



Ben Shelly
President

Rex Lee Jim
Vice President

NHSPC 226-01-2014

**RESOLUTION OF THE
NAVAJO HEAD START POLICY COUNCIL**

NAVAJO HEAD START POLICY COUNCIL SUPPORTS AND APPROVES THE IMPLEMENTATION OF THE NAVAJO HEAD START ANNUAL REVISION OF POLICY & PROCEDURES (INCLUDING FORMS, PROFESSIONAL DEVELOPMENT, FLOW CHART & TRACKING) AND SERVICE DELIVERY PLANS 2013-2014 IN THE AREA OF EDUCATION SERVICES.

WHEREAS:

1. The Navajo Nation Board of Education (hereinafter the "Board" is the education agent in the Executive Branch for the purposes of overseeing the operation of all schools serving the Navajo Nation, including the Navajo Head Start program. 10 N.N.C. §106[A]; 10 N.N.C. §51. The Board carries out its duties and responsibilities through the Department of Diné Education. 10 N.N.C. §106[G][3]; and
2. Pursuant to 45 CFR 1304-50. Program Governance and Appendix A. The Navajo Nation Head Start Policy Council is duly elected and constituted Head Start Policy Council and an authorized entity of the Navajo Nation government; and
3. Pursuant to 45CFR 1304.51(a)(1)(iii) Management Systems and procedures-Program planning must include: the development of written plans(s) for implementing service in each of the program areas covered by this part (e.g. Early Childhood Development and Health Services, Family and Community Partnership, and program Design and Management);
4. Pursuant to 45 CFR 1304.51 (a)(2) All written plans for implementing services, and the progress in meeting them, must be reviewed by the grantee staff and reviewed and approved by the Policy Council or Policy Committee at least annually, and must be revised and updated as needed; and
5. Pursuant to 45 CFR 1304.21 (a)(i-v) Child development and education approach for all children, in order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies approach to child development and education.
6. The purpose of Navajo Head Start is to promote the school readiness of low-income children by enhancing their cognitive, social and emotional development: **(a)** in a learning environment that supports children's growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills, and approaches to learning; and **(b)** through the provision to low-income children and their families of health, educational nutritional social, and other services based on family needs assessment; and
7. Navajo Head Start provides children with experiences that encourage and stimulate intellectual and social growth opportunities, promote Navajo Language and culture, and provides access to necessary medical, dental, and nutritional services under the Head Start and Early Head Start programs; and
8. The Navajo Nation Head Start Policy Council has the best interest of the Navajo Head Start to continue in providing quality services to children and families.

NOW, THEREFORE BE IT, RESOLVED:

Supports and approves the implementation of the Navajo Head Start Annual Revision of Policy & Procedures (including forms, professional development, flow chart & tracking) and Service Delivery Plans 2013-2014 in the area of Education.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Navajo Head Start Policy Council at a duly called meeting in **Window Rock, AZ** at the DoDE Education Building which a quorum was present and that it was passed by vote of 5 in favor, 0 opposed, and 0 abstained, this **28th** day of **January 2014**.

NNHSPC 226-01-2014

Motion by: Alvin Clark

Second by: Janelle Begay



Olin Kieyoomia, President
DODE/Navajo Head Start Policy Council



Ben Shelly
President

**DEPARTMENT OF DINÉ EDUCATION
THE NAVAJO NATION**

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Rex Lee Jim
Vice-President

NNBEJA-NHS-002-2014

**RESOLUTION OF THE
NAVAJO NATION BOARD OF EDUCATION**

Approving the Implementation of the Navajo Head Start annual revision of policy & procedures (including forms, professional development, flow charts, and tracking) and Service Delivery plans 2013-2014 in the area of Educational Services.

WHEREAS:

1. The Health, Education, and Human Services Committee is the oversight committee for the Department of Diné Education and Navajo Nation Board of Education [2 N.N.C. § 401 (C)(1); 10 N.N.C. § 1(B)]; and
2. The Navajo Nation Board of Education (hereinafter the “Board”) is the education agent in the Executive Branch for the purposes of overseeing the operation of all schools serving the Navajo Nation. [10 N.N.C. § 106 (A)] The Board carries out its duties and responsibilities through the Department of Diné Education (hereinafter the “Department”) [10 N.N.C. §106 (G)(3)]; and
3. The Department of Diné Education (hereinafter the “Department”) is the administrative agency within the Navajo Nation with responsibility and authority for implementing and enforcing the educational laws of the Navajo Nation. 2 N.N.C. §1801(B); 10 N.N.C. §107(A). The Department is under the immediate direction of the Navajo Nation Superintendent of Schools, subject to the overall direction of the Navajo Nation Board of Education. 10 N.N.C. §107(B); and
4. The Navajo Head Start (“NHS”) Program, which is located within the Department of Diné Education as approved by the Department’s Plan of Operation, Resolution No. GSCMY-19-07. The NHS also is funded by a grant from the Office of Head Start, Administration of Children and Families (ACF), under the terms of the Head Start Act, 42 U.S.C. §9801 *et seq.*, and applicable regulations; and,
5. The Navajo Nation is named the grantee and is responsible for ensuring compliance with the Head Start Act and performance standards in delivering the services to Navajo children and their families. The 2013-2014 Navajo Head Start Policy and Procedures and Service Delivery Plans is revised annually for implementation of Head Start/Early Head Start services
6. The Board acknowledges the Navajo Head Start Resolution #226-01-2014 passed on January 28, 2014, Approving the Navajo Head Start to implement the policy and procedures

BOARD OF EDUCATION

Jimmie C. Begay, President · Dolly C. Begay, Vice President · Dr. Bernadette Todacheene, Secretary
Members: Katherine D. Arviso · Rose J. Yazzie · Gloria Johns · Bennie Begay · Patrick D. Lynch
Timothy Benally, M.Ed, Acting Navajo Nation Superintendent of Schools

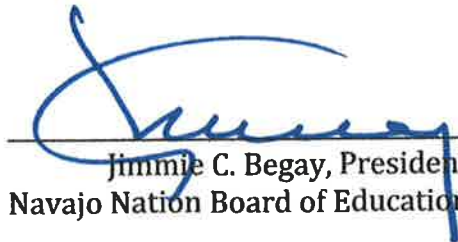
and service delivery plans, as it relates to services within the program; and Recommending Approval through the Navajo Nation Board of Education, and the Health, Education, and Human Services Committee of the Navajo Nation Council.

NOW THEREFORE BE IT RESOLVED THAT:

1. The Navajo Nation Board of Education hereby approves the Navajo Head Start Policy and Procedures and Service Delivery Plans as the Navajo Nation's official position.
2. The Navajo Nation Board of Education further recommends that the Navajo Nation Superintendent of Schools or his designee(s) and other designated members of the Navajo Nation Council to advocate on behalf of the Navajo Nation consistent with the services stated in this resolution.
3. The Navajo Nation Board of Education hereby directs and empowers the Superintendent of Schools to take any actions deemed as necessary and proper to carry out the purposes of this resolution.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Board of Education of the Navajo Nation at a duly called meeting at Window Rock, Arizona (Navajo Nation) at which a quorum was present, motion by Katherine D. Arviso and seconded by Patrick Lynch and that the same was passed by a vote of 6 in favor; 0 opposed; 0 abstained, this 29th day of January 2014.



Jimmie C. Begay, President
Navajo Nation Board of Education

2013/2014 NAVAJO HEAD START EDUCATION SERVICE DELIVERY PLANS (MASTER COPY)

Standard	Objective	Plan of Action: Specific Tasks	Responsibility	Reference	Time Frame
<p>1304.21(a)(1)(i) Education and Early Child Development (a) Child Development and Education Approach for All Children. (1) In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must: (i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;</p>	<p>To provide all children with a safe, nurturing, engaging, enjoyable, and secure learning environment, in order to help them gain the awareness, skills and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and in life.</p> <p>To properly implement the curricula provide the teaching staff training and ongoing mentoring along with access to reference documents and supplemental resource materials.</p>	<p>Implement the scientific researched based Creative Curriculum 5th edition at all centers, Head Start/Early Head Start.</p> <p>Head Start Centers: •Creative Curriculum for Preschool, 5th Edition Homepage: •Home Visitors Guide & Pull Out Learning Activities Early Head Start: •Creative Curriculum: Infant, Toddlers & Twos</p> <p>Reference documents and resources: •Child Development & Teaching Practices •Head Start and Child Development Early Learning Framework •Situational Navajo •I Care Curriculum (EHS & HS) •SPARK •I Am Moving, I Am Learning •Positive Behavior Support Curriculum (PATH Skills) •Diabetes Education in Tribal School, Health is Life and Balance (Exploring Health and Food, Pre-K)</p> <p>Partners for a Healthy Baby Home Visiting Curriculum (Prenatal Program)</p>	<p>PPS, SRC, Classroom Staff</p>	<p>Education & Early Childhood Development Policy, Disability Policy & Procedures, Lesson Plans (EHS/HS), Daily Schedule, On-Site Visitation, Teaching Strategies GOLD assessment, Cultural knowledge assessment, sign-in sheets, Agendas, Certificates, FUA, OEH Sanitation Permits</p> <p>Training guides, training plans, agenda, sign-in sheets, & evaluation sheets, Health Plan</p>	<p>September 2013 to July 2014</p>

2013/2014 NAVAJO HEAD START EDUCATION SERVICE DELIVERY PLANS (MASTER COPY)

<p>1304.21(a)(1)(ii) -Be inclusive of children with disabilities, consistent with their individualized family service plan (IFSP) or Individualized Education Plan (IEP)</p>	<p>To provide children with quality Head Start developmentally appropriate experiences through academic achievement by recognizing each child's individual rate of development.</p>	<p>Design an appropriate classroom rich environment that is conducive to the children's learning experiences.</p> <p>Assess the individual rates of development, learning styles and cultural background to evaluate their current level of skills to establish a baseline.</p> <p>Develop individual, small and large group activities to enhance each child's developmental skills.</p>	<p>Classroom staff, Home Visitors, EHS Teachers & FSC, and SRC</p>	<p>Teaching Strategies GOLD Assessment, Child Assessment Portfolio, Child Assessment Portfolio Summary Form, Creative Curriculum, Implementation Checklist, On-site Visitation, Home Base Parent/Child Home Visit Plan, Anecdotes, Parent Teacher Conference, Family Conference Form, Self-help and Social & Emotional Scales Form (Brigance) - parent and teacher.</p>	<p>September 2013 to July 2014</p>
<p>1304.21(a)(1)(ii) -Be inclusive of children with disabilities, consistent with their individualized family service plan (IFSP) or Individualized Education Plan (IEP)</p>	<p>Staff will implement the IFSP or IEP goals and objectives through daily classroom activities.</p>	<p>The program will take active steps to include children with disabilities in all program activities and to be consistent with their individualized family service plan (IFSP) or individualized education program (IEP).</p> <p>To train all staff in the following areas:</p> <ul style="list-style-type: none"> • Individual with Disabilities Act (IDEA 2004) • Service Delivery Plans inclusive of children with disabilities. • Policies and Procedures (disability process flowchart) • Memorandum of Understanding (MOU) with 	<p>DES, SRC, Classroom staff, EHS Teacher, Home Visitors, DS, FSC, FSL</p> <p>DS (Central/Agency Level), Consultants, LEA's, DES, SRC, FSC, FSL.</p>	<p>Disability Service Delivery Plans, Education & Early Childhood ID:EC01 Disability Policy ID:DS01, Resolution NNHSPC</p> <p>Training Plans, Training, Agenda, Sign-in Sheet, and Evaluations. MOU's (LEA's) MOU's (service providers)</p>	<p>September 2013 to July 2014</p> <p>September 2013 to July 2014</p>

2013/2014 NAVAJO HEAD START EDUCATION SERVICE DELIVERY PLANS (MASTER COPY)

<p>1304.21(a)(1)(iii) -Provide an acceptable environment that supports and respects gender, culture, language, ethnicity and family composition.</p>	<p>The program will implement services to the children with disabilities.</p>	<ul style="list-style-type: none"> state and local Education Agencies. Implementation and documentation of IFSP and IEP <p>Service providers and disability staff will provide expertise and technical assistance support to staff in implementing full inclusion into all activities within the classroom by providing services in the following area:</p> <ul style="list-style-type: none"> Set up the classroom environment to accommodate the inclusion of children with disabilities in all activities. Use adaptive materials, devices and equipment within the daily lesson plans, routines, activities, and experiences to support the implementation of the goals and objectives with each child's IFSP or IEP. The program will monitor and evaluate how the program includes children with disabilities to meet IFSP or IEP goals and objectives. 	<p>Classroom staff, Home Visitor, DS, SRC, FSC, FSL.</p>	<p>IFSP, IEP, lesson plans (center & home base), home base parent/child home visit plan, Center/Home Base On-Site monitoring report classroom, Record of IEP Implementation, Monthly Record of Special & Related Service Implementation, and Child Progress Toward Meeting Goals & Objectives.</p>	<p>September 2013 to July 2014</p>
<p>1304.21(a)(1)(iv) - Provide a balanced structure of child-initiated and adult-directed activities, including individual and</p>	<p>The staff will implement balanced child-initiated and adult -directed activities throughout the daily schedule. The staff will reinforce the topic/objectives shared during the teacher-directed activities</p>	<p>Staff will respect individual children to nurture a positive sense by providing the following:</p> <ul style="list-style-type: none"> Demonstrate respect for child's family, culture and life style. Foster primary language while supporting the development of English. Train all staff and parents on diversity, ethnicity, gender, and language. Organize and plan use of materials, activities, and learning that reflect community, culture, language, and ethnicity of children. The program will monitor and evaluate the classroom environment to ensure it reflects an integrated cultural setting. <p>A balance approach provides materials and opportunities for all children to participate in small group and individual activities by providing the following:</p> <ul style="list-style-type: none"> Staff will develop lesson plans/Group Socialization Plans that include a balance of child-initiated and adult-directed activities. 	<p>Classroom staff, EHS staff, Home Visitor, FSL, FSC, Volunteers, Foster Grandparent, DES, SRM and SRC.</p>	<p>Education & Early Childhood Policy & Procedures, Dine Language & Culture, Justice for All Poster, Professional Development Training Plan, Agenda, Sign-In Sheet, Evaluations, Lesson Plan, On-Site Monitoring, CC Implementation Checklist, and CLASS.</p>	<p>September 2013 to July 2014</p>
<p>1304.21(a)(1)(iv) - Provide a balanced structure of child-initiated and adult-directed activities, including individual and</p>	<p>The staff will implement balanced child-initiated and adult -directed activities throughout the daily schedule. The staff will reinforce the topic/objectives shared during the teacher-directed activities</p>	<p>A balance approach provides materials and opportunities for all children to participate in small group and individual activities by providing the following:</p> <ul style="list-style-type: none"> Staff will develop lesson plans/Group Socialization Plans that include a balance of child-initiated and adult-directed activities. 	<p>Classroom staff, Home Visitor, EHS staff, Volunteer, SRM, SRC, DES.</p>	<p>Lesson Plan, Teaching Strategies Family Conference Form and on-site monitoring.</p>	<p>September 2013 to July 2014</p>

2013/2014 NAVAJO HEAD START EDUCATION SERVICE DELIVERY PLANS (MASTER COPY)

<p>small group activities.</p>	<p>in all interest areas (child initiated)</p>	<ul style="list-style-type: none"> • Staff will adapt the lesson plan/Group Socialization Plans to the children's interest. • Staff will interact with the children and assist with decision making skills, conversation, expanding on thought process, etc. 	<p>Classroom staff, Home Visitor, EHS staff, Volunteer, SRC, SRM, DES, DS</p>	<p>Diapering & Toileting Log, Parent Contact, Lesson Plan, Health History, Staff Training</p>	<p>September 2013 to July 2014</p>
<p>1304.21(a)(1)(v) - Allow and enable children to independently use toilet facilities, when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents.</p>	<p>Provide opportunities for children to obtain the skills to independently use the toilet.</p>	<p>The staff will provide positive techniques and strategies to parent(s) or guardian(s) on toilet training by providing the following: The staff will establish and maintain a routine in the daily classroom schedule and assist the children with positive reinforcement for their efforts in toilet etiquette. Diapering & Toileting Log will be kept on file to share with parent(s) or guardian(s). Parent/Guardian will reinforce the toilet training procedures at home.</p>	<p>DES, SRM, SRC, Teacher, Home Visitor, Parent.</p>	<p>Education and Early Childhood ID:EC01, Resolution NNHSFC, Parent Handbook, Training Plan, Training, Agenda, Sign-In Sheet, Evaluation, Lesson Plan, Parent Teacher Conference, Home Visit Training, On-Site Monitoring Report</p>	<p>September 2013 to July 2014</p>
<p>1304.21(a)(2)(i) - Invite parents to be integrally involved in the development of the program's curriculum and approach to child development and education.</p>	<p>The program will provide opportunities for parents to be involved in the curriculum development process so they can become more aware of the curriculum and provide their input.</p>	<p>The program will involve parent (s) or guardian (s) in the implementation of the program curriculum through review and concurrence of the lesson plans and subsequent activities within the classroom. Include parent or guardian representatives in the curriculum committee. The program will monitor and evaluate to ensure parent (s) or guardian (s) are integrally included in the curriculum development and implementation</p>	<p>Teacher, Home Visitor, SRM, DES and parents.</p>	<p>TS On the Spot Observation Recording Tool, Child Assessment Portfolio Summary Form, On the Spot Observation Recording Tool, Training Agenda, Sign-In Sheet.</p>	<p>September 2013 to July 2014</p>
<p>1304.21(a)(2)(ii) - Provide opportunities to increase their child's observation skills and to share assessments with staff that will help plan learning experiences.</p>	<p>The staff will train parents on how to observe their child so they can share their child's developmental skills learned at home that are applicable to their ongoing progress.</p>	<p>Train the parent(s) on how to observe children. Invite the parent(s)/guardians to participate in classroom settings. Conduct parent/teacher conference to share developmental progress and develop goals for continued growth. Informal interaction (teacher point out to parent what child</p>			

2013/2014 NAVAJO HEAD START EDUCATION SERVICE DELIVERY PLANS (MASTER COPY)

<p>1304.21(a)(2)(iii) – Encouraged to participate in staff-parent conferences and home visits to discuss their child's development and education.</p>	<p>The staff will conduct three Parent-Teacher conferences and two home visits per school year to discuss the child's profile. The EHS staff will conduct four Parent-Teacher conferences and two home visits per school year to discuss the child's profile.</p>	<p>is doing comparing to developmental stage) Share materials on milestone, developmental stages Staff will conduct the first home visit at the beginning of the school year to collect information about the child and family. Staff will conduct second home visit mid-year to share progress notes/follow-up services to determine changes where needed and continue to implement developmental goals. Collect ongoing assessment data and compile a summary on the child's profile to be shared with the parent(s) during parent/teacher conferences.</p>	<p>Teacher, Home Visitor, SRC, SRM, DES, DSC, FSL, PIC, parents, and EHS staff.</p>	<p>Parent/Teacher Sign-In Sheet, and Ages & Stages 1st & 2nd home visits, PTC Form, TS Family Conference Form, Health Assessments, Individualized Activity Tracking, TS Child Assessment Portfolio, TS On the Spot Observation Recording Tool. Family Partnership Agreement</p>	<p>September 2013 to July 2014</p>
<p>1304.21(a)(3)(i)(A)-(E) Encouraging development which enhances each child's strengths by: a. building trust; b. fostering independence; c. encouraging self-control ... d. encouraging respect... e. supporting and respecting the home language, culture.....</p>	<p>The staff will establish rapport with each child at the beginning of the school year. Implement Self-Help and Social & Emotional Scales Screening tool (Brigance) and Positive Behavioral Support (PBS) activities Encouraging self-control by setting clear, consistent limits, and having realistic expectations. The staff will support and respect the home language, culture, and family composition of each child in ways that support the child's health and well-being. such as the Adeehonizsin Dooleet Curriculum, and utilizing culturally-specific materials and communicating in the child's own language in the classroom.</p>	<p>Provide daily activities and routines that are nurturing, consistent, and promote positive interactions, encouraging development which enhances each child's strengths in the following areas: • Building Trust • Communicating with children in their own language • Being Responsive to children's needs • Allowing them children to explore & discover • Providing secure and nurturing environment • Providing small & large activity groups for social & emotional interaction • Fostering independence • Encouraging & applying self-help skills • Providing opportunities and supporting the child's choices • Environment set at child's level for accessibility</p>	<p>DES, DS, Home Visitor, Classroom staff, SRC, SRM, EHS staff, Parent.</p>	<p>Disability Service Delivery Plans, Daily Schedule, Mental Health Service Delivery Plans, On-Site Monitoring, CC-Implementation Checklist, Lesson Plan, Home Visit Plans, DECA, PBS, Self-Help and Social & Emotional Scales Form (Brigance).</p>	<p>September 2013 to July 2014</p>

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<p>Reference Docs and RESOURCES: TS CC 5th Edition</p>	<p>Provide accessible and inviting materials for children</p> <ul style="list-style-type: none"> Encouraging self-control by setting clear, consistent limits, and having realistic expectations. <p>The following is now referenced in the P&P manual:</p> <ul style="list-style-type: none"> These activities are addressed during small groups in the following manner; Providing positive redirection Develop & encouraging sharing skills Develop own classroom rules within limited group settings Transition activities from one learning center to limited group settings Encouraging respect for the feelings and rights of others; teaching empathy Role modeling Dramatic play Fostering positive social behavior; cooperating, helping, taking turns, etc 	<p>DES, DS, Home Visitor, Classroom staff, SRC, SRM, EHS staff and parents.</p>	<p>Education and Early Childhood ID:EC01, Resolution NNHSPC, Disability Service Plan, Self-Help and Social & Emotional Scale, Daily Schedule, Mental Health Service Plan, On-Site Monitoring, CC-Implementation Checklist.</p>	<p>September 2013 to July 2014</p>
<p>The Central and Agency Staff will monitor and evaluate the classroom setting.</p>	<p>These activities are addressed during small groups in the following manner by providing positive redirection, utilizing the following skills:</p> <ul style="list-style-type: none"> Develop & encouraging sharing skills Develop own classroom rules within limited group settings Transition activities from one learning center to limited group settings Encouraging respect for the feelings and rights of others; teaching empathy Role Modeling Dramatic Play Fostering positive social behavior; cooperating, helping, taking turns, etc. <p>To incorporate social and emotional development in the daily routines and transitions according to each child's need by encouraging the following:</p> <ul style="list-style-type: none"> Establish a daily schedule that supports consistency and predictable well-timed activities Smooth transitions supportive of age span and 	<p>DES, DS, Home Visitor, Classroom staff, SRC, SRM, EHS staff and parents.</p>	<p>Education and Early Childhood ID:EC01, Resolution NNHSPC, Disability Service Plan, Self-</p>	<p>September 2013 to July 2014</p>

2013/2014 NAVAJO HEAD START EDUCATION SERVICE DELIVERY PLANS (MASTER COPY)

	<p>temperament from one daily activity to other daily activities.</p> <ul style="list-style-type: none"> The classroom environment will be reflective of the child's culture and language. The staff will communicate with the child using their home language. <p>Ensure consistency in daily routines and activities to support each child's social and emotional development by completing the following:</p> <ul style="list-style-type: none"> On-site visitations – classroom/playground observations Review Anecdotal Observations Teaching Strategies GOLD Assessment Self-Help and Social & Emotional Scale (Brigance) Agency Monthly Report Central Monthly Reports <p>The teaching staff will receive all needed trainings to help them implement noted activities listed above.</p>	<p>DES, SRM, SRC, DS.</p>	<p>Help and Social & Emotional Scale, Daily Schedule, Mental Health Service Plan, On-Site Monitoring, CC-Implementation Checklist</p> <p>CC Implementation Checklist, ECE Monitoring Form, Self-Help and Social & Emotional Scale (Brigance), On-site monitoring, CAP.</p>	<p>September 2013 to July 2014</p>
<p>1304.21(a)(4)(i) – Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration.</p>	<p>The staff will develop each child's cognitive and language skills in all program options.</p>	<p>DES, Home Visitor, Classroom staff, SRC, SRM, EHS staff, DS.</p>	<p>Disability Service Plan, On-Site Monitoring Report, CC-Implementation Checklist, Daily Schedule, Lesson Plan, TS GOLD Assessment, CIRCLE- Preschool Early Language and Literacy Quick Check</p> <p>Disability Service Plan, On-Site Monitoring Report, CC-Implementation Checklist, Daily Schedule, CIRCLE,</p>	<p>September 2013 to July 2014</p>
<p>The staff will ensure opportunities for creative self-expression through activities such as art, music, movement, and dialogue.</p>	<p>By providing a rich stimulating environment through activities such as: singing, art, movement, creative dialogue to increase the child's expressive and receptive language skills.</p>	<p>DES, Home Visitor, Teacher, SRC, SRM, EHS staff, DS.</p>	<p>Disability Service Plan, On-Site Monitoring Report, CC-Implementation Checklist, Daily Schedule, CIRCLE,</p>	<p>September 2013 to July 2014</p>

2013/2014 NAVAJO HEAD START EDUCATION SERVICE DELIVERY PLANS (MASTER COPY)

<p>1304.21(a)(5)(i) - In center-base settings, grantee and delegate agencies must promote each child's physical development by: Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills.</p>	<p>Promoting interaction and conversation among children, their peers, and adults.</p> <p>The Agency and Central Office will monitor the classroom environment using the Early Childhood Education Monitoring Form to ensure the development of literacy and numeracy.</p>	<p>Provide instructions in the child's primary language that encourage understanding and use of the Dine language expression within the classroom through:</p> <ul style="list-style-type: none"> • Implement and support literacy and numeracy development through various writing tools and materials that promotes print awareness • Recognition through visual and hands on experiences through daily interaction with peers and adults consistent with the development level of each child. <p>The program will continually monitor and evaluate the effectiveness of the classrooms to ensure development of children's cognitive and language skills are provided through emergent literacy and numeracy development.</p>	<p>DES, Home Visitor, Teacher, SRC, SRM, EHS staff, DS, Health.</p> <p>DES, Home Visitor, Teacher, DRC, SRM, EHS staff, DS.</p>	<p>Lesson Plan, TS GOLD Assessment</p> <p>Disability Service Plan, On-Site Monitoring Report, CC-Implementation Checklist, Daily Schedule, CIRCLE Literacy Manual, Lesson Plan, TS GOLD Assessment</p> <p>Disability Service Plan, On-Site Monitoring Report, Creative Curriculum, Daily Schedule, TS GOLD Assessment, CLASS Observation Form</p>	<p>September 2013 to July 2014</p> <p>September 2013 to July 2014</p>
<p>The Center-base program will promote each child's physical development.</p> <p>The Agency and Central Office will monitor the learning environment using the Early Childhood Education Monitoring Form to ensure the growth and progress of physical skills</p>	<p>The program will provide age appropriate location for pre-school age children for indoor and outdoor play while meeting the adult child ratio, allowing sufficient time, and to include children with special needs, as well as providing the following:</p> <ul style="list-style-type: none"> • The program will ensure arrangement of indoor/outdoor equipment and materials by providing restrictive location and relocation for both indoor and outdoor play to avoid potential harm for children, peers, and others. • The program will ensure the availability of age appropriate equipment, promoting each child's positive growth and development. <p>The program will continually monitor and evaluate the effectiveness of the learning environment to ensure development of children's physical skills.</p>	<p>DES, Home Visitor, Teacher, SRC, SRM, DS.</p>	<p>DES, Home Visitor, Teacher, SRC, SRM, DS.</p>	<p>Disability Service Delivery Plans, On-Site Monitoring Report, Creative Curriculum, Daily Schedule, TS GOLD Assessment, SPARK, Early Childhood Education Monitoring Form</p>	<p>September 2013 to July 2014</p>

2013/2014 NAVAJO HEAD START EDUCATION SERVICE DELIVERY PLANS (MASTER COPY)

<p>1304.21(a)(6) – In home based settings, grantee and delegate agencies must encourage parents to appreciate the importance of physical development, provide opportunities for children's outdoor and indoor active play, and guide children in the safe use of equipment and materials.</p>	<p>The home-base program will help parents understand the importance of physical development, providing opportunities for children's outdoor/ indoor play, and guide children in the safe use of equipment and materials. Home based program will help parents understand the importance of their child's physical development through a proactive approach.</p>	<p>The home visitor shall provide the following services:</p> <ul style="list-style-type: none"> • Home visitor/parent(s) will promote and incorporate physical activities during regularly scheduled home visits and group socializations. • Home visitor will encourage parent(s) to reinforce daily physical activity to improve gross motor, fine motor and health status and practices. 	<p>Home Visitor and Parents</p>	<p>SPARK, Lesson Plan, I am Moving, I am Learning.</p>	<p>September 2013 to July 2014</p>
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GOAL 2: TO PROVIDE EARLY CHILDHOOD DEVELOPMENT AND EDUCATIONAL SERVICES TO INFANTS AND TODDLERS

<p>1304.21(b)(1)(i)-(ii) The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language.</p>	<p>The program will hire qualified Infants and Toddlers providers who are committed, familiar with families' culture and speak the child's language. The program will provide an environment for infants and toddlers to establish trust and emotional security.</p>	<p>The staff will be certified or work toward CDA (Infant and Toddlers) The program will support staff/parent in achieving their CDA certification in meeting the requirements. The program will support interested parents in achieving their CDA certification in meeting the requirements. The program will continue assessing staff/parent qualification for Infant/Toddler teacher certification. The program will recruit potential individual. Parent Preference Offer 45 Hours Entry Level Course in Early Childhood Resources</p> <p>The teaching staff will:</p> <ol style="list-style-type: none"> 1. Set up their classroom that will allow for each child to explore at their own developmental level. 	<p>DES, HSEHS staff, DS, SES, SRC, PIC, & Staff Training Coordinator.</p>	<p>Personnel Certification Training, Agenda Sign-in On-site monitoring CDA Package, Professional Portfolio, Professional Development Plan, Individual Profile</p>	<p>September 2013 to July 2014</p>
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<p>1304.21(b)(2)(i) Encourages the development of self-awareness, autonomy, and self-expression</p>	<p>The program will support the social and emotional development of infants and toddlers.</p>	<p>The program will support and promote sensory and motor exploration.</p>	<p>2. Be responsive to the needs of infants and toddlers by recognizing cues:</p> <ul style="list-style-type: none"> • Feed the infants/toddlers when hungry • Staff will comfort infant/toddler when in distress <p>3. Encourage and support infant and toddlers to learn to interact with the other infant and toddlers within their environment</p> <p>4. Provide a safe environment to allow mobility to explore and to develop independency</p> <p>5. Support individuality by allowing for choices and opportunities to do things for themselves.</p> <p>6. The FSC-EHS & SRC will monitor and provide guidance to the teacher and home visitor.</p> <p>7. The SRM will review the documents and provide feedback.</p> <p>8. The DES will compile, review, monitor and provide feedback to the DES, SRMs, SRCs and FSC-EHS.</p> <p>The teaching staff will:</p> <ol style="list-style-type: none"> 1. Reposition infants from one interest area to another, to increase infant's play 2. Rotate toys / activities to challenge infants and toddlers 3. Encourage physical movements through music, outdoor play, etc. 4. Encourage infants and toddlers to use their five senses, i.e. listen to various sounds, feeling various texture, tasting / smelling activities 5. Face to face interaction during feeding time, diaper changing, parallel play 	<p>SRM, FSC-EHS</p>	<p>On-site visitation Form, Self-Help and Social & Emotional Scale</p>	<p>September 2013 to July 2014</p>
<p>The program will support the social and emotional development of infants and toddlers.</p>	<p>The teaching staff will provide experiences to encourage development of self awareness, self expression and trust with peers and caregivers by:</p> <ol style="list-style-type: none"> 1. Recognizing each infant and toddlers as an individual 2. Recognizing and responding to infant and toddlers interest 3. Engage in face-to-face activities to help infant and toddlers recognize sounds, play simple games, sing along, etc. 4. Use family photos, pictures of self to recognize 	<p>ES EHS Staff</p>	<p>Daily Child Report Lesson Plan On the Spot Observation Recording Tool Anecdotal Notes</p>	<p>September 2013 to July 2014</p>		

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<p>1304.21(b)(2)(ii) Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely</p>	<p>The Program will support communication development by providing opportunities for interacts with other peers and caregivers.</p>	<p>5. Understand and responding to infants and toddlers behaviors related to fears or infant and toddlers needs 6. Providing activities that are designed for each infant and toddler developmental level.</p> <p>The teaching staff will provide and encourage language development by engaging infants and toddlers in daily classroom activities:</p> <ol style="list-style-type: none"> 1. Singing, stories, rhymes, books, games 2. Use verbal and nonverbal method / activities 3. Interactions with peers during mealtimes, group time, outdoor play 4. Use of descriptive language and behavior throughout the course of the day; diaper changing, bye-bye, etc. 5. Attentive to infants and toddlers attempt to communicate, expand on child's efforts to verbalize, and gestures to communicate his needs. 6. Allow for infants and toddlers to handle and look at books 	<p>EHS staff ES EHS FSC</p>	<p>Lesson plan Daily Child Report On the Spot Observation Recording Tool Anecdotal notes Individual Child Profile Individualized Activity Form</p>	<p>September 2013 to July 2014</p>
<p>1304.21(b)(3)(i) Supporting the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing.</p>	<p>The program will provide a comprehensive program to support physical development that will promote self confidence and independence.</p>	<ol style="list-style-type: none"> 1. The teaching staff will provide activities such as pushing, walking, grasping, crawling and climbing to enhance gross motor development. 2. The teaching staff will be familiar with and be able to recognize infant and toddlers developmental milestone to signal need for independence 3. The teaching staff will maintain a safe environment to allow for infants and toddlers to play and explore objects in the classroom 4. The teaching staff will allow for infants to handle toys / appropriate size objects, and involve infants and toddlers in activities to promote gross motor development 5. The teaching staff will allow for outdoor/indoor play that includes crawling, walking, throwing, catch, etc. 	<p>EHS staff Ed Spec</p>	<p>Lesson Plan Individualized Activity Tracking Form Daily Child Report Every Step Counts</p>	<p>September 2013 to July 2014</p>
<p>1304.21(b)(3)(ii) – Creating opportunities for fine motor</p>	<p>The program will provide for fine motor developments by providing opportunities through use of sensory experimentation,</p>	<p>The teaching staff will provide activities to develop fine motor skills and strength through repetition.</p> <ol style="list-style-type: none"> a. The activities / materials will involve grasping, 	<p>EHS Staff EHS FSC Ed Spec</p>	<p>Lesson plan Daily child Report On the Spot</p>	<p>September 2013 to July 2014</p>

2013/2014 NAVAJO HEAD START EDUCATION SERVICE DELIVERY PLANS (MASTER COPY)

development that encourage the control and coordination of small specialized motions, using the eyes, mouth, hands and feet.	exploration and practice.	<ul style="list-style-type: none"> b. pulling, throwing, touching, etc. Activities that involves eye-hand coordination; puzzles, matching shapes into shape box, etc. c. Interaction among one another 	Observation Recording Tool Anecdotal notes
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GOAL 3: TO PROVIDE EARLY CHILDHOOD DEVELOPMENT AND EDUCATIONAL SERVICES TO ALL ENROLLED PRESCHOOL CHILDREN 3-5 YEARS OLD IN THE PROGRAM.

Standard	Objective	Plan of Action: Specific Tasks	Responsibility	Reference	Time Frame
1304.21(c)(1) – Child development and education approach for preschoolers. Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum.	The program will implement Creative Curriculum (a researched based curriculum) in promoting learning experiences that supports each child development and education in collaboration with parental input for center and home base programs.	<ol style="list-style-type: none"> 1. The program will implement Creative Curriculum (a researched-based curriculum) for preschoolers. 2. The program will provide training to all teaching staff and parents. 3. The teaching staff and parents will implement the curriculum. 4. The program will evaluate the researched-based curriculum to ensure that each child attain each goal and objectives identified in the Head Start Child Development and Early Learning Framework. 5. Head start staff will provide information to parents on the creative curriculum to reinforce the developmental activities at home with the child. 	DES, SRM, SRC, Classroom staff, and Home Visitors	Researched-Based Curriculum NNHSPC Resolution Education & Early Childhood Development Policy, Disability Policy & Procedures, Lesson Plans (EHS/HS), Daily Schedule, On-Site Visitation, Creative Curriculum, TS GOLD Assessment, Cultural knowledge assessment, sign-in sheets, Agendas, Certificates.	September 2013 to July 2014
1304.21(c)(1)(i) – Supports each child's individual	The program will develop individual goals for each child based upon their developmental patterns and learning styles in collaboration	<ol style="list-style-type: none"> 1. Teaching Staff and parents will document and record objective anecdotes to establish a developmental baseline assessment checkpoints. 	DES, SRM, SRC, DS, Teachers, and Home Visitors	Individualized Planning Form Home Visit Plans	September 2013 to July 2014

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<p>pattern of development and learning.</p>	<p>with the parents using the Creative Curriculum</p>	<p>2. Utilizing the assessment checkpoints, the staff and parents will establish activities for each goal and objectives to be achieved, using the Individual Planning Form. 3. The SRCs will monitor and track this information to ensure the implementation of the activities. 4. The SRMs will review the tracking documents and provide feedback. 5. The DES will compile and review the tracking documents to develop strategies to assist the SRM and SRC.</p>		<p>On the Spot Observation Recording Tool Anecdotes Child Assessment Portfolio Education Child Folder BI-Monthly Folder Review Tracking Form On-site Visitation Form</p>	<p>September 2013 to July 2014</p>
<p>1304.21(c)(1)(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>The program will ensure the development of the child's skills and knowledge by providing cognitive activities to build the foundation of school success.</p>	<p>The teaching staff and parents will: 1. Provide a safe and supportive learning environment. 2. Provide daily conversation and open-ended questioning to encourage language development. 3. Provide opportunities by engaging conversational - interactive play in all aspects of the educational contents. 4. The SRCs will monitor and provide guidance to the teaching staff and home visitors. 5. The SRM will review the documents and provide feedback. 6. The DES will review, monitor and provide feedback to the SRM and SRC.</p>	<p>DES, SRM, SRC, Teachers, Home Visitors, and Parents</p>	<p>Lesson Plan Home Visit Plans Health and Safety Checklist Creative Curriculum On-site Visitation Form Early Childhood Education Monitoring Checklist</p>	<p>September 2013 to July 2014</p>
<p>1304.21(c)(1)(iii) – Integrates all educational aspects of the health, nutrition, and mental health services into program activities.</p>	<p>The program will provide opportunities to include the health, nutrition and mental health activities on a daily basis.</p>	<p>The teaching staff will: 1. Conduct health assessments on a daily basis and ensure that all health hygiene activities are implemented in accordance to the daily schedule. 2. Provide nutritious family style meals and activities to offer food experiences. 3. Provide activities to develop emotional awareness. 4. The SRCs will monitor and provide guidance to the teaching staff and home visitor. 5. The SRM will review the documents and provide feedback.</p>	<p>DES, SRM, SRC, DS, Teachers, Home Visitors, and parents</p>	<p>Lesson Plan Home Visit Plan Daily Health Check Daily Schedule Menu Nutrition Activity Form - CACFP On the Spot Observation Recording Tool Anecdotes</p>	<p>September 2013 to July 2014</p>

2013/2014 NAVAJO HEAD START EDUCATION SERVICE DELIVERY PLANS (MASTER COPY)

<p>1304.21(c)(1)(iv) – Ensures that the program environment helps children develop emotional security and facility in social relationships.</p>	<p>The program will provide daily opportunities to implement emotional security and facilitate social interactions for each child on a daily basis.</p>	<p>6. The DES will review, monitor and provide feedback to the SRM and SRC.</p>	<p>The teaching staff will: 1. Develop a transition plan from home to school with parent to support the child's social and emotional security. 2. Model and guide children to show respect for one another's feelings. 3. Provide activities that promote social skills to build their confidence and morale. 4. The SRC will monitor and provide guidance to the teaching staff and home visitors. 5. The SRM will review the documents and provide feedback. 6. The DES will review, monitor and provide feedback to the SRM and SRC.</p>	<p>DES, SRM, SRC, DS, Teachers, Home Visitors, and Parents</p>	<p>Self-Help and Social & Emotional Scale Classroom Implementation Checklist On-site Visitation Form Transition Plan Self-Help and Social & Emotional Scale Anecdotal Notes Lesson Plan Home Visit Plan Individualized Activity Tracking Form Classroom Implementation Checklist On-site Visitation Form</p>	<p>September 2013 to July 2014</p>
<p>1304.21(c)(1)(v) – Enhances each child's understanding of self as an individual and as a member of a group.</p>	<p>The program will support each child's individuality and being part of their peer group through the curriculum implementation processes.</p>	<p>The teaching staff will: 1. Display child's family portrait to support their awareness and emotional security. 2. Provide an individual personal space within the classroom and/or home setting. 3. Display the children's work within the child's eye level. 4. Create a child's portfolio to capture their progress. 5. Develop organized activities to support cooperative play. 6. Encourage the child to express his/her feelings. 7. Develop activities for children to be successful and encourage each child to accomplish his/her task. 8. The SRCs will monitor and provide guidance to the teaching staff and home visitor. 9. The SRM will review the documents and provide feedback. 10. The DES will review, monitor and provide</p>	<p>DES, SRM, SRC, Teachers, and Home Visitors</p>	<p>Family Portrait Child's Portfolio Child's Activities Lesson Plan Home Visit Plan On the Spot Observation Recording Tool Anecdotes Classroom Implementation Checklist On-site Visitation Form</p>	<p>September 2013 to July 2014</p>	

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<p>ongoing assessment of each child.</p>	<p>the quality of teaching and learning to better assist children in the program.</p> <ol style="list-style-type: none"> 4. Review, analyze and evaluate the anecdotal notes by using the Creative Curriculum Objectives for Development & Learning to determine what level each child has progressed for each objective. 5. Record the progress for each objective on the Child Assessment Portfolio, record the data onto the Child Assessment Portfolio Summary and the TS GOLD Assessment (Three checkpoints). 6. Utilize the Individual Child Profile, On the Spot Observation Recording Tool (Anecdotal Notes) and Individual Planning Form to assist in the development of the Family Conference Form to be shared with the parents during the Parent/Teacher conferences. 7. Utilize the TS GOLD Assessment compilation to plan for in-services, ordering materials and equipment to enhance each child's developmental skills. 8. The SRC will monitor and provide guidance to the teaching staff and home visitor. 9. The SRM will review the documents and provide feedback. 10. The DES will review, monitor and provide feedback to the SRM and SRC. 	<p>Child Assessment Portfolio Summary Individualized Planning Form Education Child Folder Bi-Monthly Review Tracking Form On-site Visitation Form Lesson Plan, CC Goals and Objective Poster</p>
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Navajo Head Start Curriculum and Assessment

Policy ID: NHS CA 01

Subject: Child Development and Education Approach for All Children

Performance Objective: The Navajo Head Start (NHS) program's approach to child development and education is to help children gain the skills and confidence to be successful in their lifelong learning.

Operational Procedures:

Step One: As required by the performance standards, this approach:

- A. Implement the locally designed and research based curricula that is linguistically appropriate and supports the individual rates of development in the areas of interests, temperaments, languages, cultural backgrounds and learning styles.
- The researched-based Creative Curriculum for Preschool outlines the developmental goals (social & emotional, physical, cognitive, and language) and learning objectives.
 - The researched-based Creative Curriculum for Infant/Toddler and Twos outlines the developmental goals (social & emotional, physical, cognitive, and language) and learning objectives.
 - The researched-based Creative Curriculum for Family Child Care Curriculum is designed to set up learning environment, plan developmentally appropriate routines and daily activities, promotes children's learning and development in all core areas, and build partnership with families based on trust and mutual respect.
 - Supplemental Resources: I am Moving, I am Learning, I CARE, SPARK, Shiyazhi Dine' K'ehji Hadoodzih, etc

B. In collaboration with the LEA/Multidisciplinary Team (MDT) upon completion of a formal evaluation where a child is identified and/or determined to have a disability:

- According to the new Head Start Act, head start no longer develops IEPs, it is the sole responsibility of the LEA's
- An IEP developed by the LEA will include the following personnel: A representative from the Head Start Disabilities Specialist, Family Services Liaison, Sr./School Readiness Coaches, Teachers. **NOTE: FYI -Team attending IEP are personnel directly in contact with the child or family) must participate in the IEP meeting and placement decision for any child meeting Head Start Eligibility requirements, child's teacher, parents/guardians, Licensed Professional, and at least one member of the Multidisciplinary Team (MDT) who evaluated the child. 1308.19(c)
- The IEP will contain the following statements:
 - i. Present Level of Performance includes:
 - a. Social/Emotional Development
 - b. Motor Skills
 - c. Communication Skills
 - d. Self-help Skills
 - e. Cognitive Skills
 - ii. Statement of Annual Goals & Objectives, (short-term)
 - iii. Statement of components including IEP Transition services
 - iv. Statements of specific special education and related services provided by Head Start and other agencies, including non-Head Start professionals.
 - v. Delivery of services will be planned and supervised by the Disability Specialist
 - vi. Anticipation of projected dates for initiation of services will be identified.

- vii. Progress reports for both child and his/her family detailing the level of achievements outlined in the goals and objectives will be reviewed annually.
- viii. A written invitation to the IEP meeting will be initiated by the LEA and sent to all applicable personnel. An IEP will be developed with parents /guardians' input within 30-days of completing a formal evaluation.
- ix. When applicable, an interpreter will be provided in parents/guardians native language.
- x. An IEP can be developed without the parents/guardians presence once initial placement for services has been obtained from the parents/guardians to participate in his/her child's IEP meetings.
- xi. Head Start program is responsible for the implementation and continuation of services identified in the IEP within two-weeks of program attendance.

C. Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition by employing Navajo/English speaking staff and volunteers. Training is provided to enhance their professional development in the early childhood approach, which includes cultural enrichment to support the cultural values, language and traditions.

- 1. The program will provide a literacy rich environment in Navajo and English.
- 2. The program will provide a balance of child/teacher directed activities, such as music, singing, art, physical movement, and dramatic play.
- 3. Staff will utilize the Situational Navajo, Interactional Navajo and Shiyazhi Dine' K'ehji Hadoozih: Education Curriculum resource books to enhance children expressive and receptive Navajo oral communication skills.
(Use the following forms: DL 4 & 5)(Dine Language Classroom Observation/Monitoring Tool, Primary Language Questionnaire)
- 4. The program will provide bilingual resource materials to support classroom instructions.

D. Provide a balance of child-initiated and adult-directed activities, including individual and small group activities on a daily basis in the center and during home base socializations.

- 1. The first page on the lesson plan is the teacher-directed activities consisting of large and small group. The second page includes the child initiated activities where the interest areas are set up with learning materials aligned with the topic, goals and objectives to provide opportunities for making meaningful choices. (Use the following form: FORM 20a).
- 2. There will be sufficient number of interest centers such as: dramatic play, library, writing, discovery, art, music, computer, math, etc.
- 3. The program recognizes the four schedules designed for the center and home base options.
 - Full Day Class Schedule
 - Half Day Class Schedule
 - 2-Hour Delay Class Schedule (inclement weather /other delays)
 - Daily Home Base Visitation Schedule
 - Early Head Start Schedule

E. In collaboration with parents, staff will identify milestones for each child's developmental level, which will be shared during parent-teacher conferences and home visits. (Use the following: NAEYC Milestones of Child Development)

F. Staff will initiate individual plans for children who need toilet training. Child sized toilets are provided at all facilities. Parents will provide positive reinforcement on a daily basis to encourage toileting skills. (Use the following form: FORM 4 Diapering and Toileting Log

Step Two: Parents are encouraged to:

- A. Be involved in the development and implementation of the curriculum by:
 1. Participating in planning lessons to increase their knowledge, understanding, skills, and experiences in child growth and development.
 2. Participating and/or reinforce the Navajo culture and Navajo language activities.
 3. Volunteering in the classroom to enhance their role as the primary teacher for their child's education and development.
NOTE: Reference Parent Involvement Policy & Procedures; NN Personnel Manual
 4. Participating in reviewing the curricula on an annual basis through self-assessment and committee actions.

- B. Develop observation skills to help plan their child's learning experiences with the staff. (Use the following form: FORM 1a: Anecdotal Notes-Center base; FORM 1b: EHS Anecdotal Note; FORM 1c: Home Based Program; and FORM TS2: On-the-Spot Observation Recording Tool
 1. To identify and reinforce the learning skills, which occur in the home. Using form TS1: Family Conference Form
 2. Sharing their child's progress for planning purposes to identify strengths and weaknesses

- C. Encourage parents to participate in parent/teacher conferences and home visits to discuss their child's development and education. (Use the following form: FORM 23 Parent - Teacher Conference Form
 1. Promote the importance of their child's daily attendance. Refer to ERSEA Policy 1305.8.
 2. Utilize the Family Conference Form to inform parents of their child's progress and goals accomplished and plan for future goals and objectives.
Use the following form: TS1: Family Conference Form

Step Three: The program supports social and emotional development by:

- A. Enhancing each child's strengths through: (Use the following: Self-help and Social & Emotional Scale (Brigance)
 1. Building trust, recognizing cues, responding to their social and emotional needs, communicating with them in their home language (Navajo or English), teaching and practicing kinship as outlined in the Adeehoniszin Dooleel Curriculum and Shiyazhi Dine K'ehji Hadoodzih.
 2. Fostering independence by teaching personal hygiene and self-help skills such as brushing teeth, washing hands and dressing self, buttoning, zipping, snapping, tying shoes, toilet use, etc.
 3. Staff encourages self-control by setting clear, consistent limits, and having realistic expectations by setting up classroom rules and routines with children's input.
 4. Redirecting and providing positive guidance with children
 5. Encourages respect for the feelings and rights of others by teaching manners, encouraging behavior that is culturally appropriate, modeling calm behavior and speaking in a pleasant tone of voice.
 6. Staff respect and support the home language, culture, and family composition of each child in ways that support the child's health and well-being.

- B. Staff allowing sufficient time for routine and transitions to occur.
 1. Children are provided prior notice before clean-up in an un rushed manner.
 2. Give children simple and specific tasks, in accordance to the daily schedule.
 3. Give clear and age appropriate directions.
 4. Be flexible in allowing children time to complete their activities.
 5. Be sensitive to individual needs during activities.
 6. Use transition activities as an opportunity to reinforce learning objectives.

- C. Have consultation with the parents to plan intervention strategies for unacceptable behaviors.
1. Refer to Behavior Intervention Plan (Mental Health).

Step Four: The Program provides for the development of each child's cognitive and language skills by:

- A. Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play, and exploration through the Head Start Child Development and Early Learning Framework; December 2010
1. Language Development – Receptive language, expressive language
 2. Literacy Knowledge & Skills - Book appreciation, phonological awareness, alphabet knowledge, print concepts and conventions, and early writing.
 3. Mathematics Knowledge & Skills – Number concepts and quantities, number relationships and operations, geometry and spatial sense, patterns, measurement and comparison.
 4. Science Knowledge & Skills – Scientific skills & methods, conceptual knowledge of the natural and physical world.
 5. Creative Arts Expression – Music, creative movement and dance, art, and drama.
 6. Social Studies Knowledge & Skills - Family and community, history and events, and people & the environment.
 7. Social and emotional development – Social relationships, self-relationships, self-concept, self-regulation, emotional and behavioral health.
 8. Physical Development & Health – Physical health status, health knowledge and practice, gross motor skills, and fine motor skills.
 9. Approaches to learning – Initiatives and curiosity, persistence and attentiveness, and cooperation
 10. Logic & Reasoning - Reasoning and problem solving, symbolic representation.
 11. English Language Development - Dual Language Learners (NAVAJO LANGUAGE DEVELOPMENT)

- B. Providing guidance and opportunities for creative self-expression through activities that lead to higher order thinking and decision making skills.
- C. Promoting interaction and language use among children and adults through role playing and by asking open ended questions.
- D. Supporting emergent literacy and numeric skills through developmentally appropriate activities:

1. Age appropriate books in the classroom which includes all genres.
2. Oral traditional story telling
3. Journal writing and reflection time
4. Dramatic play
5. Meaningful conversations
6. Provide numeric games for counting, sequencing and spatial relationships
7. Nursery rhymes, songs and books
8. Encourage family literacy
9. Utilize community resources such as the libraries, museums, etc.

Step Five: When implementing the center-based program option, the program promotes each child's physical development by:

- A. Providing sufficient time for indoor and outdoor developmentally appropriate activities to support gross motor skills development.
1. SPARK Curriculum
 2. Outdoor Playground equipment
 3. Nature Walks

4. Field Trips (Use the following form: FORM 8a,b,c,d,e, f, and g)
5. I am Moving, I am Learning

B. Providing developmentally appropriate activities to support fine motor skills development.

1. Puzzles and board games
2. Self-help skills
3. Manipulative activities/toys, etc.
4. Eye-hand coordination activities.
5. Finger painting/Art Supplies

C. Providing an appropriate environment and adult guidance for the participation of children with special needs.

1. Adequate child sized equipment and furniture is provided within each classroom.
2. Provide space and accessible learning materials for indoor and outdoor play.
3. Depending upon the severity of the disability and as indicated on the IEP, staff will assist child one-to-one at all times,
4. Age appropriate materials and supplies are ordered in accordance to the child's IEP.

Step Six: In home-based settings, the program will help parents understand the importance of physical development by providing opportunities for the development of their child's outdoor and indoor activities, and guides them in the safe use of equipment and materials.

1. Parents are orientated on NAEYC Milestones of Child Development beginning of the school year to identify the developmental characteristics in establishing physical developmental goals for their child. (Use the following: NAEYC Milestones of Child Development)
2. Parents are encouraged to support their children's physical development on a daily basis
3. Parents are encouraged to model and actively participate in their child's daily indoor and outdoor play.
4. Children are provided opportunities to develop safety rules for indoor and outdoor activities.
5. Parents are given resource materials (i.e., hand-outs, newsletters, etc.) that incorporate physical development activities.

Performance Objective: Navajo Head Start (NHS) implements a child development and education approach for infants and toddlers in accordance to the Head Start Performance Standards.

Operational Procedures:

Step One: The infant and toddler program encourages:

- A. To employ bilingual (Navajo & English) teachers to establish a trusting, secure, consistent relationship and communicates with the family on the infant and toddlers developmental milestones. (Use the following NAEYC Milestones of Child Development)
- B. The staff utilizes the Creative Curriculum for Infant /Toddler and Twos which outlines the four (4) developmental areas (social/emotional, physical, cognitive and Language development), the four (4) curriculum goals (to learn about self and others, to learn about moving, to learn about the world, and to learn about communicating) and the twenty-one (21) curriculum objectives.
- C. Staff develops a sense of trust and emotional security for infants and toddlers through consistent nurturing, and comforting in a soft soothing voice while holding the child and singing, talking and reading stories.
- D. Staff and parents plan interactive sensory and motor experiences through activities such as finger plays, language experience, manipulative, listening, literacy, and nutrition.
- E. Staff and parents will develop an infant or toddler lesson plan based upon the child's developmental assessments. (Use the following forms: CC8: Infant Lesson Plan, CC9: Observation Tracking Form & CC10: Toddler Lesson Plan).

Step two: The program supports the social and emotional development of infants and toddlers by promoting an environment that:

- A. Comforts the infant by a soft, soothing voice while holding the child.
- B. Respond to their sensitive needs, feelings, and expressive communication to develop a positive relationship
- C. Provide opportunities for children to emerge their language skills to acquire interaction and expression with others.
 - 1. Staff and parents will sing, talk and read to their infants and toddlers.
 - 2. Parents and staff interact with infants and toddlers face to face during any activity responding to their facial expression.

Step-three: The Program promotes the physical development of infants and toddlers by:

- A. Providing opportunities for gross motor skills through:
 - 1. Organized outdoor activities
 - 2. Playground activities
 - 3. Field Trips (use the following form: FORM 8a, b, c, d, e, f, and g)
- B. Providing opportunities for fine motor skills:
 - 1. Finger plays
 - 2. Playing with large puzzles, beads, blocks, etc.

Step-four: The Program promotes the cognitive and language development of infants and toddlers by:

- A. Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play, and exploration through:
 - 1. Literacy - vocabulary and language, phonological awareness, letters, words, print, comprehension, books.

- 2. Mathematics - numbers, patterns, geometric, spatial awareness, measurement, data collection.
 - 3. Social studies – how people live, work, get along with others, and are influenced by their surroundings.
 - 4. Science – physical properties of objects, living things, and the earth, and the environment.
 - 5. Creative Art – dance, music, dramatic play, drawing and painting.
 - 6. Technology – computer literacy
- B. Providing guidance and opportunities for creative self-expression through activities that lead to higher order thinking and decision making skills.
- C. Promoting interaction and language use among children and adults through role playing and by asking open ended questions.
- D. Supporting emergent literacy and numeric skills through developmentally appropriate activities:
- 1. Age appropriate books in the classroom which includes all genres.
 - 2. Oral traditional story telling
 - 3. Journal writing and reflection time
 - 4. Dramatic play
 - 5. Meaningful conversations
 - 6. Provide numeric games for counting, sequencing and spatial relationships
 - 7. Nursery rhymes, songs and books
 - 8. Encourage family literacy
 - 9. Utilize community resources such as the libraries, museums, etc.

Performance Objective: Navajo Head Start (NHS) program, in collaboration with the parents, implements a curriculum in accordance with the Head Start Performance Standards.

Operational Procedure

Step One: The curriculum supports each child's individual pattern of development and learning styles in preparation for school readiness.

- A. The program utilizes the locally designed Adeehonizhin Dooleel and Shiyázhi Diné K'ehji Hadoozih Curriculums and the research based Creative Curriculum as a framework to support each child's individual pattern of development and learning; teaching self-identity, self-recognition and self-awareness.

Step Two: The curriculum provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, age appropriate literacy, numeracy, reasoning, problem solving and decision making skills.

- A. The program utilizes the Adeehonizhin Dooleel, Shiyázhi Diné K'ehji Hadoozih, Creative Curriculum and other resources to provide a foundation for school readiness.
1. Literacy – vocabulary and language, phonological awareness, letters, words, print, comprehension, books.
 2. Navajo Literacy- vocabulary and language, phonological awareness, letters, words, print, comprehension, books.
 3. Mathematics – numbers, patterns, geometric, spatial awareness, measurement, data collection.
 4. Science – physical properties of objects, living things, and the earth, and the environment.
 5. Social Studies – how people live, work, get along with others, and are influenced by their surroundings.
 6. Art – dance, music, dramatic play, drawing and painting.
 7. Technology – tools and their basic operations and uses

Step-three: The curriculum integrates all educational aspects of the health, nutrition, and mental health services into the daily lesson activities.

- A. The program will implement health, nutrition, and mental health education activities on a daily base, medicine, etc
1. Health Education: Hand-washing, tooth-brushing, prevent spread of germ, coughing, lice, healthy heart, physical movement, etc
 2. Nutrition Education: food pyramid, healthy snack, exercise, oral health, chef combo, etc
 3. Mental Health Education: good/bad touch, AS I AM, Feeling, Native Child, stress management, bullying, etc.
 4. Safety Awareness Education: pedestrian safety, fire evacuation, sleep safe, home safety, CPR/First Aid, Stop, Drop, Roll, water safety, pet animal safety, bicycle safety, seat belt, car seat, skate / board safety, heat exhaustion/sun screen, second-hand smoke, poison, 911, etc.
- B. The program will educate the staff and parents on enrolling and participating in ongoing family health care system
1. Parents' will be active partners in their child's medical and dental care.
 2. Parents must accompany their child to all medical visits and appointments.
 3. Program will provide training to staff and parents which will be reinforced in the home.
 - a. Preventive medical care and services
 - b. Personal Hygiene
 - c. Dental Hygiene
 - d. First aid and CPR with endorsement of infants and toddlers

- e. Environmental hazards
 - i. Communicable diseases and outbreaks
 - ii. Blood-borne pathogens
 - iii. Emergency response team (emergency crisis)
- f. Health and safety practices in classroom and homes
- g. Sudden Infant Death Syndrome (SIDS)
- h. Pre-natal Care
- i. The Exclusion/Re-admission policy page 27 of the Health Promotion and Protection Plan

C. As required by the CACFP guidelines, the program will ensure that the nutrition education program includes:

- Food budget management
 - 1 Selection of food to meet the children's needs
 - 2 Preparation of food to meet the children's needs
 - 3 Have variety of healthy food group at each meal
 - 4 Parents to communicate with center staff on child's eating habits
 - 5 Program will provide nutritional training in areas of:
 - a. Food Buying
 - b. Healthy Foods (low fat, low salt, low sugar)
 - c. Preparation of home cooked meals
 - d. Nutrition Snack activities
 - e. Physical Exercises (walking, running, aerobics, dancing, etc.)
 - f. Early Childhood Caries
 - g. Weaning baby off the bottle
 - h. Baby food and formula
 - i. Education on breastfeeding
 - j. Multicultural setting

C. The program will ensure that mental health training and services are provided to staff and parents requesting to identify behavior traits:

- 1. Traumatic Stress
- 2. Separation/Anxiety
- 3. Domestic Violence
- 4. HIV/AIDS
- 5. Child Abuse/SCAN
- 6. Anti Social
- 7. Well Being
- 8. Traditional Healing
- 9. Counseling
- 10. Assist Parent in coping with their child's mental health
- 11. Establish parent group
- 12. Promote the Fatherhood initiatives
 - a. practical support in raising children
 - b. children involved with their fathers are more likely to excel in school
 - c. children have healthy self-esteem

- d. exhibit empathy and pro-social behaviors
 - e. committed fathers during infancy contribute emotional security and curiosity
13. Dealing with Death

D. The program will collaborate and communicate with parents through the following:

1. Parent Teacher Conferences (Use the following form: FORM 23)
2. Home Visits
3. Trainings (Annual orientation, Professional Development Day)
4. Newsletters
5. Media
6. Parent Meetings
7. Letters
8. Internet – Email Addresses
9. Encourage Parent Volunteer Services

Step-four: The curriculum will ensure the classroom environment helps each child's social and emotional relationships by using the Positive Behavior Support concept.

- A. Facilitate opportunities for children to develop social skills.
1. Model effective communication and conflict resolution
 2. Provide multiple sets of materials to reduce conflicts
 3. Help children in stressful situations and events
 4. Recognize and nurture children's emotional development

Step-five: The curriculum enhances each child's understanding of self as an individual and as a member of a group.

- A. Staff encourages self awareness through individual and group activities (multicultural / diversity)
1. Individually identify personal space
 2. Engaging cooperative play
 3. Help children to respect others
 4. Assist children in recognizing their strength
 5. Allow children to express their feelings

Step-six: The curriculum provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.

- A. Use a variety of strategies to assure children experience success by:
1. Encouraging and allowing children to do as much as they can
 2. Intervening when appropriate to expand on the child's experiences
 3. Challenging children to acquire new skills that will increase their confidence
 4. Helping children recognize their own progress

Step-seven: The curriculum provides individual and small / large group experiences both indoor and outdoor.

- A. Provide children with opportunities to work alone and with others by:
 1. Organizing the classroom into learning environment (reading area, computer, block area or dramatic play area, etc.)
 2. Provide individual, small or large group activities that involve sharing and caring.
 3. Provide free choice and structured outdoor activities.

Step Eight: Staff will use a variety of strategies to promote and support children learning and developmental progress based on the observations and ongoing assessments of each child.

- A. Staff shall individualize the curriculum and adjust the environment to promote it by:
 1. Observing the children's behaviors and progress to help design activities that support the range of developmental skills. (Use the following form: FORM 1)
 2. Knowing each child's capabilities and style of learning to provide individual activities. (use the following form: FORM 19)
 3. Share assessment results with parents (Use the following Forms: TS1, DL 1, & DL 2).
 4. Arrange the classroom environment to enhance children's developmental skills
 5. Using the Teaching Strategies Child Assessment Portfolio Summary and selecting objectives that correlate to the developmental steps for children to work towards achievement (TS GOLD Assessment Tool; Use the following form: FORM TS 1-4)
 6. Lesson Plans are developed utilizing the eleven (11) domains The Head Start Children Development and Early Learning Framework including the TS Objectives for Development and Learning (38), Adeehoriszin Dooteel, Shiyázhí Diné K'ehjí Hadoozhí and additional curriculum resources. (Use the following form: FORM 20a)
- B. The staff will review, analyze and evaluate the anecdotal notes by using the TS Child Assessment Portfolio to determine what level all children have progressed for each objective. (Use the following form: FORM TS 3).
- C. The staff will record the progress for each objective in the TS Child Assessment Portfolio Summary Form to record the data onto the Child Assessment Portfolio (4 checkpoints). (Use the following forms: Forms TS 3 & 4)
- D. The Child Assessment Portfolio, On the Spot Observation Recording Tool (Anecdotal Notes), Individualized Activity Tracking Form will assist in the development of the Family Conference Form to be shared on a quarterly basis with the supervisors and parents during the Parent/Teacher conferences. (Use the following forms: FORMS TS 1, 2, 3; FORM 1a, 19, and 23).
- E. The TS GOLD Assessment compilation will be used to plan for in-services, ordering materials and equipment to enhance each child's developmental skills. The TS GOLD Assessment is a tool that compiles data that the program collects and utilizes to improve the quality of teaching and learning to benefit children in the program.
- F. Developmental screenings are consistent with the child's IFSP/IEP (Refer to Policy ID: **NHS Disabilities 01: Subject: Child Health and Developmental Services**).

Related Regulations: 1304.21 a 1; 1304.21 a 1 i; 1304.21 a 1 ii; 1304.21 a 1 iii; 1304.21 a 1 iv; 1304.21 a 1 v; 1304.21 a 2 i; 1304.21 a 2 ii; 1304.21 a 2 iii; 1304.21 a 3; 1304.21 a 3 i; 1304.21 a 3 ii; 1304.21 a 4; 1304.21 a 4 i; 1304.21 a 4 ii; 1304.21 a 4 iii; 1304.21 a 4 iv; 1304.21 a 4 v; 1304.21 a 5; 1304.21 a 5 i; 1304.21 a 5 ii; 1304.21 a 5 iii; 1304.21 a 6; 1304.3(a) (5); 1304.21(b)(1-3)(ii); 1304.23(b)-1304.23(c); 1304.40(e)-1304.40(f); 1306.30(b); 1308.4(a); 1308.4a 1; 1308.4a 2; 1308.4ab; 1308.4(c); 1308.4 d; 1308.4 e; 1308.4 f 1; 1308.4 f 2; 1308.4 f 3; 1308.4f 4; 1308g

Performance Objective: Navajo Head Start (NHS) will design and implement a nutrition program that meets the needs of each child.

Operational Procedures:

1. NHS designs and implements a nutrition program that meets the nutritional needs and feeding requirements of each child, including those with special dietary needs and children with disabilities. Also, the nutrition program serves a variety of foods which consider cultural and ethnic preferences and which broaden the child's food experience.
 - i. Comply with the 6-Weeks Menu Cycle
 - ii. Establish a food service vendor.
 - iii. Compliance with the food sanitation requirements i.e, Office of Environmental Health(OEH)
 - iv. Provide proper utensil and equipment.
2. Navajo Head Start uses funds from USDA Food and Consumer Services Child Nutrition Programs as the primary source of payment for meal services. Early Head Start and Head Start funds may be used to cover those allowable costs not covered by the USDA.
 - a. Establish and maintain a contract with CACFP in Arizona and New Mexico to comply with all regulations to receive full reimbursement for meals served.
3. Each child in a part-day center-based setting receives meals and snacks that provide at least 1/3 of the child's daily nutritional needs. Each child in a center-based full-day program receives meals (breakfast and lunch) and snacks (PM) that provide 1/2 to 2/3 of the child's daily nutritional needs, depending upon the length of the program day.
4. All children in center-based settings who have not received breakfast at the time they arrive are served a nourishing breakfast.
5. Each infant and toddler in center-based settings receives food appropriate to his or her nutritional needs, developmental readiness, and feeding skills, as recommended in the USDA meal pattern or nutrient standard menu planning requirements outlined in 7 CFR parts 210, 220, and 226.
6. For 3- to 5-year-olds in center-based settings, the quantities and kinds of food served conform to recommended serving sizes and minimum standards for meal patterns recommended in the USDA meal pattern or nutrient standard menu planning requirements outlined in 7 CFR parts 210, 220, and 226.
7. For 3- to 5-year-olds in center-based settings or other Head Start group experiences, foods served are high in nutrients and low in fat, sugar, and salt.
 - b) No more than two (2) high fat foods will be served per week.
 - c) No more than two (2) high sugar foods will be served per week.
 - d) Juice served will be 100% fruit juice; limited to twice a week.
8. Meal and snack periods in center-based settings are approximately two (2) hours, beginning of each meal scheduled and adjusted, where necessary, to ensure that individual needs are met. Infants and young toddlers are fed at appropriate intervals. Note: staff will practice good nutrition with children by eating and drinking from the six-week menu cycle.

9. When operating home-based program options, the program provides appropriate AM/PM snacks; and meals to children during group socialization activities.
10. Staff will model effective dental hygiene with children in conjunction with meals.
11. Parents and appropriate community agencies are involved in planning, implementing, and evaluating the agencies' nutritional services.
 - a) Head Start parents will review the 6 Weeks Menu Cycle on an annual basis and provide recommendations.
 - b) Health Services Advisory Committee will review the 6 Weeks Menu Cycle and make recommendations.
 - c) Head Start Committee will be established to review the recommendations and revised the 6 Weeks Menu Cycle on an annual basis.

Related Regulations: 1304.23 b; 1304.23 b 1; 1304.23 b 1 i; 1304.23 b 1 ii; 1304.23 b 1 iii; 1304.23 b 1 iv; 1304.23 b 1 v; 1304.23 b 1 vi; 1304.23 b 1 vii; 1304.23 b 2; 1304.23 b 3; 1304.23 b 4; 1306.33

Policy ID: NHS CA05

Subject: Meal Service

Performance Objective: Navajo Head Start will ensure that nutritional services in center based settings contribute to the development and socialization of enrolled children.

Operational Procedures:

1. The program ensures that nutritional services in center-based settings contribute to the development and socialization of enrolled children by providing that:
 - a. A variety of food is served which broadens each child's food experiences.
 - i. Foods that are new to the children will be introduced during circle time or through an activity.
 - b. Food is not used as punishment or reward, and that each child is encouraged, but not forced, to eat or taste his or her food.
 - c. Sufficient time is allowed for each child to eat.
 - d. All toddlers and preschool children and assigned classroom staff, including volunteers, eat together family style and share the same menu to the extent possible.
 - e. Infants are held while being fed and are not laid down to sleep with a bottle.
 - f. Medically-based diets or other dietary requirements are accommodated.
 - i. Information is obtained at enrollment on food allergies and any special dietary needs.
 - ii. Medical Statement is obtained from an authorized medical authority on food substitution by the parent.
 - iii. Special food items can be ordered and purchased.
 - iv. Parent is encouraged to participate in their child's feeding.
 - v. Food allergies are posted for all staff/volunteers to follow.
 - vi. Observation is continuous for any adverse reaction and recorded in the child's folder.
 - g. As developmentally appropriate, opportunity is provided for the involvement of children in food-related activities.
 - i. Staffs are required to initiate a Nutrition Activity Plan weekly utilizing the Center Nutrition Education Documentation. (Use the following form: FORM 9, FORM 11, TS 3).

Related Regulations: 1304.23 c 1; 1304.23 c 2; 1304.23 c 3; 1304.23 c 4; 1304.23 c 5; 1304.23 c 6; 1304.23 c 7

Policy ID: NHS CA06

Subject: Parent Involvement in Child Development and Education

Performance Objective: Navajo Head Start in collaboration with parents implements a curriculum.

Operational Procedures:

Program encourages parental involvement in curriculum participation to understand how children grow and develop.

- Step-one:** Through newsletters, Open house, Classroom Visitation, LPC meetings, Parent Teacher Conferences, and during Volunteer duties.
(Use the following form: FORM 23).
- Step-two:** Parents assist and reinforce activities at home.
 - a. I-CARE activities.
 - b. Self-help activities
- Step-three:** Parental input on the weekly lesson plans are acknowledged with their signatures.

Step-four: Parents attend program training such as:

- a. Health related topics:
 - i. Sudden Infant Death Syndrome, on-going medical and dental care, first aid, environmental hazards.
- b. Prevention of Child Abuse and Neglect
- c. Substance abuse
- d. Child Development
- e. Parenting Skills
- f. Family Literacy
- g. 3 Parent Teacher Conferences
- h. Safety Training
- i. Pedestrian Safety
- j. School Bus Safety
- k. Disability Training
- l. Mental Health Training
- m. Systems of Health Care
 - i. Medicare, AHCCCS, Medicaid, NMKids, AZKids etc.
- n. Car Seat Safety
- o. Other Program related trainings/workshops

Related regulations: 1304.40 e 1-5; 1304.40 f 1-4iii

Performance Objective: Navajo Head Start (NHS) provides medical, dental, nutrition, and mental health education for program staff, parents, and families.

Operational Procedures:

1. The program implements activities that promotes health education and information to parents, families, and program staff on:
 - a. Medical, dental, nutrition
 1. Nutrition education is implemented in the daily lesson plan (Use the following form: FORM 10, 11 and 20a & b
 2. Participate in health fair for parents
 - b. Provide mental health strategies to reinforce positive behaviors in the classroom and home settings.
 - c. Understanding how to enroll and participate in a family health care system
 - d. Encourage parents to become active partners in their child's dental health care process by accompany them to their medical and dental examination/appointments
 - e. Providing opportunities to learn the basic of preventive medical and dental health care such as:
 1. Emergency first aid
 2. Occupational /Environmental hazards
 3. Safety practices for use in the home and classroom

Related Regulations: 1304.40 f; 1304.40 f 1; 1304.40 f 2; 1304.40 f 2 f; 1304.40 f 2 ii; 1304.40 f 2 iii; 1304.40 f 2 iii; 1304.40 f 3 i; 1304.40 f 3 ii; 1304.40 f 3 ii; 1304.40 f 4; 1304.40 f 4 i; 1304.40 f 4 ii; 1304.40 f 4 iii

Performance Objective: Navajo Head Start (NHS) provides classroom or group socialization activities for the children as well as home visits to the parents.

Operational Procedures:

The NHS provides classroom or group socialization activities for the child and their parents.

Step One: The major purpose of the socialization activities is to promote peer group interaction, and tailored to children interest in developmental appropriate ways.

- A. The program will provide two group socializations a month for each family / child, a minimum of 16 group socialization for the program year. (Use the following form: FORM 11).
- B. Home Base parent(s) / guardian(s) shall be orientated on the Home Base Option
 1. The first home visit
 2. The first parent meeting
- C. Parent(s) / guardian(s) shall be involved in all aspect of group socialization activities that includes:
 1. Planning for the group socialization (developmentally age-appropriate and nutrition activities inclusive of Individual Education Plans) using:
 - a. Group Socialization Plan (Use the following form: FORM 11)
 - b. Group Socialization Attendance Sheet (Use the following form: FORM 12).
 2. Implementation of lesson plans addressing the four developmental areas and five learning content areas: (Use the following forms: FORM 10).
Objectives for Development and Learning:
 - a. Social and Emotional
 - b. Physical
 - c. Language
 - d. Cognitive
 - e. Literacy
 - f. Mathematics
 - g. Science & Technology
 - h. Social Studies
 - i. The Arts
 - j. English Language Acquisition (Dual)
3. Evaluating individual progress
 - a. Milestones (Use the following form: NAEYC Milestones of Child Development
 - b. Adeehoniszin Dooleel (Use the following forms: DL 1 & DL 2).
- D. The Group Socialization activities shall be individualized by:
 1. Building on the established goals and educational experiences addressed during home visits
 2. Focusing on the needs of both families and the children served.
 3. Building / sharing of parent(s) / guardian(s) strengths in supporting other families in need.

4. Activities that is difficult or almost impossible to do in individual homes ex: group games, special guest, and audio-visual presentations

E. The activities shall include the following: (Use the following form: FORM 11).

1. Social and Emotional
 - a. Regulates own emotions and behaviors
 - b. Establishes and sustains positive relationships
 - c. Participates cooperatively and constructively in group situations
2. Physical
 - a. Demonstrates traveling skills
 - b. Demonstrates balancing skills
 - c. Demonstrates gross-motor manipulative skills
 - d. Demonstrates fine-motor strength and coordination
3. Language
 - a. Listens to and understands increasingly complex language
 - b. Uses language to express thoughts and needs
 - c. Uses appropriate conversational and other communication skills
4. Cognitive
 - a. Demonstrates positive approaches to learning
 - b. Remembers and connects experiences
 - c. Uses classification skills
 - d. Uses symbols and images to represent something not present
5. Literacy
 - a. Demonstrates phonological awareness
 - b. Demonstrates knowledge of the alphabet
 - c. Demonstrates knowledge of print and its uses
 - d. Comprehends and responds to books and other texts
 - e. Demonstrates emergent writing skills
6. Mathematics
 - a. Uses number concepts and operations
 - b. Explores and describes spatial relationships and shapes
 - c. Compares and measures
 - d. Demonstrates knowledge of patterns
7. Science & Technology
 - a. Uses scientific inquiry skills
 - b. Demonstrates knowledge of the characteristics of living things
 - c. Demonstrates knowledge of the physical properties of objects and materials
 - d. Demonstrates knowledge of Earth's environment
 - e. Uses tools and other technology to perform tasks
8. Social Studies
 - a. Demonstrates knowledge about self
 - b. Shows basic understanding of people and how they live
 - c. Explores change related to familiar people or places
 - d. Demonstrates simple geographic knowledge
9. The Arts

- a. Explores the visual arts
 - b. Explores musical concepts and expression
 - c. Explores dance and movement concepts
 - d. Explores drama through actions and language
10. English Language Acquisition (Dual)
- a. Demonstrates progress in listening to and understanding English
 - b. Demonstrates progress in speaking English
- F. The Group Socialization shall give parent(s) / guardian(s) the opportunity to:
1. Observe their child(ren) (Use the following form: FORM 1c).
 2. Obtain feedback from other parent(s) / guardian(s) and teacher about their child interacting with other children
 3. Share with other parent(s) / guardian(s), their group socialization experiences utilizing the following forms:
 - a. Home Base Group Socialization Parent Feedback (Use the following form: FORM 15)
- G. The group socialization shall be offered in a developmentally appropriate setting and must meet health and safety requirements (safety, bathroom, heating, lighting, furniture):
1. Utilize Home Base Socialization Safety Checklist prior to socialization (Head Start center, chapter house, church conference room, and library)
 2. In a family home with a group of two to five children
 3. Field trip activity (utilize Educational Field Trip Policies)
- H. The program shall track and maintain all documents to ensure the minimum of (32) home visits and (16) group socializations are provided by head start home visitors. The Early Head Start home visitors shall ensure the minimum of (44) home visits and (24) group socialization using the following:
1. Monthly Attendance (see ERSEA policy #)
 2. Group Socialization and Home Visits Tracking Form (Use the following form: FORM 17).
- I. The program shall reschedule home visits or socializations that were postponed by the program staff, due to unavoidable circumstances to meet the required number of home visits and socializations.
1. The following forms shall be used to document excessive absence
 - a. Attendance Justification
 - b. Attendance Plan for Unexcused Absence
 - c. Attendance Plan
 2. If a family / child continues with four or more consecutive unexcused absences for home visits and group socialization and all procedures of contacts have been exhausted, the Family Service Coordinator / Family Service Liaison may declare a vacancy.

Step-two: The program enhances the parental role in the growth and development of the child. The program achieves this purpose in home visits by:

- A. The program shall provide the family one home visit per week for a minimum of one and one-half hour, a minimum of 32 home visits for the program year for head start home visitors. The Early Head Start home visitor shall provide the family one home visit per week for a minimum of two hours, a minimum of 44 home visits, for the program year.
- B. The home visits shall be conducted in the families' home or at a designated site arranged by parent(s) / guardian(s) with an emphasis on the home as a learning environment.
- C. The home visitor shall recognize and support the parent(s) / guardian(s) as their child's first and primary teacher.

- D. The home visits shall provide opportunities for the parent(s) / guardian(s) to personalize the visits to strengthen their family goals supported by the Home Visitor:
1. Identify child's developmental goals (Milestones, etc)
 2. Parents / guardians shall help develop and individualized activity tracking form for their child (Using the following form: FORM 19)
 3. Parents / guardians shall provide an educational experience to meet identified goals
- E. The Home Visitor and parent(s) / guardian(s) shall complete the home visit which shall include the four developmental areas:
1. Language
 2. Cognitive (Intellectual)
 3. Social/Emotional
 4. Physical (gross/fine motor)
- F. The Home Visitor and Parent(s) / Guardian(s) shall assess child progress using:
1. Milestones
 2. Teaching Strategies GOLD: Child Assessment Portfolio
 3. Adeehoniszin Dooleel (Cultural Knowledge/Language Assessment) (Use the following forms: DL1 & DL2)
- G. The Home Visitor shall utilize the Creative Curriculum for Family Child Care along with:
1. Adeehoniszin Dooleel Curriculum (as a resource with cultural/language awareness)
- G. The Home Visitor shall work with the families / guardian(s) if a home visit is not feasible within the basic tour of duty, 8:00AM to 4:00PM. To meet the needs of the family / child, the home visitor shall submit a request for flextime (one home visit at minimum of 90 minutes and not to go beyond 8:00PM) reference with NNPPM
- H. Per the Head Start Home Visitor's Manual (2008), families that have 2 or more children enrolled in the home-based program, each family receives one 90-minute home visit per week regardless of the number of children enrolled in Head Start or Early Head Start. Home visits with multiple children require thoughtful and creative planning as well as collaboration between the Head Start and Early Head Start program.' Navajo Head Start will follow the same guidance for multiple children from one family enrolled in the Head Start program.

Related Regulations: 1306.33 b

Performance Objective: Navajo Head Start (NHS) will assist with the development and implementation of an Individualized Education Program (IEP) for children who are identified with a disability.

Operational Procedures:

In collaboration efforts with the Local Education Agency (LEA) / MDT upon completion of formal evaluations where a child is identified and/or determined to have a disability, both programs will assist in the development of an IEP based on the child's special needs that outlines special education and related services.

- ✓ An IEP developed by the LEA will include the following staff: LEA Special Education Teacher/State Certified, Disabilities Specialist, a qualified representative, child's teacher, parents/guardians, and at least one member of the MDT who evaluated the child. The IEP will contain the following statements:
 - a. Present Level Performance:
 - i. Social/Emotional
 - ii. Motor
 - iii. Communication
 - iv. Self-help
 - v. Cognitive
 - b. Statements of Annual Goals & Objectives, (short-term)
 - c. Statements of components including Transition services
 - d. Statements of specific special education and related services provided by Head Start and other agencies, and non-Head Start professionals.
 - e. Delivery of services will be planned and supervised by the Disabilities Specialist and child's teacher.
 - f. Anticipation of projected dates for initiation of services will be identified.
 - g. Progress reports for both child and family detailing the level of achievements outlined on the goals and objectives will be reviewed annually.
 - h. A written invitation to the IEP meeting will be initiated by the LEA to all applicable personnel. An IEP will be developed with parents/guardians' input within 30-days.
 - i. When applicable, an interpreter will be provided in parents/guardians native language.
 - j. An IEP can be held without parents/guardians after failure to respond to repeated attempts to participate in child's IEP development/meetings.
 - k. Head Start is responsible for the continuation and implementation of services identified in the IEP within two-weeks of program attendance.

Related Regulations: 1308.19 a; 1308.19 b; 1308.19 c; 1308.19 d; 1308.19 e 1; 1308.19 e 2; 1308.19 e 3; 1308.19 e 4; 1308.19 e 5; 1308.19 e 6; 1308.19 e 7; 1308.19 e 8; 1308.19 f 1; 1308.19 f 2; 1308.19 f 3; 1308.19 f 4; 1308.19 g; 1308.19 h; 1308.19 i; 1308.19 j 1; 1308.19 j 2; 1308.19 j 3; 1308.19 j 4; 1308.19 k

Performance Objective: Navajo Head Start (NHS) The curriculum is consistent with the Head Start Performance Standards and is based on the sound child development principles about how children grow and learn.

Operational Procedures:

A. Curriculum means a written plan that includes:

1. The goals for children's development and learning
2. The experiences through which they will achieve these goals
3. Staff and parents responsibilities to help their child achieve these goals; and
4. The materials needed to support the implementation of the curriculum

Performance Objective: Navajo Head Start incorporates comprehensive developmentally appropriate services for all children ages birth to five including children with special needs and their families.

Operational Procedures:

Step One: The agency provides training for parents and children in pedestrian safety.

Step Two: The lesson plan to provide children the developmentally appropriate and integral part of program experiences pertaining to pedestrian safety.
(Using the following form: FORMS 10 and 20a & b)

Step Three: The need for an adult to accompany a preschool child while crossing the street is emphasized in the training provided to parents and children.

Step Four: The required transportation and pedestrian safety education of children and parents, except for the school bus evacuation drills, is provided within the first thirty days of the program year.

Step Five: Children receiving safety education lesson are taught the following:

1. Safe riding practices;
2. Safety procedures for boarding and leaving the vehicle;
3. Safety procedures in crossing the street to and from the vehicle at stops;
4. Recognition of the danger zones around the vehicle; and
5. Emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.

Step Six: Safety education training for parents:

1. Emphasizes the importance of escorting their children to the vehicle stop and the importance of reinforcing the lesson provided to children regarding vehicle safety; and
2. Complements the training provided to their children so that safety practices can be reinforced both in Head Start and at home by the parent.

Step Seven: The agency ensures that at least two school bus evacuation drills in addition to the one required under 1310.21 b 5 (see # 5 e above) are conducted during the program year.

Step Eight: The agency develops activities to remind children of the safety procedures. These activities are developmentally appropriate, individualized, and are an integral part of the Head Start or Early Head Start program activities.

Related Regulations: 1310.21 a; 1310.21 b; 1310.21 b 1; 1310.21 b 2; 1310.21 b 3; 1310.21 b 4; 1310.21 b 5; 1310.21 c; 1310.21 c 1; 1310.21 c 2; 1310.21 d; 1310.21 e.

Appendix Schedules, Forms and Procedures:

- **Head Start Class Schedules:**
 - SCH 1 – Full Day Class Schedule
 - SCH 2 – Half Day Class Schedule
 - SCH 3 – 2 Hour Delay Class Schedule
 - SCH 4 – Early Head Start Full Day Class Schedule
 - SCH 5 – Home Based Personal Visit Schedule
- **Head Start Forms and Procedures:**
 - FORM 1a - Anecdotal Notes and Procedures – Preschool Center
 - FORM 1b – Anecdotal Notes and Procedures – Early Head Start
 - FORM 1c – Anecdotal Notes and Procedures – Home Visitor Anecdotal Notes
 - FORM 2 - Child Folder Review Tracking Form and Procedures
 - FORM 3 - Early Head Start Daily Child Report and Procedures
 - FORM 4 – Diapering/Toileting Log and Procedures
 - FORM 5a - Education Child Folder Bi-Monthly Tracking Record and Procedures-Not In Use
 - FORM 5b – Education Child Folder Bi-Monthly Tracking Record and Procedures (EHS) -Not In Use
 - FORM 6 – School Readiness Coach Monitoring Checklist and Procedures
 - FORM 7 – School Readiness Coach Home Base Monthly Monitoring Checklist and Procedures
 - FORM 8a – Educational Field Trip Checklist and Procedures
 - FORM 8b – Educational Field Trip Plan
 - FORM 8c – Educational Field Trip Menu Plan
 - FORM 8d – Educational Field Trip Parent Consent Listing
 - FORM 8e – Resolution of the local parent committee
 - FORM 8f – Educational Field Trip Report
 - FORM 8g – Resolution of the head start policy council (approving the Navajo Head Start program policy & procedures on education field trip plans)
 - FORM 9 - Home Base Group Socialization Evaluation Checklist and Procedures
 - FORM 10 – Home Base Parent/Child Home Visit Plan and Procedures
 - FORM 11 - Home Base Group Socialization Plan and Procedures
 - FORM 12 - Home Base Group Socialization Attendance Sheet Form and Procedures
 - FORM 13 – Home Base Parent/Child Contact Schedule Form and Procedures
 - FORM 14 – Home Base Group Socialization Safety Checklist Form and Procedures
 - FORM 15 – Home Base Group Socialization Parent Feedback Form and Procedures
 - FORM 16 – Home Base Parent Satisfaction Form and Procedures
 - FORM 17- Tracking of Home Visits and Socialization Form
 - FORM 18 – Home Visits Yearly Summary Report
 - FORM 19 - Individualization Activity Tracking Form and Procedures

- FORM 20a - Lesson Plan Form and Procedures
- FORM 20b – Lesson Plan Form and Procedures (EHS)
- FORM 21 – How I Learn Milestones of Typical Child Development
- FORM 22 - Parent Contact/Follow-Up Service Form and Procedures
- FORM 23 – Parent Teacher Conference Form and Procedures
- FORM 24 - Promotion List Form and Procedures
- FORM 25 – 1st Home Visits Form and Procedures
- FORM 26 – 2nd Home Visits Form and Procedures
- FORM 27 - Transition Plan Form and Procedures
- FORM 28 – Compartment 5 EDUCATION
- FORM 29 – On-Site Head Start Visitation Report
- FORM 30 – NNHS Child Assessment Process
- FORM 31 - Devereux Early Childhood Assessment for Infants (DECA) Record Form (1mo. up to 18mo.)
- FORM 32 - Devereux Early Childhood Assessment for Toddlers (DECA) Record Form (18mo. up to 36mo.)
- FORM 33 - Devereux Early Childhood Assessment for Infants (DECA) Record Form (children 2yrs. through 5 yrs.)
- FORM 34 – Early Childhood Education Monitoring Form
- FORM 35 - Self-Help and Social & Emotional Scales (Brigance)
- Teaching Strategies GOLD Forms:
 - TS 1 - Family Conference Form
 - TS 2 - On the Spot Observation Recording Tool
 - TS 3 - Child Assessment Portfolio
 - TS 4 - Child Assessment Portfolio Summary Form
- Creative Curriculum Forms:
 - CC 1 – Child Planning Form - EHS
 - CC 2 - Child Progress and Planning Report (EHS)
 - CC 3 - Class Summary Worksheet - Not In Use
 - CC 4 – Group Planning Form - EHS
 - CC 5 - Implementation Checklist Classroom Profile
 - CC 6 - Implementation Checklist Progress and Planning Form
 - CC 7 - Individual Child Profile – EHS
 - CC 8 - Infant Lesson Plan - EHS
 - CC 9 – Observation Tracking Form – EHS
 - CC 10 - Toddler Lesson Plan - EHS
- Dine Language Forms:
 - DL 1 - Dine Cultural Knowledge Assessment for Preschoolers Desired Result Developmental Profile Rating Form and Procedures.

- DL 2 - Dine Language Assessment for Preschoolers Desired Result Developmental Profile Rating Form
- DL 3 -- Dine Language Teacher Mentoring Form
- DL 4 – Dine Language Program Classroom Observation/Monitoring Tool
- DL 5 – Primary Language Questionnaire