

Stanislaus County Office of Education/Central California Migrant Head Start

Curriculum Plan

SCOE/CCMHS School Readiness Philosophy

We establish and foster respectful, collaborative, nurturing relationships between staff, families, and community partners to support children through the learning process of acquiring the skills, behaviors, and attitudes necessary for school and later success in life. Dedicated and skilled staff empowers, engages, and supports parents in their roles as advocates and primary educators of their children.

Each child brings something unique and special. Therefore, every learning environment presents a diverse community of learners who vary not only in abilities, but also in learning styles. Each child will be engaged at their current developmental level, in learning environments that are safe, that stimulate learning, and foster critical thinking. Children are encouraged to express themselves as they develop necessary skills and dispositions for school readiness and future success.

Programs provide developmentally appropriate practice by including the use of studies, individual, small, and large group activities, incorporating children's interests and hands-on learning. These practices are the most effective ways to engage children as active learners and make learning relevant to life. Programs include a balance of child-initiated and adult-directed activities through the use of curriculum that is grounded in research and is based on sound child development theories and practices that support each child's wholistic development.

SCOE has an extensive training plan which describes professional development opportunities provided to support all program models and program options. Whenever possible, these trainings are supported through on-site practice-based coaching/mentoring or Professional Learning Communities (PLC's). The Quality Assurance team provides on-site training and technical assistance that is tailored to each agency and is documented on School Readiness Individual Support plans.

Stanislaus County Office of Education (SCOE) and Central California Migrant Head Start (CCMHS) have chosen to implement The Creative Curriculum which is a comprehensive research-based curriculum that aligns with the Head Start Performance Standards, Head Start Act, Head Start Early Learning Outcomes Framework (HSELOF) and California State Early Learning Frameworks and Foundations. The SCOE/CCMHS School Readiness Plan includes goals and objectives in each of the five Central Domains of the HSELOF. The smart objectives are aligned with and growth measured by the Desired Results Developmental Profile assessment

data. The School Readiness plan includes effective teaching and family strategies that can be modeled to support the implementation of the curriculum and families as lifelong educators. The professional development activities provided to staff support the implementation of curricula to fidelity.

This curriculum plan implements developmentally and linguistically appropriate practices and demonstrate an understanding that children have individual rates of development, interests, temperaments, languages, cultural backgrounds, and learning styles.

The Creative Curriculum approach supports appreciation of cultural, familial, and individual differences. It takes advantage of every opportunity to build a foundation for lifelong learning, supports dual-language learners and includes children with disabilities in all aspects of the program.

The Creative Curriculum is based on the following fundamental principles:

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social emotional competence is a significant factor in school readiness and success.
- Constructive and purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher/family partnerships promote development and learning.
- Building a trusting relationship with each child and family.
- Providing individualized care.
- Creating environments that support and encourage exploration.
- Ensuring children's safety and health.
- Observing and documenting children's development in order to plan for each child and the group.

How Children Develop and Learn in Our Programs

Knowing how young children develop and learn is critical to planning our programs, selecting materials, and guiding children's learning.

SCOE/CCMHS's School Readiness Plan, each agencies' Disabilities Service Plan, Dual Language Learner's Position Statement, and Transition Tool Kit are the backbones to understanding how individual children will be supported in implementing ongoing teaching practices and classroom quality.

The first step in understanding children's and families' life experiences is by gathering information from families, health and developmental screenings, ongoing assessment, and

information from all staff to determine how best to respond to individual families' characteristics, strengths, and needs while fostering trust.

Case Conferencing provides an opportunity for team collaboration while sharing relevant information about children and families across all service areas to include health, mental health, disabilities, education, and family services. Coordination of child and family support is planned.

The second step is identifying family's strengths and needs to form a strong foundation and support development in areas of child and family learning.

Families support children's growth by implementing activities indicated on the family activity calendars and curriculum family newsletters. Parental input and feedback on the school readiness planning process is utilized at the site and grantee level.

Opportunities to enhance family literacy development include family literacy activity calendars as well as providing regularly language and literacy development activities within various program activities.

Educators use child assessment data in combination with other program data to determine each child's status and progress in the five Central Domains. Individual child level planning happens in partnership with the family. Strategies are developed for a home school connection. Planning also occurs at the class, program and Grantee levels.

What Children Learn

Children's learning is integrated across domains and experiences. Our programs used the Head Start Early Learning Outcomes Framework as a guide to our curriculum alignment.

Understanding what we expect children to learn guides our ongoing assessment and planning process. The ongoing assessment system is based on observations, work samples, parent input, photos and video documentation. ***Our goal is to understand where children are in each of the five Central Domains and scaffold their learning to the next level of development.***

The Learning Environment

The physical environment of each classroom has a profound effect on individual children, the group as a whole, and the educator. A physical setting that is safe, attractive, comfortable and well-designed helps children engage in the activities offered. Such an environment supports

goals for children and allows educators to observe and interact with children in positive ways that support their development and learning.

Establishing Interest Areas

A physical space divided into interest areas is an ideal setting for preschool children to explore, make things, experiment, and pursue their interests. Separate interest areas with varied materials offer children a range of clear choices. The environment has clearly defined interest areas that can accommodate small and large groups of children. The interest areas are well equipped and materials are displayed and labeled.

Interacting With the Environment

For children to excel in school, their experiences and the environment support all aspects of their development. Brain research shows that the cognitive, emotional, and social capabilities of children are intertwined. Academic learning cannot be separated from social-emotional development. Children's physical and emotional well-being is closely linked to their ability to think and learn effectively in well-designed environments.

How We Support Children with Special Needs

Educators will receive Technical Assistance (TA) by Education or Disabilities Manager to address implementing strategies and activities that support children enrolled with an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) special education goals. Resources are provided as needed to educators to individualize for each child and support parents with home strategies and understanding regarding their child's IFSP/IEP. Parent conferences and, when appropriate, Child Success Team Meetings will be provided.

Children who have special needs that are not diagnosed as a disability will receive ongoing support as follows: Educator will receive TA to support individualization techniques; Parent Conferences will be held on a regular basis to inform the parent about outcome of strategies implemented to discuss areas of growth or continued concerns, and Child Success Team Meetings (i.e., Parent, Teacher and Education Manager) will be held to work as a team to address TA /resource needs and referrals to special education or mental health agency based on CST team consensus and parent approval. If referred child does not qualify as disabled, based on special education assessment, assistance will continue to be provided to support the educator's ability to educate parent and child based on child's current developmental level, School Readiness goals and DRDP based observations/work samplings.

Attachment A- Curriculum Implementation Chart

Curriculum Implementation Chart (Attachment A)

| Program Option | Curriculum | Philosophy | Supplemental Curriculum /Resources |
|---------------------------|----------------------------|---|--|
| Pregnant Women | Beginnings Pregnancy Guide | Healthy Birth Outcomes | <ul style="list-style-type: none"> • Teenagers and Their Babies • Myself/My Baby Health Diary • Frog Street (once developed for prenatal) |
| EHS – Center-Based | Creative Curriculum | PITC (Program for Infant/Toddler Care) | <ul style="list-style-type: none"> • Frog Street activity guides and planning tools • Developmentally Appropriate Practices • Conscious Discipline • CSEFEL • High Five Mathematize • California Curriculum Foundations and Frameworks • Head Start Early Learning Outcomes Framework (HSELOF) |
| EHS – Home Based | Creative Curriculum | PIWI (Parents Interacting With Infants) | <ul style="list-style-type: none"> • Frog Street activity guides and planning tools • HOVRS (Home Visit Rating Scale) • PITC Home Visiting Resource Materials • HSELOF |
| RHS – Center-Based | Creative Curriculum | PITC/Responsive Care | <ul style="list-style-type: none"> • Creative Curriculum Kits & Study Starters • Project Based Learning • Developmentally Appropriate Practices • Conscious Discipline/Second Steps • CSEFEL • Planned Language Approach • High Five Mathematize • California Curriculum Foundations and Frameworks • IMIL/Harvest of the Month • HSELOF |
| MEHS | Creative Curriculum | PITC | <ul style="list-style-type: none"> • Frog Street activity guides and planning tools • Developmentally Appropriate Practices • Conscious Discipline • CSEFEL • High Five Mathematize • California Curriculum Foundations and Frameworks • HSELOF |
| FCCH and EHS Partnerships | Creative Curriculum | PITC/Responsive Care | <ul style="list-style-type: none"> • Frog Street activity guides and planning tools • Developmentally Appropriate Practices • Conscious Discipline • CSEFEL • High Five Mathematize • California Curriculum Foundations and Frameworks • Project Based Learning • Creative Curriculum Kits • IMIL • HSELOF |
| MSHS | Creative Curriculum | PITC/Responsive Care | <ul style="list-style-type: none"> • Frog Street (I/T only) activity guides and planning tools • Developmentally Appropriate Practices • Conscious Discipline/Second Steps/CSEFEL • High Five Mathematize • California Curriculum Foundations and Frameworks • Creative Curriculum Kits& Study Starters • Project Based Learning • IMIL/Harvest of the Month • HSELOF |