**2016 Program Descriptions**

*The first three years of life are extraordinarily important for cognitive and emotional development and for language acquisition. Babies and toddlers need an environment in which they receive nurturing, responsive care and sensitive language interactions from adults who know them well and who provide a safe, healthy world for them to explore.*

**THE** **INFANT** **PROGRAM (non-mobile**) is designed to stimulate and nurture within a carefully prepared physical environment that focuses on trust, happiness, safety, sanitation and the continuity of care. Most of their learning involves developing senses and motor skills. Touch reassures infants that they are safe and not alone. An infant needs lots of holding, snuggling, touching and patting that provides trust and security. Movement is essential to development. The infant’s awake time is spent on the floor with a responsive teacher encouraging reaching, grasping, holding and learning to move in many ways. Babies are sensitive to tones and feelings expressed through the language of the adults who care for them. The give-and- take of language interactions from the teachers who know them well connects babies to the world while providing a consistent routine that creates a warm, reassuring setting, yet flexible enough to respond to individual needs, interests, and strengths.

**TODDLERS** (mobile) are developing a sense of autonomy. They organize the world according to their own logic. They need to be able to see, touch, feel, smell, move and taste the world as they actively explore. Teachers support the individuality of each child by giving choices, asking questions and introducing each child to social guidelines while providing safe boundaries. Teachers provide more encouragement than direction, more exploration than restriction to support the developing sense of self. Teachers talk, play, and work alongside children observing development, identifying strengths and interests. Most group activities for toddlers happen spontaneously, a teachable moment, when children come together on their own. A primary caregiver system ensures that every child has a special person, and that person becomes an expert on the child, an advocate, and a coordinator of the child and parent experience. Primary does not mean exclusive. Other staff develop a warm relationship with the child and have learning interactions and routine care experiences such as diapering / toileting, or mealtime experiences.

Teachers are guided by High Scope’s Key Developmental Indicators (KDIs) which form the curriculum content for infants and toddlers. The KDIs provide a composite picture of what very young children do and what knowledge and abilities emerge from their actions. Learning becomes visible through regular observing, documenting and displaying of the efforts of individual children.

Parents are welcomed as the expert on their child and as partners in sharing their child’s emerging interests, needs, and strengths. Parents are encouraged to contribute, make suggestions, and have influence over their child’s care.

**TERRIFIC TWOS** are mobile, autonomous, social, and verbal, with constant urges to test and experiment. They construct knowledge through interactions with materials, people, events and ideas. A new phase of cognitive growth is developing in which mental representations of the real world are developing through their play. Teachers expand sensory exploration into a more complex meaningful experience with textures, colors, sounds, weight, uses and other qualities. The teacher supports children’s learning with their interactions, interventions and language. Every experience is a learning experience including routine mealtimes, diapering, toileting, and washing up. The teacher serves as facilitator for High Scope’s key developmental indicators which forms the basis for active learning.

**PRESCHOOL PROGRAM** encourages learning by doing. Children’s interests and choices are at the heart of the High Scope curriculum integrating the needs, interests and learning of the whole child with multi-sensory activities which are guided by Key Developmental Indicators (KDIs). Teachers arrange the physical environment to promote exploration and cooperative play. Our skilled staff plan activities that balance between active and quiet, indoor and outdoor, group and individual. Play and developmentally appropriate activities are designed to stimulate and sustain emerging skills. Teachers support and extend children’s learning by adding materials that reflect their current interests and home culture. Teachers further support social development by helping children learn how to resolve interpersonal conflicts. Teachers individualize for the variations in development that occur in children’s learning. The Key Developmental Indicators for understanding and supporting children’s learning includes: Approaches to learning, Social and Emotional Development, Physical Development and Health, Language, Literacy and Communication, Mathematics, Creative Arts, Science and Technology and Social Studies.

This classroom engages children age 3 and 4. Children must be 3 by October 1st and be potty-trained. Half day (2 ½ hours), school day (9-3), extended day (up to 9 hours) programs available.

**JUNIOR PRESCHOOL PROGRAM**: focuses on all of the above and personal care tasks not yet mastered. Parents and teachers promote children's learning when they respond to children's needs and interests in practicing an emerging skill such as learning how to use the toilet. Adults recognize signs of readiness and provide help, reminders or prompts to encourage independence & self-help skills. Over time, children become more competent at performing all personal care tasks and become independent decision makers.

This classroom engages children age 2 ½ to 3 ½. Children must be 2 ½ by October 1st. Children do not need to be potty-trained but must show an interest. Half day (2 ½ hours), school day (9-3), extended day (up to 9 hours) programs available.

**PRE-KINDERGARTEN** expands on age-appropriate skills, concepts and content for ages four and five. Children make plans, follow through on their intentions and recall learning in a supportive environment that promotes initiative, independence and play. Throughout the day children participate in individual, small group and large group activities. Teachers balance activities between active and quiet, social and academic, indoors and outdoors. An emphasis on literacy development includes: recognizing letters, letter-sound relationships, rhyme and alliteration awareness, approaches to writing and math concepts that explore number, operations, prediction, measurement, patterns, geometry and graphs. Key Developmental Indicators (KDIs) form the curriculum content that defines the knowledge children are acquiring. Teachers document and keep parents informed about each child’s development by creating portfolios that highlight and evaluate the child’s work and play.

This classroom engages children age 4 and 5. Children must be 4 by October 1st & Potty-Trained to enroll in a Pre-Kindergarten Classroom. Half day (2 ½ hours), school day (9-3), extended day (up to 9 hours) programs available.