that is a felony, or any crime involving moral turpitude, either a misdemeanor or felony.
3. The use of alcohol, tobacco, marijuana, or misuse of any other dangerous drugs.
4. Social and/or moral problems which make him unfit to instruct or associate with children.
5. Insubordination—persistent violation of, or refusal to cooperate with governing board policies.
6. Discourteous treatment of public or fellow employees.
7. Membership in any organization advocating the overthrow of the government by force or subversion.

8. Persistent tardiness or illness leaves.

Grievance Policy

A "grievance" shall be any claimed misinterpretation, inequitable application, or violation of the policies or regulations of the child development center, or state and federal laws that apply to child care centers.

The purpose of this grievance policy is to promote unity and harmony while reconciling differences that may arise. It outlines a process by which problems may be resolved and a sound employer-employee relationship strengthened.

Procedures are as follows:

1. An employee with a grievance shall first present it to his/her director in an informal conference within 15 working days of the incident.

2. If the employee is not satisfied with the results of the informal conference s/he may present the grievance in writing to the director within ten working days following the informal conference referred to in Step 1.

The written statement should be a clear, concise statement of the grievance including the date(s) of the incident(s), the circumstances involved, the decision rendered at the informal conference, and the specific remedy sought.

The director shall reply in writing to this formal complaint within five working days, indicating a decision based on the information regarding the grievance.
3. If the decision contained in the written response from the director in Step 2 is not satisfactory, the grievant may appeal the decision by requesting, in writing within five working days following receipt of the decision, that the matter be referred to the CDC Committee of the Academy Board. A request for appeal is to be honored and is to be considered at the next regular or special meeting of the Committee, not to exceed 30 days following the request of appeal. The decision voted by the committee is to be communicated in writing to the grievant within five working days following the committee meeting.

4. If the decision contained in the written response from the CDC Committee is not satisfactory to the grievant, s/he may appeal the decision in writing to the Academy Board. A request for appeal is to be honored and is to be considered at the next regular or special meeting of the board, not to exceed 30 days following the request of appeal. The decision voted by the Board is to be communicated in writing to the grievant within five working days following the board meeting. The decision voted by the Academy Board shall be final.

General Provisions:

1. The grievant and/or his advisor shall be given the opportunity to be present at each of the meetings at which an appeal has been lodged. The decision regarding the grievance may be made in executive session.

2. Notifications specified in Steps 1-5 above will be either hand-delivered to the grievant and/or his/her advisor, or sent by certified mail, return receipt requested.
3. Extension of the time limits may be made by mutual consent.

If the director fails to respond within prescribed time limits (where there has been no mutual extension), the grievance will automatically be processed to the next step. If the grievant and/or his/her advisor fails to appeal within the prescribed time limits, when there has been no mutual extension, the grievance will be dropped.

4. By mutual agreement between the director and the grievant and/or his/her advisor, one or more steps may be omitted in processing a grievance.

5. A grievance may be dropped by the grievant and/or his/her advisor at any time by so designating to the director in writing.

6. No reprisals shall be taken against participants in the grievance procedure by reason of such participation.

7. Records or minutes which contain the results of grievance proceedings shall not be placed in the personnel files of the employee. These records or minutes should not be utilized when consideration is given to raises, promotions, or job placement recommendations.

8. Access shall be made available to records and files of all unprivileged information necessary to the determination and processing of any grievance.

9. Agreements, consents, or understandings must be in writing, bearing the signature of the grievant and appropriate employing administrator.
Standards of Performance

Medical Examinations. All employees are required to have a medical examination prior to employment, signed by a physician. The record must show that the employee is free from active tuberculosis (a skin test is adequate unless there is a positive reaction, then a chest X-ray is required). Employees are personally responsible for renewing the medical examination and T.B. test annually.

Staff Meetings. Staff meetings and in-service training are a required part of the regular assignment and may be called by the director during regular working hours, or whenever necessary. This may be called outside regular working hours.

Dress Code. All dress should be modest and appropriate to the activities involved. Teachers are asked to refrain from wearing shorts, tank tops, and halter tops. Teachers are also asked to refrain from wearing jewelry, including a wedding band. (See "Dress Code", Information for Teachers, 1983-84).

Discipline. No child shall be abused in any way. Abuse includes, but is not limited to, the following:

1. Humiliation of the child, either privately or in front of others.
2. Frightening techniques.
3. Corporal punishment (striking the child, pinching, hair-pulling, or any other means of physical abuse.)
4. Punishment associated with food, nap time, illness or toilet training.

All disciplinary actions shall be reported to the director immediately. Failure to comply with the above shall be grounds for immediate
Student Medication. The only conditions under which school personnel may administer any medication are as follows:

Any student who is required to take, during the regular school day, medication prescribed for him/her by a physician, may be assisted by a teacher if the school receives (1) a written statement from the physician detailing the method, amount, and time schedules by which such medication is to be taken; and (2) a written statement from the parent or guardian indicating the desire that the school assist the student in matters set forth in the physician's statement.

Such medication must be delivered to the school in the original container bearing the original pharmacy label. This label must contain the name and place of business of the seller, the serial number and date of such prescription, the name of the person for whom such drug is prescribed, the name of the member of the medical profession who prescribed the drug, and must bear directions for use as prescribed by him/her. No teacher is required to give medication, and may elect not to.

Staff-Child Interaction. Our child development center is established for the stated purposes of providing:

1. quality care for preschool aged children.
2. an opportunity for christian character development.
3. the opportunity to develop social skills.
4. the opportunity to develop cognitive skills.
5. the opportunity to develop psychomotor skills.
6. the opportunity for affective development.

The following are guidelines within which we work to help the Child Development Center achieve its goals:
We show the child love through

Caring--

1. Being there when the child needs comfort, help, encouragement, something to do.
2. Cultivating sensitivity to changes in a child's behavior which indicate something is wrong.
3. Spending time at the child's level (on the floor, small chairs, etc.).

Respect--

1. Speaking quietly and directly to a child with eye contact. You may need to hold his hand to get his attention first.
2. Make requests in positive terms—and follow through. ("Sand is for digging in. Perhaps you would like to do something else for awhile.")
3. Children are granted the same courtesies we would show adults. This means we do not:
   a. Talk about them in their hearing.
   b. Gossip about them or their families ever.
   c. Eat in their presence between meals.
   d. Ignore them.

Affection--

1. Touching—hugs, pats on the shoulder holding them.
2. Talking with each child every day. Actively listening to what s/he is telling you.
3. Using words that express your valuing of each child.

Forgiving--
1. Children are helped to gain self-control by quietly and firmly being given a "time-out" to gain control. When they are ready and can behave acceptably, they may return to the group. Gentleness is always part of our firmness.

2. Children are not punished, but taught self-discipline.

Trust--

1. Children grow in autonomy and self-respect when they receive many "You can handle it" messages every day. A good question for teachers to ask is "Have I done something for a child today that s/he could have done for him/herself? Why?"

2. Our goal is not teacher-control, but self-control for the child. Within a framework of consistent routines, teachers must work to provide many acceptable choices for children.

3. Teachers must diligently and consistently help children to grow in responsible behavior by:

   a. helping them learn to settle their own disputes.

   b. helping them take good care of all the equipment at the Child Development Center.

   c. teaching them to put toys away when they have finished with them.

   d. trusting them, when appropriate, to care for their own needs.

Safety. Skilled teachers combine the ability to focus on an
individual child with awareness of what is happening everywhere in the yard/room. Each teacher should consider him/herself a safety officer. This includes, among other things:

1. Knowing how many children are in the group at any given time and where they are.

2. Being sure gates are closed, and any potential hazards are eliminated.

3. Stationing yourself near the children at a point in the room/yard where there is no other teacher. Your presence will often prevent a problem or accident from developing. If an accident does occur, you are responsible to know what happened so that we can give the parent (and, if necessary, the insurance company) an accurate report.

4. In case of an accident, an accident report is to be filled in by the teacher for the parent and the child's file. This must be done on the same day as the accident.

**Staff-Parent Interaction.** Your friendliness to parents is an important part of the atmosphere desired at the child development center. Try to always be aware of the close tie between a parent's own self-respect and what is happening with his/her child. Answer questions from parents truthfully in positive terms.

If you are concerned about a child and feel either that we need input from the parent or the parent needs information from us, please talk to the director. S/he will set up an appointment.

**Curriculum.** Our child development center has a commitment to provide an atmosphere where:

1. Children will be seen as whole people and given an opportunity
to grow in knowing and caring about others, about themselves, and the world around them.

2. Children will learn to think, and to enjoy learning.

3. Children will keep and develop their natural curiosity and creativity, learning through play and experimentation.

4. Children will learn shapes, colors, recognition of letters, etc., through play, games, songs, and experimentation, and will also participate in free play.

5. Art projects, crafts and other activities are children's work and not the teacher's. A child's finished product may not be as satisfying to parents and teachers, but it is much more valuable to a child in his/her development.

6. Children will have an opportunity to experience home-like projects: cooking, wood-working, cleaning, etc.

**Supplies and Equipment.** Teachers are asked to plan their activities with constant awareness of economy. Creative use of materials we already have on hand is an excellent budget-helper. Some of the most effective toys and experiences cost very little. However, teachers are expected to ask for what they need to provide a quality program. Lists of needed supplies should be given to the Director each Monday for the week and are subject to his/her approval. Teachers who wish to be reimbursed for equipment or supplies need to receive director-approval before the purchase.

Teachers are expected to be continually aware of how equipment is being used by children. Destructiveness must not be allowed for the sake of the child, and also of the Child Development Center.

(Some of the above guidelines are taken from the A+ Adventist
Children's Center Employment Handbook.)
Welcome to San Fernando Valley Academy Child Development Center!

It is our goal to assist you in promoting your child's physical, intellectual, emotional, and spiritual development. We view your child's development as a result of his/her physical maturation and the experiences that s/he has from day to day.

We consider your child to be an active learner, who will be motivated by natural curiosity to learn about his/her environment. We aim to provide a rich learning environment, one which is designed with much to explore and discover, to help your child learn basic skills.

We believe that God created each child as a unique individual who develops at a rate all his/her own. Therefore, we strive to accommodate the differences among children, and to meet each child's needs.

Play is the way children work and learn, and they learn best when they are able to follow many of their own interests. We believe that God gives every person creative abilities, and intends that people be responsible in the use of His creations. Therefore, we will strive to provide your child with opportunities to explore and develop his/her own creativity, to learn for the sake of understanding, and to be responsible stewards of God's creation.

We believe that God is just, therefore we will strive to teach your child to be fair in his/her relationships with others.

We believe that God forgives us. Therefore, it is our goal to
teach forgiveness, both through precept and example. In this way, teachers, parents, and students will learn to forgive themselves and each other, and will not be hampered by a fear of failure, because learning on all levels will be encouraged by feelings of confidence.

Positive reinforcement will be used to help your child experience a sense of achievement and self-respect. We will encourage his/her development of initiative and self-reliance by creating an atmosphere of trust and structured freedom.

Again, welcome to our Child Development Center. We are looking forward to serving you and your child!

Program Objectives

The San Fernando Valley Academy Child Development Center has been established for the purpose of providing:

1. quality care for children ages two years nine months through five years old.
2. an opportunity for christian character development.
3. the opportunity to develop social skills.
4. the opportunity to develop cognitive skills.
5. the opportunity to develop psychomotor skills.
6. the opportunity for affective development.

Admission Policies

Before a child is accepted into the program, the following requirements must be met:

1. Application form submitted.
2. Health history form on file in the director's office.
3. Physical examination form filled in and signed by the child's
physician. The physical examination may take place from two months prior to two weeks following admission to the program.

4. A deposit fee of $112.00, plus an advance weekly fee of $56.00. If the program is full, children's names will be placed on a waiting list when a deposit fee of $10.00 is received. This fee will apply toward the application deposit when the child enrolls in the program.

Children will be accepted in order of application, with the exception of cases of child abuse, suspected child abuse, or other family emergencies. Children on the waiting list must be enrolled within two weeks after notification of an opening, or their places on the waiting list may be forfeited.

**Finances**

A deposit fee of $112.00 is requested at the time of enrollment, and is returned at the time of withdrawal, if all monetary obligations have been met.

The tuition fee is $56.00 per week must be paid in advance.

If payments are two weeks in arrears, arrangements must be made in order for the child to remain in the program.

We request that a two-week notice be given to withdraw a child. The deposit fee may be forfeited if notice is not given in advance.

As the program expenses are the same whether your child is present or absent, payments must be made even if a child misses a few days. If your child is to be absent for an extended period, due to illness or vacations of over one week, the tuition fee may be reduced. Arrangements must be made with the director in advance.

There will be a $5.00 fee for each quarter hour or fraction thereof for each child left after closing time, beginning 15 minutes after the
extended day-care is over. Please pay this directly to the child's supervisor when you pick him/her up.

There will be a $10.00 service charge for each returned check.

Arrival and Departure

For your child's protection, parents must accompany the child to his/her room. Please sign your child in and out each day. Your child is expected to be picked up on time. If an emergency arises and you are late in picking up your child, please call so your child will not worry, and arrangements can be made for his/her care.

Food

A hot lunch will be provided for your child each day. In addition, the children will be served a nutritious snack each morning and afternoon. Please do not send gum or candy to the center with your child.

Illness

We are not equipped to care for sick children, so please have another person available to care for your child if s/he is ill. If a child becomes ill while at the center, the parent or person indicated on the emergency report will be notified and should call for the child right away. No one will be permitted to take a child from the premises without written consent from the parent.

Staff are not permitted to give medication to children unless they have a statement from the physician, detailing the manner of dispensing the medication. Under no circumstances will the center personnel give non-prescribed medicines, such as cough drops, cough syrup, aspirin, or other shelf or over-the-counter medication. Thank you for your cooperation and understanding in this matter.
**Emergencies or Accidents**

In case of emergency or severe accident, the following procedure will be followed:

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 listed on the emergency information form you complete with us.
4. If we cannot contact you or your child's physician, we will do any or all of the following:
   A. Call another physician.
   B. Call an ambulance.
   C. Have the child taken to an emergency hospital in the company of a staff member.

**Insurance**

Your child is covered by a secondary insurance policy while s/he is in attendance at the center, or is directly en route to or from the center. This means that any other insurance policy on your child will be claimed first, in the event of accident or injury.

**Parent Involvement**

Parents are encouraged to participate in our program in several ways.

Parents are encouraged to become active members of the Child Development Center Parents Association. The purpose of this association is to:

1. Provide parent education.
2. Provide social opportunities for parents.
3. Provide parents with an opportunity for input regarding the Child Development Center program.

4. Provide parents with fund-raising opportunities to supplement the center budget, in order to provide the center with added equipment, supplies, etc.

Parents may wish to use the center as a base for a child's celebration, such as a birthday party. Arrangements need to be made with the director in advance. Celebrations should be scheduled during the children's lunch time. Parents are asked to provide nutritious items for children's celebrations.

Parents may volunteer to help out as drivers/supervisors on field trips and outings. Parents may desire to participate in our program by presenting during worships, music, story, or nature time. We will be happy to use parents' talents! Let the director know if you would feel comfortable being our guest in any of these situations.

If parents wish to visit our program during the day, they are welcome to drop in during outside play time and/or lunch. If parents wish to visit during learning center time, it is recommended that they make advance arrangements with the director. All visitors are asked to sign in upon arrival.

Children's Progress Reports

Each child will be evaluated as to his/her progress once each semester. Your child's teacher will fill out an objective check sheet on him/her, based on observation of psychomotor development, cognitive development, and emotional/social development.

Parent conferences will be scheduled so that the teacher and parents may discuss the child's progress. We suggest that both parents
attend the conference if possible.

Daily Program

Our center program hours are from 8:15 a.m. to 3:00 p.m. Monday through Thursday, and from 8:15 a.m. to 2:15 p.m. Friday. We also offer an extended day-care program before and after the center program from 7:00 a.m. to 5:30 p.m.

During the hours of extended day-care, the children will be free to play indoors or outdoors (weather permitting) with the activities that interest them.

During the hours of the regular center program, the schedule will be more structured:

8:15 Welcome
8:20 Worship
8:40 Learning Centers
10:00 Music
10:15 Snack
10:30 Outside Play
11:45 Story
12:00 Lunch
12:30 Naps/Rest
2:00 Snack
2:15 Free Play
2:45 Nature Experience
3:00 Departure
Yearly Calendar (1984-1985)

Open House August 27
Opening Day September 4
Teacher Inservice Day (No School) October 8
Thanksgiving Recess (No School) November 22, 23
Christmas Day (No School) December 25
New Year's Day (No School) January 1
Teacher Inservice Day (No School) April 15
Memorial Day (No School) May 27
Parent/Teacher Conferences June 11, 12
End of Winter Term June 14
Beginning of Summer Session June 17
Independence Day (No School) July 4
End of Summer Session August 30
CHAPTER 8

Curriculum

All areas of the curriculum emphasize at least one of the following domains: cognitive, affective, or psychomotor.

Worship - religious instruction/activities

A. Objectives:
   1. To learn about God and His dealings with man through becoming acquainted with the Bible.
   2. To learn to love and honor God.
   3. To form Christlike characters.

B. Methods:
   1. Stories/discussions
   2. Activities
      a. Fingerplays
      b. Music
      c. Art
      d. Dramatic play

C. Domains Emphasized
   1. Cognitive
   2. Affective

Music

A. Objectives:
   1. Provide opportunities to learn songs and enjoy music.
   2. To encourage listening to different types of music.
3. To teach differences in loud and soft tones, high and low notes, fast and slow rhythms, and differences in musical instruments.

4. To provide opportunities to move bodies to musical sounds.

5. To provide opportunities to express emotions and feelings through songs, body movement and rhythm.

6. To provide opportunities to explore and create musical sounds and rhythm.

B. Methods:

1. Singing
2. Listening
3. Creative Movement
4. Rhythm

C. Domains Emphasized:

1. Affective
2. Psychomotor

Stories

A. Objectives:

1. To acquaint children with words, ideas, and concepts.

2. To provide opportunity to enjoy language and oral expression.

3. To acquaint children with the world of good literature.

4. To reinforce personal and familiar experiences.

5. To teach good principles of living and problem solving.

6. To teach the child constructive expression of emotions.

7. To stimulate participation in the story or the group.

B. Methods:
Art

A. Objectives:

1. Reading or telling stories orally.
2. Acting out stories.
3. Poetry.
4. Picture/word books
5. Fingerplays

C. Domains Emphasized:

1. Cognitive
2. Affective

Art

A. Objectives:

1. To provide the child with opportunity for creative expression.
2. To provide opportunities for fine motor skill development.
3. To teach concepts of color, form, texture, and size.

B. Methods:

1. Painting (brush, utensils, finger)
2. Modeling (clay, play dough)
3. Coloring (crayons, felt markers)
4. Cutting and gluing
5. Drawing

C. Domains Emphasized:

1. Psychomotor
2. Cognitive
3. Affective

Language Arts

A. Objectives:
1. To provide opportunity to develop listening skills.
2. To promote language development.
3. To enable children to identify letters of the alphabet.
4. To encourage children to use spoken language to communicate needs and desires.
5. To encourage children to use spoken language to communicate courtesy.

B. Methods:
1. Stories (See story section).
2. Discussions.
3. Recorded stories with picture books.
4. Activity centers.
   a. Games
   b. Puppets
   c. Puzzles
   d. Typewriter

C. Domains Emphasized:
1. Cognitive
2. Affective

Mathematics

A. Objectives:
1. To teach number concepts.
2. To teach numeral recognition.
3. To provide opportunities to develop counting skills.
4. To teach size, position, and patterns.
5. To teach geometric concepts.
6. To provide opportunities to develop matching skills.
B. Methods:
   1. Games
   2. Art work
   3. Cooking experiences
   4. Books/pictures
   5. Fingerplays and stories

C. Domains Emphasized:
   1. Cognitive
   2. Psychomotor

Social Studies
A. Objectives:
   1. To teach the equality and dignity of human life.
   2. To teach the importance of the Golden Rule.
   3. To teach about people who serve the community.
   4. To teach about people who live in other countries.
   5. To provide opportunities to learn about families of other children in the class.

B. Methods:
   1. Stories/discussions
   2. Dramatic play
   3. Field trips/guests
   4. Picture books
   5. Cooking foods from other cultures

C. Domains Emphasized:
   1. Cognitive
   2. Affective
Science

A. Objectives:

1. To provide opportunities for children to learn about the physical environment:
   a. Plants
   b. Animals
   c. Mineral elements

2. To provide opportunities for children to discover natural laws:
   a. Law of gravity
   b. Law of motion
   c. Archimedes' Principle (relationship between density and floating).
   d. Principles of osmosis and diffusion.
   e. Law of magnetism

B. Methods:

1. Experiments
2. Discussions/stories
3. Care for classroom pets and plants
4. Guests

C. Domains Emphasized:

1. Cognitive
2. Psychomotor

Physical Education

A. Objectives:

1. To provide for the development of both large and small muscles.
2. To provide opportunity for physical exercise.
3. To provide opportunity to develop balance.
4. To provide opportunity for interaction with other children.

B. Methods:

1. Motor mazes
2. Climbing equipment
3. Riding toys
4. Sand and water play
5. Art and Music

C. Domains Emphasized:

1. Psychomotor
2. Affective

Much of the above curriculum was taken from Kuzma (1978).
Daily Schedule

San Fernando Valley Academy Child Development Center offers a full-day program, with extended day-care before and after the regular school program.

During the hours of extended day-care (7:00 a.m. to 8:15 a.m. and 3:00 p.m. to 5:30 p.m.) the children will be free to play indoors or outdoors (weather permitting) with the activities that interest them.

During the hours of the regular program, the schedule will be more structured:

- 8:15 Welcome
- 8:20 Worship
- 8:40 Learning Centers
- 10:00 Music
- 10:15 Snack
- 10:30 Outside Play
- 11:45 Story
- 12:00 Lunch
- 12:30 Nature Experience
- 12:45 Naps/Rest
- 2:15 Snack
- 2:30 Free Play
- 3:00 Departure
Sample Lesson Plan

8:15 Welcome

8:20 Worship - Group Activity (Affective)

1. Sing "Tick-Tock Song"
2. Read and discuss story Jesus Cares For Me
3. Sing "Jesus Loves Me"
4. Prayer

8:40 Learning Centers - Individual Activities

1. Art (Psychomotor) - Sponge Painting (Blue, Green, Red)
2. Language Arts (Cognitive) - Listening Lotto
3. Mathematics (Cognitive) - Locking Numbers Puzzles
4. Science (Cognitive) - Water table with floating, non-floating items
5. Block Center (Psychomotor) - Hardwood Blocks
6. Dramatic Play (Affective) - Hospital

10:00 Music - Group Activity (Psychomotor)

Record - "Walk Like the Animals"

10:15 Snack - Group Activity

Apple Slices and Milk

10:30 Outside Play - Individual Activities (Psychomotor)

1. Riding toys
2. Climbing structure
3. Balance Beam
4. Sand Box play
5. Playdough at Outside Table

11:45 Story - Group Activity (Affective)

Alexander and the Terrible, Horrible, No Good, Very Bad Day
12:00 Lunch - Hot lunch from School Cafeteria
12:30 Naps and Rest Time
2:00 Snacks - Group Activity
   Fruit Juice
2:15 Free Play - Individual Activity
   Indoor/Outdoor
2:45 Nature Experience - Group Activity (Cognitive)
   Examination and Discussion of Different Kinds of Flowers
3:00 Prayer and Departure

Yearly Calendar (1984–1985)

Open House August 27
Opening Day September 4
Teacher Inservice Day (No School) October 8
Thanksgiving Recess (No School) November 22,23
Christmas Day (No School) December 25
New Year's Day January 1
Parent/Teacher Conferences January 22,23
Teacher Inservice Day (No School) April 15
Memorial Day (No School) May 27
Parent/Teacher Conferences June 11,12
End of Winter Term June 14
Beginning of Summer Session June 17
Independence Day (No School) July 4
End of Summer Session August 30
CHAPTER 10

Administrative Forms

The following forms are suggested for use in the administration of the child development center program.
San Fernando Valley Academy Child Development Center
Employment Application

PERSONAL DATA: Date_____
Name_________________________________ Social Security Number_____
Home Address__________________________ Telephone (____)_________
School Address________________________ Telephone (____)_________
Birthdate______________________________ Citizenship________________

Check current marital status: List names and ages of dependents:
___ single    ___ divorced
___ married    ___ widowed
___ separated

Position for which applying__________________________________________

Church Affiliation__________________________________________
Year joined________ Church in which membership is held__________
Pastor________________________ Address________________________

If you have any physical condition which may limit your ability to perform in the position for which you are applying, please indicate:

_________________________________________________________________

If you are offered half-day employment, will a part-time salary be sufficient to meet your financial needs? __________________________________________

Why would you like to have this position? ________________________________

Would you be willing to continue your education by enrolling in certain college courses or other training programs that may be recommended?_____

EDUCATION:
Complete the following for each college or graduate institution attended
College or University Dates Hours GPA Major Degree
qt sem

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________
List courses you have taken that were related to Early Childhood Education and Human Relationships:

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
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CERTIFICATION:
List all denominational teaching certificates with endorsements currently held and indicate the expiration date for each:

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<thead>
<tr>
<th>Certificate</th>
<th>Endorsement(s)</th>
<th>Expiration Date</th>
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<tbody>
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</tbody>
</table>

PROFESSIONAL EXPERIENCE:
List all teaching or administrative experience in chronological order. Student teaching should be omitted.

<table>
<thead>
<tr>
<th>Dates</th>
<th>School</th>
<th>Position</th>
<th>Subjects/Grades</th>
<th>Supervisor</th>
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Total years of denominational experience as a teacher or school administrator

Total years of non-denominational experience as a teacher or school administrator

Indicate reasons for leaving your most recent position in teaching or school administration

NON-TEACHING EXPERIENCE:
Note employment or experience other than teaching which you believe will contribute to your success in the position for which you are applying:

REFERENCES:
List below four persons other than relatives who can provide both character and professional references concerning your performance as a teacher or as a student teacher:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Complete Address</th>
</tr>
</thead>
</table>
Name | Position | Complete Address
---|---|---

GENERAL STATEMENT:
Use the space below to provide a brief handwritten statement summarizing your personal philosophy of and commitment to Christian early childhood education, along with the major goals you hope to achieve.
SAN FERNANDO VALLEY ACADEMY CHILD DEVELOPMENT CENTER

Employment Contract

Name ____________________________ Certification ____________________________

Degree ____________________________ Years of Experience ____________________________ Assignment ____________________________

Salary/Wages ____________________________ Date to Report ____________________________ Last Day of Contract ____________________________

Salary/wages are subject to verification of certification, education, and experience. Hours may be subject to change.

This contract made this ____ day of __________________ between the above-named person and San Fernando Valley Academy Child Development Center supercedes any or all previously issued contracts.

Signing of this contract acknowledges that you have received and read the Personnel Handbook of San Fernando Valley Academy Child Development Center.

School Board Chairman ____________________________ Employee ____________________________

Date ____________________________ Date ____________________________
Name of Applicant __________________________ Birthdate ________________

Position __________________________ Hours ________________

Duties and responsibilities will include: __________________________

Since we are vitally involved with the wholesome emotional growth of each child, we require our employees to be in good physical and mental health. In your opinion, is this applicant free of disease or any emotional or mental condition that would be detrimental to the children and adults with whom the applicant will be working? __________________________

General physical condition: __________________________

Evidence of a negative tuberculin test is required. Please attach TB Clearance form.

Date of Exam __________________________ Signature of Physician ________________

________________________

Address __________________________
SAN FERNANDO VALLEY ACADEMY CHILD DEVELOPMENT CENTER

Volunteer Form

Name ____________________________ Date _______________________
Mr. Ms. __________________________

Address __________________________ Telephone ___________________

Do you own a car? ______ Driver's License ______ Birthdate ______

Can you furnish proof of automobile insurance? ___________________

Give a brief description of yourself (occupation, interests, hobbies, musical ability, personality, number and ages of children, foreign languages, etc.):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What skills or special interests do you have that you feel could be helpful? ___________________

________________________________________________________________________

In what capacity would you like to work as a volunteer?

________________________________________________________________________

How much time would you be interested in giving? (Hours per day, week or month. Hours during the day, morning, afternoon, weekdays, weekends, evenings, etc.)

________________________________________________________________________

Who referred you to this program? How did you find out about our child development center?

________________________________________________________________________

(Kuzma, 1978)
SAN FERNANDO VALLEY ACADEMY CHILD DEVELOPMENT CENTER

Application

Child's Name

Last

First

Nickname

Birthdate

Month Day Year

Age

Years Months

Address Phone

Father's Name Occupation Phone

Mother's Name Occupation Phone

Parents Living Together ___ Divorced ___ Separated ___ Remarried ___

Others Living in the home and their ages:

____________________________________________________________________

____________________________________________________________________

What language is spoken in the home?

____________________________________________________________________

Church affiliation or background?

____________________________________________________________________

How did you find out about the program?

____________________________________________________________________

Will you be able to assist on field trips or other special occasions?

I will bring my child to school at about _____ A.M.

I will pick up my child at about _____ P.M.

I give permission for my child to participate in all the activities of
the preschool, including field trips, pictures, and evaluations.

I have read the Parents' Handbook and understand the school policies.

I understand that payment is due at the beginning of each week, before
service is rendered, and that my child will be terminated from the
program if payment is more than two weeks late, unless other written
arrangements are made with the director.

Date Interviewed

Signed

Deposit Paid

Date

Signature

OFFICE ONLY
PRE-ADMISSION HEALTH EVALUATION

Physician's Report

Name of Child __________________________ Date of Birth __________

This report and examination are needed as part of an evaluation of the above-named child's readiness to enter San Fernando Valley Academy Child Development Center.

HISTORY Past illnesses and allergies. Please check those s/he has had.

<table>
<thead>
<tr>
<th>Measles</th>
<th>Chicken Pox</th>
<th>Allergies, Hay Fever</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whooping cough</td>
<td>Scarlet Fever</td>
<td>Asthma</td>
</tr>
<tr>
<td>Rheumatic fever</td>
<td>Tuberculosis</td>
<td>Penicillin</td>
</tr>
<tr>
<td>Diabetes</td>
<td>Heart Disease</td>
<td>Other Drugs</td>
</tr>
<tr>
<td>Diptheria</td>
<td>Epilepsy</td>
<td>Insect Bites</td>
</tr>
<tr>
<td>Ear Infections</td>
<td>Cancer</td>
<td>Animals</td>
</tr>
</tbody>
</table>

Explain briefly factors such as surgeries, serious accidents or injuries congenital defects, speech defects, vision problems, which may affect the child's school experience.


IMMUNIZATIONS As required by state law.

<table>
<thead>
<tr>
<th>DPT Series</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>DPT I</td>
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<tr>
<td>DPT II</td>
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<td>DPT III</td>
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<td>DPT Booster</td>
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<td>DPT Booster</td>
<td></td>
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<tr>
<td>DPT Booster</td>
<td></td>
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<tr>
<td>Tuberculin Skin Test</td>
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</table>

<table>
<thead>
<tr>
<th>Polio Series</th>
<th>Date</th>
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<td>Polio I</td>
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<td>Polio III</td>
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<tr>
<td>Polio Booster</td>
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</table>

<table>
<thead>
<tr>
<th>Measles</th>
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<tr>
<td>Mumps</td>
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<tr>
<td>Rubella</td>
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<tr>
<td>Other</td>
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</table>
**PHYSICIAN'S EXAMINATION**

<table>
<thead>
<tr>
<th>Section</th>
<th>Normal</th>
<th>Abnormal</th>
<th>Not Examined</th>
<th>Please explain abnormalities:</th>
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</thead>
<tbody>
<tr>
<td>Height</td>
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<tr>
<td>Weight</td>
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<td><strong>If not, please explain</strong></td>
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<tr>
<td>Skin</td>
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<tr>
<td>Eyes, vision, glasses</td>
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<tr>
<td>Ears, hearing</td>
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<tr>
<td>Nose and throat</td>
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</tr>
<tr>
<td>Mouth, teeth, speech</td>
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<tr>
<td>Glands</td>
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<tr>
<td>Chest, lungs</td>
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<tr>
<td>Cardiovascular, heart</td>
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<tr>
<td>Abdomen, enlargement</td>
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<tr>
<td>tenderness</td>
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<tr>
<td>hernia</td>
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<td></td>
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<tr>
<td>Spine, back</td>
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<tr>
<td>Posture</td>
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<tr>
<td>Extremities</td>
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<tr>
<td>Genitourinary</td>
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<tr>
<td>Nervous System, reflexes</td>
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</tbody>
</table>

**Nutritional status and general appearance of the child**

____________________________________________________________________

**Recommendations for additional medical or dental care**

____________________________________________________________________

____________________________________________________________________

**Date**_________________  **Signed**_________________  **Physician**

**Address**_________________

____________________________________________________________________
CHILD'S HISTORY AND HEALTH HABITS

General health (How has this been in the past?)

Does he corrective shoes? Can he go barefoot?

Does the child enjoy eating?

Is the child normally active?

How does the child act when tired?

How many hours of sleep does he receive at night? Nap time

Does he go to sleep quickly? Does s/he sleep well?


What term does the child use for toileting? Urination:

Bowel movement:

What is the usual time for bowel movements?

Frequency of urination? Boy: Stand at toilet?

Describe the play experiences the child enjoys most

Describe any difficulty the child has getting along with others

Describe group play experiences

What methods of behavior control are used at home?

By whom are these, for the most part, administered?

How does the child respond to these methods of discipline?

Describe any disturbing habits the child exhibits
List special needs, problems, or fears of your child

Has the child been cared for by anyone other than parents?

By whom?

In own home? ______ Outside of home? 

Describe any other information you feel the teachers should have in order to help provide a happier experience for your child

What do you as a parent expect your child to gain from this experience?

Date: __________________ Person giving information ___________________
IDENTIFICATION AND EMERGENCY INFORMATION

Identification and Emergency Information (Side 1 of card)

Name of child ___________________________ Date of birth _________
  Last   First   Nickname

Address ___________________________ Phone ________________________
  Zip

Mother or guardian____________________________________________________
  Employment_________________________________________ Phone

Father or guardian____________________________________________________
  Employment_______________________________________ Phone

(If either parent is a student, please list name of school, phone and current schedule.)

________________________ ______________________ Phone ________ Days ______

________________________ ______________________ Phone ________ Days ______

Persons authorized to pick up child:

______________________________________________________________

______________________________________________________________

(Under no circumstances will child be released to anyone not known to the school without authorization from parents or guardian.)

______________________________________________________________

Persons to be called in case of emergency (Side 2 of card)

(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________________________
SAN FERNANDO VALLEY ACADEMY CHILD DEVELOPMENT CENTER

Accident Report

Name of injured: ___________________________ Child_ Staff_ Visitor__

Date of Birth______________________________

Address______________________________

Phone______________________________

Date of Accident__________________________ Time of Accident__________________

Where did the accident occur?____________________________

Who witnessed the accident?____________________________

How did the accident occur?____________________________

Nature of injury____________________________

First aid rendered____________________________

When and how were parents notified____________________________

What happened to the injured? (Went home, taken to doctor, hospital, remained in school, etc.)____________________________

Name of hospital or doctor____________________________

Method of transportation____________________________

By whom?____________________________

Other remarks concerning accident____________________________

This report should be filled out on the same day as the accident.

(Witness signature and title)

(Teacher's signature)
Dear ________________________, Date________________

Your child received the following injury at school today at ______:

The following first-aid procedures were administered by ____________:

If you would like to discuss this further, please feel free to call.

________________________
Director
Dear Parents,

Your child’s class is planning a field trip to ____________

_________________________ on ________________________.

We plan to leave at _________________ and return by ________________

Transportation will be provided by ________________________.

Please note the following items:

1. Dress should be ________________________________.

2. Items your child should bring are ________________________________

Please sign and return the bottom portion of this letter. Thank you.

Sincerely,

____________________________________________________________________

____________________________________________________________________

_________________________ has my permission to accompany his/her
class on its field trip to ________________ on ________________________.

_____________________________________

Parent’s Signature
SAN FERNANDO VALLEY ACADEMY CHILD DEVELOPMENT CENTER

Classroom Assignment Card

Name of Child_________________________ Teacher_________________________ Room_____

Address________________________ Zip______ Telephone____________________

Date of Birth_________ Starting Date_________ Hours________

These persons are authorized to pick up this child:

1._________________________ Relationship_________________________

2._________________________ Relationship_________________________

3._________________________ Relationship_________________________

Permission is granted for: photographs___ field trips___ evaluations___

Allergies__________________________________________________________

Brothers/Sisters________________________________________________

Other:________________________________________________________________

(Reverse side of Room Assignment Card)

Jot down any information that will help you in your relationship with
the child, for example, if he's left-handed, musical, a poor eater, in-
terested in jungle animals, afraid of dogs, etc.________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Dear ____________________,

The Child Development Center is planning parent-teacher conferences on ____________________.

Please indicate which times would be most convenient for you to meet with your child's teacher and discuss his/her progress. We will try to arrange an appointment accordingly. We would like to be able to meet with both parents if possible.

If it is not possible for you to meet an appointment at any of the hours listed below, please call the Center for another appointment.

Thank you.

The Director

___________________________________________________________
Child's Name

First Choice:
☐ 3:00-5:00 p.m.
☐ 5:00-7:00 p.m.
☐ 7:00-8:00 p.m.

Second Choice:
☐ 3:00-5:00 p.m.
☐ 5:00-7:00 p.m.
☐ 7:00-8:00 p.m.
## SAN FERNANDO VALLEY ACADEMY CHILD DEVELOPMENT CENTER
### Three-year-old Evaluation Form

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Birthdate</th>
<th>Date Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's Names</td>
<td>Previous Nursery School Experience?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Date</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

1. Does the child handle parent separation appropriately?  
2. Does the child play alone?  
3. Does the child play with others?  
4. Does the child assert him/herself in peer relationships?  
5. Is the child physically aggressive in peer relationships?  
6. Does the child mimic actions of others?  
7. Does the child create activities?  
8. Is the child a leader?  
9. Is the child a follower?  
10. Does the child listen in a group situation?  
11. Does the child listen in a one-to-one situation?  
12. Is the child easily distracted?  
13. Does the child follow directions?  
14. Is the child dependent on other children?  
15. Is the child dependent on adults?  
16. Does the child hear and seem to understand the teachers?  
17. Does the child hear and seem to understand the children?  
18. Can the child communicate with the teachers with clear speech?  
19. Can the child communicate with the children with clear speech?  
20. Does the child use at least three words at a time?  
21. Does the child use full sentences?  
22. Does the child run?  
23. Does the child climb?  
24. Does the child pedal a trike?  
25. Does the child pump on a swing?
Three-year-old Evaluation Form, page 2

Adjustment to School:

Motor Development:

Social Development:

Intellectual Development:

Favorite Activities:

Teacher's Goals for the Child:
<table>
<thead>
<tr>
<th>Question</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the child handle parent separation appropriately?</td>
<td></td>
<td></td>
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<tr>
<td>2. Is the child able to establish friendships?</td>
<td></td>
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<tr>
<td>3. Does the child express feelings in an appropriate manner?</td>
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<tr>
<td>4. Is the child able to assert him/herself in peer relationships</td>
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<td></td>
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<tr>
<td>without being physically aggressive?</td>
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<tr>
<td>5. Does the child have a positive self-image?</td>
<td></td>
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<tr>
<td>6. Does the child hear and seem to understand peers and teachers?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. Can the child communicate with peers and teachers?</td>
<td></td>
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<tr>
<td>8. Is the child secure without being dependent on adults?</td>
<td></td>
<td></td>
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<tr>
<td>9. Is the child secure without being dependent on other children?</td>
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<tr>
<td>10. Does the child show compassion in relationships with children?</td>
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<tr>
<td>11. Does the child recognize his/her first name by sight?</td>
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<tr>
<td>12. Can the child write first name with letters in order?</td>
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<tr>
<td>13. Does the child show an interest in the alphabet and numbers?</td>
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<tr>
<td>14. Does the child recognize many capital and lower case letters?</td>
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<tr>
<td>15. Does the child recognize numbers up to ten?</td>
<td></td>
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<tr>
<td>16. Has the child established left to right tracking?</td>
<td></td>
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<tr>
<td>17. Can the child identify basic shapes?</td>
<td></td>
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<tr>
<td>18. Is the child able to listen in a group situation?</td>
<td></td>
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</tr>
<tr>
<td>19. Is the child able to listen in a one-to-one situation?</td>
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<tr>
<td>20. Is the child able to follow directions?</td>
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<td></td>
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<tr>
<td>21. Does the child use large muscle dexterity to his/her maximum?</td>
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<tr>
<td>22. Does the child use small muscle dexterity to his/her maximum?</td>
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<tr>
<td>23. Can the child name and select basic colors?</td>
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<tr>
<td>24. Does the child complete a task?</td>
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<tr>
<td>25. Does the child use a dominate hand? Right___ Left__</td>
<td></td>
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</tbody>
</table>
Adjustment to School:

Motor Development:

Social Development:

Intellectual Development:

Favorite Activities:

Teachers' Goals for the Child:
### MONTHLY ATTENDANCE RECORD

<table>
<thead>
<tr>
<th>Name</th>
<th>M</th>
<th>T</th>
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APPENDIX B

Evaluation Form
May 8, 1984

Dear

Enclosed is a copy of the San Fernando Valley Academy Child Development Center Administrative Manual.

Thank you for your willingness to critique the Manual for me. Enclosed is a questionnaire regarding the strengths and weaknesses of the program, as you see it. Any additional comments or suggestions would be welcome.

I am also enclosing a copy of the Review of Literature for your convenience.

Please fill out the questionnaire and the personal resume information sheet. If I could have them back within two weeks it would greatly help me. You may keep the copy of the Administrative Manual and the Review of Literature.

Thank you again for your help in this project.

Sincerely,

Jenice Gale
Evaluation Form

Please comment on the strengths and weaknesses of each of the components of the proposed preschool program for San Fernando Valley Academy. Any recommendations or comments you have will be welcomed.

1. Philosophy and Organizational Plan
   A. Strengths -

   B. Weaknesses -

   C. Recommendations/Comments -

2. Objectives of the Program
   A. Strengths -

   B. Weaknesses -

   C. Recommendations/Comments -
3. **Yearly Curriculum**
   A. Strengths -
   
   B. Weaknesses -
   
   C. Recommendations/Comments -

4. **Budget (Start-up and Working)**
   A. Strengths -
   
   B. Weaknesses -
   
   C. Recommendations/Comments -

5. **Method of Bookkeeping**
A. Strengths -

B. Weaknesses -

C. Recommendations/Comments -

6. Financial Policies
   A. Strengths -

   B. Weaknesses -

   C. Recommendations/Comments -

7. Yearly and Daily Schedule
A. Strengths -

B. Weaknesses -

C. Recommendations/Comments -

8. Equipment and Supplies

A. Strengths -

B. Weaknesses -

C. Recommendations/Comments -

9. Personnel Policies

A. Strengths -
B. Weaknesses -

C. Recommendations/Comments -

   A. Strengths -
   B. Weaknesses -
   C. Recommendations/Comments -

11. Parents' Handbook
   A. Strengths -
   B. Weaknesses -
C. Recommendations/Comments -

12. Records/Forms

A. Strengths -

B. Weaknesses -

C. Recommendations/Comments -
APPENDIX C

Recommended Changes for the
Administrative Manual
APPENDIX C

Recommended Changes for the
Administrative Manual

Constitution and By-laws (Administrative Manual, page 106)

Present Article III, Section B:

The CDC shall be administered by a CDC Committee of not less than eight (8) members. The Center Committee shall be composed of four (4) representatives elected from the Academy Board of Trustees. Two (2) parents will be elected from the CDC Parent's Association. The Director, the Chairman of the Academy Board of Trustees, the Academy Principal, and the Elementary Principal will be ex officio members.

Recommended Change:

The CDC shall be administered by a CDC Committee of not less than six (6) members. The Center Committee shall be composed of four (4) representatives elected from the academy Board of Trustees. Two (2) parents will be elected from the CDC Parents' Association. The Director and the Chairman of the Academy Board of Trustees will be ex officio members.

Present Article III, Section B, #2:

"There shall be at least a \( \frac{1}{2} \) membership turn-over each two years."

Recommended Change:

"There shall be no restriction on the number of terms a member may serve."

Personnel Sick Leave (Administrative Manual, page 126)

Present Policy:

"The authorized absence of an employee because of illness or injury shall be granted, however, no absence due to illness
or injury shall be paid."

Recommended Change:

"The authorized absence of an employee because of illness or injury shall be granted. Two days for illness per term will be paid to full-time teachers and aides."


Present Policy:

The "pegboard" method of bookkeeping is recommended. In this method, three copies of each transaction involving income are made. The original copy acts as a statement/receipt and will be given to the parents. The second copy is the child's record of payment, and will be retained by the CDC. The third copy is kept for the receipt journal of the CDC.

The CDC director will be responsible for the bookkeeping on all income, and therefore parents will pay fees directly to the CDC.

All check-writing expenditures will be done through the Academy business office. A petty cash fund of $200.00 will be kept on hand for incidental use. A written record in the form of receipts must be kept on all expenditures from the petty cash fund.

Recommended Change:

The "pegboard" method of bookkeeping is recommended. In this method, three copies of each transaction involving income are made. The original copy acts as a statement/receipt and will be given to the parents. The second copy is the child's record of payment, and will be retained by the CDC. The third copy is kept for the receipt journal of the CDC. Parents will pay their fees at the Academy business office.

All check-writing expenditures will be done through the Academy business office. A petty cash fund of $300.00 will be kept on hand for incidental use. A written record and receipts of all expenditures from the petty cash fund must be kept by the director.