THE DESIGN AND IMPLEMENTATION
OF A PRESCHOOL PROGRAM

MASTER'S PROJECT

Submitted to the School of Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

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CHAPTER I
INTRODUCTION

Background of the Problem

Early childhood education as a specialization did not begin until the late nineteenth and early twentieth century. Recent research on the importance of the early years had shown that early learning experiences had a great impact on all areas of a child's development. A child's first teacher(s) were extremely important.

Early childhood education had always been a fascinating field to the writer. With the writer's 16 years of teaching experience in early childhood, the importance of the early years were confirmed.

The writer had always had the dream of starting her own preschool/early childhood program. This reality came true August 1993 at St. Peter Catholic Church in Huber Heights, Ohio.

The idea of a preschool was brought to the principal's attention in 1990, but the lack of space prohibited further research on the possibility. In 1993 when a Family Life Center was proposed, the idea of a preschool surfaced again. (Further comments on the design were researched later.)

The preschool served two purposes to the writer. First of all, the goal of starting a preschool was becoming a reality. The second goal was starting a preschool in a Catholic Christian atmosphere. This was important to the over-all goal and philosophy of the new program.

As the preschool program unfolded, the writer spent an enormous amount of time, effort and energy. It was hoped that the new preschool would motivate and keep the church members informed on the importance of early education, especially early...
education in a Catholic Christian atmosphere. It was also the expectation of the writer that the new preschool would make a difference in the lives of young children.

Purpose of the Project

The purpose of the project was to design and implement a preschool program at St. Peter Church in Huber Heights, Ohio.

Definitions

Definitions as stated in *Early Childhood Education Today* (Morrison, 1991)

**Early childhood programs** - refers to programs for children from birth to age 8.

**Preschool** (formerly nursery school) - any educational program for children prior to kindergarten for 3, 4 and 5 year olds. Programs can be half day or combined with child care.

**Prekindergarten** - programs for four year olds prior to kindergarten.

**Developmental (readiness) Kindergarten** - children who are of kindergarten age but not ready for a traditional kindergarten.

**Child care** - play/socialization; physical care provided for children while parents work.

**Child centered curriculum** - curriculum and activities chosen by the child.

**Developmentally appropriate** - a curriculum appropriate to a child's age level.

Limitations

The design and implementation of a preschool/early childhood program would not be appropriate to use in upper elementary or secondary education.
Some of the goals and ideas could be used in the early primary grades.

Significance of the Project

The significance of the project was the implementation of a preschool program in association with a Catholic Church. The preschool program would benefit families who desire their children to have an early foundation in a Catholic environment.
CHAPTER II
REVIEW OF THE LITERATURE

Preschools have witnessed tremendous growth in the last two decades. Reasons for this expansion include the entrance or return of mothers to the work place for children under 6. It also includes the increase number of young children because of the "baby boomers" families. Shaughnessy states in Catholic Preschools: Some Legal Concerns, (1990), the astounding growth of Catholic preschool programs may be attributed to the fact that parents recognized the soundness of Catholic elementary schools. Parents know that the educational programs in Catholic schools are sound; that the teachers care about children and that a safe disciplined school environment reflects every aspect of the Catholic values instilled. Parents want the same in Catholic preschools. These programs are their choice.

It can be said that the future of private education lies in the direction of providing preschool education. This is because the figures state, that there are 6.3 single mothers in the labor force and 12.3 million children under six with mothers in the labor force. It was found that 4.2 million of those preschool children attend full-day or extended day structured early childhood programs. If a preschool child is enrolled in a Catholic school and the parents are pleased with the quality of care and readiness instruction, the family is quite likely to continue to send that child to Catholic school. Providing preschool programs is like providing a solid foundation for a building that will endure long into the future. Dr. Goldberg states in "The Whys and Hows of Early Childhood Programs" (1992), once parents get a taste of Catholic education they stick to it.

As the 90's progress, public programs will become increasingly available. Catholic schools survival will be based on the human experience which must be fused with religious appreciation. Catholic school programs have the ability and responsibility
to foster prayer and a sense of wonder in the children entrusted to their care. That's what parents will continue to support. That's what will keep Catholic schools alive.

With the growing popularity of early childhood program, it is important to briefly review the history of these programs.

Many educational historians trace the humanistic tradition in education back to Plato (428-348 B.C.) and Aristotle (384-322 B.C.). Both Plato and Aristotle recognized the importance of beginning education with young children, and both saw human beings as essentially good. Both Martin Luther (1483-1546), the religious reformer of the Renaissance, and John Amos Comenius (1592-1670), a Czechoslovakian bishop and teacher, believed in universal education. Both stressed the importance of educating children while they are young and can be molded. Jean J. Rousseau (1712-1778), a French philosopher, was an early proponent of a developmental view of learning. He believed children learn from direct contact with nature.

Early childhood education as a distinct discipline had its beginnings with Johann Pestalozzi (1746-1827), a Swiss educator. He believed that education should be based on the natural development of children and that every child was capable of learning. Finally, Robert Owen (1771-1858), an English philosopher, started the first infant school in England for ages 3 to 10. Owen did not believe in pressuring children to learn or punishing them; rather, he showed children the negative consequence of their actions.

Friedrich Froebel is considered the father of the modern kindergarten. The curriculum of the kindergarten he created included sets of gifts and occupations designed to enhance sensory development and to symbolically portray humanity's unity with God. Feeney, et al, states in Who Am I in the Lives of Children (1987), Froebel's work in Germany set the stage for the introduction of the kindergarten in the United States. Elizabeth Peabody established the first English-speaking kindergarten in Boston in 1860 and later studied with Froebel's disciples in Germany. The first publicly supported
kindergarten was opened in St. Louis in 1873 and was followed by rapid growth of the kindergarten movement.

Maria Montessori (1870-1952) was the first woman in Italy to receive a medical degree; though she is best known for contributions to education. The basis for learning in a Montessori classroom is first hand experience, and children learn by observing and by doing. Practical life experiences such as buttoning, zipping, cutting and gardening enable children to care for themselves and the environment. Montessori's schools were very successful in Italy and eventually spread throughout the world. Early childhood programs in the United States adopted Montessori's ideas of creating a child-size environment and use of sensory materials. There are many Montessori schools in the United States today.

Margaret McMillan (1860-1931) and her sister Rachel established the first nursery school in England in 1911. The school was created in response to the McMillans' concern with the health problems they witnessed in school-age children in poor communities. The nursery school was designed to contribute to the physical and mental development of children with a special emphasis on reducing health problems before they began formal schooling.

Feeney, et al, states in *Who Am I in the Lives of Children* (1987), American nursery schools were directly influenced by the English nursery school. The first nursery school in the United States was established in New York City in 1919 by Harriet Johnson. In the 1920's, a number of other nursery schools were established in America.

In 1929, the National Association for Nursery Education (NANE) started. It was later changed to the National Association For the Education of Young Children (NAEYC). The NAEYC is still working actively to support quality programs for young children. Today the term preschool is generally used to describe programs that grew out of the legacy of the nursery school.
We have witnessed an acceleration of a trend that began with the Head Start Program in 1965; children's entrance into preschool programs at earlier ages. This trend continues to grow, with greater number of four year olds entering preschools, many operated by public schools. Some of the reasons for preschool programs are as follows:

2. Changing economic patterns that have pushed more women into the work force.
3. Parents and public policy makers are influenced by research reports that verify that long-term benefits of quality preschool programs.
4. Advocacy for publicly supported and financed preschools as a means of preventing the exclusion of poor children and their families from early education.
5. Increasingly popular notions that three and four year old children are ready, willing and able to learn." (Morrison, page 218, 1991)

As already stated, Head Start accelerated the trend of children's entrance into preschool programs. Head Start celebrates its 25th anniversary with an impressive record of achievement and a new set of challenges. Over the years Head Start has proven to be a significant and sound investment in our nature's future. Head Start has provided comprehensive services, including health, education and social services to more than 11 million children and extensive involvement opportunities for parents and families. Joan Lombardi states in "Head Start: A Nation's Pride" (1990), it has served as a national laboratory for early childhood innovation by launching efforts as Parent and Child Centers, Child and Family Resource Programs and the Child Development Associate Program. It has provided critical leadership in bilingual/multicultural programing, parent education and the mainstreaming of children with special needs.

The goal for the 1990's is to increase funds so that all eligible three to five year olds will be served. Full day programs will also be encouraged.
Selecting a good quality early childhood program is very critical. Morrison, states in *Early Childhood Education Today* (1991), there are some important guidelines to follow.

Some of these include:

1. Is the facility light, clean and airy?
2. Do the children seem happy and involved?
3. Is there a balance between activity and quiet time?
4. What kind of materials are available for play and learning have?
5. Is the physical setting safe and healthy?
6. What is the adult-child ratio?
7. Does the staff have written lesson plans?
8. What kind of education or training does the staff have?
9. Are the parents of children enrolled in the program satisfied?
10. How are discipline problems handled?

Quality preschool programs do what any good educational program does; is to take each child at whatever point he/she is in his/her development and provide a set of guided experiences. Early childhood educators should always start with the children and base their curriculum on them. The curriculum should be child-centered and developmentally appropriate. (see definition section)

All preschool programs should have goals to guide activities and on which to base teaching methodologies. Without goals, it is easy to end up teaching just about anything without knowing why. Most good preschools set minimum goals in at least a few areas: social, self-help, learning readiness, language and physical/motor.

Staff-child interaction, curriculum and parent communication are just a few of the components which make up a good early childhood program. Interactions between children and staff provide opportunities for children to develop an understanding of self and others. Interaction is characterized be warmth, personal respect, individuality and
responsiveness. The early childhood staff facilitate interactions among children and provide opportunities for development of social skills and intellectual growth.

The curriculum or educational plan, encourages children to be actively involved in the learning process, to experience a variety of activities appropriate to their age and rate of development. "Children learn through play that is organized by adults to teach them language, concepts about the physical world, social skills, problem solving, motor coordination and self-confidence." (Willer, page 42, 1990). Finally, all communication between centers and families is based on the concept that parents are the principal influence in children's lives. Parents are well-informed about all activities and welcome as observers and contributors to the program.

Early childhood educators generally distinguish between preschool and child care. Preschool, as stated in the definitions, is a program with an educational purpose. Child care is primarily intended to provide care for children so parents can work. Some preschool programs have broadened their programs to include child care components. The NAEYC has formulated the definition of quality child care. Without quality child care, a good early childhood program cannot exist.

Bettye Caldwell states in, What Is Quality Child Care (1992), quality child care encompasses at least 10 areas. They are physical environment, health/safety, nutrition, administration, staff qualifications and development, interactions among staff/children/parents, curriculum and evaluation. Bettye Caldwell stresses quality child care is for child care centers as well as private preschools, kindergarten and even primary grades.

Professional child care is a comprehensive service to children and families that supplements the care children receive from their families. As a supplement to family care, professional child care is in no way a substitute for such care nor a competitor for the role of parents in the up-bringing of their children. To some extent, professional
adapted to the social realities of the modern society. It is critical to remember though, child care is no substitute to parental care and child-rearing.

Another component of the early childhood program is the (developmental) kindergarten readiness class. The developmental kindergarten is a pre-kindergarten for developmentally delayed kindergarten children. The developmental kindergarten gives children two years to complete kindergarten work.

The transitional classrooms (readiness kindergarten or pre-first) are designed to give children more time to acquire the maturity, learning habits, motivation and attention span needed to succeed in school. For such children, the extra year of time and stimulation promotes success and supports positive self-esteem. The curriculum in the transitional classes does not repeat what the students have experienced the year before.

The most informative evaluation of transitional classrooms was conducted by Brevard County, Florida schools.

"Brevard began its school readiness programs in the early 1980's and its research found much parental satisfaction with the program. Parents responding to a district-wide survey indicated overwhelming support of the program. Follow-up studies have found that Brevard students participate in the transitional kindergarten and first grade classes were achieving equal to the district's average test score by the end of the third grade. as a group, these students were functioning 25 to 30 percentile points above the national average in reading and math by the end of third grade." (Colletta, page 17, 1991.)

School readiness is a term linked with developmental kindergarten and other transitional classes. Morrison states in, Early Childhood Education Today (1988), readiness is the sum of a child's physical, cognitive, social and emotional development at a particular time. Increasingly, in today's educational climate, readiness is measured against the process of formal public schooling.

Separate studies published by H. Finlayson, Janet Rose and Joan Chase each indicate that children benefit from extra time or transitional classes as long as their
placement is based on maturity rather than low achievement. They found that the extra
time needed to mature should be given early in children's school careers

More than 25 studies of transitional classroom programs, including several long-
term research projects, are summarized in Dr. James Uphoff's School Readiness and
Transition Programs. He states, "These studies show that students in transitional classes
have at least done as well as fellow students in regard to academic achievement in later
years. The classes have also produced very positive benefits in regard to student self-
concept." (Uphoff, page 19, 1990)

Many schools are currently focusing their attention on a new method of
determining a child's readiness for kindergarten. This new concept uses developmental
age as the criterion for school placement instead of the usual criterion of chronological
age. Too often parents and school officials alike confuse verbal brightness and readiness
for school. James Uphoff in his article "Is Your Child Ready For School" states being
bright and being ready for school are not the same thing! An inappropriate start in school
too often tarnishes that brightness. Uphoff goes on to indicate that such factors as
problems at birth, chronological age at school entrance, general health, attention span,
social skills, speaking/language skills, etc. can cause potential for problems. The more of
these factors which apply to an individual child, the more likely he/she is to encounter
difficulty in school.

A child can be superior mentally, and not be mature enough for the stresses of the
school day. Knowing numbers, letters, colors does not mean that he/she is ready for
school. One must be careful not to confuse intelligence with readiness as they are not the
same.

Transitional classrooms have become a controversial issue. Many critics claim
that transitional classrooms are a form of retention in which children are stigmatized
because they do not progress directly to the next grade. Johanne Peck argues in the
article "Kindergarten Policies: What Is Best for Children", that schools should change so
children do not need extra time in order to succeed. A shift toward more developmentally appropriate practices in kindergarten is a way of reducing the large number of children deemed to be unready for school. "Many supporters of the position feel that transitional programs impede progress toward the goal of creating appropriate curriculum. Eliminating transitional classes does not mean that a school will quickly or even eventually implement a developmental curriculum." (Coletta, page 20, 1991)

Sharon Kagan argues in the article "Readiness Past, Present and Future: Shaping the Agenda", clearly the adoption of maturation as the sole and de facto readiness standard has left a legacy of unintended and unacceptable consequences. The maturation approach grew out of dissatification with chronological age as the entry standard because it perpetrated injustices for children who were forced to enter school before they could capitalize on the experience. Schools need to homogenize the entry to kindergarten so that all children regardless of income, language or gender enter school at a given chronological time, then we need to individualize services to match children's needs after entry.

The eternal question about any early childhood program is, "Do they do any good?" Many longitudinal studies were designed to answer this question. The Perry Preschool Study came to this conclusion:

"Results to age 19 indicate lasting beneficial effects of preschool education in improving cognitive performance during early childhood; in improving scholastic placement and achievement during school years; in decreasing delinquency and crime, the use of welfare assistance and in increasing high school graduation rates." (Berrueta-Clement, et al, page 1, 1984)

In conclusion, I believe the literature reviewed is in support of designing and implementing a preschool.
CHAPTER III
METHODOLOGY
Pre-planning/Phase One

With the proposal of a new building, surveys were sent out to determine what would be housed in the Family Life Center. A preschool program was rated number three. A school gym and additional classroom space were numbers one and two respectively.

The pastor hired an early childhood director in response to the survey. An assistant director was also hired. A budget proposal was presented to the parish finance committee.

Curriculum and Program Design/Phase Two

The early childhood director was asked to design and develop the program. An assistant director also helped with this enormous project. The program was designed for three, four, five and six old children. Classes for three years olds would meet on Tuesday/Thursday and classes for four year olds would meet on Monday/Wednesday/Friday. There was also a 5 day a week program for three and four year olds with an extended day option for working parents. In addition, a developmental kindergarten was offered for children not ready for traditional kindergarten and of kindergarten age. Finally, the program offered an extended day option for kindergarten students registered for St. Peter kindergarten.

St. Peter Early Childhood Center was licensed for 157 students at one time through the Department of Human Services. The hours of operation were 6:30 A.M. - 6:00 P.M., Monday through Friday.
The curriculum was based on the Ohio Early Childhood Curriculum. It centered around the belief of a child-centered curriculum with hands on activities. The course of study was based on the Ohio Early Childhood Curriculum. The course of study was broken down into the three year olds, four year olds and five year olds.

The Brigance Assessment along with input from the St. Peter kindergarten teachers, helped develop the specific goals and objectives.

The curriculums, design and cost of potential competitors were scrutinized.

Collaboration with Architects/Phase Three

The third phase of the project consisted of collaborating with the Family Life Center architect. The director and assistant reviewed several of the architects proposals. After many hours of review, a design was selected; and conformed to state guidelines (Department of Human Services), for pre-school floor space per child.

Handbook Development/Phase Four

The fourth phase involved the development of parent and staff handbooks. Ten handbooks were reviewed. Five of these handbooks merited closer scrutiny. Guidelines from the Department of Human Services; the best features of the five handbooks; and the director's insight/experience were combined to develop the handbooks and curriculum for the parish preschool.
CHAPER IV

MATERIALS TO SUPPORT THE ESTABLISHMENT OF ST. PETER EARLY CHILDHOOD CENTER (ECC)

developed by Debra Colson-McCarthy
St. Peter ECC Director
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INTRODUCTION TO HANDBOOK

PARENT HANDBOOK

COURSE OF STUDY
Introduction to the Handbooks.

The development of the parent and staff handbooks was an enormous project. Ten parent and student handbooks were reviewed, as a part of the writer's handbooks. Five student and five parent handbooks were further scrutinized. Guidelines from the Department of Human Services; the best features of the five handbooks; and the writer's experience were combined to develop the handbooks.

The Course of Study for St. Peter ECC was based on the philosophy of developmentally appropriate practices from the National Association for the Education of Young Children (NAEYC). The Course of Study also incorporated the Ohio Early Childhood Curriculum Guide by the Department of Education to produce its product.
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Philosophy of St. Peter Early Childhood Center (ECC)

St. Peter ECC philosophy is to establish a learning experience in a Catholic environment.

Each child will maximize their physical, social, emotional and intellectual potential. Students will be instilled with the values of respect and responsibility. The curriculum, in conjunction with an experienced and dedicated staff, will insure the successful implementation of our philosophy.

Parents have both the right and responsibility to share in all decisions effecting the care and education of their children. Parent(s) are encouraged to visit and participate in activities.

Goals of St. Peter ECC

The goal of Peter ECC is to encourage each child to:

- develop Christian attitudes in sharing, taking turns, listening, helping, loving, thanking and celebrating.
- enjoy and interact with other children.
- grow in language development.
- develop positive concepts about family, friends, church, and school.
- develop positive self image.
- develop initiative and creativity through play.
- develop awareness of choices and confidence to make those choices.
- introduce and explore colors, shapes, letters and numbers when appropriate.
- explore the environment using the five senses with many "hands on" experiences.
- develop fine and gross motor skills.
- develop thinking and problem-solving abilities.
• develop respect for other children and adults.
• develop self help skills (toileting, snapping, zipping, etc.)

Program Options

St. Peter ECC offers the following options to 3, 4, and 5 year old children, including an extended day kindergarten. Hours are from 6:30 a.m. to 6:00 p.m. Monday through Friday. The preschool program will follow St. Peter School calendar. The extended day program will operate year round including snow days, vacations breaks, and conference days. Extended day program will not operate on national holidays. A summer camp will also be available.

<table>
<thead>
<tr>
<th>Age</th>
<th>Days of the Week</th>
<th>Time</th>
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<tbody>
<tr>
<td>3-year-olds</td>
<td>Tuesday/Thursday</td>
<td>9:15-11:45 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:15-3:45 p.m.</td>
</tr>
<tr>
<td>3-year-olds</td>
<td>Monday thru-Friday</td>
<td>9:15-11:45 a.m.</td>
</tr>
<tr>
<td>4-year-olds</td>
<td>Monday/Wednesday/Friday</td>
<td>9:15-11:45 a.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:15-3:45 p.m.</td>
</tr>
<tr>
<td>4-year-olds</td>
<td>Monday thru-Friday</td>
<td>9:15-11:45 a.m.</td>
</tr>
<tr>
<td>Kindergarten readiness</td>
<td>Monday thru-Friday</td>
<td>9:15-11:45 a.m.</td>
</tr>
</tbody>
</table>

* These times are subject to change.

Extended Day options:

<table>
<thead>
<tr>
<th>Age</th>
<th>Days of the Week</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-year-olds</td>
<td>Monday thru-Friday</td>
<td>6:30-9:15 a.m. - 11:45 a.m. - 6 p.m.</td>
</tr>
<tr>
<td>4-year-olds</td>
<td>Monday thru-Friday</td>
<td>6:30-9:15 a.m. - 11:45 a.m. - 6 p.m.</td>
</tr>
<tr>
<td>5-year-olds</td>
<td>Monday thru-Friday</td>
<td>6:30-9:15 a.m. - 11:45 a.m. - 6 p.m.</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Monday thru-Friday</td>
<td>6:30 a.m. - 6 p.m.</td>
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Occasional/Part-Time Extended Day options:

<table>
<thead>
<tr>
<th>Age</th>
<th>Days of the Week</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4-5-year olds</td>
<td>any day</td>
<td>6:30-9:15 a.m.</td>
</tr>
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</table>
Admission Policy:

Children age 3 through kindergarten age (must be 3-4-5 by September 30; all children must be toilet trained, excluding handicapped children) are eligible for admission. Preference in preschool admission is given first to parish members, then to Catholics from other parishes, and space permitting, to all others.

A through physical exam by a licensed physician and satisfactory immunizations are required. A physical exam is required for each preschool child within 30 days of admission. Lack of required physical may result in grounds for dismissal.

Preschool Health and Safety

The parent shall provide, prior to the date of admission or not later than thirty days after date of admission, and annually from the date of examination thereafter, a report from a licensed physician stating that the child is in suitable condition for enrollment in the program.

Along with this information, proof shall be provided that the child has had all the required immunization for his/her age. Permission from parents or guardian will also be required as follows:

1. emergency medical and dental care,
2. emergency transportation,
3. names of persons to whom the child may be released

As part of the differentiated referral process the following information will be ascertained: supplements, modified diets, or fluoride supplements currently being administered to the child; list of chronic physical problems and any history of hospitalization; list of any diseases that the child has had; names, addresses, telephone numbers of physician and dentist in case of emergency.
Routines shall be followed daily that help children keep themselves healthy and safe. During the school day children and staff shall be required to wash their hands when dirty, after going to the restroom, and before lunch or any snacks.

Children shall be supervised at all times. Toys and equipment shall be clean and well maintained. Children shall be shown how to correctly and safely use equipment. Toys, materials and equipment shall be inspected periodically for safety. Broken toys shall be removed from the classroom until they are satisfactorily repaired or replaced. Glass objects shall not be allowed in the room. Spray aerosols shall **not be used at any time when the children are present.** Other health practices, such as not putting objects in their mouth shall be emphasized.

There will be immediate access at all times to a working telephone in the preschool.

Procedures for fire and tornado drills shall be explained and practiced with the children. These procedures shall be posted by the door. Drills shall be conducted throughout the school year on a monthly basis and records of these drills shall be maintained at the school.

Children shall be allowed to leave the classroom only with parents and designated persons. If someone other than those listed on the form filed with the school is to pick up the child, the school must have written or verbal permission from the parent.

The preschool teacher in each class shall be trained in first aid and communicable disease identification. Staff trained in recognizing symptoms of communicable disease and illness shall observe each child daily. If the child is suspected of having a communicable disease or illness, parent or designee shall be notified of suspected illness and shall be asked to come to the center and take the child home. If parent or designee cannot be reached, the child shall be kept in an isolated area until the parent can be reached. Parents shall be asked to keep the child home until symptoms disappear or
medical treatment has been obtained. No prescription medicine, vitamin or special diet shall be administered unless instruction to administer such items are written, signed, and dated by a licensed physician, and parent, and are prescribed for a specific child.

In case of accident, an adult shall remain with the child until parents or responsible individual arrives. If parents or responsible individual cannot be reached, emergency medical treatment shall be obtained, if necessary, as designated on the emergency medical form. A first aid kit shall be present in each classroom. An accident report shall be completed when an accident or injury occurs.

The director will notify the district Attendance/Intervention officer who will notify Children's Services or the Huber Heights Police, as mandated by law, when they suspect that a child has been abused or neglected.

**Ohio Law/Licensing**

St. Peter ECC is licensed to operate legally. The State Department of Human Services issues the school a license which is posted for review; and the law and rules governing child day care are available at the center for review upon request. These rules can not be taken from the premises. A copy of the rules and regulations can be requested from the Ohio Department of Human Services (ODHS).

The following toll free number became available as of July 1, 1987. Any person may use this number to report a suspected violation of these rules.

1-800-686-1581

The administrator and each employee are required under section 2151.421 of the revised code to report their suspicions of child abuse or neglect.

The center's licensing record is available on request from the Department of Human Services, including Health and Fire Department forms.

It is unlawful for the center to discriminate in its enrollment of children upon the basis of race, color, religion, sex or national origin.
We reserve the right to dismiss a registered student or refuse admission to a student whose needs we do not feel can be best served by our program.

The ratio of teachers to children is determined by the license capacity:

<table>
<thead>
<tr>
<th>Age</th>
<th>1:12</th>
<th>2:24</th>
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</thead>
<tbody>
<tr>
<td>Threes</td>
<td>1:14</td>
<td>2:28</td>
</tr>
<tr>
<td>Fours/Fives</td>
<td>1:18</td>
<td>2:36</td>
</tr>
<tr>
<td>Kindergarten (school age)</td>
<td>1:18</td>
<td>2:36</td>
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</tbody>
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The St. Peter ECC is licensed to serve 157 students.

**Tuition Rates**

A non-refundable registration fee of $30 for all students is due at the time of registration. The registration fee is deducted from the first month tuition. An annual material fee of $35 is due at the time of orientation for preschool and kindergarten readiness students.
Tuition for the 1994-1995 school year is as follows:

- 3 year olds Tuesday/Thursday $55 per month
- Pre Kindergarten(4 year olds)M-W-F $65 per month
- Kindergarten Readiness 5 half days $100 per month
- Kindergarten Readiness 5 half days $272 per month with extended daycare
- 3 and 4 year olds 5 half days $272 per month with extended daycare

These payments are due by the 10th of the following month. August and June will be prorated.

Extended day prices are to be billed on a BI-WEEKLY basis.

Fulltime Kindergarten extended day(A.M /P.M.) $60 per week

Weekly rates for OCCASIONAL/PART TIME users will be billed as services are rendered

A.M ED(extended day) or P.M. ED $6.00 per day

Both A.M and P.M.(same day)-$12.00 per day

Each additional child from the same family will be charged $3.00 for either A.M. or P.M., and $6.00 for both programs.

In effort to control program cost, a penalty MAY be assessed to parents for late student pick-up from the P.M. program.

Each additional child will be given a 15% discount in the monthly tuition. Again continued late payments may result in dismissal. Students with an extended illness will need to continue to pay monthly tuition unless the parents decide to withdraw the child.

Discipline

The purpose of discipline is to help a child retain control of her/his emotions and actions, not to stop the expression of feelings and moods. Above all, a child needs love, patience, and understanding.
The only worthwhile discipline is prompted by motives from within. We ask parents to assist the Center in guiding our children in the acceptance of responsibility and in teaching them early and consistently to accept the consequences of their actions.

Discipline will be handled by each child's teacher. In the event this is insufficient, the director will assist the teacher. If there is any misunderstanding in a disciplinary problem, please confer with the director. The director will be available to aid parent or teacher with any disciplinary problem.

Parents are urged to instill in the child an appreciation of the moral values which are nurtured in the Center's environment. Respect for self, others, and surroundings will be stressed.

No child will be humiliated, shamed or frightened. There will be no cruel, harsh, or unusual punishment including but not limited to spanking, pinching, shaking, biting, or the use of physical restraints. No child will be placed in an enclosed area such as a closet, box, or similar cubicle. No discipline will be delegated to another child.

Discipline will not be imposed on a child for failure to eat, sleep, or for toilet accidents. Discipline will not include withholding food, rest, or toilet use.

The following methods of positive discipline will be used:

- Individual discussion of behavior with the child, geared to that child's capacity to understand.
- Redirection to another area if appropriate.
- "Time Out" - Child is removed from the group (not from the room) for a short period of time, allowing for altered behavior.
- Removal of child from the room to be supervised in the office area by additional staff.
- Parent conference for repeated unacceptable behavior.
Parent Participation

Any custodial parent/guardian is permitted unlimited access to the Center during the hours of operation for the purpose of contacting his/her children or evaluating the care provided by the Center. Upon entering the building, the parent must notify the Director or his/her designee.

A parent is encouraged to discuss with the teacher any question that may arise concerning his/her child at any time. Parent-teacher conferences are held two times a year at the same time as St. Peter School.

St. Peter Early Childhood Center offers the following ways parents can volunteer or participate:

1. Share special skill or interest with the children.
2. Assist on field trips/special activities.
3. Join us for bi-monthly assemblies which could include a speaker, songs or just time to be together.
4. Volunteer weekly or bi-weekly to work in a classroom. (i.e., tutoring, reading to a child, etc.)
5. Attend "parent coffees" sponsored by the Parent Volunteer Group.
6. Attend 2 or 3 Parent meetings held throughout the year.
7. Parent and child Pumpkin carving night.
8. End of the Year Picnic.

Parents are an integral part of our program. The Center can do its job only with the full cooperation of parents.
Daily Schedule

I. 3 year olds

9:15-9:30  Arrival/greeting
1:15-1:30

9:30-9:45  Circle/Pray
1:30-1:45

9:45-10:45  Free choice including an art activity
1:45-2:45

10:45-11:00  Snack
2:45-3:00

11:00-11:15  Story
3:00-3:15

11:15-11:35  Movement/music and or outdoor play
3:15-3:35

11:35-11:45  Recall/dismissal
3:35-3:45

II. Pre-Kindergarten (4 year olds):

9:15-9:30  Arrival/greeting
1:15-1:30

9:30-9:45  Circle/prayer/calender
1:30-1:45

9:45-10:45  Free choice including an art activity
1:45-2:45  *
small groups of children will be pulled each session to
work on readiness activities and/or religious activity.

10:45-11:00  Snack
2:45-3:00

11:00-11:15  Story
3:00-3:15

11:15-11:35  Movement/music and or outdoor play.
3:15-3:35

11:35-11:45  Recall/dismissal
3:35-3:45

III. Kindergarten Readiness (5 years old by 9/30)

9:15-9:30  Arrival/greeting
1:15-1:30

9:30-9:45  Circle/prayer, pledge, calendar
1:30-1:45
9:45-10:00  Reading Readiness and or religion activity
1:45-2:00  
10:00-10:45  Free choice including an art activity  
2:00-2:45  *small groups of children pulled to work on math readiness activities
10:45-11:00  Snack
2:45-3:00  
11:00-11:15  Story
3:00-3:15  
11:15-11:35  Movement/music and or outdoor play
3:15-3:35  
11:35-11:45  Recall and dismissal
3:35-3:45  
*All schedules are very flexible

IV. Extended Day A.M
6:30-8:00  Quiet games, free play, art activities
8:00-8:30  Breakfast
8:30-9:00  Music/motor activity, story and dismissal

V. Extended Day P.M.
12:00-12:30  Lunch
12:30-2:30  Nap/rest time
*Children are required to nap or rest at St. Peter ECC. Experience has shown these children do need a nap period after a full morning of activities.

*Kindergarten and kindergarten readiness students are encouraged to nap/rest but are not required to do so since they are of school age.

2:30-2:45  Wake-up, bathroom
2:45-3:00  Snack
3:00-3:30  Outside play and or music/motor activities
3:45  P.M. Kindergarten children escorted back to extended day program after class and given a snack
3:30-5:00  Art, free play activities
5:00-6:00  Story, educational videos, quiet games
Kindergarten P.M. Enrichment Program

* Kindergarten children not napping between 12:30 and 2:30 will do the following:

12:30-1:00  Quiet activities (games, puzzles) with P.M. kindergarten before they go to class.

1:00-1:30  Rest/quiet time to soft music. Children are to rest at their table or read books on the carpet.

1:30-2:30  Kindergarten readiness activities to reinforce what is done in the daily kindergarten program/ and or free choice activities.

2:30-6:00  Follow the Preschool extended day program

Kindergarten A.M. Enrichment Program

9:15-9:30  arrival/greeting

9:30-9:45  circle/prayer/story

9:45-10:45  same as 1:30 to 2:30 above

10:45-11  snack

11-11:15  gross motor/music/outdoor play
Medical and Dental Emergency Plan

1. The first aid kit is located in the school's office.

2. Emergency Phone Numbers:
   - Police/Fire Department: 233-2080
   - Children's Medical Center: 226-8300
   - Poison Control Center: 222-2227
   - Montgomery Co. Health Department: 225-4395
   - Hot Line For Missing Children: 1-800-426-5678

3. Staffed trained to administer first aid:
   - Debbie Colson-McCarthy
   - Dolores Lisse
   Teachers will be trained.

4. Children's records/medical information are located in the school's office.

5. In case of an emergency, teachers remain with their class of children. If there is a medical emergency, it will be handled by the Director or staff person trained in first aid. Parents will be contacted immediately.

6. In case of illness in children, refer to the posted policy Communicable Disease Management in the Centers. Make the ill child comfortable on a cot away from the other children in the directors office. Refer to emergency information in child's records.

7. In case of a dental emergency, follow the instructions on the Ohio Department of Health Dental First Aid Chart located next to this plan.

8. Children will only be transported by the life squad.

9. Authorization of emergency transport forms and children's information sheet must be taken to the hospital.

Extra Clothes

For 3's, Pre-Kindergarten, Kindergarten Readiness

Please bring in an extra set of clothes (underwear socks, pants and shirts). The clothes will be kept at school all year in case of accidents. These clothes should be brought in a box with your child's name and teacher's name clearly labeled.

This does not apply to the Kindergarten extended day program.
School Bags

Please have your child bring a school bag everyday. It is important that all papers get home.

Clothing

Children should wear sturdy, washable clothing to the center. All clothing should be marked with the child's name. The center is not responsible for unmarked items of clothing.

Each child has a place in the classroom to hang outside clothing and to store spare clothes. Parents are asked to help their children put away coats, etc., when arriving in the morning, and to encourage the children to keep track of belongings during the day.

Children should come to the center appropriately dressed for outdoor play, as it is a regular part of the center's program. In cold weather, a child should have boots, snow pants, warm jacket, hat and mittens. Sandals are not safe for play outside during the warm weather.

All clothing should be easy for the child to put on and take off; dressing with a minimum of adult help encourages independence.

An extra change of clothes should be left in a marked box at the center. If a child needs to wear the center's clothing home, parents are asked to wash and return it as soon as possible.

Food Service (snacks/lunch/breakfast)

The Huber Heights Food Service provides an optional breakfast and afternoon snack. Lunch is also provided for the children in the extended day program. The cost of these items are 75¢ per breakfast, 50¢ per snack, 30¢ per milk or juice. Lunch is $1.25. These items will be billed to your weekly tuition. A packed lunch can be brought from home.
Snacks during preschool time will be provided by the Center. They will include nutritious items. Cooking projects will be done as part of snack periodically.

Bring packed lunch during no school days/summer camp for the extended day option program.

Prices are subject to change for the 1994-95 school year.

Extended day Arrival/Departure

Parents are responsible for escorting their child into the Center each day and are required to sign their child in.

All parents are required to sign children out. If your child is going to be picked up by someone other than yourself, please send in a handwritten note prior to pickup period

Regular Preschool Hours

During regular preschool program hours (both A.M. & P.M.), the parents are asked to escort their child to/from their classroom. Again, if your child is going to be picked up by someone other than yourself, a handwritten note must be delivered to the school office prior to pickup. Attendance will be taken at the beginning of class.
Car Pools

For energy conservation, we strongly encourage car pools. Car pools can also be a growth experience in fostering independence in your child. Please notify us if your child is in a car pool and with the names of other participants.

Absence

Call the school before 9:00a.m. when your child will be absent. Your cooperation is appreciated.

Birthdays

Children enjoy sharing their birthdays with school friends. We welcome you to bring a snack to share on or near your child's birthday. Please give us advance notice. Parents are welcome to come in and share the special day with their child. If your child has a summer birthday, we encourage you to select a day during the school year.

Parent-child Roster

Names and telephone numbers of families enrolled in your child's class will be available to the other families. The roster will not include any parent/guardian who request in writing not to be included.

Policies Concerning Management of Communicable Disease

If a child has any of the following illnesses, he/she should be kept home from school:

a. temperature of 100 F. taken by axillary method.
b. skin rash.
c. diarrhea and/or nausea (vomiting two or more times in the same day).
d. evidence of lice infestation.
e. excessive coughing, sore throat, runny nose, red eyes.

A teacher trained to recognize the common signs of communicable diseases or other illnesses shall observe each child daily upon arrival at school. A person trained to recognize the common signs of communicable disease means any person trained by prevention, recognition and management of communicable diseased as required by rule.
5101:2-12-31 of the Administrative Code. Any child suspected of having a communicable disease will be isolated immediately in an area set aside from the group. A child who is isolated is always accompanied by an adult who is within sight or hearing of the child.

An isolated child is provided with a mat or cot, and a blanket until discharged. The mat shall be sanitized with an appropriate germicidal detergent upon discharge of the child. Blankets will be laundered before being used by another child.

Equipment in the classroom will be washed and disinfected with an appropriate germicidal detergent, if needed.

A child who becomes ill during the day will be discharged to the care of the parents or designated responsible party as promptly as possible. If no one is able to be contacted, isolation of the child shall be maintained until discharge.

A notice will be sent home to parents or guardians of children exposed to a suspected communicable disease. This notice will contain information regarding the nature, cause, symptoms, and treatment of the disease. The parent or guardian will also be advised to seek medical attention if indicated.

A child cannot be readmitted to school until a fever has been absent for 24 hours. After a child has a communicable disease, the parent should confer with the teacher or physician to determine when it would be advisable for the child to return to school.

A mildly ill child is defined as a child who is experiencing minor common cold symptoms, but who is not exhibiting any of the symptoms indicated above. It also refers to a child who does not feel well enough to participate in activities but who is not exhibiting any of the above symptoms.

The preschool will care for the mildly ill child, but the parent shall be notified if the symptoms listed above occur. The procedure then is the same as any other child with a communicable disease.
Medication will be administered to children in accordance with school policy and requires completion of the designated form signed by a physician.

Special diets will be administered only when such items are written on a form, signed and dated by a licensed physician, and are prescribed for a specific child.

Any child-care staff member exhibiting any of the symptoms of communicable diseases/illness listed above, will immediately be sent home.

A Communicable Disease chart issued from the Health Department will be located in all classrooms.

Those staff members who have completed the approved first aid course are posted by the emergency plan form.

A child identified with lice and/or nits will be isolated from the group and returned home as soon as possible. The infected child may not return to the class until nit-free as verified with a note by the appropriate professional stating the child and family household has been treated.

If several children in the same classroom are infected with lice, outdoor wear will be placed in individual plastic bags and hung in the usual manner to prevent possible contamination. Washable items in the classroom will be washed and returned to the classroom.

Visitors

Parents are always welcome to visit. Parents who want to observe are asked to call the office one day in advance; to make sure there aren't any other conflicts. All visitors including volunteers, are asked to sign in at the office. Other visitors, (for example, college students), will be accompanied by a school official through the building, to the spot of their observation.
Fieldtrips

Fieldtrips will be planned with great care. Walking fieldtrips to the Huber Heights Shopping Center, to the public library, or shops are possible. Field trips needing transportation will be provided by either RTA or parents driving private automobiles. St. Peter Early Childhood Center would prefer to use public transportation.

Parent volunteer drivers *must* furnish the preschool director proof of insurance.

The following format or a similar one will be used to gain permission

I/we, the parent(s)/guardian(s) of ___________________ request that the school allow my/our son/daughter to participate in ______________________________.

We hereby release St. Peter Early Childhood Center and all of it's employees for any and all harm arising to my/our son/daughter as a result of this trip.

The first aid kit will be taken on all fieldtrips, along with emergency medical release forms.
Single Parent/Other Relative Considerations

In case of legal separation of parents, the school needs documentation of who has temporary custody. In case of divorce, the school needs a notarized copy of the custody section of the divorce decree. The school needs to be informed if the non-custodial parent has the right to pick up the child.

Only parents, or those they designate, should be allowed to discuss the child's progress with school officials. This requirement applies to aunts, uncles, cousins, and grandparents.

Kindergarten Readiness Program

The kindergarten READINESS program is designed for kindergarten age children who may not be ready for a traditional kindergarten. The program will give the children an extra year to grow. The child may need the additional year because of various developmental reasons: social/emotional, maturity, short attention span, fine/gross motor difficulty, language delays, etc.

The kindergarten readiness program will do everything possible to make it a successful year for your child. It should be noted: completion of the kindergarten readiness program does not guarantee automatic success in regular kindergarten.

Nap Room Policy

All extended day children not of school age (5 by September 30) are required to nap or rest on a cot during our nap period (unless in the older p.m. prekindergarten or traditional afternoon classed).

ODHS 1216 (Rev. 9/92)

Immunization Required by Ohio Department of Health

Records must be on file at each licensed child day care center and type A family day care home that show that each child has received immunizations required by statute for admission to school or has had immunizations required by the department of health
for infants and toddlers. Similar records must be on file at each certified type B home for all children receiving child day care in the home and the provider's own children under six years of age. These records must also be on file at each home where child day care services are provided by an in-home aide and at the county department of human services for all children receiving child day care services provided by an in-home aide or in a certified type B home. See rule 5101:2-12-58 and rule 5101:2-12-59 (centers), rule 5101:2-13-57 and rule 5101:2-13-58 (type A homes) rule 5101:2-14-17 and rules 5101:2-14-18 (type B homes); or rule 5101:2-15-16 and rule 5101:2-15-17 (in-home aides) of the Administrative Code. The required immunizations are listed below:

1) Children age 20 months and over shall be immunized as follows:* 

4 diphtheria tetanus, pertussis (DTP) injections
3 doses of polio vaccine
1 dose of rubella vaccine
1 dose of measles vaccine
1 dose of mumps vaccine
Children age 15 months through 4 years of age must have had at least one dose of Hib vaccine administered on or after 15 months of age (see ACIP schedule on reverse side).

2) Children age 10 months through 19 months shall be immunized as follows:

3 DTP/DT (Pediatric) injections
2 doses of Polio Vaccine; if eIPV is used, 3 doses are required.
4 doses of Hib by 15 months depending on when they started the Hib schedule or one dose at or after 15 months (see ACIP schedule on reverse side).

3) Children age 5 months through 9 months shall be immunized as follows:

2 DTP/DT (Pediatric) injections
2 doses of Polio Vaccine

3 doses of HIB by 6 months depending on type of HIB vaccine received (see ACIP schedule on reverse side).

4) Children age 2 months through 4 months shall be immunized as follows:**

1 DTP/DT (Pediatric) injection

1 dose of Polio Vaccine

1 dose of HIB at 2 months and the second dose of HIB at 4 months
Note: The above immunizations are minimum standards. They do not constitute the full complement of immunizations that are recommended for many of the children in the respective age groups.

* Unless a written exemption is on file, all children age 20 months and above must be vaccinated against mumps measles and rubella: these immunizations must have been administered on or after the first birthday, preferably at age 15 months,

** Unless a written exemption is on file, all children age two months and above must have received at least one dose each of DTP, polio, and Hib vaccine They must continue to receive the balance of the required DTP, polio, and Hib immunizations in a timely manner: failure to do so removes a child from "in process" status.

Prepared by the Ohio Department of Human Services in cooperation with the Ohio Department of Health

St. Peter School Policy

St. Peter Early Childhood Program operates separately from St. Peter School.

Enrollment in the early childhood program does not guarantee automatic acceptance into the school.

School's Right to Amend

St. Peter Early Childhood Program retains the right to amend the handbook for just causes and that parents will be promptly notified in writing if changes are made.
Parent(s) Signed Agreement

We have read and agree to be governed by this handbook

__________________________

Parents signature and date
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Introduction

The Course of Study for St. Peter Early Childhood Center was based on the philosophy of developmentally appropriate practices from The National Association for the Education of Young Children (NAEYC). The Course of Study used the following two materials as a guide: Developmentally Appropriate Practice in Early Childhood Programs by the NAEYC and The Ohio Early Childhood Curriculum Guide by the Ohio Dept. of Education. The Brigance Inventory of Basic Skills was used as a guide for the specific objectives in each age group. The kindergarten teachers of St. Peter had input on the skills for the Kindergarten Readiness Program.

The National Association for the Education of Young Children (NAEYC) believes that a high quality Early Childhood Program provides a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of families.

Developmentally Appropriate Practices

The concept of developmental appropriateness has two dimensions: age appropriateness and individual appropriateness.

Age Appropriateness- Knowledge of typical development of children within the age span served by the program, provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

Individual Appropriateness- Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background.
Play

Children's play is a primary vehicle for and indicator of their mental growth. Play enables children to progress along the developmental sequence from the sensorimotor intelligence of infancy to pre-operational thought in the preschool years to the concrete operational thinking exhibited by primary children.

Guidelines for Developmentally Appropriate Curriculum

1. Developmentally appropriate curriculum provides for all areas of a child's development: physical, emotional, social and cognitive, through an integrated curriculum.

2. Appropriate curriculum planning is based on teachers' observations and recordings of each child's special interest and progress.

3. Curriculum planning emphasizes learning as an interactive process. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children and materials.
The Curriculum for 3's

Curriculum for 3 year olds should emphasize language, activity and movement with major emphasis on large muscle activity. Appropriate activities include dramatic play, wheel toys and climbers. Also included are puzzles, blocks and opportunities to listen to simple stories.

The Curriculum for 4's (Pre-kindergarten)

Curriculum for 4 year olds should emphasize a greater variety of experiences and more small motor activities like scissors, art and manipulatives. They are more able to concentrate and remember as well as recognize objects by shape, color or size. Four's are developing basic math concepts and problem solving skills.

The Curriculum for 5's

(Kindergarten Readiness/Kindergarten)

Most 5's combine ideas into more complex relations (i.e. number concepts as one to one correspondence) and have growing memory capacity and fine motor physical skills. Most 5's display a growing interest in the functional aspects of written language such as recognizing meaningful words and trying to write their own name. 5's are also developing an interest in community and the world outside their own.

Learning Materials

Learning materials in early childhood should be developmentally appropriate. Materials should be age appropriate, a combination of open-ended, multi-use materials and realistic props. Materials should be safe, non-toxic and large enough not to be swallowed. Non-sexist and non-stereotyped books need to be used.

The following list is a selection of the type of materials and equipment which enhance learning:

1. art materials- easels, paint, crayons, chalk, child scissors, magic markers clay and playdough
2. writing implements
3. books- simple picture books, books that encourage positive attitudes relative to anti-bias topics
4. climbing equipment for young children
5. balls, beanbags and balance beams
6. animals and cages
7. dress-ups that encourage non-stereotypic and dramatic play
8. dolls (varying in race/gender)
9. hollow blocks
10. housekeeping "corner" equipment
11. live plants
12. magnifying glasses, prisms, magnets
13. meaningful word labels for: 4's and 5's
14. puzzles
15. pattern and attribute blocks
16. puppets
17. sand/water table
18. woodworking table, tools, nails, etc.

**Adult Interactions**

Adults need to interact with children in a warm nurturing manner. They need to facilitate social interaction skills. Adults should respect and foster appreciation for diversity among children and families. An environment that encourages exploration, experimentation and problem-solving is very important.
3 year old Preschool Goals/Objectives

Goal: 1. To improve gross motor skills

Objectives:

A. Broad jumps over, an object of 10 inches
B. Stands on one foot for five seconds
C. Hops on preferred foot three hops
D. Kicks playground ball with definite :backward/forward leg swing with definite arm opposition(movement)
E. Catch a bounced playground ball by hugging it to body

Goal: 2. To improve fine motor skills

Objectives:

A. Builds a nine or 10 block tower
B. draws somewhat recognizable pictures that are meaningful to child, but perhaps not to adult
C. Copies a vertical and horizontal line from a model
D. Copies a circle from a model
E. Cuts a 5 inch square in two
Goal: 3. To improve self help skills

Objectives:
A. Washes/dries hands without assistance
B. Uses napkin during snack
C. Unzips separating front zipper
D. Zips front zipper after it has been started
E. Uses restroom with only some assistance

Goal 4. To improve language skills

Objectives
A. Uses simple sentences; with pronouns
B. Answers "who", "when" "where" questions
C. Uses plurals, adding "s"
D. Uses an average of 4 word sentences
E. Can give full name, boy-or girl and age

Goal 5. To improve cognitive skills

Objectives:
A. Is interested in "read-to-me" books
B. Can receptively point to such body parts as chin, thumb, knee, neck and fingernails
C. Can expressively identify chin, thumb, knee, neck and fingernails
D. Is able to match the basic colors
E. Points to the colors red, blue, green, yellow, orange and purple
F. Is able to match the circle and square
G. Points to circle and square upon request
H. Identifies quantitative concepts as many/one, little/big, empty/full, light/heavy, etc.
I. Identifies directional/positional concepts as behind/in front of, over/under, in/out and front/back
J. Classifies animals, toys and clothes

Goal 6: To improve social skills

Objectives:
A. Begins to take turns
B. Can usually play cooperatively, but. may need adult help
C. Works in a small group
D. Play simple group games
E. Engages in domestic make-believe play

4 year old (Pre-Kdg Goals/Objectives)

Goal: 1. To improve gross motor skills

Objectives:
A. Stand on one foot for 10 seconds
B. Walks forward on line heel to toe a distance of 6 feet
C. Begins to gallop
D. Jumps forward 10 times
E. Hops on other foot (not preferred foot) 3, then 5 hops
F. Catches a thrown playground ball with hands and chest
G. Throws a tennis ball a distance of 10 feet.

Goal: To improve fine motor skills

Objectives:
A. builds a tower with 11 blocks
B. Draws and names recognizable pictures
C. Draws a person with a head, legs, ears, feet, arms, shoulders, trunk and eyes
D. Copies a cross, X and square
E. Cuts a 5 inch line within 1/2 inch limits

Goal: 3. To improve self-help skills

Objectives:
A. Uses a plastic knife for spreading
B. Buckles belts
C. Attempts to tie shoes
D. Totally cares for all toileting needs
E. Knows which faucet is hot/cold
F. Wipes nose most of the time

Goal: 4. To improve language skills

Objectives:
A. Can describe differences in objects
B. Can describe similarities in objects
C. Relates experiences with some understanding of sequence and closure
D. Gives city name and street address
E. Uses more difficult prepositions other than in and on

Goal: 5. To improve cognitive skills

Objectives:

A. Follows along in a book being read
B. Identifies the following body parts both receptively and expressively: chest, heels, ankles and jaw
C. Points and names the colors: brown, black, pink, gray, and white
D. Points and names the four basic shapes
E. Identifies quantitative words as slow/fast, few/many, short/long and less/more
F. Identifies, directional/positional concepts as up/down, forward/backward, low/high and above/below
G. Is able to classify food, dishes, people and pets
H. Is able to count 5 objects

Goal: 6. To improve social skills

Objectives:

A. Understands the need to share and take turns
B. Begins to have an awareness of "good" and "bad" choices/behavior
C. Plays at least one table game with supervision
D. Incorporates verbal directions into play activities
E. Usually remains at a task 10 to 12 minutes

5 year old Kindergarten Readiness

Goals/objectives

* may also be used 2nd. semester with Pre Kdg.(4 yr. old) program

Goal: 1. To improve gross motor skills

Objectives:

A. Walk backwards toe-to-heel six steps
B. Skips alternating feet
C. Jumps rope three consecutive jumps
D. Hops a distance of 10 feet on preferred foot.
E. Catches a bounced tennis ball with both hands
F. Throws a tennis ball 20 feet

Goal 2. To improve fine motor skills

Objectives

A. Print first name with only first letter capitalized
B. Use scissors correctly when cutting a 5 inch curving line within 1/4 inch limits
C. Holds pencil and crayons correctly (adult, grasp between thumb and fingers
D. Use glue correctly when doing projects
E. Draw a person including head, legs, ears, feet, arms, shoulders, trunk, eyes, nose and hair
F. Copies a rectangle and triangle

Goal: 1. To improve cognitive skills

Objectives:

A. Identify directional/positional concepts of center/corner, right/left, above/below and low/high
B. Identify colors including brown, black, pink, gray
C. Identify quantitative concepts as narrow/wide, thin/thick, same/different and few/many
D. Classify sets of numbers, things to read, fruits, vegetables, tools, shapes and furniture
E. Name the four basic shapes: circle, square, triangle and rectangle
F. Knows function of community helpers: doctors, nurses, fire fighters, police officers, etc

Goal: 4. To improve language skills

Objective

A. Participates in a conversation without monopolizing it.
B. Uses words related to time and sequence (yesterday, tomorrow, after, before, etc.).
C. Verbally shares experiences with a group of classmates
D. Give birthday, telephone number and complete address
E. answer questions about a story just read

Goal: 5. To improve social skills

Objectives:
A. Follow classroom rules, such as, raising hands, listening to others, keep hands feet to self, etc.
B. Take turns in play without adult supervision
C. Plays cooperatively with one or two children for a least fifteen minutes
D. Likes to finish what he/she has started
E. Remains at a task, when school distractions are present, most of the time
F. Plays cooperatively in large group games

Goal: 6. To improve in reading readiness skills
* (optional goal-depending on each child)

A. Visually discriminates between two alike or two different shapes, then uppercase letters
B. Matches uppercase letters
C. Points to several uppercase letters when named
E. Identifies words that rhyme

Goal: 7. To improve math readiness skills
* (optional-depending on each child)

A. Counts 10 objects
B. Rote counts to 10, then 20
C. Has number comprehension for numbers up to 5 (matches quantity "how many" with the number symbol)
D. Begins to demonstrate comprehension of ordinal positions of first, last second and middle
Preschools have witnessed tremendous growth in the last two decades. Reasons for this expansion include the entrance or return of mothers to the work place for children under six. Catholic preschool programs have experienced growth as well. Parents know that the educational programs in Catholic schools are sound; that the teachers care about children and that a safe disciplined environment reflects every aspect of the Catholic values instilled.

Chapter I stated the purpose of the project, which was the design and implementation of a preschool program at St. Peter Church in Huber Heights, Ohio.

Review of the Literature was included in Chapter II. The review summarized the history of early childhood. Friedrich Froebel, Maria Montessori and Elizabeth Peabody were just a few of the names mentioned.

The literature review also included pros and cons to transitional or developmental classes. The major stress was to review the pros and cons to starting a developmental kindergarten at St. Peter's Church.

Chapter three included the methodology to the project. Phase one was the pre-planning, phase two the curriculum and project design, phase three was the collaboration with architects and the final phase involved handbook development.

The handbooks themselves were chapter four. The development of a parent and staff handbook were the results of many months of work. A course of study was also put together for the preschool.

The literature reviewed supported the need for quality preschools and early childhood programs. Most children with preschool experience stand out in kindergarten in sharp contrast to children without this background.
The writer believed this research project was most beneficial to her new position as director. This project allowed the writer to implement a culmination of the best features of the programs reviewed; and to include her own insights. In addition, it allowed the writer to avoid those features; both in review and experience; that she feels were lacking.

Implications for Practice

The handbooks and course of study were crucial in the opening of a preschool operation.

It is realized that the handbooks and course of study will be revised over the next several years.

The director also encouraged feedback from both staff and parents to revise the handbooks because they contain the philosophy of St. Peter Early Childhood Center and what made them a success preschool.
Reference Section


