



2013-2014

**Education Services and Health Content Plan
(Early Childhood Development)**

The Education Service Content Plan will be utilized by all BIHS stakeholders to facilitate and monitor the implementation of activities contained in this plan. On an annual basis, the Education Team and Policy Council will, if necessary, develop alternate strategies or revise the plan to improve the service delivery system. Major revisions to the plan will require review and approval of the Bishop Indian Head Start Policy Council. This guidance outline will provide policies and procedures that will integrate all services areas of the BIHS Program and provide assistance for educational staff as they implement procedures to deliver quality services to children, parents, families, and the community.

The BIHS Education and Early Childhood Development Service Plan was reviewed, discussed, and approved by the following shared governance bodies:

Core Objectives of Head Start

- ❖ Enhance children's growth and development
- ❖ Strengthen families as the primary nurturers of their children
- ❖ Provide children with educational, health and nutritional services
 - ❖ Link children and families to needed community services
- ❖ Ensure well-managed programs that involve parents in decision-making

The following definitions are provided as guidance to implementing the final rules and regulations of the Federal Register/Vol. 61, No. 215 Section 1304.3 Definitions:

Assessment: the ongoing procedure used by appropriate qualified personnel throughout the period of a child's eligibility. Used to identify: (1) the child's unique strengths and needs and the services appropriate to meet those needs. (2) the resources, priorities, and concerns of the family and the support services necessary to enhance the family's capacity to meet the developmental needs of their child.

Children with Disabilities: children ages 3 to 5, means those with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments, including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, specific learning disabilities, deaf-blindness, or multiple disabilities and who, by reason thereof, need special education and related services. See Definition 1304.3 (2)

Collaboration and Collaborative Relationships: (1) with other agencies, means planning, and working with them in order to improve, share and augment services, staff, information and funds; and (ii) with parents means working in partnership with them.

Contagious: capable of being transmitted from one person to another.

Curriculum: a written plan that includes: (1) the goals for children's development and learning; (ii) the experiences through which they will achieve these goals; (iii) what staff and parents do to help children achieve these goals; and (iv) the materials needed to support the implementation of the curriculum. The curriculum is consistent with the Head Start Program Performance Standards and is based on sound child development principles about how children grow and learn.

Developmentally Appropriate: any behavior or experience that is appropriate for the age span of the children and is implemented with attention to the different needs, interests, and developmental levels and cultural backgrounds of individual children.

Family: all persons (1) living in the same household who are: (A) supported by the income of the parent(s) or guardian(s) of the child enrolling or participating in the program; or (B) related to the child by blood, marriage, or adoption; or (ii) related to the child enrolling or participating in the program as parents or siblings, by blood, marriage or adoption

Guardian: person legally responsible for a child.

Health: means medical, dental, and mental well-being.

Volunteer: unpaid person who is trained to assist in implementing ongoing program activities on a regular basis under the supervision of a staff person in areas such as health, education, transportation, nutrition, and management.

Teacher: an adult who has direct responsibilities for the care and development of children from birth to 5 years of age in a center-base setting.

Home Visitor: the staff member in the home-base program option assigned to work with parents to provide comprehensive services to children and their families through home visits and group socialization activities.

Staff: paid adults who have responsibilities related to children and their families who are enrolled in Early Head Start or Head Start programs.

Individualized Family Service Plan (IFSP): a written plan for providing early intervention services to a child eligible under Part H of the Individuals with Disabilities Education Act (IDEA).

Program Attendance: means the actual presence and participation in the program of a child enrolled in an Early Head Start or Head Start Program.

Policy Group: the formal group of parents and community representatives required to be established by the agency to assist in decisions about the planning and operation of the program.

Early Head Start Program: a program that provides low-income pregnant women and families with children from birth to age 3 with family centered services that facilitate child development, support parental roles and promote self-sufficiency.

Within the remaining portion of the Education and Early Childhood Development Content Plan will be found a table outlining each area in an easy to read form that gives timelines, responsible persons and collaborative resources, along with programmatic approach of services BIHS employees will follow. This format will be the outline for the BIHS Manual to be followed by staff. In addition, the plan is a road map for staff, parents, and interested community members linking Performance Standards to BIHS policies and procedures.

Abbreviations

CD/D consult : Child Development/Disabilities Consultant	FS/CP: Conslt Family Service/Community Partner Consultant	MHC: Mental Health Consultant
CFSW: Classroom Food Service Worker	FSA: Food Service Worker	PC: Policy Council
CNA: Community Needs Assessment	FSM: Food Service Manager	CWP: Child Welfare Program
Comm.: Committee	GIP: Grant Improvement Plan	Trnsp Mgr: Transportation Manager
DST: Direct Service Staff	H C: Health Consultant	FA: Family Advocate
ESP: Early Screening Project	HRA: Health Records Assistant	CCC: Community Childcare Specialist
ERSEA: Specialist Eligibility, Recruitment, Selection, Enrollment & Attendance Specialist	HR: Human Resource Manager	HV: Home Visitor
IFSP: Individual Family Service Plan	HIM: Head Start Involvement for Men	WIC: Women , Infant and Children Nutrition Program

Special Note: BIHS long range goal is to incorporate the BIHS Education Services Content Plan into an integrated services work plan by 2014-2015 program year.

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Performance Standard: Action / Milestone	Time Line	Responsible Team	Collaborative Resources	Outline of Program Composition
<p><u>Subpart B Early Childhood Development and Health 1304.20</u> Child Health & Development Services (a) Determine Child Health Status (1) Collaborate with Parents to: i. make a determination as to whether or not each child has a continuous, accessible health care source. ii. medical, dental, mental, health status is up to date as verification by health care professional and standard of; (A) Arrangements must be made to provide assistance to parents to bring children up-to-date on age appropriate schedule. (B) Continuance plan of well child schedules. (C) Tracking procedures in place. iii. Obtain or arrange further diagnostic testing, examinations, and treatment by an appropriate licensed or certified professional for identified children with needs. iv. Follow up plan is developed and implemented for disabilities 45CPR 1304.20 (a) 1 (ii) and (iii) and treatment has been started.</p>	<p>90 days of the Child's entry (1st day of attendance)</p> <p>Three times a year as noted on IDP.</p> <p>Referral process 45 day screening process.</p>	<p>Family Services Specialist (Enrollment) Teachers Parents</p> <p>Teachers (Staff)</p> <p>Health Specialist HS Managers</p>	<p>Local Health Care Units (Bishop Tribe Health Nurse, Tribal Health Clinic)</p> <p>Head Start Managers Local Education Associates (LEA)</p> <p>Professionals in local areas to specific needs; see also Health Content Plan</p>	<p>To ensure immunizations are up-to-date upon review of applications a copy of immunization must be submitted. <i>Policy: Child Immunization Requirements</i></p> <p>All children will obtain a physical and submit the forms to be placed in the child's file to the local Head Start Teacher collaborating with parents to ensure process is complete. <i>Policy: Head Start Child Health Requirements, Medical and Dental Home and Follow Up, Head Start Pay</i></p> <p>Transition information will be shared to include health updates and copies of immunization as outlined in a form to be filled out and gone over toward end of year to be given to parents to be submitted with kindergarten application.</p> <p>Information will be shared and forms filled out on a tracking format with California state requirements (immunization) and on a health tracking form to be reported to Health Specialist for reporting on federal reports.</p>

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<p>respond to each child’s individual characteristics, strengths, and need with parent participation.</p> <p>(2)Supporting individualization for children with disabilities BIHS must:</p> <p>i. assure services for infant and toddlers with disabilities and their families support the attainment of the expected outcomes contained in the <i>(Individualized Development Plan)</i> for children identified under the infant and toddlers with disabilities program (Part C) of the Individuals with Disabilities Education Act, as implemented by the State of California or by the Tribal Government within the State of California.</p> <p>ii. Smooth and effective transition will be made for children when considering services for preschool age children with disabilities; and</p> <p>iii. Participation by the parents in the development and implementation of the IEP for preschool age children with disabilities is consistent with requirements and rights of parents/child(ren).</p>	<p>See Disabilities Plan</p> <p>As outlined in the Disabilities content plan.</p>			<p>With the contents of strengths and needs in each child’s file. On the IDP form there will be filled in any health concerns and processes that will take place to condition children for emergencies. (Fire drills, bus evacuation drills, earth quakes, stranger danger, and processes to visits to clinic, etc.)</p> <p><i>Policy: Individualization Child development and education approach for all children /Child development and education approach for preschoolers</i></p>
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<p><u>1304.21 Education and Early Childhood Development</u></p> <p>(a)Child development and education approach for all children.</p> <p>(1) In order to help children gain skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school life, approaches to child development and education will;</p> <p>i. Be developmentally and linguistically appropriate, recognizing individual rates of development as well as individual interests, temperament, languages, cultural backgrounds, and learning styles;</p> <p>ii. Be inclusive of children with disabilities and consistent with Individual Family Service Plans (IFSP) or Individual Education Program (IEP);</p> <p>iii. Provide an environment of</p>	<p>Annual Update</p> <p>In accordance with 45 Day Screening Processes and throughout school year (On Going)</p> <p>ON</p>	<p>Education Specialist</p> <p>Center Staff</p>	<p>ECE Professionals Center Staff</p> <p>Head Start Specialist</p>	<p>With collaboration the Child Development content plan will be reviewed and updated annually by November of each year to ensure the Policy Council group has had substantial time for orientation; election; and basic processes for voting rights.</p> <p><i>Policy: Individualization Child development and education approach for all children /Child development and education approach for preschoolers</i></p> <p><i>Policy: Curriculum Planning</i></p> <p>DIAL 4 will be used to assess with parent observation check lists, teacher observation check lists, and the compared “standard” to evaluate the appropriation of the</p>
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<p>acceptance that supports and respects gender, culture, language, ethnicity, and family composition;</p> <p>iv. Provide a balanced daily program of children initiated and adult directed activities, including individual and small group activities; and</p> <p>v. Allow and enable children to independently use toilet facilities when efforts to encourage toilet training is supported by the parents.</p>	<p>GOING</p> <p>DAILY</p> <p>As appropriate</p>	<p>Teachers Staff Parents</p>	<p>Education Specialist</p> <p>Parents</p> <p>Clinical Staff HS Managers</p>	<p>approaches used within the classroom.</p> <p><u>Policy: Ongoing Child Assessment System and Child Observation</u></p> <p>In accordance with referral processes in place within disabilities outline, ensuring documentation is in place and information related to child's strengths/needs.</p> <p><u>Policy: Individualization Child development and education approach for all children /Child development and education approach for preschoolers</u></p> <p>A daily lesson plan with objectives will be implemented and planned for on a bi-weekly basis that will reflect a respect for cultural awareness as appropriate and relate developmentally appropriate skills of young children.</p> <p><u>Policy: Multicultural Curriculum Content</u></p> <p><u>Policy: Curriculum Planning</u> Through classroom set up and schedules for daily program outline a balance of daily activities will be scheduled for small/large group activities open center times.</p> <p><u>Policy: Child Guidance and Behavior Management</u></p> <p>When applicable and developmentally appropriate referrals will be made for children who do not possess adequate toileting skills to local clinic staff to ensure the health of the children is adequately assessed. Under NO CIRCUMSTANCES will Head Start Staff at the local level deny application due to inadequacy of toileting skills.</p> <p><u>Policy: Toileting</u></p>
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<i>Performance Standard: Action / Milestone</i>	<i>Time Line</i>	<i>Responsible Team</i>	<i>Collaborative Resources</i>	<i>Outline of Program Composition (See Education Policy and Procedures)</i>
<p>(2) Parents MUST be;</p> <p>i. Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education;</p> <p>ii. provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences; and</p> <p>iii. Encourage to participate in staff-parent conferences and home visits to discuss their child’s development and education.</p> <p>(3) Support of social and emotional development by:</p> <p>i. Encouraging development which enhances each child’s strengths by:</p> <p>(A) Building TRUST;</p> <p>(B) Fostering independence;</p> <p>(C) Encouraging self-control by setting clear, consistent limits, and having realistic expectations.</p> <p>(D) Encouraging respect for the feelings and rights of others;</p> <p>(E) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child’s health and well-being; and</p> <p>ii. Planning for routines and transition so that they occur in a timely, predictable and unrushed manner according to each child’s needs.</p>	On Going	Teachers Staff Parents Education Specialist	Special Education (LEA) Specialist	<p>Invite parents to participate in daily activities that may include home activities (discussing what your child did today)...</p> <p>A newsletter will be sent out monthly to parents to give ideas to parents for activities to enhance objectives being worked on in the classroom and to inform parents of activities planned and participated in by parents.</p> <p><i>Policy: Classroom Newsletter</i></p> <p><i>Policy: Parent/Child Activities</i></p> <p>2 Parent Teacher Conferences, 2 Home Visits and 1 Transition Conference will occur during school year to ensure contact with parents is continuous and parents are informed of education and development of their children is adequately observed, documented, and tracked.</p> <p><i>Policy: Home Visit/Parent Teacher Conferences</i></p>
	On Going		Local Language Enrichment Resources	
	As appropriate		English as a Second Language Programs Literacy Programs HS Managers	
	Daily	Teachers Staff	Education Specialist HS managers	<p>To ensure children have choices to experiences provided and to provide adequate amounts of materials in each area a form of counting system will be implemented to have open learning centers and to create a door of opportunity for problem solving. This would include matching materials one to another to show how many children are in each area; and /or medallions (name tags) that will indicate an area of interest that the children will place on themselves while in the learning center.</p>
AS POSTED Daily				

<p>i. Supports each child’s individual pattern of development and learning;</p> <p>ii. Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving, and decision making skills which form a foundation for school readiness and later school success;</p> <p>iii. Integrates all educational aspects of health, nutrition, and mental health services into activities.</p> <p>iv. Ensure that the program environment helps children develop emotional security and facility in social relationships;</p> <p>v. Enhances each child’s understanding of self as an individual and as a member of a group;</p> <p>vi. Provide each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and</p> <p>vii. Provide individual and small group experiences; indoors and outdoors.</p> <p>2) Staff must 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>Daily</p> <p>3x a year</p> <p>DAILY</p> <p>On going</p>	<p>BIHS Staff</p>	<p>Individual and School Wide Improvement Plans, PFCE Framework, BIHS School Readiness Plan, State Preschool and Child Outcome Frameworks</p>	<p>Individual Development Plans will be address age appropriate skills to each child’s developmental level and implemented in a daily plan (lesson plans). Tracking forms can be used to appropriately observe and modify plans to children’s needs.</p> <p><i>Policy: Individualization Child development and education approach for all children /Child development and education approach for preschoolers</i></p> <p>A comprehensive cultural curriculum will be introduced to the teachers as a guide to ensure the native languages and cultures indigenous to California and each community are integrated on a daily basis. Emphasis to “CULTURAL” definition will be specified as a focus to the community and cultures of the community to eliminate stereotypical views of the cultures of the world around us.</p> <p><i>Policy: Individualization Child development and education approach for all children /Child development and education approach for preschoolers</i></p> <p><i>Policy: Multicultural Curriculum Content</i></p> <p><i>Policy: Ongoing Child Assessment System and Child Observation</i></p> <p>DECA: Devereux Early Childhood Assessment (Social-Emotional Screening)</p> <p>DRDP: Desired Results Developmental Profile</p> <p>ECERS-R: The Early Childhood Environment Rating Scale-Revised (State-Preschool requirement)</p> <p>POEMS: Preschool Outdoor Environment Measurement Scale (First 5 Assessment)</p> <p>CLASS: (Goal) The Classroom Assessment Scoring System (We need a class certified person to observe classrooms).</p>
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