

Building the Foundation Checklist

The items below are to help classrooms start the year with a strong foundation in Creative Curriculum and the Teaching Pyramid, and to help clearly define staff roles. All items are to be completed prior to the first day of school. Check off each item as it is completed. Once the checklist is completed, obtain the supervisor's signature. The following items are to be scanned to the Education Folder within 5 days of the first day of school: the Building the Foundation Checklist, Daily Schedule, Framing Your Day, first week's Lesson Plan, classroom expectations and rules, and Behavior Crisis Intervention. Head Teachers will turn the checklist in after Area Manager signs.

1. Daily Schedule

- ☐ A detailed daily schedule is posted for adult use.
 - ☐ An interactive schedule with pictures and words is displayed at children's eye level in a place that is easily seen. Interactive schedule includes a marker that will denote current activity.
 - ☐ The schedule includes alternating active and quiet times.
 - ☐ There are opportunities for small group and individual play.
 - ☐ There is a minimum of one-hour choice time exclusive of clean up. The one-hour blocks of time should occur both in the morning and afternoon for full day programs. **(HS only)**
 - ☐ The schedule must include large group time. **(HS only)**
 - ☐ The schedule will include Much of the Day per ITERS. See ITERS Classroom Materials Guide for Weekly Planning for Much of the Day requirements. **(EHS only)**
 - ☐ The schedule includes a minimum of 30 minutes of outside time for part day programs and 60 minutes for full day programs – additional outside time should be planned as playground usage allows.
 - ☐ The schedule eliminates any unnecessary transitions. Carefully think through the flow of the day so that transitions are kept to a minimum.
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2. Framing Your Day

- ☐ Complete the Framing Your Day form after the Daily Schedule has been written.
 - ☐ Complete the form with all classroom staff if possible.
 - ☐ Ensure that each member of the teaching team has a copy of Framing Your Day and is clear on their role.
 - ☐ Hang the Framing Your Day in a place that is easily accessible in the classroom.
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3. Lesson Plans

- ☐ Ensure that all activities are keyed with the domain and that all domains are present. Lesson Plans need to illustrate the ways the daily schedule, routines, classroom activities, and classroom expectations are being taught.

4. Classroom Expectations and Rules

- ☐ Classroom expectations and rules are posted; We are kind and friendly, We are respectful, We are safe and healthy. Classroom rules should directly correlate to the expectations.
- ☐ There should be no more than 5 rules. The rules are stated positively, with short and clear statements.
- ☐ The expectations with the corresponding rules are posted with visuals so they can be referred to often. This allows staff to be proactive and to use the rules as a learning opportunity when needed.
- ☐ Ensure that all staff know the rules and use them consistently.
- ☐ The rules will be taught in many ways and noted on Lesson Plan.

5. Behavior Crisis Intervention Plan

- ☐ Read the Behavior Crisis Intervention Procedures with staff before writing the plan.
- ☐ Complete the Behavior Crisis Intervention Plan with all classroom staff if possible.
- ☐ Ensure that each member of the teaching team has a copy of the Behavior Crisis Intervention Plan and is clear on their role.
- ☐ Communicate with non-classroom staff such as the Site Supervisor or Family Worker to let them know that their help may be needed in the classroom during a behavior crisis.

Head Teacher, Teacher, Primary Caregiver Signature

Date

Site Supervisor/Area Manager Signature

Date