

 Policy #: EECD-6	Effective Date: 6/22/10	Page #: 1 of 2
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COMPONENT: EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

SUBJECT: CURRICULUM AND ONGOING MONITORING

PERFORMANCE OBJECTIVE: To implement a curriculum in collaboration with parents that supports each child’s individual pattern of development and learning while integrating all educational aspects of the health, nutrition, and mental health services into program activities. To ensure that the program environment helps children develop emotional security with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning through individual and small group experiences both indoors and outdoors. To use a variety of strategies to promote and support children’s learning and developmental progress based on the observations and ongoing assessment of each child.

POLICY AND PROCEDURE:

The program will ensure that the curriculum is based on sound child development principles, well grounded in its approach and methods, and specific in goals and objectives for children’s development and learning that are achievable, but also challenging. The curriculum is inclusive of developmentally appropriate activities and supportive of spontaneous learning opportunities. By properly utilizing the assessment system the program will observe and document children’s progress in all areas of development.

In order to maximize the effectiveness of assessment and planning, the following procedure will be followed:

1. Initially, children’s developmental level will be determined by using the developmental screenings and early observations.
2. Teachers will plan intentional activities weekly, and will include such activities on the Lesson Planning Form. The following guidelines will be followed when planning lessons:
 - Teachers will plan weekly activities based on the scheduled school readiness focus, taking into consideration the developmental level of the children in the classroom. If there is no noted School Readiness Focus, teachers will plan activities to review any concepts not yet mastered.
 - The lead teacher, with input from classroom staff and parents, will prepare intentional lessons and document each on the appropriate Lesson Planning

Form. Information from child observations will be used in planning weekly activities.

- Teachers will submit evidence of shared writings and ongoing activities to Area Coordinator. Teachers will document such activities on the Lesson Plan under Shared Writing section.
 - Teachers will fill in the planned activities and post the current Lesson Planning Form in the classroom. **At the end of that week, the original School Readiness Objective form will be submitted to the Area Coordinator for monitoring and filing.**
 - Teacher will utilize the *Children Just Like Me* resources in identifying that all individuals have unique abilities, emotions and interests. This will be documented on the Monthly Lesson planning form under the Multicultural section.
 - Teachers will ensure that parent suggestions are incorporated into the Lesson Planning Form under Notes Section and highlighted so that parents can see that their ideas are being used.
 - The Monthly Planning Overview will include:
 - School Readiness focus
 - Letter of the Week
 - Number of the Week
 - Color of the Month
 - Shape of the Month
 - Dolch Sight Words for the Month
 - The following activities will be planned and recorded on the Monthly Planning Overview and should be observable in your daily interactions with children:
 - alliteration
 - syllabication
 - rhyming
 - shared writing
 - big book
 - Disability Awareness Activity
 - Mental Health Awareness Activity
 - Math/Science
3. **Teachers will observe children while they are engaged in activities and in play to track progress.** Teachers will ensure that the following guidelines are followed when recording observations:
- Observations will be documented on the *Class Grouping by Lap-3 Item* report on a regular basis. Teachers will ensure that each child has the opportunity to practice each identified skill between checkpoint seasons.
 - Observations must be factual. Avoid comments that are opinionated or that can be considered subjective. Teachers will initial and date each observation. Class Grouping by LAP-3 Item report will be submitted to Area Coordinators at the end of each point assessment.

4. Teachers will complete a Lap-3 Assessment for each child as scheduled. All dual language learners will have a completed English Language Learner Checklist (Included in LAP-3 Booklet).
 - Children who are enrolled after school is in progress will have their initial assessment data recorded **in the beginning** section and **their second assessment** in the **mid-section**.
 - Lap-3 Assessments will be due in September, December and towards the end of year. Check calendar for exact dates.
 - Lead teachers will monitor all Lap-3 Assessments for accuracy.
6. Teachers will ensure when a child exits the program their assessment booklet is promptly placed in the child's yellow folder (education, maintained in the classroom). If the child has less than three checkpoints recorded the teacher will remove the child from the Red-e Set Grow website upon exiting the program.