

**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 2010. 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 2009-2010 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"> ❑ Implement family's transition plan <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"> ❑ Meet with therapist to evaluate classroom routine and environment in terms of meeting child's needs ❑ Order materials or equipment necessary for child's full program participation ❑ Provide staff with any needed training for using materials or equipment 	<p>Management Team, Disabilities Manager and classroom Disability Teacher</p> <p>Therapists, Special Educators, Management Team, site Supervisor, 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>

<ul style="list-style-type: none"> ❑ Therapist will provide parents and teachers with ongoing consultation regarding child progress and objectives updates ❑ Provide additional staff when indicated by the IEP to assure child's participation in all activities ❑ Provide additional staff for child for walking field trips and other field trips when necessary 					Additional staff support for assurance of child's participation in all activities
<ul style="list-style-type: none"> ❑ Disability children will be activity recruited throughout the year 	Management staff	On-going		Newspaper articles, Banners, Flyers with information concerning disability children	The program will maintain 10% as required in the Head Start Act

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"> □ Native American and other nationality parents will be asked to share traditional stories, rhymes, songs, and games with the classroom. <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>Information concerning the Chickasaw Nation Head Start Program is made available throughout the year in an effort to recruit children from families that meet our poverty guidelines.</p>	<p>Teachers, parents, and Family Services Workers</p> <p>Teachers, Teaching Assistants and Parents</p> <p>Site Supervisor, Teachers, and Parents</p> <p>Management and Teaching staff</p>	<p>At beginning of the new school year</p> <p>November</p> <p>Applications are taken throughout the year</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>Maintained waiting list, ranked according to the approved point system rankings</p>	<p>Enrollment forms for the Chickasaw Nation Head Start</p> <p>Enrollment Banners, Flyers, Newspaper Articles,</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> <p>The Program will be fully enrolled with less than 49% classified as over income</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
A daily schedule of activities will be posted in each classroom with the time for the activity.	Teachers, Site Supervisor and Education Manager	At beginning of new school year	Daily Schedule of activities will be posted in each classroom	Chickasaw Nation Head Start Curriculum Guide; Daily Lesson Plans	Daily schedule posted
Free-play time will be part of the daily schedule for 35 to	Site Supervisor,		Each child's goals and individual objectives will		

<p>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 DIAL Screening tool and ongoing observations teachers will provide 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 one teacher-directed activity per day and the other time being child-initiated activities.</p> <p>Outdoor time will also be used as teacher-directed time to help children develop scientific knowledge, scientific skills and methods, listening and understanding, speaking and communicating, phonological awareness, number and operations, geometry and</p>	<p>Teachers, Teaching Assistants and Education Manager</p> <p>Teachers and Disabilities Manager</p> <p>Teachers and</p> <p>Teachers and Teaching Assistants</p> <p>Teachers and Teaching Assistants</p> <p>Teachers, Teaching Assistants and Site Supervisor</p>	<p>Goals set by parents and the teacher will be assessed and updated at the beginning of each observation period.</p>	<p>be on file in child's cumulative folder</p> <p>Creative Curriculum/Developmental Continuum will be used as a tool to keep parents advised of their child's progress from one period to the next. All parent conference information will be contained in the Conference Booklet</p>	<p>Head Start Child Observation Booklet and Checklist including the Child's Weekly Journal</p> <p>A daily journal used to track individual goals and skill development.</p> <p>The Child's Progress and Planning Report will reflect educational progress. The Progress Report will monitor attendance and behavior.</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> <p>Children will develop scientific knowledge, skills and methods through teacher-directed outdoor time and address the framework outcomes and indicators</p> <p>Daily observation of children's performance</p>
--	--	---	---	--	---

<p>During enrollment, parents will be asked if the child is toilet trained:</p> <ul style="list-style-type: none"> ❑ 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. ❑ If the child is not toilet trained, the teachers will develop and implement a toilet training plan with the parents. ❑ Teachers will dialog with parents about the child's progress on a weekly basis. 	<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 Child' success with potty training</p>
--	---	---	---	--	--

MANAGEMENT LINKS:

OTHER RESOURCES:

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"> ❑ Providing visuals of hand washing in the hand washing area and giving the class as well as individual children specific instructions. ❑ Giving children tooth brushing instructions and providing each child with the needed assistance until the child is able to brush teeth unassisted. ❑ Supporting children to wipe up spills until children can wipe up spills unassisted. ❑ Using children as helpers to set tables for meals and snacks. ❑ Giving children opportunities to put away items and clean up after meals and snacks. ❑ Following Toileting Polices for assisting children with toileting until they can use the toilet by themselves. <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 year and throughout the year</p>	<p>Posters of hand washing at washing areas</p> <p>Correct Method of Tooth Brushing - Posters</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

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, any adult assisting in the classroom</p>	<p>Beginning each new school year. Practice will be on-going</p> <p>On Going</p>	<p>Student progress report checklist</p>	<p>Chickasaw Nation Head Start Curriculum and Student Progress Report Checklist form</p> <p>SMARTBoard lessons about respect</p> <p>OSU Extension Center –“Character Critters” Lessons on manners and respect</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>

MANAGEMENT LINKS:

OTHER RESOURCES:

THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

1304.21(a)(3)(ii) Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.

CROSS REFERENCE: none

Action Steps	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcomes
<p>Teachers will:</p> <ul style="list-style-type: none"> ❑ Develop daily schedules that are predictable, repetitive, and responsive to a child's natural rhythm; ❑ Minimize waiting time in group settings including but not limited to hand washing, toileting, tooth brushing, and waiting in lines; ❑ Allow adequate time so that routines and transitions are purposeful; ❑ Give all children advance notice to prepare for change; ❑ Explain to children what is happening and what will happen next; and ❑ Provide all children with opportunities to participate in classroom routines such as clean up time, setting the tables for meals and snacks, and cleaning up the tables after meals and snacks. 	<p>Teachers. Teaching Assistants, site Supervisors</p>	<p>At beginning of each new school year and throughout the year</p> <p>Daily Prior to any change in schedule</p>	<p>Daily class schedule and weekly lesson plans will be posted</p>	<p>Curriculum Guide and Weekly lesson Plans</p> <p>Teacher Resources for keeping the children engaged in activities</p>	<p>Routines and transitions are timely, predictable and unrushed</p>

MANAGEMENT LINKS:

OTHER RESOURCES:

THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

1304.21(a)(4)(i) The Grantee must provide for the development of each child’s cognitive and language skills by: Supporting each child’s learning, using various strategies including experimentation, inquiry, observation, play and exploration;

CROSS REFERENCE: 1304.53(b)

Action Plan	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcomes
<p>Teachers will:</p> <ul style="list-style-type: none"> ❑ Include opportunities to learn through play, inquiry, experimentation, and exploration weekly; ❑ Plan developmentally appropriate experiences for children to learn the functions and properties of objects and to classify materials into groups; ❑ Offer a rich variety of experiences, projects, materials, problems, and ideas to extend children’s thinking and support their interests; ❑ Have frequent conversations with children to extend their thinking and learning; ❑ Encourage conversations between children to expand their thinking and learning; <ul style="list-style-type: none"> ❑ Provide weekly take-home activities for parents to 	<p>Teachers, site Supervisors and Education Manager</p> <p>Throughout the school year</p> <p>Teacher and Teacher’s Assistant</p>	<p>Beginning of each new school year and on-going</p>	<p>Each child’s developmental Progress Check List will be in each child’s cumulative folder</p> <p>Ongoing observations</p>	<p>Curriculum Guide and Performance Standards;</p> <p>CLASS observations</p>	<p>Enthused learners</p> <p>Developmentally appropriate experiences</p> <p>Provision of rich variety of experiences and opportunities to extend children’s thinking interests</p> <p>Increased parent involvement</p> <p>Addressing the domains of the child outcomes framework</p>

<p>complete with their child at home;</p> <ul style="list-style-type: none"> ❑ Include all eight domains of the child outcomes framework in lesson plans; and ❑ 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. 			<p>Site Supervisor observations</p>	<p>Educational activities based on concepts previously presented in the classroom</p>	
--	--	--	-------------------------------------	---	--

MANAGEMENT LINKS:
OTHER RESOURCES:

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"> ❑ Engaging in rhythmic activities, singing, and the use of musical instruments; ❑ Encouraging the exploration of arts materials; ❑ Demonstrating appreciation of each child’s self-expression; ❑ Stimulating children’s imagination through drama, puppetry, and other language-rich experiences; ❑ 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; ❑ Engaging in dialog to learn about others, to enhance communication skills, and to expand vocabulary. 	<p>Teachers, Teaching Assistants, site supervisors 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>CLASS observations</p>	<p>Acknowledge, supported positive feedback of children’s creative efforts</p>

MANAGEMENT LINKS:

THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

<p>the telephone;</p> <ul style="list-style-type: none"> ❑ Engage in meaningful conversations initiated by adults or children; ❑ Model appropriate language use, such as complete sentences and correct grammar; and ❑ Expand upon instead of correcting children's speech. 	<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>
--	---	--	--	--	--

**MANAGEMENT LINKS:
OTHER RESOURCE**

THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

1304.21(a)(4)(iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.

CROSS REFERENCE: 1304.40(e)(4)

Action Steps	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcomes
<p>Teachers will support the development of early literacy skills through:</p> <ul style="list-style-type: none"> ❑ Daily read alouds with discussions; ❑ One-on-one, and small group book readings and discussions; ❑ Having reading materials accessible and inviting to children to support their awareness of and emerging skills with letters and numbers; ❑ Providing opportunities for children to listen to stories read aloud by an adult or on tape; ❑ Providing opportunities for family members or elders to tell stories; ❑ Telling stories from other cultures; ❑ Providing opportunities for children to reflect upon experiences and to see their own words being written by adults; ❑ Having books and stories with repetitive verses, words, or sounds, or in which the pictures follow the text closely, so that children can relate what they 	<p>Teachers, Teacher Assistants, Site Supervisors and Education Manager</p> <p>Parents</p>	<p>Beginning of each new school year</p> <p>Ongoing</p>	<p>Lesson Plans</p> <p>Creative Curriculum Guide</p>	<p>Curriculum Guide; Resource help if needed</p> <p>Local Library</p>	<p>Supported emerging literacy and innumeracy development strategies through materials and activities</p> <p>Children will have a greater understand of the written word</p>

<p>hear to what they see;</p> <ul style="list-style-type: none"> ❑ Helping children develop awareness of the sounds of language by using rhymes and by identifying sounds; ❑ Giving children opportunities to see the functional uses of print in the center or in the home such as the names of helpers on a wall chart; a grocery list; or street sign; and ❑ Planning family activities that provide children with memorable experiences; ❑ Supporting the use of libraries, museums <p>Teachers will support children's numeracy skills acquisition by:</p> <ul style="list-style-type: none"> ❑ Designing opportunities for children to discover how numerical concepts relate to other concepts instead of rote counting drills; ❑ Providing age appropriate objects for counting, sequencing games, one-to-one correspondence toys; ❑ Through food experiences, science experiments, games, dramatic play, fingerplays, puzzles, blocks and computer software teachers will provide concrete numeracy activities; ❑ Share numeracy concepts and activities with parents for at-home activities using the home environment; and ❑ When developmentally appropriate provide children 	<p>Teachers, Parents, Family Service Workers and Site Supervisors</p>	<p>Ongoing</p>	<p>Teacher Resources</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>
--	---	----------------	--------------------------	---	---

with opportunities to write numerals					
--------------------------------------	--	--	--	--	--

THE CHICKASAW NATION HEAD START EDUCATION & EARLY CHILDHOOD DEVELOPMENT

1304.21(a)(5)(i) In center-based settings, grantee 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;

CROSS REFERENCE: 1304.20(d); 1304.21(c)(2); 1304.52(h)(1)(iii); 1304.53(a)(9); 1304.53(a)(10)(x)

Action Steps	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Need	Outcomes
<p>The Chickasaw Nation Wellness Center will provide physical fitness experiences at the centers when facilities are available</p> <p>Through the activities in the CNHS Curriculum teachers will:</p> <ul style="list-style-type: none"> ❑ Strengthen children’s listening skills; ❑ Help children distinguish among various auditory cues; ❑ Assist children to connect integrated movements within other lesson plan concepts such as music and storytelling; ❑ Support children in choosing movement patterns based upon their ability; ❑ Help children verbally 	<p>Teachers, Teaching Assistants and Wellness Personnel)where available)</p> <p>Teachers, Site Supervisors and Education Manager</p>	<p>Beginning of school and throughout the year</p>	<p>Student Social Progress Checklist</p>	<p>Wellness Center Personal (where available)</p> <p>CNHS Curriculum</p> <p>Fine and Gross Motor Activities for Preschool Children Guide</p>	<p>Promotion of children; physical development for gross motor skills</p> <p>Children will become more physically fit</p>

<p>describe movement experiences thereby conceptualizing movement and language;</p> <ul style="list-style-type: none"> ❑ Support children in acquiring school readiness skills that enhance learning of numbers, shapes, colors, alphabet, patterning and sequencing; ❑ Arrange physical space so that children have room to roll over, crawl, sit, walk and test new skills; ❑ 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 <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>
---	-------------------------------------	--	--	--	--

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)

Action Steps	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcomes
<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"> ❑ Providing spaces that make play equipment and materials accessible to all children; ❑ Adapting materials and equipment so that all children can share in activities; ❑ Assisting children if necessary in using and playing with materials; ❑ Being sensitive to parents' expectations; and ❑ 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 	<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>

regardless of abilities.					
--------------------------	--	--	--	--	--

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"> ❑ Based on sound child development principles; ❑ Well-grounded in its approach and methods; ❑ Specific in goals and objectives for children's development and learning that are achievable but also challenging; ❑ Inclusive of developmentally appropriate indoor and outdoor activities; ❑ Supportive of spontaneous learning opportunities; ❑ Responsive to a system for observing and documenting children's progress in the eight domain of the Child Outcomes Framework; 	<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 Creative Curriculum Guide Books</p>	<p>Individual child's pattern of development and learning is supported by a curriculum based on sound child development principles</p>

<input type="checkbox"/> Intellectually engaging and personally meaningful to children					
--	--	--	--	--	--

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)

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

and specials guest to provide information related to health, nutrition, and mental wellness					
---	--	--	--	--	--

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)

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

<ul style="list-style-type: none"> ❑ Encouraging parents to respectfully display their children's work; and ❑ Modeling respect, and helping children demonstrate their respect for others 					
---	--	--	--	--	--

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

Action Plan	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcomes
<p>Teachers will use a variety of strategies to assure that children experience success by:</p> <ul style="list-style-type: none"> ❑ Encouraging and allowing children to do as much for themselves as they can; ❑ Intervening, when appropriate, to expand and extend the children's experiences; ❑ Providing experiences that move from simple to more complex thinking and skills; ❑ 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 ❑ Helping children to acknowledge their own and others' progress 	<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)

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

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)

Action Plan	Person/Team Responsible	Timeframe	Documentation and Resource Indicators	Resources Needed	Outcomes
<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"> ❑ 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; ❑ Knowing each child’s capacities and modes of learning, to provide individually appropriate activities; ❑ Including parents in the process of ongoing assessment through formal and informal means; and ❑ Incorporating observations and ongoing assessment information into curriculum planning, including: <ul style="list-style-type: none"> ○ Changing materials 	<p>Teachers, Assistant teachers, site Supervisor, 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>

<ul style="list-style-type: none">used in the classroom,○ Rearranging the program to respond to children's developmental needs○ Expanding goals					
---	--	--	--	--	--