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.