


<b>Performance Standard:</b>	<b>Program Operations Sub Part C - Education and Child Development Program Services Sub Part B - Program Structure</b>	<b>INCA Community Services</b>  <b>Head Start &amp; Early Head Start Policies and Procedures</b>  
<b>Sub Category:</b>	Sub Part C - 1302.34 b 4 Sub Part B 1304.20b, 1304.20d, AND 1304.20 e	
<b>PC Approval Date:</b>	9/2018	
<b>GB Approval Date:</b>	9/2018	
<b>Form:</b>		
<b>Responsible:</b>	Education Manager, Education Management Team, Teaching Staff	
<b>Child Development and Education Approaches to the Curriculum</b>		
<b>Policy</b>		
<p>INCA Head Start, in collaboration with the parents, implement a written curriculum that is researched based and promotes developmentally appropriate practices for pre-school children.</p> <p>Classroom Teaching staff use a variety of strategies to promote and support children’s learning and developmental progress based on the observations and ongoing assessment of each child</p> <p>Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used by INCA; (HSPS 1302.34 b 4)</p>		
<b>Child Development and Education Curriculums</b>		
<p>INCA Head Start uses Creative Curriculum for Head Start classrooms and Creative Curriculum for Infants, Toddlers and Twos for Early Head Start classrooms and Partners for a Healthy Baby for pregnant women, which are research-based commercially developed products.</p>		
<b>Written Curricula</b>		
<ul style="list-style-type: none"><li>• Includes goals for children’s development and learning</li><li>• Include experiences through which they will achieve those goals</li><li>• Address what staff and parents do to help children achieve those goals</li><li>• Include materials needed to support implementation of activities Are consistent with the Head Start Performance Standards and the Head Start Early Learning Outcomes Framework Ages Birth to Five and</li><li>• Are based on sound child development principles.</li></ul>		
<b>Curricula support each child’s individual pattern of development and learning</b>		

- Interaction and activities with individuals and small groups of children are based on each child's development level, temperament, learning style, mood, and need.
- For example:
  - Activities are individualized based on each child's ability
  - Activities are planned based on assessment of interest to child
  - Each child is encouraged to explore and use materials at his or her developmental and pace.

### **Curricula - Cognitive Skills**

As implemented, the curricula provide for the development of cognitive skills for pre-school children by:

- encouraging each child to organize his or her experiences,
- to understand concepts,
- to develop age appropriate literacy, numeracy, reasoning, problem solving
- and decision-making skills which form a foundation for school readiness and later school success.

As implemented, the curricula provide for the development of cognitive skills for infants and toddlers by:

- Providing developmentally appropriate practices,
- Meaningful experiences and
- Responsive daily routines that nurture learning and development/

### **Curricula - Health, Nutrition, Mental Health**

As implemented, the curricula integrates all educational aspects of the health, nutrition, and mental health services into program activities.

- The :Education Management team, Classroom Teaching staff and Area Supervisors/FEC work together in accordance with [Ongoing Assessment for Each Child Policy](#) and [Mental Health Consultant/Mental Health Professional Services](#) regarding on-site consultations.
- The programs encourage Classroom Teaching staff to maintain realistic expectations of children's age and abilities.
  - Sharing is not forced although it may be discussed
  - Children should not be expected to wait for long periods of time
  - Timeout is used minimally only when appropriate to ensure the safety of the child or others. An appropriate use is when a child is behaving in a way to possibly harm him/herself or others, he/she needs time away to calm down. IT should not be used to punish a child for "not listening" or tearing up paper or telling a teacher no. There are others choices teacher can make to hand those situations.
  - Food is not used as a punishment or reward ([Standards of Conduct Policy](#))
  - Supervision is maintained at all times ([Active Supervision of Children Policy](#))and [Outdoor Environments/Playgrounds and Policy Health and Safety - Child Supervision Early Head Start Children Arrival, Departure and Leaving the Classroom](#))
  - Meals contribute to the development and socialization of all children and developmentally appropriate food-related activities are integrated into the curricula ([see Family Style Meal Service Policy](#)).
- Safety awareness is integrated into activities for children.
- Classroom Teaching staff keep flexible daily routines for napping. ([see Rest Time Policy](#))
  - Provisions are made for early risers and non-nappers
  - Early risers are permitted to read books or play quietly
  - There is activities for non-nappers.

## **Curricula provides opportunity for success**

The curricula provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitude toward learning.

- Classroom Teaching staff encourage children's learning initiatives throughout the day by listening, complimenting their accomplishments and efforts, and encouraging children to talk about what they are doing.
- The curricula provide opportunities for balanced activities, including active and quiet times, large- and small- group activities, indoor and outdoor play times, and child-initiated and Teacher-planned activities.
- Children are encouraged to contribute their own ideas or participate at their own developmental level. Such as:
  - During small group times Teachers ask children to classify the nature materials, but children may group them in their own ways.
  - During large-group times adults sometimes ask children to add novel words and actions to traditional songs and activities.
- The curricula ensure that the program environment helps children develop emotional security and social relationships.
- The curricula enhance each child's understanding of self as an individual and as a member of a group.

## **Definitions/Acronyms**

PC - Policy Council  
GB - Governing Board  
INCA - Head Start and Early Head Start programs  
HS - Head Start program  
EHS - Early Head Start program  
FEC - Family Engagement Coordinator

## **Dissemination of Policy**

The policy will be made available to all Head Start employees through the agency's website @ [www.incacaa.org](http://www.incacaa.org). The agency will educate and train applicable employees and supervisors regarding the policy and any conduct that could constitute a violation of the policy.