

**THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT  
WRITTEN SERVICE PLAN**

The revised Chickasaw Nation Head Start Education and Early Childhood Development written service plan was updated September of 2007. The Management Team and the Head Start Director were involved in the revision of the Education and Early Childhood Development written service plan. The Teaching Staff, under the supervision and direction of the Education Manager, reviewed the service plan during the 2006-2007 school year, and provided input and revision.

The revised Education and Early Childhood Development written service plan was presented to the Chickasaw Nation Head Start Policy Council for review, comment, and approval.

It was presented for Policy Council approval and approved:

\_\_\_\_\_  
Policy Council Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Head Start Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Education Manager

\_\_\_\_\_  
Date

## **THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT**

### **1304.21(a)** Child development and education approach for all children

The Chickasaw Nation Head Start strives to provide all children with a safe, nurturing, enjoyable and secure learning environment. Each child is treated as an individual and goals are set according to that child's ability.

### **1304.21(b)** Child development and education approach for infants and toddlers

The Chickasaw Nation Head Start does not enroll infants and toddlers.

### **1304.21(c)** Child development and education approach for preschoolers

This section provides specific requirements for preschoolers.

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(a)(1)(ii)** Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP).

**CROSS REFERENCE: 1308.19**

Action Steps	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcomes
<p>Meet with family to establish transition options preference and transition activities duration into an individualized transition plan</p> <ul style="list-style-type: none"> <li>❑ Implement family's transition plan</li> </ul> <p>Meet with special educators responsible for each child's IEP/IFSP to establish on-site schedule of therapeutic services, make accessibility/accommodations recommendations as well as recommendations for needed adaptable materials or equipment.</p> <ul style="list-style-type: none"> <li>❑ Meet with therapist to evaluate classroom routine and environment in terms of meeting child's needs</li> <li>❑ Order materials or equipment necessary for child's full program participation</li> <li>❑ Provide staff with any needed training for using materials or equipment</li> </ul>	<p>Management Team, Disabilities Manager and classroom Disability Teacher</p> <p>Therapists, Special Educators, Management Team, each child's Teacher Disabilities Services Specialist</p>	<p>Beginning of school year and at intervals as required by law</p> <p>At intervals as required by law</p> <p>On-going</p> <p>November</p>	<p>Individualized Education Plan (IEP) for Child will be on file</p>	<p>Individuals with Disabilities Act document which govern education for children who are identified as children with disabilities</p>	<p>Review and revise child's IEP as required by law</p> <p>Schedule of recommended services and needed adaptable materials and equipment</p> <p>Additional staff support for</p>

<ul style="list-style-type: none"> <li>❑ Therapist will provide parents and teachers with ongoing consultation regarding child progress and objectives updates</li> <li>❑ Provide additional staff when indicated by the IEP to assure child's participation in all activities</li> <li>❑ Provide additional staff for child for walking field trips and other field trips when necessary</li> </ul>					<p>assurance of child's participation in all activities</p>
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**MANAGEMENT LINKS:**

**OTHER RESOURCES:**

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(a)(1)(iii)** Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition.

**CROSS REFERENCE:** 1304.24(a)(1)(iv); 1304.53(b)

Action steps	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resource Needed	Outcomes
<p>During enrollment, staff will ask parents about the child's language ability and preference.</p> <p>During the first home visit teachers will discuss Chickasaw Nation Head Start's language and literacy program.</p> <ul style="list-style-type: none"> <li>□ Native American and other nationality parents will be asked to share traditional stories, rhymes, songs, and games with the classroom.</li> </ul> <p>Parents are encouraged to come into the classroom and share cultural traditions and family customs.</p> <p>Community volunteers are invited into the classroom to read or tell stories to demonstrate any cultural activities or traditions.</p>	<p>Teachers, parents, and Family Services Workers</p> <p>Teachers, Teaching Assistants and Parents</p> <p>Teachers, and Parents</p>	<p>At beginning of the new school year</p> <p>November</p>	<p>Enrolment documents will be on file in each child's cumulative folder</p> <p>Notes home to parents requesting guest speakers</p>	<p>Enrollment forms for the Chickasaw Nation Head Start</p>	<p>Completed enrollment forms from parent interviews concerning their child's language ability and preference</p> <p>Information on language and literacy programs for parents</p> <p>List of traditional stories, rhymes, songs and games</p>

**MANAGEMENT LINKS:**

**OTHER RESOURCES:**

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(a)(1)(iv)** Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities;

**CROSS REFERENCE: 1304.3(a)(5); 1304.21(c)(2)**

Action Steps	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resource Needed	Outcomes
<p>A daily schedule of activities will be posted in each classroom with the time for the activity.</p> <p>Free-play time will be part of the daily schedule for 35 to 45 minutes. Teacher will arrange learning centers and materials to encourage children's independent, sustained exploration of materials.</p> <p>Using the results of the Brigance Screening tool and ongoing observations teachers will provide daily additional opportunities for children to initiate their own learning activities.</p> <p>Teachers will support children's self-initiated activities by providing children with guidance to develop children's problem-solving skills.</p> <p>Outdoor playtime will consist of</p>	<p>Teachers and Education Manager</p> <p>Teachers, Teaching Assistants and Education Manager</p> <p>Teachers and Education Manager</p> <p>Teachers and Education Manager</p> <p>Teachers and Teaching Assistants</p>	<p>At beginning of new school year</p> <p>Goals set by parents and the teacher will be assessed and updated at the beginning of each observation period.</p>	<p>Daily Schedule of activities will be posted in each classroom</p> <p>Each child's goals and individual objectives will be on file in child's cumulative folder</p> <p>Progress Reports will be used as a tool to keep parents advised of their child's progress from one period to the next.</p>	<p>Chickasaw Nation Head Start Curriculum Guide; Daily Lesson Plans</p> <p>Head Start Child Progress Observation Booklet and Checklist</p> <p>Progress Reports reflecting educational progress as well as attendance and behavior.</p>	<p>Daily schedule posted</p> <p>Observation notes and screening results will be opportunities for children to initiate learning activities</p> <p>Children will develop and learn problem-solving skills</p> <p>Documented balance of teacher-directed and child-initiated activities in lesson plans</p>



## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**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.

**CROSS REFERENCE:** 1304.3(a)(5); 1304.21(c)(2)

Action Steps	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcomes
<p>During enrollment, parents will be asked if the child is toilet trained:</p> <ul style="list-style-type: none"> <li>❑ If the child is toilet trained, parents will be asked what type of assistance the child needs. The information will be given to the child's teacher for follow-up with the parents.</li> <li>❑ If the child is not toilet trained, the teachers will develop and implement a toilet training plan with the parents.</li> <li>❑ Teachers will dialog with parents about the child's progress on a weekly basis.</li> </ul>	<p>Teachers, Teaching Assistants and parents,</p> <p>Teachers, and Parents</p> <p>Teachers, and Parents</p>	<p>At the beginning of the each new school year</p>	<p>Parent interview forms will be on file in each child's cumulative folder</p> <p>On-going</p>	<p>Parent Enrollment forms; Head Start Program Personnel</p>	<p>Health intake information in children's files</p> <p>Develop and implement a toilet training plan with the parents</p> <p>Child' success with potty training</p>

**MANAGEMENT LINKS:**

**OTHER RESOURCES:**



<p>Home visits and parent-teacher conferences will be used as opportunities for parents to share with teacher's observations about their child's developmental patterns and behaviors to help individualize their child's program. Teachers will also share their observations about the child's development patterns and behaviors with the parents.</p> <p>In response to the "No Child Left Behind" initiative and the Child Outcomes Framework skill-based requirements Chickasaw Nation Head Start will seek a true partnership with parents by:</p> <ul style="list-style-type: none"> <li>❑ Sending home weekly activities for the parent and child to complete at home. These "at-home" activities will help parents reinforce the concepts teachers are emphasizing at home.</li> <li>❑ Asking for parent feedback on the activities and the level of effectiveness of the activity .</li> <li>❑ Requesting parents read to their child every day for at least twenty minutes per day.</li> </ul>	<p>Teachers, teaching Assistants and Parents</p>			<p>Progress Reports and Individual Goal Booklets with signature and date from the current visit</p>	<p>Parent and Teacher will have a good working relationship</p> <p>The child will have a better education based on parent and teacher set goals</p>
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**MANAGEMENT LINKS:**  
**OTHER RESOURCES:**

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(a)(2)(ii)** Provide opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences; and

**CROSS REFERENCE: 1304.20(b)(3); 1304.51(c); 1304.24 (a)(1)(ii)**

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Timeframe</b>	<b>Documentation and Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcomes</b>
<p>Parents will be invited to observe a classroom as a training and skill development activity.</p> <p>Parent orientation will give parents information concerning ongoing assessments both at home and at school.</p> <p>Teachers will encourage parents to share their observations of their child at home during home visits, parent-teacher conferences and anytime the parents desire to review children's Individualized Child Plans.</p>	<p>Site Supervisors, Teachers, and Parents</p>	<p>At the beginning of each school year</p> <p>Parent teacher conferences in September and May</p> <p>Home visits in November and February</p>	<p>List of parents who participated will be on file at each center</p>		<p>Parents will be aware of teacher/staff trainings</p> <p>Parents involved in the child's education</p>

**MANAGEMENT LINKS:**





## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(a)(3)(i)((B)** Fostering independence;

**CROSS REFERENCE: 1304.21(b)(1)(iii); 1304.21(a)(4)(iii); 1304.21(a)(1)(iv)**

Action Steps	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcomes
<p>Teachers will help children develop self-help skills by:</p> <ul style="list-style-type: none"> <li>❑ Providing visuals of hand washing in the hand washing area and giving the class as well as individual children specific instructions.</li> <li>❑ Giving children tooth brushing instructions and providing each child with the needed assistance until the child is able to brush teeth unassisted.</li> <li>❑ Supporting children to wipe up spills until children can wipe up spills unassisted.</li> <li>❑ Using children as helpers to set tables for meals and snacks.</li> <li>❑ Giving children opportunities to put away items and clean up after meals and snacks.</li> <li>❑ Following Toileting Polices for assisting children with toileting until they can use the toilet by themselves.</li> </ul> <p>Teachers will use the concept of helpers to provide children with as many leadership opportunities as possible.</p>	<p>Teachers, Teaching Assistants, Health and Nutrition Specialist, Parents</p>	<p>Beginning of each new school yea and throughout the school year</p>	<p>Posters of hand washing at washing areas</p>	<p>Curriculum guide; Audio-visual materials</p>	<p>Independent and confident children</p>

**MANAGEMENT LINKS:**

**OTHER RESOURCES:**

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(a)(3)(i)(C)** Encouraging self-control by setting clear, consistent limits, and having realistic expectations;  
**CROSS REFERENCE: 1304.52(h)(1)(iv)**

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Timeframe</b>	<b>Documentation and Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcomes</b>
<p>Teachers will create a daily schedule and provide activities that engage the child mentally and physically and that are appropriate for the attention span of the child. Activities for a young three-year old should be different in difficulty, complexity, and duration than for an older four-year old.</p> <p>Teachers will engage the children in developing, writing, and posting simple classroom and playground rules. Initially the rules will be reviewed daily and then on an as needed basis.</p> <p>Teachers will use books, stories, puppets, role-play, and other experiences to reinforce positive social behaviors.</p> <p>The teachers will create an ongoing process of observation, anticipation, and redirection and successful redirection strategies will be shared with parents.</p> <p>Teachers will practice catching the children using age-appropriate self-control behaviors and immediately praise the children's use of self-control.</p>	<p>Teachers and Education Manager</p>	<p>Beginning of each new school year and continue each year</p> <p>Throughout the school year</p>	<p>Daily class schedule will be posted; Lesson plans will be available</p>	<p>CNHS Curriculum Guide, High Reach Curriculum Guide and Lessons Plans</p> <p>Gross and Fine Motor Activities for the Preschool Child Manual</p>	<p>Age appropriate activities based on difficulty, complexity and duration</p> <p>Posted simple classroom and playground rule</p> <p>Documentation of positive social behaviors displayed children</p> <p>Teachers share with parents successful redirection strategies</p> <p>Immediate praise for children using age-appropriate self-control behaviors</p> <p>Age-appropriate problem-solving and resolving differences models</p>

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(a)(3)(i)(D)** Encouraging respect for the feelings and rights of others; and  
**CROSS REFERENCE: 1304.52(h)(1)(iv)**

Action Steps	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcome
<p>Teachers will recognize and encourage all children to understand the expression of each child's feelings.</p> <p>Teachers will model respect for feelings and the rights of others.</p> <p>Teachers will promote positive social behaviors such as cooperation, helping, sharing, and turn taking through modeling, coaching, and providing encouragement consistently.</p> <p>Teachers will use dramatic play, role- play, and puppetry to help children work through their feelings and develop communication skills.</p> <p>Teachers will redirect a child by asking what he was building and offer suggestions for the building or help the child to complete the building project.</p>	<p>Teachers, Teaching Assistants and Education Manager</p>	<p>Beginning each new school year. Practice will be on-going</p>	<p>Student progress report checklist</p>	<p>Chickasaw Nation Head Start Curriculum and Student Progress Report Checklist form</p>	<p>Positive social behaviors of children</p> <p>Promoting and modeling positive social behaviors</p> <p>Children learn to work through their feelings and develop communication skills</p> <p>Learned consequences of negative behavior such as throwing blocks</p> <p>Child's success of completing building project</p>

**MANAGEMENT LINKS:**

**OTHER RESOURCES:**







<ul style="list-style-type: none"> <li>❑ Provide weekly take-home activities for parents to complete with their child at home;</li> <li>❑ Include all eight domains of the child outcomes framework in lesson plans; and</li> <li>❑ Use the phonological awareness continuum: listening, rhyming, alliteration, sentence segmenting, and syllable blending and segmenting to move children to the next level of the continuum.</li> </ul>	Teaching Assistant			Educational activities based on concepts previously presented in the classroom	domains of child outcomes framework
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**MANAGEMENT LINKS:**

**OTHER RESOURCES:**

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(a)(4)(ii)** Ensuring opportunities for creative self-expression through activities such as art, music, movement and dialogue;  
**CROSS REFERENCE: None**

Action Steps	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcomes
<p>Teachers will support children's creativity by:</p> <ul style="list-style-type: none"> <li>❑ Engaging in rhythmic activities, singing, and the use of musical instruments;</li> <li>❑ Encouraging the exploration of arts materials;</li> <li>❑ Demonstrating appreciation of each child's self-expression;</li> <li>❑ Stimulating children's imagination through drama, puppetry, and other language-rich experiences;</li> <li>❑ Communicate with parents the importance of creative self-expression, how parents can support creative self-expression, and the special events or activities that will occur to showcase children's creative self-expression;</li> <li>❑ Engaging in dialog to learn about others, to enhance communication skills, and to expand vocabulary.</li> </ul>	<p>Teachers, Teaching Assistants and Education Manager</p>	<p>At beginning of each new school year and continue throughout the year</p>	<p>Lessons Plans</p>	<p>Curriculum Guide</p> <p>Guest resource speaker</p>	<p>Acknowledge, supported positive feedback of children's creative efforts</p>

**MANAGEMENT LINKS:**

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

1304.21(a)(4)(iii) Promoting interaction and language use among children and between children and adults; and

**CROSS REFERENCE: 1304.24(a)(4)(i);**

Action Steps	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcomes
<p>Teachers will build trust through fairness in application of rules, honesty and sensitivity in dialogs and giving choices that will be honored.</p> <p>Teachers will encourage child to express ideas using complete sentences.</p> <p>Teachers will interact with children one-to-one and in small group activities</p> <ul style="list-style-type: none"> <li>❑ Give children time to talk to one another and to ask questions</li> <li>❑ Use simple sentences when talking with young three-year olds and use more complex language with older children</li> <li>❑ Speak in tones that are pleasant to children;</li> <li>❑ Use a variety of strategies for children to learn new and interesting vocabulary, and to expand their language skills through songs, games and poems</li> <li>❑ Engage in dramatic play to support children acting out</li> </ul>	<p>Teachers and Education Manager</p>	<p>Beginning of new school year and on-going</p>	<p>Lesson plans; Student social development checklist</p> <p>Development will be tracked through Pre and Post testing and Progress Reports</p>	<p>Curriculum Guide; Student Progress Checklist</p>	<p>Language use, experiences and interactions in meaningful context</p> <p>Children will have better developed language skills and vocabulary</p>

<p>familiar activities like going to the grocery store, and using the telephone;</p> <ul style="list-style-type: none"> <li>❑ Engage in meaningful conversations initiated by adults or children;</li> <li>❑ Model appropriate language use, such as complete sentences and correct grammar; and</li> <li>❑ Expand upon instead of correcting children's speech.</li> </ul>	<p>Teachers, Teacher Assistants, Site Supervisors and entire Head Start Staff</p>				<p>The child's speech patterns and ability to converse with other and children and adults will show improvement.</p>
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**MANAGEMENT LINKS:**  
**OTHER RESOURCE**



<p>the center or in the home such as the names of helpers on a wall chart; a grocery list; or street sign; and</p> <ul style="list-style-type: none"> <li>❑ Planning family activities that provide children with memorable experiences;</li> <li>❑ Supporting the use of libraries, museums</li> </ul> <p>Teachers will support children's numeracy skills acquisition by:</p> <ul style="list-style-type: none"> <li>❑ Designing opportunities for children to discover how numerical concepts relate to other concepts instead of rote counting drills;</li> <li>❑ Providing age appropriate objects for counting, sequencing games, one-to-one correspondence toys;</li> <li>❑ Through food experiences, science experiments, games, dramatic play, fingerplays, puzzles, blocks and computer software teachers will provide concrete numeracy activities;</li> <li>❑ Share numeracy concepts and activities with parents for at-home activities using the home environment; and</li> <li>❑ When developmentally appropriate provide children with opportunities to write numerals</li> </ul>	<p>Teachers, Parents, Family Service Workers and Site Supervisors</p>	<p>Ongoing</p>		<p>CNHS and High Reach Curriculum Guide</p>	<p>Parent and child will have a better relationship</p> <p>Supported opportunities of children's innumeracy skills acquisition through the use of a variety of materials and activities</p>
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<p>shapes, colors, alphabet, patterning and sequencing;</p> <ul style="list-style-type: none"> <li>❑ Arrange physical space so that children have room to roll over, crawl, sit, walk and test new skills;</li> <li>❑ Have a schedule so that no more than two classrooms are on the playground at the same time so that children will have maximum opportunities to use climbing structures, swings, slide, and wheel toys; and</li> </ul> <p>Teachers will at all times provide appropriate playground supervision (two paid staff must be with each classroom group at all times) and guidance as children's safety and well being are of primary concern.</p>	<p>Site Supervisor and Teachers</p>				<p>Children will skills enabling them to get along with other children in a free play situation.</p>
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**MANAGEMENT LINKS:**

**OTHER RESOURCES:**



## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(a)(5)(iii)** Provide an appropriate environment and adult guidance for the participation of children with special needs.

**CROSS REFERENCE: 1308; 1304.53(b)(1)(iii)**

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Timeframe</b>	<b>Documentation and Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcomes</b>
<p>Teachers will work with parents, the management team, special educators and therapists, and other staff to implement the IEP. Possible activities include but are not limited to:</p> <ul style="list-style-type: none"> <li>❑ Providing spaces that make play equipment and materials accessible to all children;</li> <li>❑ Adapting materials and equipment so that all children can share in activities;</li> <li>❑ Assisting children if necessary in using and playing with materials;</li> <li>❑ Being sensitive to parents' expectations; and</li> <li>❑ Adapting activities, making accommodations, and the use of other strategies recommended by therapists to integrate children socially and enable them to participate in all activities regardless of abilities.</li> </ul>	<p>Management Team, Special Educators and Therapists, Parents, Teachers, and Disabilities Manager</p>	<p>Beginning of each new school year and on-going</p>	<p>Individual Education Plan for each identified child on file; daily individualized lesson plans for each identified student</p>	<p>Individual Disabilities Act document; CNHS Curriculum Guide; Appropriate Education Specialist; Parents</p>	<p>Special needs children are provided, supported and included in all program activities</p>

**MANAGEMENT LINKS:**

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(a)(6)** In home-based settings, grantee 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.

This standard does not apply, as Chickasaw Nation Head Start does not operate a home-based program.

**1304.21(b)(1)(i); 1304.21(b)(1)(ii); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); 1304.21(b)(2)(ii); 1304.21(b)(3)(i); and**

**1304.21(b)(3)(ii)**

These Performance Standards do not apply, as the Chickasaw Nation Head Start does not operate an Early Head Start program.

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(c)(1)** Child development and education approach for preschoolers. Grantee agencies, in collaboration with the parents, must implement a curriculum that:

**CROSS REFERENCE:** 1304.24(a)(2); 1304.53(b); 1304.3(a)(5); 1304.40(e)(1) &(2); 1304.3(a)(7); and 1304.21(c)(2)

Action Steps	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcomes
<p>The Chickasaw Nation Head Start Curriculum is:</p> <ul style="list-style-type: none"> <li>❑ Based on sound child development principles;</li> <li>❑ Well-grounded in its approach and methods;</li> <li>❑ Specific in goals and objectives for children's development and learning that are achievable but also challenging;</li> <li>❑ Inclusive of developmentally appropriate indoor and outdoor activities;</li> <li>❑ Supportive of spontaneous learning opportunities;</li> <li>❑ Responsive to a system for observing and documenting children's progress in the eight domain of the Child Outcomes Framework;</li> <li>❑ Intellectually engaging and personally meaningful to children</li> </ul>	<p>Parents, Teachers, Education Manager and Policy Council</p>	<p>Ongoing</p>	<p>CHHS and High Reach Curriculum Guide</p> <p>Posted Weekly Lesson Plans</p>	<p>CNHS Curriculum</p>	<p>Individual child's pattern of development and learning is supported by a curriculum based on sound child development principles</p>

**MANAGEMENT LINKS:**

**OTHER RESOURCES:**

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(c)(1)(i)** Supports each child’s individual pattern of development and learning;

**CROSS REFERENCE: 1304.53(b)**

<b>Action Plan</b>	<b>Person/Team Responsible</b>	<b>Timeframe</b>	<b>Documentation and Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcomes</b>
<p>To support individualization of the curriculum teachers will:</p> <ul style="list-style-type: none"> <li>❑ Plan periods of time for children’s sustained involvement in teacher directed or child-initiated tasks;</li> <li>❑ Provide opportunities for children to work alone or with other children;</li> <li>❑ Recognize and respond to children’s individual interests, learning style including visual, tactile, or auditory;</li> <li>❑ Recognize and use children’s preferred approaches to learning;</li> <li>❑ Plan and conduct activities that enable children to develop emerging skills and to practice existing skills; and</li> <li>❑ With parents develop and update an Individual Child Plan noting child’s strengths and needs in each of the eight domains of the Child Outcomes Framework.</li> </ul>	<p>Teachers, Site Supervisor and Education Manager</p>	<p>Beginning of new school year and on-going</p>	<p>Daily class schedule; Daily lesson plans showing weekly individual goals for each student</p>	<p>CNHS Curriculum Guide; Resource help as needed</p>	<p>Supported individual child’s pattern of development and learning by the environment and learning approaches</p>

**MANAGEMENT LINKS:**

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(c)(1)(ii)** Provide 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;

**CROSS REFERENCE: 1304.21(a)(4)**

Action Plan	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcomes
<p>Teachers will support children's cognitive development by:</p> <ul style="list-style-type: none"> <li>❑ Providing a learning environment that offers children experiences which support individual interest and abilities;</li> <li>❑ Asking questions that have more than one answer to extend children's thinking;</li> <li>❑ Incorporating developmentally appropriate strategies for children to learn concepts and skills related to science, social studies, language, literacy, numeracy, creative arts, math, and physical development;</li> <li>❑ Using books, games, computers, and other concrete materials to raise questions and solve problems;</li> <li>❑ Engaging children in creative activities and problem solving; and</li> <li>❑ Encouraging children to interpret and represent their experiences, understanding, and ideas through drawing, writing and other art media</li> </ul>	<p>Teachers, Site Supervisors, Parents and Education Manager</p>	<p>Beginning of each new school year and on-going</p>	<p>Daily lesson plans; organization of classroom; technology resources available to students; availability of books and manipulatives</p>	<p>CNHS Curriculum; Resource Personnel available to teaching staff</p>	<p>Children will develop appropriate age group interaction skills</p> <p>Children will begin to develop problem solving skills</p> <p>Children will begin to develop critical thinking skills</p> <p>Children will respond to open ended questions</p>

**MANAGEMENT LINKS:**

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

1304.21(c)(1)(iii) Integrates all education aspects of the health, nutrition, and mental health services into the program activities;

**CROSS REFERENCE: 1304.40(f); 1304.24(a)(3)(ii)**

Action Steps	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcomes
<p>Teachers will integrate health practices into the curriculum by:</p> <ul style="list-style-type: none"> <li>❑ Talking about physical and dental examinations, before they occur, in order to increase understanding and reduce fears;</li> <li>❑ Encouraging role play and reading books, before and after visits to doctors, dentists, and therapist;</li> <li>❑ Including props and opportunities for learning through dramatic play, for example, Housekeeping Center can become a hospital for dolls and doll beds can be patients in hospital beds or examination tables</li> <li>❑ Providing learning experiences through food preparation and through the sampling of a variety of nutritious foods;</li> <li>❑ Having books, pictures videos, and specials guest to provide information related to health, nutrition, and mental wellness</li> </ul>	<p>Parents, Teachers and Teaching Assistants</p>	<p>Beginning of each new school year and on-going</p> <p>Monthly</p> <p>On-going</p>	<p>Chart of Doctor Office; Dental brushing schedule posted; Lesson Plans on health and nutrition</p>	<p>Schedule of dental visitations and other health personnel; Nutrition Instructor; SFPHS Curriculum on Health</p> <p>Weekly Lessons Plans</p>	<p>Educated children in all aspects of health, nutrition, mental health, and health practices into the curriculum on a daily basis</p>

**MANAGEMENT LINKS:**

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(c)(1)(iv)** Ensures that the program environment helps children develop emotional security and facility in social relationships;  
**CROSS REFERENCE: 1304.21(a)(1)(iii)**

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Timeframe</b>	<b>Documentation and Resource Indicators</b>	<b>Resource Needed</b>	<b>Outcomes</b>
Teachers enhance emotional security for children by: <ul style="list-style-type: none"> <li>❑ Providing and environment of acceptance for each child;</li> <li>❑ Showing respect for children's feelings and ideas;</li> <li>❑ Facilitating opportunities for children to develop social skills;</li> <li>❑ Recognizing and nurturing children's interactive or social-dramatic play;</li> <li>❑ Modeling effective communication and conflict resolution techniques;</li> <li>❑ Equipping the environment with multiple sets of materials, in order to reduce conflicts;</li> <li>❑ Encouraging children to resolve their own conflicts with adult support when necessary; and</li> <li>❑ Helping individual children manage stressful situations and events.</li> </ul>	Teachers, Education Manager, Mental Health/Disabilities Manager	Beginning of each new school year and throughout the year	Student Social Progress Report Checklist	CNHS Curriculum Guide;	Emotional secure and social developed children

**MANAGEMENT LINKS:**  
**OTHER RESOURCES:**

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(c)(1)(v)** Enhances each child's understanding of self as an individual and as a member of a group;

**CROSS REFERENCE: None**

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Timeframe</b>	<b>Documentation and Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcomes</b>
<p>Through individual and group activities, teachers will encourage children's self-awareness by:</p> <ul style="list-style-type: none"> <li>❑ Providing individually identified space for the personal belongings of each child;</li> <li>❑ Using photos, drawings, and tape recordings of children and families</li> <li>❑ Engaging in cooperative play activities that help children to respect others;</li> <li>❑ Assisting children in recognizing their strengths;</li> <li>❑ Designing activities that allow children to express their feelings proactively;</li> <li>❑ Building a sense of community through group discussions and shared projects;</li> <li>❑ Encouraging parents to respectfully display their children's work; and</li> <li>❑ Modeling respect, and helping children demonstrate their respect for others</li> </ul>	<p>Teachers, Education Manager and Mental Health/Disabilities Manager</p>	<p>Beginning of each new school year and on-going</p>	<p>Utilization of individual compartments; display of child's works in various social situations</p> <p>Weekly Show and Tell Activities</p>	<p>Individual compartments; availability of different art media; availability of audio/visual equipment; CNHS and High Reach Curriculum Guide</p>	<p>Enhanced each child's understanding of self as an individual and as a member of a group</p>

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(c)(1)(vi)** Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and

**CROSS REFERENCE: None**

<b>Action Plan</b>	<b>Person/Team Responsible</b>	<b>Timeframe</b>	<b>Documentation and Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcomes</b>
<p>Teachers will use a variety of strategies to assure that children experience success by:</p> <ul style="list-style-type: none"> <li>❑ Encouraging and allowing children to do as much for themselves as they can;</li> <li>❑ Intervening, when appropriate, to expand and extend the children's experiences;</li> <li>❑ Providing experiences that move from simple to more complex thinking and skills;</li> <li>❑ Challenging children to work at the edge of their capability and to acquire new skills and competencies which will increase their self-confidence and self-efficacy, and</li> <li>❑ Helping children to acknowledge their own and others' progress</li> </ul>	<p>Mental Health/Disabilities Manager and Teachers</p>	<p>Beginning of each new school year and on-going</p>	<p>Student Social Growth Checklist</p>	<p>SFPHS Curriculum Guide; Student Social Growth Checklist Form</p>	<p>Successful children with feelings of competence, self-esteem, and positive attitudes toward learning</p>

**MANAGEMENT LINKS:**

**OTHER RESOURCES:**

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(c)(1)(vii)** Provides individual and small group experiences both indoors and outdoors.

**CROSS REFERENCE: 1304.53(a)(3)**

<b>Action Steps</b>	<b>Person/Team Responsible</b>	<b>Timeframe</b>	<b>Documentation and Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcomes</b>
<p>Teachers will provide children with opportunities to work alone and with others by:</p> <ul style="list-style-type: none"> <li>❑ Organizing space to allow for individual and group activities;</li> <li>❑ Organizing space into learning centers that facilitate children's extended exploration of current and recent concepts; and</li> <li>❑ Providing playground activities for both individual and group activities</li> </ul>	<p>Teachers, Teaching Assistants and Site Supervisor</p>	<p>Beginning of each new school and on-going</p>	<p>Organization of classroom into different interest centers and activity areas; playground is divided into play equipment area and general student activity area</p>	<p>Classroom interest center equipment; playground equipment; SFPHS Curriculum Guide; physical education instructors/resource persons</p>	<p>Enhanced children's understanding of individual and small group experiences both indoors and outdoors</p>

**MANAGEMENT LINKS:**

**OTHER RESOURCES:**

## THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

**1304.21(c)(2)** Staff must use a variety of strategies to promote and support children’s learning and developmental progress based on the observations and ongoing assessments of each child

**CROSS REFERENCE: 1304.20(b); 1304.20(d); 1304.20(e); 1304.24(a)(3)(i)**

<b>Action Plan</b>	<b>Person/Team Responsible</b>	<b>Timeframe</b>	<b>Documentation and Resource Indicators</b>	<b>Resources Needed</b>	<b>Outcomes</b>
<p>Teachers individualize the Chickasaw Nation Head Start Curriculum and adapt the environment to promote and support children’s learning by:</p> <ul style="list-style-type: none"> <li>❑ Regularly and continually observing and recording children’s behavior and progress, in order to help in design of activities that support a range of developmental levels;</li> <li>❑ Knowing each child’s capacities and modes of learning, to provide individually appropriate activities;</li> <li>❑ Including parents in the process of ongoing assessment through formal and informal means; and</li> <li>❑ Incorporating observations and ongoing assessment information into curriculum planning, including:               <ul style="list-style-type: none"> <li>○ Changing materials used in the classroom,</li> <li>○ Rearranging the program to respond to children’s developmental needs</li> <li>○ Expanding goals</li> </ul> </li> </ul>	<p>Teachers, Assistant teachers, Education Manager and Parents</p>	<p>Beginning of each new school year and on-going</p>	<p>Frequent updated Parent Interview Form Checklist; Student Social Checklist; Frequent reorganization of Interest Centers; Daily lesson plans</p>	<p>Parent Interview Forms; Student Growth Checklist forms; Curriculum Guide; Resource Persons as needed</p>	<p>Supported children’s learning and developmental progress based on observations and On-going assessments of each child</p>