

REGULATION

MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ABC, IEA, IEF, IFB, IFB-RA, JEB, JEB-RA, JEB-RB, JEB-EA, IKA, IKA-RA, KGA, KGA-RA

Responsible Office: Associate Superintendent for Instruction and Program Development

Early Childhood Education

I. PURPOSE

To provide procedures for implementing the Early Childhood Education policy

II. PROCEDURES

To enable MCPS staff to provide a comprehensive, developmentally appropriate, quality early childhood program for students from birth through Grade 3, the following procedures apply:

- A. The Deputy Superintendent for Instruction will give consideration to the needs of very young children when staff is allocated to early childhood classes.
- B. The Early Childhood unit will:
 - 1. Coordinate and promote collaboration among the various early childhood education programs in MCPS
 - 2. Provide the schools and the public with updated information relevant to current research, trends, and issues
 - 3. Cooperate with all local and state efforts to bring about a high level of collaboration among all agencies serving young children and their families
 - 4. Provide support, training, and relevant information to local schools
 - 5. Provide school staff with the appropriate education and training needed to implement an appropriate assessment program that measures progress in the critical areas of cognitive, social, emotional, and physical development

6. Support the principal in efforts to provide school staff with the necessary training that will allow the implementation of policy guidelines for establishing the proper learning climate
7. Provide education and training for MCPS staff as outlined in Policy IEF: *Early Childhood Education*

C. The principal will:

1. Expect staff to facilitate learning, select and provide materials, involve parents and students, and provide a comprehensive high quality program using developmentally appropriate practice
2. Present the early childhood education philosophy to current and new school staff and parents
3. Ensure that the program reflects this philosophy
4. Establish a process for effective communication between early childhood special and regular educators
5. Evaluate early childhood staff members based on their effectiveness in meeting the goals of the program
6. Monitor the school's early childhood assessment program to ensure its consistency with the guidelines outlined in the Early Childhood policy
7. Monitor and evaluate the early childhood classrooms and total school environment to ensure they are consistent with the early childhood education policy
8. Work with the appropriate MCPS staff to see that the facilities requirements of this policy are met, to the extent possible, at the local school level
9. Ensure that parents and the community are involved as outlined in the Early Childhood policy
10. Provide a program that assists parents and children in the transition of children from home, preschools, child care centers, or family day care homes into the public schools

- D. MCPS offices whose efforts affect young children (e.g. Instructional Evaluation and Testing, Computer Related Instruction, School Library Media Programs, Construction, and Transportation) will involve the Early Childhood unit.
- E. The Division of Materials Management will assist schools in the selection of appropriate furniture and equipment for early childhood classrooms.
- F. The Department of Educational Facilities Planning and Capital Programming will ensure the rooms and outdoor play areas in the new and modernized schools meet the prekindergarten program standards.
- G. Decisions about placement, promotion, acceleration, and retention will be made in accordance with Administrative Regulation JEB-RA: *Placement, Promotion, Acceleration, and Retention of Pupils*.

Administrative History: New Regulation, July 17, 1992.