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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 daily, and will include such activities on the Lesson Planning Form. The following guidelines will be followed when planning lessons:
 - Teachers will plan daily activities based **each child’s needs as noted on the TSG Profile Report**. If there is no noted School Readiness Goals, teachers will plan activities to review any concepts not yet mastered.
 - The teachers, with input from all other co-teachers and parents, will prepare intentional lessons and document each on the Lesson Planning Form. Information from child observations will be used in planning daily activities.
 - Teachers will submit weekly to the Area Coordinator, at least two photo examples of intentional activities related to the School Readiness Goals as outlined in the Lesson

Planning form SOP. Teachers will document such activities on the Lesson Planning Form under Shared Group section.

- Teachers will fill in the planned activities and post the current Lesson Planning Form in the classroom. **At the end of each week, the weekly lesson plan form will be sent to the area coordinator for filing.** Teachers 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 Lesson Planning Form under the Multicultural/Social Studies section.
 - Teachers will ensure that parent suggestions are incorporated into the Lesson Planning Form under Parent Curriculum Input/Signature and highlighted so that parents can see that their ideas are being utilized.
 - The following activities will be planned and recorded on the Lesson Planning Form and should be observable in your daily conversational engagement with children:
 - Alliteration
 - Syllabication
 - Rhyming
 - Disability Awareness
 - Mental Health Awareness
 - **Creative Curriculum Letter to Families will be sent to the parents at the beginning of each study. Parents will be expected to sign and offer ideas or suggestions related to the study in an effort to obtain parent input throughout the program year.**
3. **Teachers will work individually with children while they are engaged in activities and in play to observe and document ongoing progress.**
- Documentation of Individualization will be noted in **Teaching Strategies Gold** on a daily basis. Teachers will ensure that each child has the opportunity to practice each identified skill between checkpoint periods.
 - Observations will be completed at a minimum of three-five per day for each child. Observations must be factual. Avoid comments that are opinionated or that can be considered subjective. Teachers will enter observations into Teaching Strategies Gold under the assess tab.
 - Teachers will ensure every child has an ongoing assessment recorded during the scheduled checkpoint periods.
 - **Children who are enrolled after school is in progress will have their initial assessment data recorded in the current checkpoint period.**
 - **Late enrollees will be assessed within 45 days.**
 - **Teaching Strategies Gold Assessments** will be completed in the checkpoint periods indicated on the program calendar.
 - Teachers will monitor all assessment data for accuracy prior to **checkpoint finalization.**
 - **If a child enrolls within a two (2) week period of a checkpoint ending, the child be assessed at the onset of the next checkpoint season, not the current checkpoint.**