

# Curriculum & Daily Schedule Policy (6.1)

Good Days Adolescent Special Needs Center, LLC – Fort Myers, FL

## Purpose

The purpose of this Curriculum & Daily Schedule Policy is to outline the structure and educational philosophy guiding the daily programming at Good Days Adolescent Special Needs Center (GDC). This policy ensures consistency, engagement, and individualized support for each student through a structured, therapeutic, and skill-based curriculum.

## Section 1: Policy Statement

GDC provides a comprehensive, evidence-based curriculum designed to meet the developmental, social, and life-skill needs of adolescents with special needs. Our approach integrates therapeutic, educational, and experiential learning opportunities tailored to each student's goals and abilities.

## Section 2: Curriculum Framework

The GDC curriculum emphasizes functional independence, communication, social skills, and emotional regulation. Each component is developed collaboratively by occupational therapists, behavioral specialists, and life-skills instructors.

Core areas of the curriculum include:

- Life Skills Development – Cooking, cleaning, money management, personal care, and community engagement.
- Occupational Therapy Integration – Activities that enhance fine motor skills, sensory processing, and daily living competencies.
- Communication & Social Interaction – Structured opportunities to build interpersonal and expressive language skills.
- Emotional Regulation – Guided sessions focused on mindfulness, coping strategies, and behavioral self-control.
- Physical Wellness – Daily movement, stretching, and exercise programs appropriate to individual abilities.
- Creative Expression – Music, art, and group projects that promote confidence and emotional growth.

## Section 3: Individualized Program Planning

Each student's daily activities are customized based on an individualized plan developed through assessment, observation, and collaboration with caregivers and therapists. Goals are measurable and reviewed regularly to monitor progress and adjust strategies as needed.

The individualized plan includes:

- Identified strengths, needs, and target skill areas.
- Short-term and long-term goals with measurable outcomes.

- Therapeutic integration schedules (OT, behavioral, and life skills).
- Review and progress meetings held quarterly with families.

#### **Section 4: Daily Schedule**

The daily schedule at GDC provides a consistent yet flexible structure to promote engagement, learning, and comfort for students. Routines are predictable and visually supported to reduce anxiety and improve transitions.

A typical daily schedule may include:

- 8:30 AM – Arrival and Morning Routine
- 9:00 AM – Life Skills Session (Cooking, Hygiene, or Vocational Practice)
- 10:30 AM – Occupational or Therapy Block
- 11:30 AM – Social Skills or Group Activity
- 12:00 PM – Lunch and Relaxation Period
- 1:00 PM – Community Exploration / Practical Learning
- 2:30 PM – Reflection and Mindfulness Session
- 3:00 PM – Dismissal and Parent Communication

#### **Section 5: Flexibility and Adaptation**

While structure is essential, GDC recognizes the importance of flexibility to meet individual needs. Schedules may be adapted for sensory breaks, therapy sessions, or behavioral interventions to ensure student well-being and participation.

#### **Section 6: Staff Responsibilities**

Staff are responsible for following the established curriculum framework and maintaining consistency in implementing daily schedules. They must document attendance, activity participation, and behavioral observations throughout the day.

Staff responsibilities include:

- Preparing daily lesson and activity plans aligned with student goals.
- Coordinating with therapists and caregivers for individual adjustments.
- Maintaining a calm, structured, and supportive learning environment.
- Completing daily logs and progress documentation.

#### **Section 7: Curriculum Review and Evaluation**

The curriculum will be reviewed annually by the Director and therapy team to ensure alignment with best practices, student outcomes, and program goals. Revisions will be made as needed to enhance effectiveness and compliance with therapeutic and educational standards.

## **Section 8: Acknowledgment**

All staff must review and acknowledge this Curriculum & Daily Schedule Policy upon hire and during annual training. Acknowledgment is documented through the Policy Acknowledgment Form (E1).

Approved: December 2025

Next Review: December 2026