

Ask about our Curriculum Model:

- Developmentally Appropriate Practice (DAP)
- Incorporates Play
- Reggio-Emilia approach—The Hundred Languages of Children
- Creative Curriculum by Teacher's Creative Press
- Handwriting without Tears
- Get Ready for School Preschool Readiness
- Zoo Phonics
- Second Step for social and emotional growth
- Technical Assistance Center on Social Emotional Intervention (TACSEI) as part of the Positive Behavior Support Program.
- Nevada Prek Standards and Nevada Kindergarten Standards.
- National Association for the Education of Young Children Program Standards
- Incorporates Spanish and English.

Ask about our Assessment Model:

- Brigance Screening (within 3 months of entry & twice per year)
- Creative Curriculum Developmental Checklist (three times per year)
- Authentic assessment and anecdotal records (ongoing)
- Parent/Teacher Conferences scheduled up to four times per year and as requested by parents, teachers, and/or administrators.
- Measure of Academic Progress (as needed).
- STAR Early Literacy (as needed).
- Functional Behavior Assessments (as needed).
- Other norm-referenced and standardized assessments as necessary.

SNACS PRESCHOOL

13880 Stead Blvd.
Reno, Nevada 89506
Phone: 775-677-4500
Fax: 775-677-4441
website: www.snacs.org



SNACS Preschool

*Bringing the Small School Community
Back to the Neighborhood*

Curriculum and Assessment

SNACS Preschool Curriculum and Assessment Model

Curriculum:

- Is implemented in a manner that reflects responsiveness to family home values, beliefs, experiences and language.
- Is developmentally appropriate.
- Supports learning through play.
- Guides teachers' ongoing assessment of children's progress
- Guides teachers to integrate assessment information with curriculum goals to support individualized learning.
- Guides the daily schedule and allows for flexibility in response to children's needs and interests & supports smooth transitions.
- Fosters social, emotional, physical, language, and cognitive domains while integrating key content including literacy, mathematics, science, technology, creative expression, and the arts, health & safety, and social studies.
- Allows for time and in-depth exploration of topics and projects.
- Is designed to incorporate individual, whole and small group needs.
- Supports choice and fosters self-regulation in making choices.
- Integrates the Positive Behavior Support system.

Curriculum (continued):

- Is supported with a wealth of resources, materials, and experiences to meet the needs of a diverse group of students.
- Supports interpersonal and intrapersonal experiences and fosters school and classroom community.
- Supports diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways.
- Supports exploration of various social roles.
- Supports exploration of the community in which they live.
- Supports special needs children including those deemed as needing special education plans including Individualized Family Service Plans (IFSPs) Individualized Education Plans (IEPs) as needed.
- Fosters all individuals with disabilities to be included in the early childhood setting.
- Supports school readiness.
- Aligns with assessment in both directions.
- Professionals meet to interpret and use assessment results to align curriculum and teaching practices to the interests and needs of the children.
- Aligns with the vision, mission, and guiding principles of the program.
-

Assessment:

- Is an integral part of the program that supports student learning, using a variety of methods such as observations, checklists, ratings scales, and individually administered tests.
- Is planned for with multiple purpose, specific procedures, and results are used to drive curriculum.
- Is used to develop individualized and personal learning plans that align with curriculum, children's interests, & describe progress.
- Follows timelines throughout the year.
- Incorporates formative and summative methods that are accurate and meaningful.
- Involves family participation and is sensitive to family culture, experiences, children's abilities and disabilities, and home language.
- Provides families with information about the developmental abilities of his or her child (ren).
- May include norm-referenced, standardized, and published testing materials as well as teacher developed assessment methods.
- Includes a developmental screening.
- Drives curriculum goals based on individual, small group, and whole group needs.
- Is developmentally appropriate for all age groups.
- Fosters two way communication between home, school and professional specialists that will serve to meet the needs of the child.
- Communication is verbal and in writing.