# Alternative Conceptual Schema of Daycare-Management Software Purposes

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#### Order Of Importance (OOI-) 1

### Emphasize Vis-à-Vis Ease-of-Use, Visibility, and Other Ways of Ensuring Prioritization

>> Safety, Legal, Regulatory

#### OOI-1 Cont'd

#### Ditto, re: Above Recommendation

>> Extra Safety, Legal, Regulatory and Best Practices

OO-2
Customize Accordingly



|                          |                          | •   |                    |                     |
|--------------------------|--------------------------|---|--------------------|---------------------|
| Financial and Logistical | Administration and Staff | Student-Care Operations   | Parent and Student | Other Operations as |
| Operations               |                          | _   | Registration       | Needed              |
|                          |                          | With Both a Backend and   |                    |                     |
|                          |                          | Frontend:   |                    |                     |
|                          |                          |   |                    |                     |
|                          |                          | For You and Your Staff, and for the Parents—e.g., to monitor child's records, or pay tuition, submit required paperwork, etc. |                    | 1)—Other op-1       |
|                          |                          |   |                    |                     |
|                          |                          |   |                    |                     |
|                          |                          |   |                    | 2)—Other op-2       |
|                          |                          |   |                    |                     |
|                          |                          |   |                    |                     |
|                          |                          |   |                    | 3)—Other op-3       |
|                          |                          |   |                    |                     |