

Area:	Child Development
Subject:	CD04 – Child Development and Education Approach for Preschoolers
Reference:	1304.21 (a)(1, 3-5)(2) (v2)(C)(1-2)
Policy:	The program will implement an enriched learning atmosphere to help children gain the skills necessary to succeed.

Procedure:

1. Teaching staff will fully implement the written SCOE Curriculum Plan, which is based on Creative Curriculum practices, ensuring developmentally appropriate practices.
2. Teaching staff will include children with special needs within program activities, while following the child's Individualized Education Plan (IEP) as outlined by the multidisciplinary team.
3. All staff will demonstrate through their actions an acceptance and respect for all children regardless of race, gender, ethnicity, culture, language or family make-up. Celebrations, including cultural holiday "themes," should be limited to the cultures represented in the classroom community. Set holiday activities in context of people's daily life and beliefs by connecting them to specific children and families in your community. Holiday celebrations should not be a regular focus/theme in weekly Activity Plans. Use a multicultural/anti-bias approach based on child interest when holiday activities are part of Activity Plans.
4. Teaching staff will provide a program that incorporates all areas of child development through developmentally appropriate practices. Daily schedules will include:
 - a. Activities for each child to participate in small groups, make individual choices, and participate in teacher-initiated activities.
 - b. Opportunities to play, explore, and experiment, helping the children to extend thinking skills, and support their interests.
 - c. Creative activities such as art, music, movement and verbal dialogue.
 - d. Conversations and interactions with adults as well as other children, which extend vocabulary skills.
 - e. Developmentally appropriate literacy and numeracy activities.
 - f. Indoor and outdoor activities which will support the development of both gross motor and fine motor skills.
5. Throughout the program, the environment will be one which will help the child:
 - a. Build trust through consistency in relationships with adults and daily expectations.
 - b. Develop independence and self-help skills such as toileting, feeding, and tooth brushing.
 - c. Build language skills.
 - i. The child's home language will be expanded while learning English
 - ii. Books and other materials will reflect the families' home languages and culture
 - d. Begin to problem-solve through individual choices.
 - e. Develop positive social skills and learning to respect the feelings and rights of others.
6. Teachers plan a well-balanced schedule to include unhurried, predictable routines and transitions.

7. Teachers acknowledge and support each child's individual strengths, feelings, and sense of community within the classroom
8. Teachers provide experiences to help children develop confidence in their own abilities, self-esteem, positive attitudes and feelings of competence.
9. The program is flexible to allow for individual learning at each child's developmental level. Teachers know each child's developmental level. Teachers know each child's capabilities and styles of learning to provide appropriate activities.
10. Developmentally appropriate DVD's and videotapes must link with written Activity Plan themes shown no more than once every 2 weeks. DVD's and tapes depicting violence, racial/sexual stereotypes, expletive language and super hero/fairy tale are inappropriate and not shown during class time. Children must have other options/choices for activities when DVD's and tapes are shown.
11. Year End Celebration guidelines include meaningful experiences for children and families together actively participating in activities such as:
 - Asking children how they would like to celebrate their year.
 - A children's fair to display examples of children's involvement in activities focusing on the process rather than the product; e.g. dictated descriptions attached to art work, etc. photos, videos, etc.
 - Original book of drawings, children's quotes, recipes, photos, DVD of children in action, etc. that children share with parents.
 - Family picnic on the last day of class with organized games, storytelling, and songs.
 - There should be no distinction between children moving to kindergarten and those staying another year.

Discontinue the use of caps and gowns and focus attention on the celebration of the year instead of "graduation." Use a Head Start Certificate of Completion as an appropriate form of acknowledgement.
12. Parents are included in the planning and implementing of the curriculum. They are encouraged to provide input into the curriculum and activity plans at Parent Committee meetings and during individual discussions with teaching staff. Specific meetings or trainings on child development, educational activities, and transition are provided to support parents and increase their knowledge of child development. Parents are also encouraged to volunteer in the classroom, to fully participate in the curriculum and observe their child first hand.

Supervised by: Child Development Supervisor

Performed by: Teachers, Associate Teachers

Forms needed: Activity Plan

Frequency: Ongoing throughout the program year