



# SUN CLIMBERS

a manual for starting a pre-school program

by J. Henry & D. Russell

TO CLIMB TO THE SUN IS TO CLIMB

TOWARD OUR DREAMS

West 10 has contributed  
towards the printing of  
this publication. We are  
grateful for their assistance.

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## P R E F A C E

In writing this book, some existing Edmonton parent-run co-operative pre-school programs were asked to help, by providing information. We thought this information would be of help to other parent groups interested in starting their own program. The information is only to provide examples or general guidelines! Each group has to develop the program they want. It is hoped that this information will provide learning experiences that will save time and energy and perhaps avoid some of the initial difficulties encountered in starting a new program. The pre-schools that we looked at are:

1. Garneau Pre-School, Beverly Kavanaugh, 433-5410
2. Londonderry Child Development Centre, June Henry, 475-3357
3. The Green Circle Pre-School Association, Josie Aubrey, 469-8023
4. The Gold Bar Kindergarten, Denise Linton, 466-6271
5. Belmac Co-operative Kindergarten, Aileen Polushin, 436-5877
6. Apollo Kindergarten, Iris Winkelaar, 699-8108
7. Scott Robertson, Marion Neumeyer, 476-9011

We want to thank these parent groups for helping us gather this information. They may be contacted for any information that does not appear in this manual.

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Dear Reader,

You can send your pre-schooler to a private kindergarten or a publicly sponsored pre-school program if there is one in your area. This may or may not be a worthwhile experience for him. You may never know just what he does or what happens to him; you will certainly not have any say in what his experiences are.

If you take part in creating a pre-school for your child, the picture is an entirely different one. Not only will you know very well what he does there and why, you will also be responsible in part for deciding the activities and approach to be used and for choosing the kind of person who will be his teacher.

Are you tempted to say "But I don't know anything about pre-school education"? Remember, the "experts" in the field are still only groping their way towards an understanding of this subject. You are still the expert on your child! The latest research indicates that parents are the key figures in early education. This has been officially recognized by the Alberta Government in its recently released policy on Early Childhood Services.

When I first became involved with setting up a local pre-school, I had no inkling of what was in store for me - both good and bad! The struggle to work out a sound program that truly reflected the aims of all the parents was often a painful process. Just learning to work together with others, to express opinions honestly and resolve conflicts was difficult. At times, it seemed as if the dream which we had started with was turning into a nightmare! Problems seemed to multiply like the heads of the hydra; when you got rid of one, two more would spring up! Some of these problems could have been avoided. Hence the manual.

What I should like to stress though is that in the long run, it was more than worth it. We did achieve what we set out to: a pre-school with plenty of active parent involvement that really enriches the program and parents, who are becoming better informed about young children. But we gained much more than that. We learned to co-operate towards a common aim; some of us found new interests by working in various capacities for the group; friendships have grown up; a real sense of community has emerged; we all share a feeling of great pride in "our school" and we have gained confidence in our ability to organize and carry out projects. In fact, our world has expanded along with our children's! Now what private kindergarten could give you all that?

*June Henry*

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Case

Sandbox

# 1. WHAT DO WE WANT?

## Developing A Philosophy

After a great deal of discussion, parent pre-schools groups have found it helpful to develop a philosophy for their particular pre-school program. Here are two examples:

### Philosophy of the Londonderry Child Development Center

#### 1. The Basic Principles

1. Each child is an individual and the rate of development in different areas varies very much from one child to another.
2. A good pre-school program takes into account the varying degrees of development in each child, and takes as its starting point the **STAGE OF DEVELOPMENT** at which the child is.
3. ALL areas of development are taken account of- physical, emotional, social and intellectual. Intellectual growth depends very much on the other types of development mentioned.
4. Learning in young children takes place **ALL THE TIME**, the foremost ways in which young children learn about the world are through Play and through the experiences offered to them. Field trips provide important experiences in addition to the ones offered in the classroom and school.
5. **PLAY** contributes to the following areas of development:
  - (a) Self-expression through choices made available to the child.
  - (b) Independence through being allowed to try out his own ideas.
  - (c) Confidence from achieving what he sets out to do.
  - (d) Knowledge from investigating things and ideas both at home and outside the home.
  - (e) Maturity by using his new found knowledge and skills.

- (f) Social confidence from learning to play with other children and from interaction with other adults.
- (g) Language through talking about his experiences to other children in play and with the teacher and other adults.

In a parent-run group there can be a wide range of ideas as to what constitutes a good pre-school program. We have found it helpful to discuss our ideas thoroughly before the program begins. Your ideas will determine what type of teacher you hire. (If you decide to leave the choice of program up to the teacher, make it clear to everyone that the teacher makes these decisions.)

The government has hired people to discuss your ideas and program with you. Call them and talk it over. Here are some of the people who can help you:

Department of Early Childhood Education  
University of Alberta  
Lorraine Everett or Janis Blakey  
432-5428

Edmonton Public School Board  
Early Childhood Education Consultant  
Colleen Kennedy or Kay Chernowski  
429-5621

City Social Services  
Day Care Director  
Sheila Campbell  
425-5971

Provincial Department of Education  
Pat Shannaghan  
426-0915

City Parks and Recreation  
Playschools Division  
Mrs. Krucik  
425-7464

## Philosophy of the Green Circle Pre-School

Our aim is to offer an opportunity for children to develop to their fullest potential in all possible areas. We consider intellectual development to be as important as social and emotional development in these early years. We hope to do this by:

1. choice and arrangement of attractive equipment,
2. direction of play without the children being aware of the direction.

As we do this, we will be placing children in many social, cultural, and intellectual learning situations. We believe that a major part of learning is facing and overcoming challenges. By doing this, children gain mastery over their environment and increase their self-confidence and independence. We believe that "good education" is based on what is selected for these challenges. These challenges should readily pass on the human store of knowledge of skills and social attitudes. In the Green Circle Pre-School the challenges would closely correlate with the individual child.

Our chief concern is NOW, but our aim is education for life. Most of us are aware of the less desirable aspects of modern society, and through the school we hope to give our children standards which will help them to combat those failings. We wish to stress co-operation rather than competitiveness, the use of spoken and written language as a vehicle for the children's thoughts and individuality rather than uniformity in artistic expression.

We believe the hope for large cities lies in their having a majority of concerned citizens. Thus we will try with the help of field trips and visitors to give the children a feeling of mutual belonging. Above all, we hope that the individual challenge and sense of adventure in learning will help the children to develop an attitude of an independent approach which will always remain with them.

## 11. Elements of the Program

1. The Program offers the child the freedom to choose from a variety of experiences and through play to develop at his own pace.
2. The environment should offer stimulating and interesting opportunities for the child to expand his knowledge, skills and confidence AT HIS OWN INDIVIDUAL LEVEL.
3. The supervisor uses her imagination and skill to provide the child with happy and stimulating experiences and utilizes the child's spontaneous activities to further his learning in many different ways. (e.g. By talking with the child about what he is doing, thus expanding vocabulary, knowledge about the world, etc.).
4. The child needs love and acceptance in order to develop a sense of personal worth. This comes from the acceptance of him as a worthwhile individual and the feeling of confidence and self-acceptance he gains from being allowed to choose from and succeed at various activities.

## 111. Aims of the Program

1. To operate a pre-school program based upon the above philosophy.
2. To involve the parents in all aspects of the program.
3. To educate ourselves as parents in all aspects of child development.
4. To become an integral part of M.E.LaZerte Community School, by promoting interaction between our program and the High School programs. Specifically, to be a learning resource for students and to use school personnel and facilities as learning resources for the pre-schoolers.

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## Apollo Kindergarten

### Program (for five year olds):

Crafts: Painting of original pictures, using modeling clay, making things using macaroni, glitter, etc., dramatic play and programs, puppetry.

Books: Learning to take good care of books, enjoy looking at pictures, listen to stories, tell a story in sequence.

Language: Learning many new words, remembering and repeating stories and verses, taking part in discussions.

Numbers: Learning concepts of: numbers, times, shapes, space.

Physical Co-ordination: Skipping, cutting, pasting.

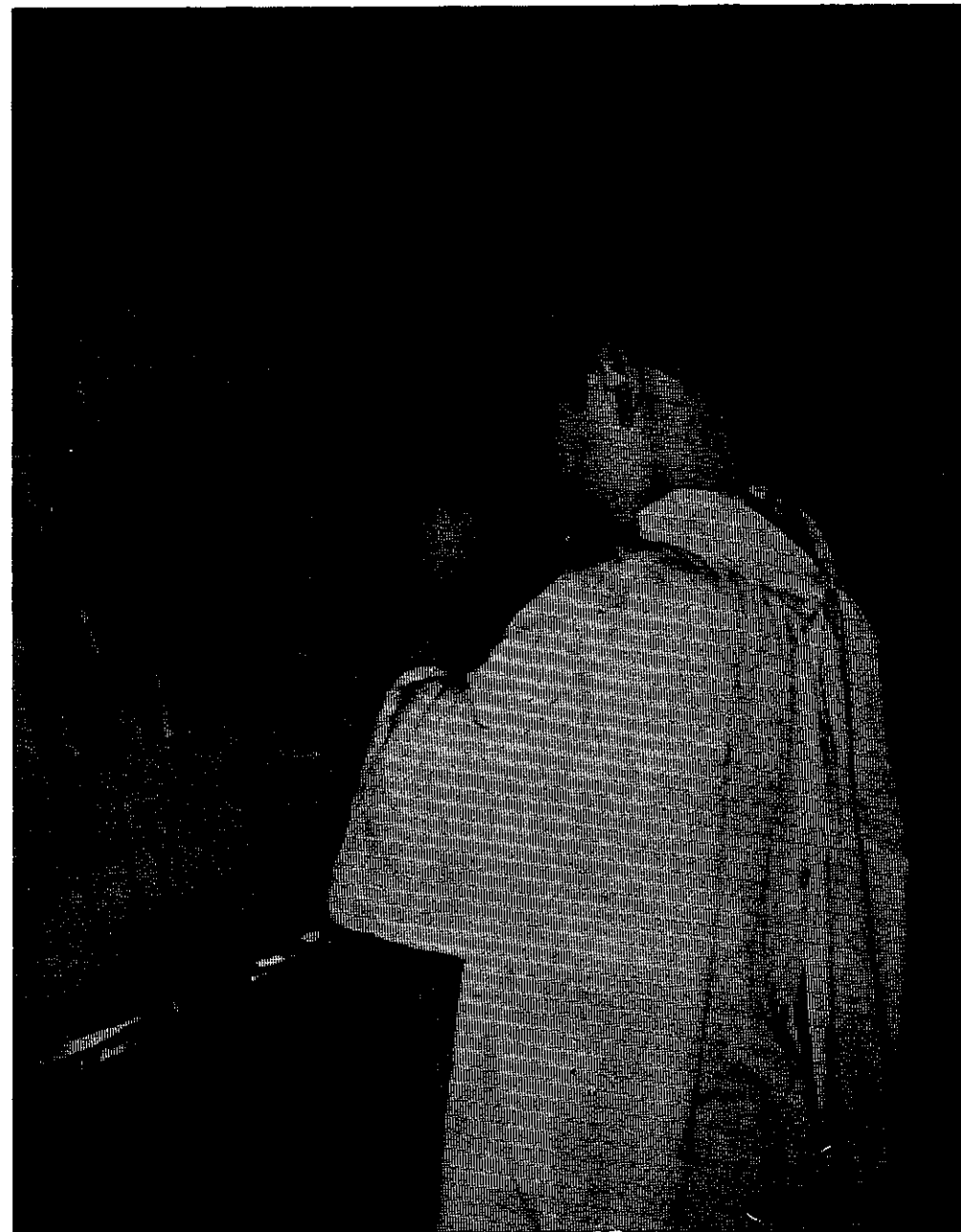
Music: Participation in singing, participation in rhythms, enjoy listening to music, play musical games and instruments.

Science: Magnifying glasses, magnets, observing animals, other simple facts are pursued such as planting seeds and bulbs.

General: Learning about colours, last name, how to recognize and print name, address, telephone number, birthday, how to tie shoes, the seasons and days of the week, follow from left to right, recognize differences in sound, shape, size, how to dress oneself and hang up clothes, the hours of the clock.

Children are also taken on tours of the Fire Hall, Centennial Library, Provincial Museum, Honey Factory, and a large department store. Visits are paid to the Kindergarten by important members of the community such as policemen, etc.

The four year olds follow a modified program of the above. The teachers use their discretion as to how far they should proceed with this group in order to avoid boredom the following year.





## Developing Programs:

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How will the children in the pre-school spend their time? This is a question that the parents should decide. We have listed three examples of daily programs used by some parent groups.

### Green Circle Pre-School

Daily Program: There is no formal curriculum as such. Although there are some group activities and a certain amount of necessary routine, a great number of activities are available for the individual child. The teacher attempts to give each child as much individual attention as possible, and in order to do this, there are two parent volunteers during each class. Although the teacher has overall plans for activities in the classroom, her efforts are generally determined by the interests of her children.

Activities: Activities are designed to stimulate the child intellectually, socially, physically and emotionally. Activities are oriented around the school gymnasium, outdoor playground, library arts and crafts area, music corner, letters and numbers area, a children's kitchen, a sandbox and slides. A dollhouse, playhouse, puppet theatre and carpenters workbench are being added to the activities.

### Londonderry Child Development Center

Daily Program:

1. Free play.
2. Gym period - free approach to equipment.
3. More free play.
4. Juice and cookies.
5. Story or discussion.
6. Teacher directs activity for those who wish to participate.
7. Free play.
8. Clean-up.

Activities: Painting; clay; playdough; sand; playhouse; dress-up clothes; blocks; puzzles; books; records; tools (hammering, etc.); manipulative toys; crayons; pens; rocking boat; water play; scissors, glue and other craft materials; letter cards; number concept materials; dolls.

The child chooses his own activities. Play may be social (in a group) or individual.

Some of the teacher directed activities: simple cooking, finger painting with various media, potato printing, etc., making puppets, simple science, collecting leaves, rocks, etc. from outside, learning songs. A field trip is taken outside the school at least once a month.

## 2. BECOMING LEGAL

### Forming a Society

After deciding your philosophy and program, most groups want to legally establish themselves as a society.

Five or more persons may become incorporated under the Societies Act for any benevolent, philanthropic, charitable, provident, scientific, artistic, literary, social, educational, agricultural, sporting, or other useful purpose, but not for the purpose of carrying on a trade or business. Most groups formed a society with their own by-laws. There are legal advantages to doing this; i.e. the society, rather than an individual, has the financial and legal responsibility. This means that legal claims are made against the group, not any one person.

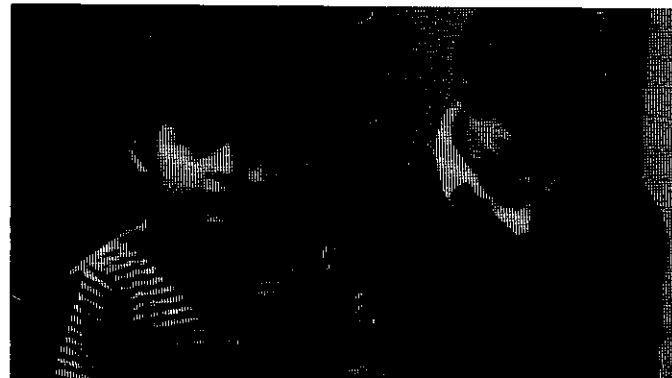
The costs of forming a society:

- |   |             |
|---|-------------|
| a. Incorporating fee.....   | \$5.00      |
| Publishing notice of incorporation in<br>the Alberta Gazette..... | \$5.00      |
| b. Obtaining a seal (rubber stamp).....<br>(Optional)             | \$5.00      |
| <br>TOTAL.....  | <br>\$15.00 |

You apply to:

Mr. James Warr  
Registrar of Companies  
Attorney General's Department of the  
Provincial Government  
4th Floor, Financial Building  
Telephone: 229-4487

The Registrar of Companies will provide you with an Outline of Requirements for Incorporation Application Form and a sample of by-laws. Your application will cover the intended name of the society, its proposed purposes, and a set of by-laws covering ten items. These include provision for terms of admission of members, minutes of meetings, audit of accounts, etc. You may draw up your own set of by-laws or adopt the sample by-laws provided, as long as the ten items are covered. We have found that it is easier to adopt a general set of by-laws which are legally binding and in addition keep a policy manual (a book where policy decisions are recorded) than to try and put all policy laws in registered by-laws. Once registered, they are hard to change. You must have an address in the province from which the operations of the society are to be chiefly carried on. This will be on file with the Registrar. This need not be a business office - the home address of one of the members is usually sufficient. Approval from the Registrar takes about one week. Bel-Mac Co-operative Kindergarten is an example of a group that decided not to form a society but simply agreed upon a constitution.



# CONSTITUTIONS:

Here is an example of a constitution from Bel-Mac Co-operative Kindergarten to give you an idea of what is expected.

- I. The kindergarten shall be non-denominational.
- II. The kindergarten shall be run as a non-profit, co-operative organization.
  1. The organization meeting of new members and election of members of the executive shall be held by 1 May.
  2. The mothers' group is responsible for obtaining the services of a qualified teacher (if possible).
  3. The mothers' group shall be responsible for maintaining equipment, administering the kindergarten affairs, and collecting fees.
  4. The teacher shall be in charge of the kindergarten program. The teacher shall be conversant with the issued curriculum and, within its bounds, use her own judgment.
  5. The teacher is responsible for the discipline of the children during school hours. The teacher, with the consent of the executive, has the option of dismissing a child who in her opinion consistently disrupts the class. A consultation together of the teacher, the executive and the parent of the child shall be held prior to dismissal.
  6. The teacher may be seen at school or phoned at home regarding any child. Parents are requested to arrange appointments at the convenience of the teacher.
  7. The kindergarten shall operate on the same days as the Edmonton Public Elementary School, except it will close the last Friday in May. Exceptions may be made by the Executive.
- III. Enrollment shall be limited to 20 children in their preschool year.
- IV. Application for registration shall be by letter only. Priority is given to:
  1. former kindergarten members and
  2. residents of the McKernan-Belgravia districts.
  3. After 1 March all applicants will be considered on a first come, first served basis and no priorities will be considered.
  4. Compilation of the waiting list also shall be on a first come, first served basis.
- V. Fees
  1. Initial registration fee shall be \$5.00 payable at the time of written application. The registration fee will not be refunded after 1 June but may be applied toward regular monthly fees if the Kindergarten finances permit.
  2. Monthly fees shall be determined by the executive each year.
  3. Should a child withdraw, her remaining fees shall be refunded beginning with the month immediately subsequent to withdrawal. Full refund may be made at the discretion of the executive.
- VI. If it is felt to be necessary, the teacher may be removed by a 2/3 vote of the membership.
- VIII. The executive shall be responsible for advertising the kindergarten; advertising for, interviewing, and hiring the teacher; carrying out the decisions of the members; making appropriate decision and carrying out the duties as empowered by the Constitution. The Executive shall consist of a President, Vice-President, Secretary, Treasurer, Phoner, and Social Convenor. The duties of the Executive members are:

President: Call and preside at all meetings. Keep list of substitute teachers and hire as necessary. Arrange licensing. Make arrangements for housing the Kindergarten.

Vice-President: Function as liaison with teacher, receive and act on any complaints, contact Phoner as necessary. Act as President in her absence.

Secretary: Keep minutes of all meetings. Aid Vice-President in arranging parent-teacher conferences. Handle registration. Perform miscellaneous typing and correspondence.

Treasurer: Responsible for handling all Kindergarten funds.

Phoner: Contact parents as necessary.

Social Convenor: Arrange field trips, parties, refreshments, etc.

- IX. A budget and regulations governing the operation of the Kindergarten throughout the year shall be drawn up annually by the Executive at the beginning of the school year and approved by the membership.

## BY-LAWS

Here is an example of by-laws from Londonderry Child Development Centre to give you an idea of what is expected.

### 3. MEMBERSHIP

#### 3.0 Active Members

3.0.1 Active members shall be those parents or guardians who register their child or children in a program of the Society and pay an annual membership fee of \$1.00 each.

3.0.1.1 Persons without a child registered in a program of the Society and who wish to contribute to the aims and objectives of the Society may become active members upon payment of an annual fee of \$20.00. This fee may be waived with the unanimous consent of the Board.

3.0.1.2 The membership shall terminate on June 30 of each year.

#### 3.0.2 Patron Members

Any person who, in the judgment or opinion of the executive, renders an outstanding contribution to the promotion and development of the Society, whether financial or otherwise, may be made a patron of the Society by the Executive.

#### 3.0.3 Associate Members

Persons wishing to contribute to the aims and objectives of the Society may become associate members upon payment of an annual fee of \$2.00.

#### 3.1 Rights of Members

3.1.1 Only active members may vote or hold office.

3.1.2 All members may attend general meetings of the Society.

3.1.3 Only active members will receive the publications of the Society.

4. BOARD OF DIRECTORS

- 4.0 There shall be a Board of Directors of not less than nine people.
- 4.1 The immediate past-president shall be a member of this Board of Directors.
- 4.2 Members shall be elected to the Board for a two year term. It is the responsibility of the existing board to shorten the length of an individuals term so that approximately 50% of the Board members are elected each year.
  - 4.2.1 Members may be elected to the Board for several consecutive terms of office.

5. POWERS OF THE BOARD OF DIRECTORS

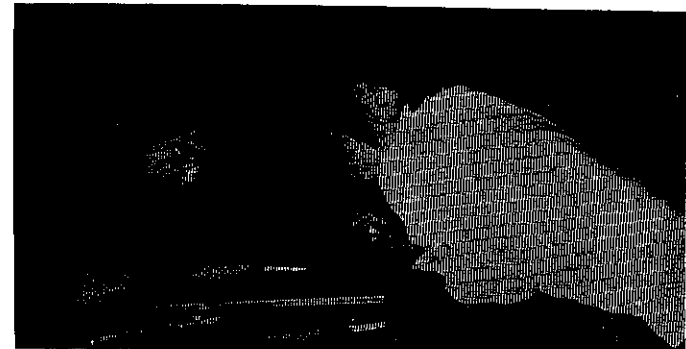
- 5.0 The Board of Directors shall be responsible for the management of the affairs of the Society.
- 5.1 The Board of Directors shall be responsible for engaging an Executive Director who shall carry out the day-to-day activities of the Society under the direction of the Board. The Board of Directors may hire any other staff it may deem necessary for the proper conduct of the affairs of the Society and determine the remuneration of all employees.
- 5.2 The Board of Directors are empowered to borrow money for the purposes of the Society.
- 5.3 The Board of Directors may appoint any committees it deems necessary.
- 5.4 The Board of Directors may sponsor and conduct activities which it deems of value to the membership or the community-at-large.

6. EXECUTIVE AND SOCIETY OFFICERS

- 6.0 The Executive and offices of the Society shall consist of:
  - a) President
  - b) Vice-President
  - c) Secretary
  - d) Treasurer
  - e) Publicity Director
- 6.1 The Board of Directors shall, at its first meeting after the annual meeting of the Society, elect, from among the Directors the officers of the Society for the ensuing year.
- 6.2 The Society officers shall hold office until re-elected or until a successor is elected.

7. DUTIES OF THE EXECUTIVE

- 7.0 Subject to direction by a general meeting of the Board of Directors the executive shall:
  - 7.0.1 Manage the affairs of the Society
  - 7.0.2 Secure and administer funds for the Society.



## 8. DUTIES OF THE OFFICERS OF THE SOCIETY

- 8.0 The officers of the Society shall perform the duties of their offices as directed by the by-laws, the Society, the Board of Directors, or the executive and, without restricting the generality of the foregoing, their duties shall include the following:
- 8.0.1 The President shall call and preside at all meetings, provide active and dynamic leadership, initiate policy, and keep himself or herself fully informed of the operations of the Society.
- 8.0.2 In the absence of the President, the Vice-President shall have and exercise all such duties, privileges and powers as normally reside in the President.
- 8.0.3 The Secretary shall attend all meetings of the Society, the Board of Directors and the Executive, keep records of all minutes of all meetings, maintain an attendance record for each member, conduct correspondence for and on behalf of the Society, and be custodian of the seal of the Society, which is to be used on all official documents of the Society and is to be authenticated by the signature of two of the following: President, Vice-President, Secretary and Treasurer.
- 8.0.4 The Treasurer shall attend all meetings of the Society, the Board of Directors, and of the Executive, supervise the keeping of all records, books, cheques, accounts and vouchers of the Society, the entering and recording of all bills,

cheques, drafts and monies received and spent to the Society, the Board of Directors and/or the Executive when required to do so.

- 8.0.5 The Publicity Director shall be responsible for seeing that the community at large is aware of the operation and intention of the Centre as operated by the Society and shall perform any other publicity as directed by the Board of Directors or officers of the Society.

## 9. ELECTION OF OFFICERS

- 9.0 The Board of Directors shall appoint a nominating committee at least one month prior to the annual meeting.
- 9.1 Duties of the Nominating Committee
- 9.1.1 The nominating committee shall select and nominate persons from the active members of the Society for the vacancies on the Board of Directors.
- 9.1.2 The nominating committee shall present all nominations to the Board of Directors at least two weeks prior to the annual meeting.
- 9.1.3 The nominating committee is responsible for the conduction of the election at the annual meeting.
- 9.2 Other Nominations
- Any five active members may nominate persons to the Board of Directors by submitting in writing the names of these nominees to either the President of the Society or the chairman of the nomination committee at least 48 hours before the annual meeting.

## 10. VACANCIES

### 10.0 Members of the Executive and Officers

Any vacancy in the executive and among the officers of the Society shall be filled by the appointment by the Board of Directors of a Director for the unexpired term.

- 10.1 Whenever the position of a Director on the Board of Directors of the Society becomes vacant, the Board of Directors are empowered to appoint someone as a Director to fill such vacancy until the next annual meeting of the Society.

## 11. MEETINGS

### 11.0 Annual Meeting

- 11.0.1 The Society shall hold an annual meeting each year in the City of Edmonton in the Province of Alberta during the month of April.
- 11.0.2 At least two weeks notice of the date and place of the meeting shall be given by the Secretary to the members of the Society.

### 11.0.3 Order of Business

The order of business at the annual meeting shall be as follows:

- a) reading of the minutes of the previous annual meeting,
- b) reports of officers and committees,
- c) election of officers,
- d) unfinished business,
- e) appointment of auditors,
- f) new business.

### 11.1 Special and General Meetings

- 11.1.1 Special meetings of the Society may be called by the President, Vice-President,

Secretary, the Executive or the Board of Directors at any time, providing notice of the time, place and purpose of the meeting is given to all members seven days prior to the meeting.

- 11.1.2 It shall be the duty of the president to call a special meeting on receipt of a request to that effect signed by at least twenty-five percent of the active members and specifying the purpose for which the meeting is desired. Should the President fail to do so within ten days, either the Vice-President or failing him, the Secretary shall call the meeting.
- 11.1.3 No business shall be transacted at a special meeting, unless notice thereof has been given.

### 11.2 NOTICE

Any notice which this constitution and by-laws require to be given to the members of the Society may be given at any regular meeting of the Society.

### 11.3 Quorum

- 11.3.1 Two-thirds of the active members at the beginning of any meeting shall constitute a quorum at that meeting.

### 11.4 Voting

Every active member may vote, and in the case of a tie vote, the President shall cast the deciding vote.

- 11.4.1 Voting shall be by a show of hands unless a ballot is demanded.

### 11.5 Meeting of the Board of Directors

- 11.5.1 A meeting of the Board of Directors may be called at any time by the President. If the meeting is called at any time

other than at a regular meeting of the Society, twenty-four hours notice of the meeting shall be given.

11.5.2 Fifty percent of the members shall constitute a quorum at a meeting of the Board of Directors.

11.5.3 In case of a tie vote, the chairman shall cast the deciding vote.

11.6 Absence of the President and Vice-President

In the absence of the President and Vice-President from any meeting of the Society, the Board of Directors, the members present shall elect a chairman of the meeting.

12. AUDIT OF ACCOUNTS

12.1 The books, accounts and records of the Secretary and Treasurer shall be audited once each year by either a duly qualified accountant or by two members of the Society elected for that purpose at the annual meeting. A complete and proper statement of the standing of the books for the previous year shall be submitted by such auditor(s) at the annual meeting of the Society.

13. INSPECTION OF BOOKS AND RECORDS

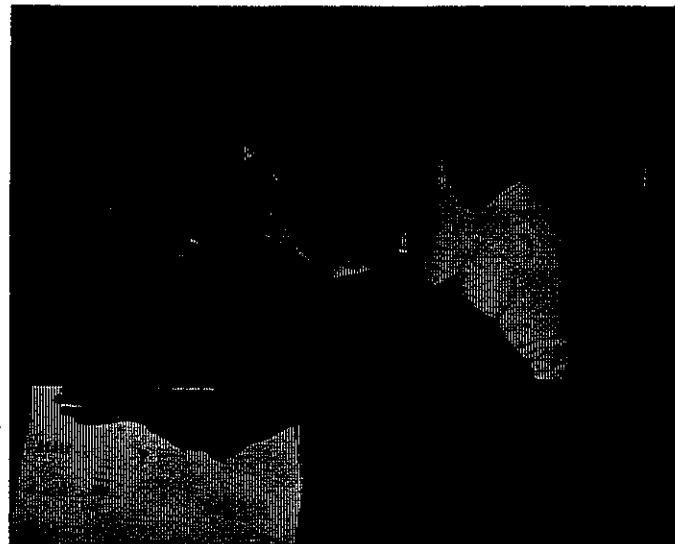
13.1 The books and records of the Society may be inspected by any member of the Society at the annual meeting, or at any time upon giving reasonable notice and arranging a time satisfactory to the officer or officers having charge of same. Each member of the Board shall at all times have access to such books and records.

14. AMENDMENT OF BY-LAWS

14.1 The by-laws of the Society may be amended at any general or special meeting of the Society providing the amendment is approved by at least seventy-five percent of the acting members present and providing that:

14.1.1 All active members have been provided with a notice of the proposed amendment at least two weeks prior to the meeting.

14.2 All changes in these by-laws must be registered with the Registrar as per the Societies Act.





## Pre-School Licensing

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You must have a license to operate ANY pre-school program. The Standards for Institutions and Nurseries are concerned with the physical accomodation, fire regulations and the staff/child ratio's. To obtain application forms and further information, contact:

Department of Health and Social  
Development

Homes and Institutions Branch  
Administration Building  
10820 - 98 Avenue  
Edmonton, Alberta.

## Kindergarten Licensing

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You may also want to become licensed as a kindergarten. An accredited kindergarten has a certified teacher and adheres to the Department of Education curriculum guidelines.

If you want to become licensed as a kindergarten in addition to a pre-school, contact:

Department of Education  
Executive Building  
10105 - 100 Street  
Edmonton, Alberta.  
Phone: 429-0915

for information and application forms. There are additional regulations for kindergartens:

1. Curriculum: The curriculum emphasis is upon interpreting and enriching the experience of the child; teaching him good habits of social living outside the home, and preparing him for school without infringing on the Grade I program.
2. Staff: A kindergarten teacher must be certified in the Province of Alberta.

## Standards for Institutions and Nurseries

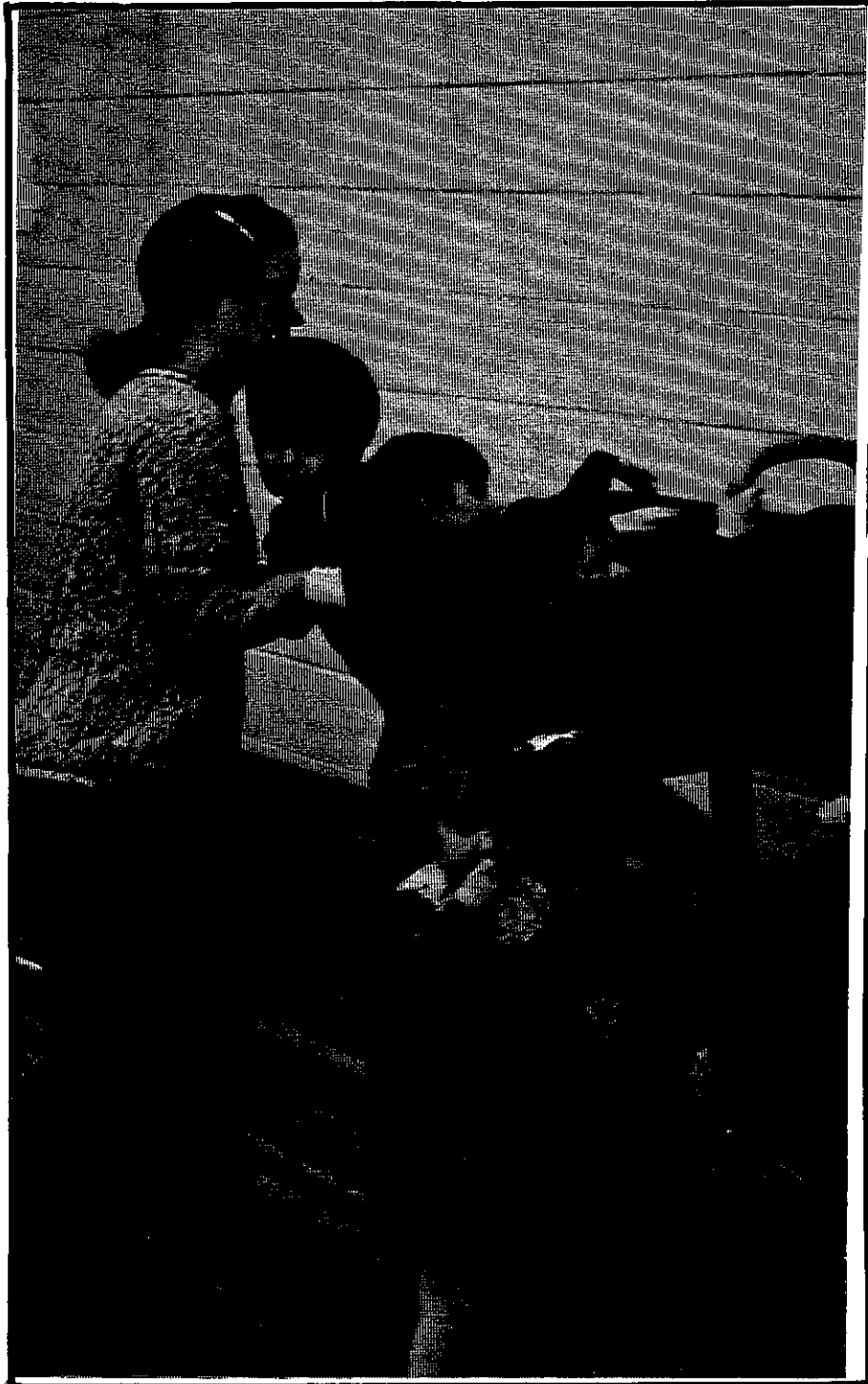
1. Building and Accomodation: Attention should be paid to issues regarding the health and development of the child. These include lighting, working space, washrooms, fire exits.
2. Nutrition, Health, Medical Supervision, Fire and Safety and Maintenance: The legislation pertaining to these categories is precautionary and ranges from keeping hallways clean to maintaining clean washrooms to watching for symptoms of contagious diseases.
3. Equipment: The equipment should be child sized, safe and easily accessible to the children. It should also offer a variety of play experiences.
4. Records: Enrollment and financial records are subject to inspection. The purpose of maintaining individual records is to help teachers and parents understand their children, to secure evidence of growth and development, and to serve as a guide in program planning.
5. Recreational Areas: Attention should be paid to providing adequate space and supervision.
6. Staff: An adequate number of competent (competent meaning having training and experience with children) staff must be employed.



# 3. THE BUSINESS OF ADMINISTRATION

## Decision Making & Communication

Teachers	Board (9 elected members)	General Assembly
<p><u>Decisions</u></p> <ol style="list-style-type: none"> <li>1. Day to day operations: implementation of program and curriculum.</li> <li>2. Discipline of children.</li> <li>3. Choice of equipment for Centre with consultation.</li> </ol>	<p><u>Decisions</u></p> <ol style="list-style-type: none"> <li>1. To hire and fire qualified teachers.</li> <li>2. Financial management of Centre.</li> <li>3. Administration.</li> <li>4. Executive.</li> <li>5. To act on recommendations of general assembly.</li> <li>6. As individuals, to execute responsibilities of their positions.</li> </ol>	<p><u>Decisions</u></p> <ol style="list-style-type: none"> <li>1. To decide purpose and direction of organization.</li> <li>2. The right of final decision (veto).</li> <li>3. To elect and dismiss the board.</li> <li>4. As individuals to attend meetings with suggestions or complaints.</li> <li>5. To evaluate the effect of programs on child.</li> </ol>
<p><u>Communication with Parents</u></p> <ol style="list-style-type: none"> <li>a) Through scheduled parent interviews.</li> <li>b) Through a board member.</li> <li>c) As a group at general meetings.</li> <li>d) Through volunteer parent workshops.</li> <li>e) To parents in general through program co-ordinator.</li> </ol>	<p><u>Communication with Parents</u></p> <ol style="list-style-type: none"> <li>a) Through newsletter.</li> <li>b) At general meetings.</li> <li>c) During appointed phone periods.</li> </ol>	<p><u>Communication with Teachers</u></p> <ol style="list-style-type: none"> <li>a) Directly for concerns relating to individual child or queries and suggestions about the general program.</li> </ol>
<p><u>Communication with Board</u></p> <ol style="list-style-type: none"> <li>a) Request a meeting with board.</li> <li>b) By invitation of board to attend meeting.</li> </ol>	<p><u>Communication with Teachers</u></p> <ol style="list-style-type: none"> <li>a) Invitation to attend board meetings.</li> <li>b) Through program co-ordinators.</li> </ol>	<p><u>Communication with Board</u></p> <ol style="list-style-type: none"> <li>a) At general meetings.</li> <li>b) Through program co-ordinators.</li> <li>c) By letter.</li> <li>d) Have the right to attend board meetings regarding a specific problem after requesting attendance by phone or letter.</li> </ol>



A parent-run pre-school or kindergarten has to grapple with the problems and work of administering the program. One of the difficulties is often the question of who makes which decisions and the related problem of communication. The Londonderry Child Development Pre-School devoted a general meeting to solving this question with the help of their local community worker from the City Social Service Department. They wrote this chart to help them clarify who made what decisions, and who was responsible to whom.

The way in which groups operate can be beneficial or a hinderance to decision making. Help in the area of group dynamics proved most beneficial for one group surveyed. Contact your local community worker of the City Social Service Department if you want someone to help your group in this way.

It is advisable to make sure that all members, as well as hired staff, know who makes which decisions and how they are to be communicated. Sometimes, inexperience in administration and policy making can cause difficulties for a group.

### Agreements Between Parents and Schools

Here is an example of an agreement between the parent and school, from the Londonderry Child Development Centre. This is to ensure an understanding between the parents and school, and also to protect the society or school from legal suit by parents (i.e. school will not be liable for any loss of or damage to clothing).



1. All outer clothing must be labelled with the child's initial and surname.
2. Londonderry Child Development Centre reserves the right to engage medical assistance for any child left in its care, when in its sole discretion it deems such assistance necessary, the expense thereof to be borne solely by the parents of such child.

3. Londonderry Child Development Centre will agree to use all due care in caring for all children and their effects left with it; however the Child Development Centre will not be liable for any loss of or damage to clothing or other effects of children, nor for any accident, injury, sickness, or disease that may occur to any child while in the care of the Child Development Centre, gross negligence only excepted.
4. If the child is absent due to infections or chronic illness of the child or in the family, re-admission will not be permitted without clearance from the family physician.
5. Payments must be made promptly according to the arrangements made, otherwise arrears will involve the exclusion of the child from the Centre.
6. Change of address or employer must be reported at once.
7. Londonderry Child Development Centre reserves the right to cancel this agreement at any time it is in the best interests of the child and the Centre. The undersigned, in consideration of Londonderry Child Development Centre accepting our child(ren), hereby agree to pay the requested fee and to be bound by the terms above.

PARENT OR GUARDIAN \_\_\_\_\_ DATE \_\_\_\_\_  
 ADDRESS \_\_\_\_\_

### Regulations

Most groups found it helpful to write out the operation regulations for their pre-school program. This clarified for everyone how the pre-school would be operated. Here is an example for 1971-1972.

1. School will be closed when the temperature is officially -30° or lower in the City.
2. School will operate Monday through Friday from 9:15-11:30. The teacher requests children not arrive early as she needs time to set out things.
3. Parents are responsible for children at all times before and after kindergarten. Children should not remain on the premises after school. The teacher is not expected to help with outer clothing.
4. Each child is to bring his own snack. Cookies are to be kept at school in case someone forgets.
5. Parents are requested to sign a form giving consent and waiver of responsibility on part of driving parent in case of accident. Forms are provided. Parents will be asked to drive on trips.
6. Children may bring something special for everyone for snack, i.e. cupcakes for birthday.
7. Post-dated cheques are requested for each half year.
8. The teacher is requested to telephone before sending an ill or injured child home. If no one answers any member of the executive may be contacted.
9. The teacher and each member should receive a copy of the operating regulations and the constitution.
10. Registration fee is to be applied to the first month's fees if there are sufficient funds at the end of the year.
11. The executive will make decisions regarding purchasing and maintaining equipment. Membership help may be solicited.

# 4. AND WHERE DOES THE MONEY COME FROM?

## Department of Education

### Funding

Funds for operating a pre-school program is often one of the biggest hurdles to climb; but possible. Most pre-schools have based their expenditures on what they obtain from fees charged to the students. This sometimes poses problems for some families in that they cannot afford the fees. In some cases where a parent cannot afford the pre-school fee, groups have successfully had children sponsored by service clubs, large stores, private individuals, sympathetic community groups, or by scholarships left-over from the previous year's operation budget. Other parent groups have held bake sales or raffles to supplement the fees charged. Other sources of help from services in Edmonton are:

#### Edmonton Separate Public School Boards

They can help with regard to lending facilities, equipment, but do not have funds to offer.

#### City Social Services Department

They can waive fees in some cases in their community league playschools, but otherwise funds are not available.

#### City Parks & Recreation Department

They can provide subsidized day-care for working mothers, according to family income, but again funds are not available.

The Department of Education started an "Early Childhood Services Program" in Alberta in March, 1973. This affects children 4½-5½ years of age. The program will start in September, 1973. Grant will be available to licensed kindergartens as of January 1973.

Those kindergartens operating under the auspices of the Edmonton Public School Board or the Edmonton Separate School Board will receive grants of:

FOR: Normal Children...\$280.00 per child/per year  
Handicapped/Mentally Retarded Children.....\$555.00 per child/per year  
Blind and Visually Impaired Children.....\$335.00 per child/per year  
Hearing Handicapped Children.....\$695.00 per child/per year  
Emotionally Disturbed Children.....\$695.00 per child/per year  
Physically Handicapped Children.....\$615.00 per child/per year  
Disadvantaged Children.....\$365.00 per child/per year

Those kindergartens operating under the auspices of private schools, agencies, individuals, or parent groups are presently at a disadvantage. Funds available are less, when compared to those operated under the School Boards. Parent-run programs can receive:

FOR: Normal Children...\$200.00 per child/ per year  
Handicapped Children.....Equivalent to those operated under the School Boards  
Disadvantaged Children.....\$200.00 per child/per year

Though parent-run pre-school programs will get less funds per child, it is important to remember the value of operating a parent co-operative pre-school program. You will know what your child does at the school and why. You will also be responsible in part of deciding the activities and approaches to be used in his/her classes. It may also be helpful to remember that parent pre-school programs are operating now without funds, so do not be discouraged by the difference in funding. You can still do it!

## Some Pointers We Have Learned:

### INSURANCE

Most groups purchased liability and employer's liability insurance. Some insured equipment too. Others took out accident insurance to cover minor injuries, such as broken teeth, etc. Insurance should be seriously considered by the group, because it might be too late after an accident has occurred.

### COLLECTION OF FEES

It is less work for the Treasurer and also less of a problem for the society to have the parents pay in advance by a series of post-dated cheques. Some groups have found it expedient to ask that the first cheque also include the amount due for the last month of operation. This is to offset the difficulty which frequently arises if parents decide to withdraw their child for the last month. Usually, it is impossible to register another child for one month only, and as a result the income for that month may be seriously affected.

### TREASURERS JOB

The treasurer's job should be clearly defined by the group. An example of Londonderry's Treasurer's Policy is:

1. All cheques issued against the Society's bank must be signed by two of the three following board members: President, Secretary, Treasurer.
2. The treasurer shall not make single payments from petty cash that exceed \$20.00.
3. The treasurer shall transfer funds from the bank account to petty cash by cheque only, with each such transfer being limited to \$40.00.
4. The treasurer shall maintain a pre-numbered receipt book, signed by the President.
5. The treasurer shall provide a receipt from the approved book for each cash payment received.
6. The treasurer shall deposit all cash received directly into the Society's bank account (not petty cash).
7. Each board member will authorize payment of all debts incurred in her/his area of responsibility by means of a note to the Treasurer. See sample attached.
8. Before approving single payments which exceed \$40.00, a board member will raise the matter at a board meeting.

### BOOKKEEPING ADVICE

Advice may be obtained from an accountant regarding bookkeeping. In some areas the City of Edmonton Social Service Department may help in setting up the budget. Holiday pay - call the Department of Labour for advice (429-7451).

### EMPLOYEE TAX & CONTRIBUTIONS

(This includes Income Tax, Canada Pension Plan and Unemployment Insurance.)

The Department of National Revenue  
District Taxation Office  
107 Street and 99 Avenue  
Edmonton, Alberta.

# 5. PLANNING AHEAD

## Budgets      Bookkeeping

Budgets need to be written so that everyone knows how much money you will need and where the money is going to be spent. If you plan this ahead of time, then it will ease some worry during the year when you are wondering where you will get the next rent.

We have included 3 monthly budgets for 3 pre-schools. They will give you an idea of what you need to consider, and a general idea of how much is spent in each category.

The budgets listed show a program which show funding solely on a fee basis (Londonderry), a large program with financial assistance from a Local Initiatives grant and fund-raising (Scott Robertson) and a program which obtains financial aid in terms of a teacher's aide being supplied and a small government grant. There is a variety of funding methods and these are three independent parent-group samples. The space for all the programs is supplied free of charge.

	LONDONDERRY	SCOTT ROBERTSON	GARNEAU
REVENUE			
Fees:	24 student x \$25. = \$600.00	75 student x \$5. = \$375.00	22 student x \$15. = \$330.00
Government Grants		L.I.P. (2) \$1,250.	Government (3) \$140. Government \$ 25.
Registration or Membership Fees	\$2.00	\$355.00	\$15.00
Field Trip Fees			\$8.75
Other (1)		\$79.56	
TOTAL	\$602.00	\$2,059.56	\$518.75
EXPENSES			
Teachers Pay	\$450.00	\$1,170.00	\$421.25
Supplies	\$40.00	\$80.00	\$11.25
Postage	\$15.00		
Miscellaneous	\$10.00	\$10.00	
Equipment	\$40.00	\$35.00	\$21.25
Employment Benefit	\$10.00	\$21.15	\$6.25
Refreshment			\$20.00
Sick Pay	\$10.00	\$20.00	
Contingency Fund (emergency)	\$25.00		
Insurance	\$5.63		\$8.13
Field Trips			\$10.00
TOTAL	\$605.63	\$1,336.15	\$498.13

(1) Raffles, Bake Sales, Etc.

(2) Federal Government, Local Initiatives Program

(3) Grant in the Form of a Teachers Aide Provided

# 6. WHO'S GOING TO TEACH?

## Hiring A Teacher

The choice of a teacher (or teachers) is probably the most vital decision to be made by a parent co-operative pre-school. Two points should be considered before a teacher is hired:

1. The kind of program desired and therefore the kind of teacher preferred. If the choice of program is to be left to the teacher, this would be an important area to discuss in the interviews.
2. The terms of employment to be offered to the teacher and an outline of his/her duties and responsibilities.

### Advertising for Applicants

Many groups place an advertisement in the Journal. This can be done in the more expensive "Career Opportunities" or in the less expensive "Classified Ad" section. Call the Journal to find out the rates before advertising. It is also possible to obtain lists of new graduates in Early Childhood Education, University of Alberta, preferably in the Spring. The first graduates of the Early Childhood Development Program, a two-year diploma course offered by Grant MacEwan Community College, will be available in the Spring of 1973.

### Application forms

It is useful to have application forms to be filled out by applicants before the interview. This ensures that much of the relevant information is available in a convenient form and helps to

speed up the interviewing process. If speed is not an important element, perhaps have the applicant write a personal letter stating the information that they want you to know. If not, here is an example of an application form.

#### APPLICATION FORM

Name	Age	Marital Status
Spouse's Occupation		
Is your family likely to be transferred?		
No. of children and ages		
Address	Telephone Number	
Social Insurance No.	Do you have a car?	
Do you observe any other than statutory holidays?		
Do you have any disabilities that might interfere with your attendance at the Center?		
Is your general health good?		
Schools attended (dates)		
Qualifications:		
Employment History:		
Hobbies and Interests:		
Club Memberships:		
Name, address and telephone no. of TWO people who will serve as references:		
1.	2.	
Why are you applying for this particular position?		



## Interviewing candidates

The board or a committee of parents may be appointed to interview and hire a teacher. If required, professional help in interviewing may be given by the Edmonton Public School Board. Some groups prefer to do their own interviewing. An example of an interview sheet devised by one group follows.

### INTERVIEW SHEET

We are looking for a person who:

1. likes children and understands their needs,
2. likes parents and is not afraid of them,
3. is willing to come to meetings and contribute ideas,
4. understands and likes the idea of community school,
5. is enthusiastic about our program,
6. has interests and talents she can share with the children,
7. is willing to work for us next year too, if possible.

### QUESTIONS

1. a) What age group of children have you worked with most?  
b) How did you like it?
2. a) What do you understand by a child development approach to educating young children?  
b) What do children this age need?  
c) How would you meet their needs?
3. a) What kind of environment would you set up?  
b) What would you expect of the children in this setting?  
c) Would you establish ground rules? How?  
d) What would you see your role as being?  
e) What kind of discipline would you establish?  
f) How would you deal with a child who interfered with other children and not settle into any activity?

- g) How would you deal with a child that cried for mother?
- h) How would you deal with a shy withdrawn child?
4. What would be your idea of a balanced program for a group of 2½ to 5 year olds for a 2½ hour period?
5. a) What do you feel about the idea of Community School?  
b) Do you have any ideas how you might use the school?
6. How do you feel about field trips? Ideas?
7. a) What do you think about parent volunteers in the classroom?  
b) Monthly meetings with parents?  
c) Preferred method of contacting parents?  
d) Any ideas about parent involvement?
8. a) How do you feel about being responsible to a group of parents rather than to one administrator?  
b) Can you think of any problems this might cause?
9. Would you be prepared to work for us longer than one year?
10. If we require it, would you be prepared to spend a week volunteering at Glengarry Day Care Center?

### Qualifications

Co-operative Parent Pre-School where experienced parents each take their turn playing the teacher role.

Pre-School - Highly qualified teachers may have training in Early Childhood Education (i.e. Grant MacEwan Program) or infant school training from elsewhere.

Licensed Kindergarten - must hire a person certified to teach in Alberta.



### Self-Employment

You can, if you prefer, ask your staff to bill you each month on a prepared invoice for professional services rendered. This avoids the necessity of deducting income tax and group insurance, since they are then legally self-employed.

### Responsibilities of the Teacher One Example

1. The teacher is responsible to the board.
2. Is in charge of day to day operations.
3. Directs activities of volunteer parents and room helpers.
4. Ensures the safety of the children.
5. Suggests equipment and program needs to the board.
6. Attends general meetings of the society.
7. Schedules parent interviews.

### Terms of employment! One Example

1. The term of employment is from Monday, October 2, 1972, to May 25, 1973.
2. The work day is of 6 hours duration which includes 15 minutes prior to and after the program sessions.
3. A yearly T.B. test, up to date immunization record and a written statement of good health from a doctor is required, the latter cost being paid by the society.
4. There will be a one month evaluation period, then the board may confirm appointment.
5. Dismissal for just cause can be immediate with two weeks pay.
6. Employees have the right to appeal decisions affecting them directly to the board through program co-ordinator.
7. The board requires 2 weeks written notice of resignation.
8. Vacation time will be the Christmas and Easter holiday.
9. Sick leave is 8 days per year non-accumulative.

# 7. TOYS AND THINGS

Equipment is a vital part of a program, but not necessarily an expensive one. A general rule is to have a clear idea of what is needed. Some items may have to be bought, many others may be acquired free, particularly from businesses in the community (usually business people are happy to donate items that might otherwise be thrown away).

For ideas on equipment, and supplies to make, call: Colleen Kennedy, Edmonton Public School Board (429-5621).

Here are some ways that the pre-school groups obtained equipment:

## 1. Purchasing

- Furniture and large play equipment: try the sheltered workshops, crippled civilians and W.P. Wagner.
- Small equipment and supplies: If the pre-school is in a school, try purchasing through the school board. It is less expensive.

## 2. Donations

- Advertise for specific items through school and community bulletins.
- Canvass large department stores, preferably in the area.
- Here are some examples of where to get supplies: telephones (AGT); Ends of woods (lumber yards and W.P. Wagner); paper (printers, the Journal); boxes (shoe stores, grocery stores); sensory experience materials (furriers, fabric shops, carpet stores, flower shops, drug stores); tires (service stations); used instruments (music stores); swissel sticks (bars); popsicle sticks (Silverwood Dairy); posters (travel agencies); large cardboard boxes (service

appliance stores).

## 3. Making Equipment

Parents in the group may be glad to offer their skills in making all kinds of equipment.

## 4. Utilizing the Schools

If you operate in a school, you may be able to use some of its furniture etc., as well as the various school facilities.

## 5. Borrowing

Some parents may be willing to lend an item such as a record player.

## 6. Second-hand Equipment

(assorted) is available cheaply at the Alberta Commercial Corporation, 7650 - 121 Avenue.

# OUTINGS

Members of various agencies in the community (such as a policeman, a fireman, a principal, a nurse, a dentist) may be invited to talk to the children about their jobs. Other guests might include fathers, mothers, pets, older citizens or people with special knowledge in such areas as drama, music, pottery, science, etc.

Field trips can be an exciting part of the pre-school program. Some possibilities might include: nature walk, bakery, Santa Claus, fire hall, airport, train trip (across the High Level Bridge), Centennial or local library, "Studio West" - pottery, Alberta Honey Producers Co-operative Ltd., Provincial museum, Edmonton Art Gallery, glass-blowing - University of Alberta, John Walter Historic Houses, greenhouses - University of Alberta, Storyland Valley Zoo, University Farm, Alberta Game Farm, airplane ride - Air Canada (requires 100 children), planetarium, dairy, department store, the Pop Shoppe.

Following are suggestions for organizing a field trip program:

1. Establish a committee: head, assistant, and volunteer mothers to assist on trips. The trips could be open to any interested parent with limitations imposed only where it creates a physical difficulty, i.e. pottery studio, glass-blowing. But you have to have a core of mothers (not necessarily the same ones) committed to each trip. If a mother is unable to go, have her obtain her own replacement as this will eliminate much phoning on the part of the head or assistant.
2. Plan trips for the entire school year, considering type of transportation required. Public transportation can be difficult especially if transfers are involved.
3. Make arrangements for charter bus service through the school. The rate is considerably reduced to \$6.00 per hour, minimum charge \$8.00 per trip. Three weeks notice is usually required (all applications must be approved by the School Board). The school secretary will probably complete the forms for you.



4. Estimate expenditure for the trips - include: charter bus costs, bus tickets for supervising adults when using regular E.T.S. service (technically, the driver is able to charge for a group of children under 6 but rarely does - .15 per child), admission rates, rides (Zoo) and "snacks".
5. If possible, establish a separate field trip fee for the year, or break it down to be included in the regular monthly payments.
6. Provide parents with a schedule of trips indicating place, date, type of transportation, times and any other relevant details. Phone mothers in the event of cancellation or any alteration in the trip.
7. A "consent form" giving permission for the child to make the trips is required. A mother is free to make her own exceptions, preferably in writing.
8. It is a good idea to make requests regarding permission to visit any place well in advance. It becomes especially difficult to "make bookings" in the spring.
9. You could try to combine some trips, particularly those requiring charter buses, with one of the school grades. Discuss this with the principal who can check teacher response.
10. For a younger group of children (2½ - 5) plenty of adult supervision is required. Three children to one adult.
11. Allow a younger group of children to get to know one another and the teacher before making any field trips.
12. In the case of groups who use parents to drive, a waiver of responsibility on the part of the driver, signed by the parent is required for each child. Make sure that field trips are covered by your insurance.

# 8. WHAT DO WE WANT TO KNOW ABOUT JANE?

## Medical History

The teacher should be encouraged to keep records of each pupil in order to help teachers and parents understand their children, to secure evidence of growth and development and to serve as a guide in program planning. Each child should have a cumulative record folder including the registration forms, records of physical and dental examinations and mental or readiness tests, accounts of parent interviews, teachers records of the child's progress and parents' evaluation.

FAMILY:

T.B.  
 Diabetes  
 Epilepsy  
 Mental Illness  
 Mental Retardation  
 Other  
 General Health  
 Cause of Death

MOTHER:

FATHER:

SIBLINGS:

CHILD:

Mumps \_\_\_\_\_  
 Measles (red) \_\_\_\_\_  
 Measles (German) \_\_\_\_\_  
 Chicken Pox \_\_\_\_\_  
 Scarlet Fever \_\_\_\_\_  
 Whooping Cough \_\_\_\_\_  
 Diptheria \_\_\_\_\_  
 Convulsions \_\_\_\_\_

HISTORY OF ILLNESS (Year)

Croup \_\_\_\_\_  
 Pneumonia \_\_\_\_\_  
 Bronchitis \_\_\_\_\_  
 Asthma \_\_\_\_\_  
 Eczema \_\_\_\_\_  
 Tonsilitis \_\_\_\_\_  
 Polio \_\_\_\_\_  
 Allergies \_\_\_\_\_

Influenza \_\_\_\_\_  
 Rheumatic Fever \_\_\_\_\_  
 Ear Aches \_\_\_\_\_  
 Frequent Colds \_\_\_\_\_  
 Injuries \_\_\_\_\_  
 Congenital Deformities \_\_\_\_\_  
 Operations \_\_\_\_\_  
 Other \_\_\_\_\_

History of Immunization

Smallpox Vaccine  
 Polio (Salk)  
 Whooping Cough  
 Diptheria

Tetanus  
 Polio (Sabine)  
 Measles Vaccine  
 TB Test (X-ray or skin)

General behavior - Disposition - Play Habits.

Are there any circumstances which might affect your child's adjustment at the centre?

# Registration & Regulations

It is useful to have registration forms to be filled in by parents, with relevant information about the child. As well as being an administra-

tive aid, they give the teacher important facts about the children who will be in her care. An example of the registration form follows:

## Londonderry Child Development Centre Registration Form

FULL NAME OF CHILD:

BIRTHDATE:

MOTHER'S NAME:

ADDRESS:

TELEPHONE:

EMPLOYER:

ADDRESS:

TELEPHONE:

POSITION:

HOURS OF WORK:

---

FATHER'S NAME:

EMPLOYER:

ADDRESS:

TELEPHONE:

---

FAMILY PHYSICIAN:

ADDRESS:

TELEPHONE:

---

OTHER PERSONS TO CONTACT IN EMERGENCY:

ADDRESS:

TELEPHONE:

---

NAMES AND BIRTHDATES OF OTHER CHILDREN:

- 1.
- 2.
- 3.

- 4.
  - 5.
  - 6.
- 

I NUMBER OF SESSIONS PER WEEK: \_\_\_\_\_

II PREFERRED TIMES OF ATTENDANCE: a.m. \_\_\_\_\_

p.m. \_\_\_\_\_

(This will be subject to change if scheduling requires it.)

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