

Frog Street Curriculum

The preschool program is developmentally appropriate and utilizes Frog Street Curriculum, a comprehensive research-based early childhood curriculum. Frog Street emphasizes hands-on learning and provides developmentally appropriate experiences in the areas of language, math, literacy, STEAM projects, and social emotional learning. Motor skills are also incorporated into lessons. In preschool, children are encouraged to explore, experiment, and problem-solve in a supportive and caring environment. Our program promotes a positive, self-concept, an acceptance of all children, and the facilitation of friendships. Classrooms provide a language-rich environment, and staff teach, guide, and model for appropriate adult and peer communication and interaction at all times. Classroom instruction and materials are reflective of various people, places, cultures, and abilities. The program utilizes teaching and learning activities to meet the needs of students with disabilities through individualized supports and accommodations as appropriate and needed. The preschool program also supports children's social emotional competence through the implementation of Pyramid Model practices. This framework provides developmentally appropriate behavior supports by creating a positive environment, teaching behavior expectations, use of a consistent schedule, and through teaching friendship skills, respect for all and regulation of emotions.

Due to the nature of the preschool program and individual student needs, the schedule must have both structure and flexibility. Classroom rules and expectations are communicated clearly in developmentally appropriate language as well as visuals. Students participate in a variety of large groups, small groups, and individual activities; some being teacher-initiated, and many being student-initiated. The preschool program includes opportunities for ongoing student observation and developmentally appropriate assessment, including information from parents, for the purpose of informing instruction to address student needs, both individually as students and collectively as classes. Student progress and assessment information in the various developmental areas is shared regularly with parents via meetings, phone calls.