

# 6000

## SCHOOL BASED PREKINDERGARTEN, KINDERGARTEN COMBINATION PREK-K, K-1, K-2 GUIDELINES



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## SCHOOL BASED PRE-KINDERGARTEN, KINDERGARTEN, COMBINATION PREK-K, K-1, K-2 GUIDELINES

### PHILOSOPHY AND OBJECTIVES 6001

As a denomination, Seventh-day Adventists desire to see the early education of the child as a continual growth process. It is imperative that a balanced program be instituted to meet the needs of the child's physical, intellectual, spiritual, emotional, and social development from birth through the years of formal schooling.

This concept is predicated upon principles such as those found in Proverbs 22:6, "Train up a child in the way he should go and when he is old he will not depart from it" and *Child Guidance*, p. 193, "Too much importance cannot be placed on the early training of children. The lessons that the child learns during the first seven years of life have more to do with forming his character than all he learns in the future years."

Ideally, the young child should be immersed in a rich experiential environment, free from formal schooling and in the primary care of his mother. Unfortunately, this ideal is no longer an option for many families. Increasing numbers of SDA mothers work away from home during their child's pre-school years. Societal changes have affected family size and structure. Broken homes, single parent and surrogate parent settings are occurring in growing numbers. The trend is toward urban rather than rural living. In addition, state and province requirements have necessitated the opening of SDA kindergartens. As a result kindergartens have been established throughout the North American Division. In consideration of these factors the educators in the North American Division recognize the need to share in the responsibility of providing the best care and learning environment possible for young children.

Historically, Seventh-day Adventists have been opposed to kindergartens and preschools. E. G. White statements such as "free as lambs," "the mother should be the child's only teacher," and "no school until 8 to

10," have long influenced this position regarding early childhood education. Today the principles behind these statements are recognized, and, closer scrutiny shows these additional perspectives:

1. The ages 8 to 10 were given in a setting where there was no church school.
2. Where parents work out of the home, the church is counseled to provide for the training of the young child.
3. Circumstances dictate other applications of the principles.

The North American Division Office of Education has made provisions for the development of a kindergarten curriculum in order to provide a Christian education for young children of the Seventh-day Adventist Church. The Southern Union Office of Education in conjunction with the local Conference Office of Education has established standards for kindergarten facilities, equipment, curriculum and instruction. Kindergarten is a unit within the birth to grade 12 system operated by the Conference Office of Education.

When the local Conference Office of Education approves a pre-kindergarten and/or kindergarten to be established in a Seventh-day Adventist school, it becomes an integral part of the Office of Education. The program shall then be fostered, controlled and financed as a part of the elementary education program.

The program's goals should:

1. Emphasize the concept of God as creator of man and nature
2. Reflect an understanding of the principles of child growth and development
3. Provide for achieving intellectual growth as shown by maturation of the child's thinking processes

4. Develop the child's ability to socially interact in a positive manner
5. Provide experience in dealing with feelings emphasizing enhancement of self-worth
6. Increase the competency of body mastery and motor skills coordination

### PROGRAM DEFINITIONS 6003

1. Stand-Alone Pre-Kindergarten Program  
Pre-kindergarten Program: An educational environment designed to stimulate the growth and development of four-year-old children until they enter kindergarten. The program is designed to enhance the learning experiences of children with emphasis on spiritual, physical, social, and emotional growth prior to the kindergarten year. Children must be four years of age by August 15 of the year they are enrolled, to be eligible for enrollment into the school-based pre-kindergarten program. (A classroom with children who have not reached four years of age by August 15 of the year they are enrolled, may not be classified as a pre-kindergarten program (Code 1800). When a school extends its program to include three year olds, the school will need to acquire and maintain a state license to operate an Early Childhood Program (ECP). SU Education Code section 7000 - *Early Childhood Education Programs* becomes the policies and guidelines to be followed, the PreK program becomes part of the ECP, and the school returns to the PreK-8/10/12 category.
2. Stand-Alone Kindergarten Program  
Kindergarten Program: A readiness program which is conducted in a formal school setting and designed to prepare children for the first grade. Length of a child's stay in the program depends upon his maturation level. Children must be five years of age by August 15 of the year they are enrolled, to be eligible for enrollment into the school-based kindergarten program. (Code 1800)
3. Combination Pre-Kindergarten/Kindergarten Program  
Combination Pre-Kindergarten/Kindergarten Program: A combination Pre-Kindergarten/Kindergarten program includes eligible four-year-old and five-year-old students in the same class. If policies or guidelines differ between the two grades schools must comply with the strictest regulation. No additional grades from first through eighth are permitted in a classroom with pre-kindergarten.
4. Combination K-1/K-2 Programs  
K-1/K-2 Program: A primary grade classroom consisting of kindergarten and first grade, or kindergarten, first and second grades in an elementary school.

### ADMISSION / ENTRANCE REQUIREMENTS 6006

Prior to accepting any applicant the following proper documentation must be on file:

1. AGE - Entrance age requirements must be followed. Any deviation from them must be approved by the local Conference Office of Education. An original copy of the birth certificate must be presented before a child can be admitted to the program.
  - a. Pre-kindergarten children must be at least four (4) years of age by August 15 of the year they are enrolled in pre-kindergarten.
  - b. Kindergarten children must be at least five (5) years of age by August 15 of the year they are enrolled in kindergarten. (See code 1801)
  - c. When a state's regulation conflicts with the August 15 deadline, the earliest date supersedes.

2. IMMUNIZATIONS - A record of the child's immunizations per state requirements must be on file in the school office. (See state requirements.)
3. PHYSICAL EXAM - A record of the child's current physical exam is required to be on file in the school office. (See state guidelines.)

### **ORGANIZATION AND STRUCTURE 6009**

#### 1. Authorization to Operate

Authorization to operate a pre-kindergarten, kindergarten or combination pre-kindergarten- kindergarten, or K-1/K-2 classroom is granted by the local Conference Board of Education upon approval of submitted application (see Section 6045) and based on the following criteria:

- a. A demonstrated educational need.
- b. Adequate/approved physical space and appropriate facilities, instructional materials, playground, and equipment.
- c. Proof of ability to provide adequate funding and budget control.
- d. A denominationally certified teacher with appropriate early childhood credentials.
- e. Adequate and appropriate curricular materials.
- f. A projected enrollment adequate for the financial and curricular needs of an effective educational program.
- g. Teacher load in accordance with the policy of the Union Board of Education.
- h. Specific policies regarding organization, administration, finance, curriculum, and personnel must be in agreement with the local Conference and Union offices of education.
- i. All applications to establish a new single grade or multi-level kindergarten (pre-kindergarten-kindergarten, K-1, K-2) classroom must be approved by the local Conference Office of Education before a program can begin. Applications are due in the local Conference Office of Education by March 1.
- j. Any changes in the configuration of PreK/K or K-2 classroom must be approved by the local Conference Office of Education.

#### 2. Change of Program

If the type of program requested changes after the Application to Operate has been approved by the LCOE, the Change of Program Application (see code 6051) must be submitted to and approved by the LCOE prior to the implementation of the change. Operation of a kindergarten, pre-kindergarten or combination pre-kindergarten-kindergarten, or K-1/K-2 may begin only after written approval is received from the local Conference Office of Education. (A classroom with children who have not reached four years of age by August 15 of the year they are enrolled may not be classified as a pre-kindergarten program and will need to acquire and maintain a valid state license to operate said program. (see Code 7000.)

#### 3. Pre-kindergarten

While school-based programs for pre-kindergarten are considered part of the Southern Union Conference's Early Childhood Education (SU COECE) department, they are operated under the auspices of the local school board and will be supervised by the local Conference E.C.E. liaison and the Southern Union's associate directors for elementary and early childhood education.

Schools which operate in states that have licensing requirements for school-based pre-kindergarten programs/classrooms must operate in compliance with state regulations regarding licensure, exemptions, certificates of approval, etc. for said programs/classrooms.

Copies of licenses, certificates, letters, annual forms, etc. required by the respective state regulatory agency must be filed annually with the local Conference Adventist Risk Management manager or the local Conference Education Department.

Contact your local Conference Office of Education for pre-kindergarten guidelines and state laws regulating the state in which the pre-kindergarten is to be operated.

### **ACCREDITATION 6010 (1700)**

Schools of the Southern Union are accredited through the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA), in affiliation with the National Council for Private School Accreditation. AAA is the denominational accrediting authority for education programs operated under the auspices of the Seventh-day Adventist Church.

All schools that have prekindergarten classrooms must include the prekindergarten program in their school accreditation. A school which has been accredited Pre K- 8, Pre K-10, or Pre K - 12 must include prekindergarten in all future accreditation renewals, regardless of pre-k enrollment, unless the prekindergarten program was closed by voted action of the local school board.

### **PRE-KINDERGARTEN ACCREDITATION EVALUATION 6011(1700-1706)**

All church schools are evaluated according to a plan outlined by the North American Division and Southern Union Offices of Education. [Schools with pre-kindergarten must include the pre-kindergarten program in the elementary schools' accreditations via Accreditrac](#) and utilize qualified individuals to review the early childhood educational program. "Qualified" is defined as an individual with an early childhood education degree, a child development degree (or equivalency), or an elementary education degree with kindergarten endorsement and experience.

This may include but not be limited to work experience as an early childhood classroom teacher or a director in an early childhood program, in a specific field of growth and development of young children, and/or in administration of a child care facility. Early childhood qualified individuals must participate on the school self-study and visiting committee teams. The visiting team individual(s) are selected jointly by the Southern Union and local Conference offices of education.

The site visit report of the evaluation visiting committee for [PreK-10](#) is reviewed and processed by the Southern Union Accreditation Review Committee.

### **ELECTRONIC SCHOOL REGISTER**

**6012**

The electronic school register must be maintained for each pre-kindergarten and kindergarten classroom. Attendance records must be maintained on a daily basis. A hard copy of student and parent contact information must be retained in a confidential file for emergency purposes.

### **PERSONNEL**

**6015**

Appointment of personnel can best be determined by the goals, objectives and design of the program. The number of children enrolled will determine the number of required staff (See local Conference policies.)

## 1.

### Staffing

All staff members should:

- a. Be members of the Seventh-day Adventist church in good and regular standing
- b. Display a commitment to the Seventh-day Adventist philosophy of education
- c. Be approved by the local Conference Office of Education and receive a letter of employment or educational employment agreement
- d. Manifest a genuine love and concern for children
- e. Illustrate a working knowledge of child growth and development
- f. Apply principles of learning
- g. Demonstrate a willingness to grow professionally
- h. Exhibit appropriate management skills
- i. Develop positive interpersonal relationships with children, staff, and parents
- j. Be free from past record of crimes involving intentional bodily harm, crimes against children, or crimes involving moral turpitude
- k. Consent to a background check
- l. Not engage in any behavior which may endanger the physical, emotional, or moral health of the children in their care
- m. Submit character references with application

## 2. Educational Qualifications

- a. Pre-Kindergarten Stand-alone:
  - i. Teacher **must** hold a **bachelor's** degree in either child development, early childhood, or elementary education **and denominational certification** with a **kindergarten or early childhood** endorsement. **Contact the Local Office of Education for Denominational Certification requirements as outlined by the North American Division and Southern Union Conference Offices of Education for certification details.**
  - ii. **Conference may approve an exception for a pre-kindergarten teacher who has not yet obtained a bachelor's degree but with specific training from a state-approved early childhood development program. If further clarification is needed, contact the Local Conference Office of Education or Union Office of Early Childhood Education.**
- b. Kindergarten:

Teacher must meet certification requirements as outlined by the North American Division of Education. Contact the Local Office of Education for certification requirements.
- c. Combination Classrooms such as Pre-Kindergarten-Kindergarten, K-1, or K-2:

Teacher must meet certification requirements as outlined by the North American Division of Education. Contact the Local Office of Education for certification requirements.

## 3. Teaching Load

While the grade load and student load numbers outlined in this policy are considered the minimum requirements necessary for quality instruction to occur, it should be noted that specific student needs and classroom composition, along with a teacher's expertise and experience level should factor strongly in the number cap/cut-off to ensure a quality educational program can thrive in any given classroom. Factors such as the number of English Language Learners (ELL) and other special needs students enrolled in a class can lower the cut-off numbers outlined in this policy to maintain the appropriate instructional quality of our

education system. The final teacher load decision should be made in consultation between the school principal/teacher and the local Conference Office of Education.

- a. Pre-Kindergarten Stand-alone:  
Enrollment in a pre-kindergarten stand-alone four-year-old program must be limited to 12 students. A full-time teacher assistant will be required for 13-18 students.
- b. Kindergarten:  
There should be at least one teacher for up to 16 students in a single grade kindergarten classroom. A full-time teacher assistant will be required for 17-22 students.
- c. Combination Pre-Kindergarten/Kindergarten:  
Enrollment in a pre-kindergarten/kindergarten class must be limited to 12 students. A full-time teacher assistant is will be required for 13-18 students.  
Provided. Any variations or exceptions must be approved by the local conference.
- d. Combination K-1, K-2:  
It may be possible, upon approved application, to operate a multi-level kindergarten in a two or more teacher school. Grades may be divided as follows:
  - 1) pre-kindergarten and kindergarten,
  - 2) kindergarten and first grade, or
  - 3) kindergarten, first, and second grades

Enrollment in any of the above combinations must be limited to 12 students with any deviation being approved by the local Conference Office of Education. A full-time teacher assistant will be required for 13-18 students. Eighteen students are the maximum number allowed after adding a teaching assistant whenever Kindergarten is part of the multi-grade configuration.

#### 4. Staff Development

Each pre-kindergarten and kindergarten teacher is expected to participate in regular in-service training. The hours of in-service and/or professional growth are determined upon the level of responsibility. The employing organization will be responsible for providing reasonable release time to fulfill the professional growth requirements.

#### **DISCIPLINE 6018**

1. Goals  
The child's self-esteem should be affirmed and protected. The goal of classroom management and discipline should be to lead the child toward self-control. A classroom management plan should be posted and communicated to the children and parents.
2. Measures to Avoid
  - a. Denial of food
  - b. Forced napping
  - c. Punishment for toilet accidents
  - d. Subjection to derogatory remarks about themselves or their families, abusive or profane language, yelling, screaming, or threats
  - e. Physical punishment

**FACILITIES 6021**

1. Consult your state licensing agency and local Conference Office of Education for specific requirements in reference to:
  - a. Space for children - indoor and outdoor
  - b. Bathroom facilities
  - c. Sanitary regulations
  - d. Drinking water facilities
  - e. Lighting
  - f. Ventilation
  - g. Food service area
  - h. Storage space
  - i. Office space
  - j. Passage ways
  - k. Fire codes
  - l. Natural disaster regulations
  - m. Isolation area for illness
  - n. Phone system and emergency numbers
  - o. Vehicles
  - p. Computer security and acceptable use policy
  
2. Indoor
  - a. The building should be in good repair, painted and attractive.
  - b. Thirty-five square feet of usable floor space per child is needed exclusive of halls, cloakrooms, toilets, and kitchen. (The National Association for the Education of Young Children, NAEYC, suggests 420 sq. ft. for 12 students, 595 sq. ft. for 17 students, and 875 sq. ft. for 25 students, based on 35 sq. ft. per student)
  - c. The rooms should be on the first floor with at least two widely separated exits.
  - d. The activity rooms where the children "live" while at the school should be used exclusively for the children. They should not be used as storage rooms or part-time classrooms for older children.
  - e. Light colored, sunny rooms provide a more cheerful environment for little children.
  - f. The floor should be carpeted. One section should be tile or linoleum to provide easy clean up after painting, etc.
  - g. Heating and air-conditioning should be adequate. The floor temperature should be 68 to 70 degrees. All stoves and radiators must be protected to meet local safety standards.
  - h. The local fire and health departments should be contacted to do a safety inspection and to identify any hazard areas. Emergency telephone numbers and emergency procedures should be posted.
  - i. Accessible drinking fountains within the classroom should be provided.
  - j. High porches or stairways should be guarded with proper railings.
  - k. There should be one toilet and one sink in the classroom.
  - l. All rooms should be well lighted.



- m. Adequate storage space for each student to place lunch, coat, play shoes, etc. should be provided.
  - n. Adequate storage areas for teacher's instructional materials, supplies and equipment should be provided.
  - o. Provisions should be made to maintain the classrooms, halls, rest rooms, service rooms, and grounds, in a clean, orderly, and attractive condition at all times.
  - p. Provisions should be made for an isolation area for ill students.
3. Outdoor
- a. The playground should be large enough for a variety of play and learning activities.
  - b. The playground should contain a minimum of 75 square feet per student, free from hazards, well drained, fairly level, with sunny and shady spots. Vehicle traffic flow for children's safety when entering and exiting building should be established.
  - c. The playground must be enclosed with a sturdy four-foot fence.
  - d. A hard surfaced area for riding toys would be desirable.
  - e. The surface under play equipment must meet safety standards; the ground should be cushioned with 9-12 inches of absorbent material at all times.
4. Outdoor Equipment
- a. Sandbox with cover and large enough for several children
  - b. Sand toys (buckets, shovels, sieves, trucks, derricks, etc.)
  - c. Swings suitable for young children
  - d. Climbing equipment (jungle gym, climbing ladder, large circular tiles, slides, boxes, steps, platform.)
  - e. Riding toys (wagons, tricycles, wheelbarrows, scooters, baby carriages, engines, cars, etc.)

### STANDARDS 6023

It is essential for teachers to recognize key areas of learning and development necessary for the healthy growth of young children. The Southern Union has adopted goals & developmental performance standards for early childhood education. Guided by these, practitioners shall intentionally integrate knowledge and experiences in spiritual, physical/health, language and communication, social-emotional, and cognitive domains to equip children with the attitudes, skills, and concepts they need to make progress in all areas of life.

1. Prekindergarten

The *Southern Union ECEC Teacher Goals & Developmental Performance Standards for the Growth of the Young Child* shall be primary in guiding the prekindergarten teacher. Other pre-k standards may be supplementary as needed per local licensing/regulatory requirements.

2. Kindergarten, First and Second Grades

The North American Division (NAD) Office of Education in collaboration with Kendall Hunt Religious Publishing, a Division of Kendall Hunt Publishing Company (the publisher of Pathways), has developed a faith-based kindergarten program—*Stepping Stones: A Journey to Excellence through Discovery*. A comprehensive curriculum, based on national kindergarten standards, is presented in the context of the Seventh-day Adventist worldview.

Standards for first and second grade describe what learners should know (content) and be able to do (skills). Serving as the framework for curriculum development, standards in NAD Seventh-day Adventist

schools reflect the Adventist worldview across all subjects and include the integration of national and state standards. They can be found on the Southern Union website.

#### **CURRICULUM, INSTRUCTIONAL PRACTICES, AND ASSESSMENT 6024**

The learning environment for young children should provide a wide variety of developmentally appropriate activities. The curriculum, instruction, and assessment must address the natural curiosity of the child and be stimulated by teacher-led instruction, active play, music, art, and child-centered exploration.

Developmentally appropriate materials and equipment which project heterogeneous racial, sexual, and age attributes must be selected and used. Stereotyping of any group should be avoided. Workbooks and blackline masters are not preferred practice.

##### **1. Goals**

A variety of developmentally appropriate activities and materials should be selected to emphasize concrete experiential learning in order to achieve the following goals; long range and daily activity plans should reflect commitment to these goals:

- a. Develop spiritually
- b Foster positive self-concepts
- c. Develop social skills, including respect for cultural diversity of staff and children
- d. Encourage thinking, reasoning, questioning, experimenting, and making choices
- e. Encourage the development of language skills including listening, speaking, reading, writing and experiencing.
- f. Enhance physical development and skill through appropriate play activities
- g. Encourage and demonstrate sound health, safety, and nutritional practices
- h. Encourage creative expression and appreciation for the arts
- i. Develop self-help and practical life experiences

##### **2. Curriculum**

The curriculum will be in harmony with the philosophy of the Seventh-day Adventist educational system, as outlined in Southern Union Education Code and local Conference educational policies, so that each child will grow physically, socially, emotionally, mentally, and spiritually.

The Southern Union adopted curriculum provides competencies. Skills should be developed which will enable children to lead personally satisfying lives demonstrated through caring relationships with both children and adults.

##### **a. Pre-Kindergarten**

At the present time, the approved curriculum for prekindergarten is *Pebbles: A Faith-based Early Childhood Curriculum* issued by the Southern Union Office of Early Childhood Education. It is recommended that *Pebbles: A Faith-based Early Childhood Curriculum* be used in prekindergarten-kindergarten combination classrooms as it has been purposely designed and developed to align with the kindergarten curriculum *Stepping Stones: A Journey to Excellence through Discovery*.

A prekindergarten-kindergarten program should be supplemented with additional activities related to children's spiritual, physical, intellectual, emotional, and social development.

b. Curriculum Modification

Schools wishing to implement an additional curriculum, or needing to use another specific curriculum due to licensing or other requirement, may make a formal request to do so.

Deviation from the curriculum adopted by the Southern Union Board of Education must have the approval of the local Conference Office of Education in counsel with the union office of early childhood education. Requests must be submitted and approval received prior to implementation in the classroom. Permission granted to deviate may be withdrawn by mutual decision of the Conference and union. The school will then be required to implement an approved curriculum within a time frame specified by the union and conference's decision.

To receive permission, the principal or prekindergarten teacher must submit a written request for approval to the local Conference Office of Education. This request must include the desired curriculum's name, publisher and copyright date, the reason for requesting its use, the cost of the curriculum and additional materials it requires, and how the curriculum will be used. Approval must be received in writing prior to curriculum implementation.

3. Instruction

a. Instructional practices shall maintain the following:

- 1) Experiences that are developmentally appropriate
- 2) Long-range goals and objectives that reflect the early childhood philosophy
- 3) Realistic goals based on the assessment of individual needs and interests accomplished

through one or more of the following methods:

- b) Anecdotal records
- c) Progress checklists
- d) Compilation of children's work

b. Daily programming needs to show a balance of activities and experiences in the following areas:

- 1) Indoor/outdoor
- 2) Quiet/active
- 3) Individual/small group/large group
- 4) Large muscle/small muscle
- 5) Child initiated/teacher initiated\*
- 6) Centers
  - a) Blocks
  - b) Housekeeping and dress-up
  - c) Manipulatives such as puzzles, sewing cards, etc.
  - d) Media with books, magazines, educational software on computers
  - e) Art activities including cutting, pasting, clay/play dough, painting, and color-chalk drawing
  - f) Sand and water
  - g) Woodworking / Construction
  - h) Listening center for stories, music, poetry
- 7) Outdoor experiences
  - a) Large muscle development (balance beams, climbing and crawling apparatus, slides, etc.)

- b) Outside play equipment (wheel toys, sand box, hoola-hoops, etc.)
    - c) Balls and jump ropes
  - 8) Experiential Learning Activities
    - a) Reading readiness
    - b) Math
    - c) Bible/Worship
    - d) Science and nature
    - e) Social studies
    - f) Arts and crafts
    - g) Music and rhythm
    - h) Listening and speaking
    - i) Drama and role playing j)
    - Writing
      - k) Research and discovery
      - l) Cooking
      - m) Gardening
  - 9) Physical Care Routines
    - a) Meals and snacks
    - b) Water and restroom breaks
    - c) Hand washing
    - d) Rest periods
  - 10) Quiet-Time Activities
  - 11) Appropriate Field Trips

\*Child initiated/teacher initiated--The teacher should provide materials and time for children to select their own activities during the day. This criterion addresses the need for young children to develop initiative and decision-making skills by making real choices. In addition, children should be taught to participate in routine tasks and follow a daily schedule to foster self-discipline.

#### 4. Assessment

Early childhood practitioners assess young children’s learning and development to monitor growth and report to families and administrators how the children are progressing. The Southern Union assessment system and parent reporting process shall be followed.

##### a. Pre-kindergarten

*Pre-kindergarten Assessment Tool Kit* is the adopted prekindergarten assessment system provided by the Southern Union Conference. It is the recommended instrument for tracking and reporting the development and progress of prekindergarten children. Any other instruments must adhere to the Southern Union philosophy and guidelines as outlined in the *Pre-Kindergarten Assessment Tool Kit*. Approval from the local Conference Office of Education must be obtained prior to implementing any other assessment and progress reporting instruments.

##### b. Kindergarten, First & Second Grade

The purpose of assessment is to measure growth over time and to provide feedback to the teacher, learner, and parents regarding the learner’s progress toward achieving learning objectives. Informal assessment (observing, recording, documenting, etc.) is continuous, whereas formal assessment (traditional written, and performance based) is periodic. Formal and informal

assessment tools include student portfolios, observation records, anecdotal notes, and tracking cards (*Kindergarten Stepping Stones.*)

**DAILY SCHEDULE 6026**

The pre-kindergarten/kindergarten classroom schedule should be efficient and effective for all that interact with it. The schedule should be developed in collaboration with instructional staff and administration, and meet local Conference approval.

When viewing student achievement goals, the day, time of day, and amount of time allotted for each discipline is important. Developmentally appropriate practices (DAP) in pre-kindergarten and kindergarten classes entail integrating traditional subjects and therefore schedules may show time periods for various learning experiences instead of periods for departmentalized subject area teaching.

DAP affirms that while a daily schedule should be firm enough to provide consistency for everyday routines and activities, and adequate pacing of instruction/learning, there needs to be flexibility enough to allow for unexpected opportunities and instructional needs that commonly occur in early childhood education. A specific amount of time to be spent in particular learning experiences or activities is not stipulated for pre- kindergarten or kindergarten as for grades 1-8 in Code 5060. However, DAP should include balanced activities as outlined above in Code 6024. In addition, learning experiences should follow the natural cycle of learning and provide daily opportunities for students to connect with, practice, and apply the concepts and skills that have been taught.

**SAMPLE PRE-KINDERGARTEN 6027**

8:30 - 9:30	Worship / Circle Time / Restroom & Water break
9:30 - 10:15	Experiential Learning Activities
10:15 - 10:45	Outdoor Activities
10:45 - 11:15	Art/Music/Centers
11:15 - 11:30	Preparation for Lunch
11:30 - 12:00	Lunch
12:00 - 12:30	Outside - Free Play
12:30 - 1:00	Restroom & Water and Story time
1:00 - 2:30	Rest time
8:30 - 9:30	Worship / Circle Time / Restroom & Water break
2:30 - 2:45	Restroom and Water
2:45 - 3:05	Outdoor Activities or Centers
3:05 - 3:15	Clean-up & Dismissal

**SAMPLE KINDERGARTEN SCHEDULE 6030**

8:30 – 9:15	Worship (Songs, Bible story, Prayer, Circle Time (Calendar Activities, Pledge of Allegiance, Science/Health/Social Studies Theme
9:15 – 10:00	Language Arts, Reading Readiness
10:00 – 10:20	Learning Centers
10:20 – 10:45	Recess
10:45 – 11:15	Experiential Activities (Math, Science, Research & Discovery)
11:15 – 11:35	Learning Centers
11:35 – 12:00 Noon	Lunch
12:00 – 12:30	Recess
12:30 – 1:00	Rest Time and Story
1:00 – 1:30	Writing, Language Arts
1:30 – 2:20	Learning Centers
2:20 – 2:45	Centers for Creative Play (B locks, Housekeeping, etc.)
2:45 – 3:05	Outdoor Recess
3:05 – 3:15	Clean-up and Dismissal

**EDUCATIONAL EXPERIENCES 6033**

Experiences for young children should include the following components:

1. Cognitive Skills:
  - a. Problem solving
  - b. Thinking
  - c. Reasoning
  - d. Creating
  - e. Communicating
  - f. Classifying
  - g. Sequencing
2. Awareness and Acceptance
  - a. Cultural
  - b. Physical
  - c. Educational
3. Self-Development
  - a. Positive self-concept and attitude
  - b. Natural curiosity
  - c. Creative potential
  - d. Psycho-motor coordination
  - e. Sensory awareness

- f. Social graces
- g. Value system
- h. Responsibility

4. Curriculum Goals

a. Spiritual

A primary emphasis of the early childhood curriculum offered in the Seventh-day Adventist schools should be character development. Each day should begin with worship. It can include Bible stories, character building stories, spiritual lessons from nature, music, movement, and other age-appropriate activities. A loving Christian atmosphere should permeate the activities of each day.

b. Play

For young children, play is the child's work. It strengthens visual and auditory discrimination, gross and fine motor development, readiness and growth. Children should be provided with ample time for play and development.

c. Language Arts

Language arts includes listening, speaking, vocabulary development and shared reading and writing. These skills should be developed through the use of picture/storybooks, magazines and other print-rich materials, dramatization, discussion, role playing, field trip activities, personal experiences/stories, finger plays, poetry, listening stations, puppetry, games, pantomiming, interpreting pictures and play.

d. Music

Planned and spontaneous musical experiences should be an integral part of the curriculum. Children need to be provided opportunities for developing through various musical experiences that include listening to and participating in instrumental and rhythmic activities and singing.

e. Art

The art program should be focused on creative expression through art media. Activities and experience with various types of paints, graphic design tools, chalk, glue-able items for dimensional creations, etc. need to be provided often.

f. Mathematics

Mathematics is a natural part of daily life and practice of skills should be integrated throughout the day rather than taught in isolation. Manipulative activities should be provided to help children develop concepts.

g. Social Studies

Social studies should be taught informally through activities relating to self, family, friends, communities, holidays, patriotism, field trips, and daily experiences in the classroom.

h. Science

Science concepts need to be developed through observation, exploration, manipulation, and comparison. A variety of experiences involving plants, animals, and the physical sciences should be provided.

i. Health and Safety

Concepts relating to health and safety should be developed through planned routines carried out on a daily basis.

The goals of health education for young children include the following:

- 1) Safety — classroom, playground, fire, traffic, and strangers/others
- 2) Personal health — cleanliness, dental care, and orderliness
- 3) Nutrition — nutrients, eating habits, and body growth

- 4) Mental health and self-concept — respect, emotions, expression of feelings, and ability to participate
- 5) Cooking — appropriate/ adequate amounts of food, tasting, and cultural practices
- 6) Physical education – development of age appropriate gross motor movement, coordination, and team participation skills

### **INSTRUCTIONAL MATERIALS AND SUPPLIES 6036**

It is important when planning for and selecting materials and equipment that consideration be given to the number of children and their developmental level.

1. Selection of Equipment and Materials Guidelines:
  - a. Cost factor
  - b. Number of children the item will accommodate
  - c. Durability
  - d. Care and upkeep
  - e. Creative utilization
  - f. Safety
  - g. Storage
  - h. Variety of uses
2. Recommendation of Instructional Aids:
  - a. Picture/Story books and periodicals (12 books per child minimum count)
  - b. Math manipulatives and educational games (Unifix blocks, Memory, Tic-tac-toe, etc.)
  - c. Science equipment (magnifying glass, butterfly nets, binoculars, bug boxes, magnets, etc.)
  - d. Art materials (papers of various textures and sizes, brushes, various paints and glues, etc.)
  - e. Housekeeping props (dishes, dolls, phone, broom, plastic & cardboard food, etc.)
  - f. Writing materials (pencils, crayons, and markers)
  - g. CD's and cassettes
  - h. Videos / DVDs
  - i. Blocks of varying sizes and types
  - j. Drama/dress-up supplies (clothing, purses, briefcase, cell phones, etc.)
3. Recommendation of Class Equipment
  - a. Tables – 18 and 20 inches high and chairs of varying sizes – 10, 12, and 14 inches high.
  - b. Sleeping pads or cots
  - c. Storage cabinets
  - d. Bulletin boards
  - e. Chalk & White boards, wall-mounted
  - f. Furniture for play house area
  - g. CD and cassette player and select educational audio media
  - h. TV/VCR or DVD Player and select educational visual media
  - i. Musical and rhythm instruments
  - j. Art Easels
  - k. Playground equipment (Various sizes and types of balls, jump ropes, wheeled toys such as cars,
  - l. First aid kit trucks, baby buggies, and wagons)



4. Additional Recommendations for Classroom Equipment
  - a. Construction equipment (workbenches with vises, sawhorses, hammers, screwdrivers, rulers, tool benches, pegs and pegboards)
  - b. Construction material (planks, odds and ends of boards, nails, screws, etc.)
  - c. Building sets (Lincoln Logs, Legos, etc.)
  - d. Stuffed animals
  - e. Housekeeping equipment (refrigerator, sinks, table, cradle, etc.)
  - f. Play house, school, bus (Fisher Price)
  - g. Garden tools (child size)
  - h. Art materials (stencils, glitter, yarn, rubber stamps and ink pads, etc.)
  - i. Water-sand table
  - j. Manipulative games and toys (puppets, large beads and laces, puzzles, etc.)
  - k. Terrarium and aquarium
  - l. Classroom pet (e.g. hamster, bird, with cage and supplies)
  - m. Scatter rugs (to sit on during circle time)
  - n. Piano/Keyboard

#### **PARENTAL INVOLVEMENT AND PARENT EDUCATION 6039**

Parents and teacher must communicate frequently and work closely to assist the child in making positive developmental progress. The degree of parent involvement will vary from program to program according to the availability of parents and program needs. The teacher should build a strong relationship with parents.

1. Administration and Teachers' Responsibilities to Parents
  - a. Develop a warm and meaningful relationship with parents
  - b. Accept parental differences.
  - c. Provide orientation for parents at the beginning of the year
  - d. Maintain on-going communication through newsletters, notes, visits, phone calls, Home and School Meetings, etc.
  - e. Have formal parent/teacher conferences two or three times each year.
2. Advantages of Parent Involvement
  - a. Provides an additional resource for teachers.
  - b. Increases a child's sense of family pride.
  - c. Gives parents the satisfaction of making a contribution to their children's education.
  - d. Promotes positive rapport between parents and teachers.
  - e. Presents an opportunity for parent education.
  - f. Gives the school and teacher an opportunity to become a support system for the family.
3. Opportunity for Parent Involvement
  - a. Volunteering as room parents
  - b. Assisting with Grounds/ maintenance
  - c. Helping with the preparation of educational materials
  - d. Chauffeuring on field trips
  - e. Coordinating fund raising activities
  - f. Working as a classroom assistant

**RESOURCES**

**6042**

1. State regulations and guidelines
2. Local Conference policies
3. Media resources
4. Human resources

**APPLICATION TO OPERATE**  
**A NEW PRE-KINDERGARTEN, KINDERGARTEN, OR COMBINATION PREK-K, K-1, K-2**  
**DUE MARCH 1**

Name of School \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Conference \_\_\_\_\_ School Year to be Implemented \_\_\_\_\_

- A. TYPE OF PROGRAM \_\_\_\_\_ Pre-Kindergarten  
 REQUESTED \_\_\_\_\_ PreK-K \_\_\_\_\_ K-1 Multigrade  
 \_\_\_\_\_ Kindergarten \_\_\_\_\_ K-2 Multigrade

1. Hours of operation \_\_\_\_\_

2. Enrollment Policies:

Kindergarten - Enrollment age 5 years by August 15th

Pre-Kindergarten - Enrollment age 4 years by August 15<sup>th</sup>

**Pre-Kindergarten must be approved by local Conference Office of Education prior to admitting any 4-year-olds.**

**No 4-year-old shall be admitted to any K/1, K/2 program.**

For comprehensive enrollment policy see codes 1800, 6006

Grade	Number of Students	
	Next Year Projection	
	SDA	Non-SDA
Pre-K		
K		
1		
2		

B. FACILITIES (See code 6021)

1. Room size (square feet)
2. Facilities - complete attached checklist.
3. Safety Committee check (room, stairways, hazards, etc.)

Date inspected \_\_\_\_\_

C. TEACHER CERTIFICATION (See code 4114)

Name of Teacher	Denominational Certification Held	Expiration Date	Endorsement(s)

D. FINANCIAL

1. Entrance Fee \$ \_\_\_\_\_ Monthly Tuition \$ \_\_\_\_\_
2. Initial funds allocated for startup \$ \_\_\_\_\_
3. Monthly (yearly) funds available for consumable supplies \$ \_\_\_\_\_
4. Budgeted funds for building up materials and supplies \$ \_\_\_\_\_

**BOARD ACTIONS**

E. RECORD OF ACTIONS AS VOTED BY:

1. Local School Committee/Board

Date of Action \_\_\_\_\_

Type of Program requested:

- \_\_\_\_ Pre-Kindergarten
- \_\_\_\_ Pre-Kindergarten/Kindergarten
- \_\_\_\_ Kindergarten
- \_\_\_\_ K-1 Multigrade
- \_\_\_\_ K-2 Multigrade

Voted Action

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(Board Chairman or Principal)

2. Local Office of Education/Conference Board of Education

Date of Action \_\_\_\_\_

Voted Action

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(Superintendent of Education)

Admission/Entrance Requirements (See code 6006)

AGE - Entrance age requirements must be followed. An original birth certificate must be presented before a child can be admitted to the program. Any deviation from this must be approved by the local Conference Office of Education.

1. Pre-kindergarten children must be at least 4 years of age by August 15<sup>th</sup> of the year they are enrolled in pre-kindergarten.
2. Kindergarten children must be at least 5 years of age by August 15<sup>th</sup> of the year they are enrolled in kindergarten. (See code 1800)

Some states do not allow any four-year-old students to attend school. Check with your local Conference Office of Education before making application.

**APPLICATION DUE IN LOCAL CONFERENCE OFFICE OF EDUCATION BY MARCH 1**

## FACILITIES CHECKLIST

6048 (6021)

Please check the following items with which you comply.

## FACILITIES INDOOR

- Building is well maintained inside and out, freshly painted and attractive.
- Thirty-five square feet of usable floor space per child is allocated, exclusive of halls, cloakrooms, toilets, and kitchen. (The National Association for the Education of Young Children, NAEYC, suggests 420 square feet for 12 students, 595 square feet for 17 students, and 875 square feet for 25 students based on 35 square feet per student.)
- Classrooms are on the first floor with at least two widely separated exits.
- Classrooms, or parts thereof, are not used for storage or play areas by older children.
- Carpets and floors are cleaned and well maintained.
- A tiled area is provided.
- Heat and air-conditioning are adequate with comfortable floor temperatures. All stoves and radiators are protected to meet local safety standards.
- High porches or stairways are guarded with proper railings.
- Toilet, lavatory and drinking fountain are provided in each classroom.
- All rooms are well lighted and have sufficient natural light exposure.
- Personal storage space for each student is provided.
- Adequate cabinets and/or closet are provided for teacher's instructional materials, supplies and equipment.
- Maintenance service that ensures the entire facility is kept clean, well-organized and attractive is provided.
- Provision is made for isolating and supervising ill students.

## FACILITIES OUTDOOR

- Playground area contains a minimum of 75 square feet per student.
- Playground is well drained, free from hazards, and allows for sun and shade.
- Vehicle traffic flow provides for children's safety when entering and exiting building.
- Play area is enclosed with a sturdy four-foot fence with gates.

## EQUIPMENT

- Guidelines for appropriate equipment, as outlined in Southern Union Education Code have been followed.

Please list on the reverse side of this page any equipment or materials, as outlined in the above policies, you **do not** anticipate having on hand at opening. Also, please provide an explanation why these will not be made available.

**CHANGE OF PROGRAM APPLICATION  
FOR GRADES INVOLVING PRE-KINDERGARTEN AND KINDERGARTEN**

**6051**

**If the type of program requested changes after the Application to Operate has been approved by the LCOE, the Change of Program Application must be submitted to and approved by the LCOE prior to the implementation of the change. Code 6009**

Name of School Date \_\_\_\_\_

Address \_\_\_\_\_

Conference \_\_\_\_\_

School Year to be Implemented \_\_\_\_\_

**A. CURRENT PROGRAM (check all that apply)**

- \_\_\_\_\_ Pre-Kindergarten
- \_\_\_\_\_ Pre-Kindergarten/Kindergarten
- \_\_\_\_\_ Kindergarten
- \_\_\_\_\_ K-1 Multigrade
- \_\_\_\_\_ K-2 Multigrade
- \_\_\_\_\_ full day
- \_\_\_\_\_ half day

**B. PROPOSED PROGRAM (check all that apply)**

- \_\_\_\_\_ Pre-Kindergarten
- \_\_\_\_\_ Pre-Kindergarten/Kindergarten
- \_\_\_\_\_ Kindergarten
- \_\_\_\_\_ K-1 Multigrade
- \_\_\_\_\_ K-2 Multigrade
- \_\_\_\_\_ full day
- \_\_\_\_\_ half day

**C. ENROLLMENT**

Kindergarten - Enrollment age 5 years by August 15th

Pre-Kindergarten - Enrollment age 4 years by August 15th

**Pre-Kindergarten must be approved by local Conference Office of Education prior to admitting any 4-year-olds. No 4-year-old shall be admitted to any K/1, K/2 program.**

For comprehensive enrollment policy see Codes 1800, 6006

Grade	NUMBER OF STUDENTS	
	Current Enrollment	
	SDA	Non-SDA
PreK		
K		
1		
2		

D. STAFFING FOR PROPOSED PROGRAM

Name of Teacher(s)	Denominational Certification(s) Held	Expiration Date	Endorsement(s)

E. RECORD OF ACTIONS VOTED - (Board action is necessary when there is a change in the combination of PreK, K, K/1 or K/2).

1. Local School Committee/Board

Date of Action \_\_\_\_\_

Voted Action

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Local Office of Education / Conference Board of Education

Date of Action \_\_\_\_\_

Voted Action

\_\_\_\_\_

\_\_\_\_\_

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(Superintendent of Education)