

EHS Center-based and Family Child Care Curriculum Planning Procedure

1302.32 Curricula(a) Curricula. (1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:

(i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;

(ii) Are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,

(iii) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.

(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development

We use The Creative Curriculum for Infants, Toddlers & Twos as our framework in our Early Head Start center-based and family child care programs and Parent as Teachers Foundational Curriculum for our Early Head Start home-based program. The Creative Curriculum and the PAT curriculum are researched-based and align with the Head Start Early Learning Outcomes Framework: Ages Birth to Five. Our educational services provide individualized and age-appropriate experiences that support the development and learning in all central domains.

Curriculum means a written plan that includes:

- 1) Goals for children's development and learning;
- 2) Experiences through which they will achieve these goals;
- 3) What staff and parents do to help children achieve these goals; and
- 4) Materials needed to support the implementation of the curriculum.

Gathering regular family input into the curriculum is required. Some of the ways family input is gathered is through the AEPS Family Report, the *Early Head Start Daily Activity Record*, the *EHS Individual Learning Plan*, and daily communication with families. Families are given opportunities to be part of curriculum planning by being invited throughout the year to give ideas and their input.

When a child is first enrolled, and in partnership with the parent/guardian, the primary caregiver will complete the AEPS Family report with the parent/guardian to collect information about the child in the following areas; eating, sleeping, dressing, diapering and toileting, playing and interacting, and communicating with others. The Family Report is filed in the Child Services

section of the family file and primary caregivers must update the AEPS Family Report each assessment period with the parent/guardian.

Information about a child is also collected daily from the parent/guardian on the Early Head Start Daily Activity Record, which the parent/guardian fills out at arrival each day. The child's primary caregiver updates the Daily Activity Record during the day and a copy of the record is given to the parent/guardian at departure. This cumulative information helps a child's primary caregiver plan for routines and transitions for the child.

Each week primary caregivers will use the **Child Planning Form** to record current information about each child. This helps to plan experiences that support a child's development and learning and enables to individualize for each child. Primary caregivers will review children's ILPs, observation notes, examine portfolio samples and consider recent events and interactions. Primary caregivers identify strengths, interests and needs of each child and plan for them. Primary caregivers record the most current and notable information about the child in the *Current Information* section on the planning form. In the *Plans* section, the primary caregiver will describe in detail how they will use this current information in the coming week. This form, once completed, is filed in the center's Curriculum Notebook and one copy is given to the parent/guardian.

On the last day of the week, classroom primary caregivers will meet as a team and share the information they have gathered on their **Child Planning Forms**. This information will be used to develop the weekly **Group Planning Form**. The team will determine what changes to the environment and to the routines and schedules are needed and plan for family involvement in the coming week. This plan is primarily for children ages one and above. In our program, we see the curriculum for the Infants as the care giving routines. We believe that the diapering, feeding and sleeping routines provided by consistent primary caregivers promote the necessary developmental curriculum for infants.

A current and completed **Group Planning Form** must be posted before the start of the first day of each class week. If the plan changes, changes are noted on the plan. The plan is a guide for classroom experiences, yet is flexible to meet the emerging interests and needs of each of the children as the week evolves.

Each primary caregiver needs to be able to show their system for tracking observations. Each child must have a minimum of four observations in each of the six AEPS developmental areas (Gross Motor, Fine Motor, Adaptive, Cognitive, Social-Communication and Social) for each assessment period. Written observations must be clear, meaningful, descriptive and objective. Other ways to collect observations can be through collecting work samples, taking pictures and documenting summaries of activities and experiences.