

## TRUMBULL COUNTY BOARD OF DEVELOPMENTAL DISABILITIES

Policy

Section 8.39

### **EDUCATIONAL PROGRAM CURRICULUM**

**Purpose:**

It is the goal of the Trumbull County Board of Developmental Disabilities (the Board) to ensure each student receiving educational services from the Fairhaven School has the opportunity to develop skills, abilities, and personal conduct that will enable the student to fully reach their potential as a member of the community.

**Policy:**

The Board recognizes its responsibility for the improvement and growth of the educational program at the Fairhaven School. To this end, the curriculum shall be evaluated, adapted and developed on a continuing basis incorporating evidenced based practices as appropriate.

For purposes of this policy, curriculum shall be defined as: the courses of study, subjects, classes, and organized group of activities provided by the school.

The Fairhaven school educators assigned at the school age level will incorporate instruction using the Ohio Department of Educations extended learning standards with individual accommodations or supports the students need to access the curriculum. In addition, the educational program will include teaching non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Each student's individual educational plan will include the skills necessary to address the child's individual education needs and transition planning goals.

The Fairhaven school educators assigned to preschool will incorporate instructions using a curriculum that adheres to Ohio's Early Learning and Development Standards in all domains of school readiness.

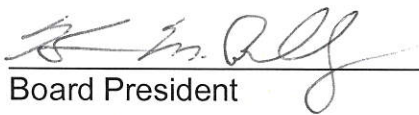
In the continuing effort to prepare each student for living and working in the community, The Board directs that the curriculum of the school assist each student to develop:

- A. A positive self-concept through careful instruction and guidance and through planned experiences in the program and in the community that stress self-worth, responsible behaviors, and personal strengths and limitations.
- B. Positive interpersonal relationships with peers, adults, family members, and fellow workers when appropriate.
- C. Effective communication skills necessary for expression of basic needs, conversation skills, and acceptable social etiquette.
- D. Self-help skills essential for independent living according to good health and personal hygiene standards.

- E. Gross and fine motor skills to enhance mobility and adaptability in daily living activities and leisure time choices.
- F. Academic knowledge through individual planning that can be applied to functional daily living activities.
- G. Daily living skills required for successful living experiences in the community.
- H. Good work adjustment skills essential for positive experiences and meaningful productivity in the work setting or community setting.
- I. Develops individual talents and interests and serves diverse learning styles to motivate student achievement.

As educational leader of the District, the Superintendent shall be responsible to the Board for the development of curriculum, and shall establish procedures for curriculum development which ensure the effective participation of professional staff members and the utilization of all available resources, as appropriate.

The Superintendent or designee shall report to the Board any unique or innovative programs, along with its objectives, evaluative criteria and costs, before each such program is initiated. The unique or innovative program must be approved by the Board before it may be instituted.



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Board President



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Superintendent

Adopted: 11/26/2018

**Applicability:**

Board Policy Manual

**Reference:**

OAC Chapter 3301-51