

# Bureau of Indian Education

## Early Learning Program Guidelines and Preschool Standards

Recommendations for High Quality Early Childhood Education  
Birth to Kindergarten Transition

### INTRODUCTION

The Bureau of Indian Education (BIE) *Early Learning Program Guidelines and Preschool Standards* provide guidance to Bureau schools to implement quality programming for prenatal-to-kindergarten educational programs. These *Recommendations for High Quality Early Childhood Education* are focused on the services provided to children and families that begin prenatally through school entry at Kindergarten.

Preparing young children to be ready for school is of prime concern to the Bureau of Indian Education. High quality programs that focus on intensity and duration, are developmentally appropriate for children, engage families and their cultures, and that produce the desired outcomes are a targeted focus.

The desired outcome is school readiness, so that American Indian children come to school ready to learn in a standards-based kindergarten classroom. This document identifies the evidence-based early childhood practices and strategies that best prepare American Indian children for kindergarten, and ultimately, long-term school success.

In a high quality early childhood program, administrators, teachers and parents engage and work together to ensure the academic success of each child. Together they implement the targeted program practices that emphasize the pre-requisite skills for all domains of development and learning, but specifically targeted toward language development, writing, reading, and mathematics. The partnership between home and school is critical for high quality implementation.

Teaching young children birth to five years, and preparing them for success in elementary school, is more than providing child care. Infant/toddler and preschool programs, whether provided in the home or in a classroom setting, help engage and support parents as they facilitate and guide their children's learning experiences. Early childhood classrooms, particularly preschool classrooms for three- and four-year old children, provide intentional experiences for children that focus on the whole child, are developmentally appropriate, and designed to ready children for academic success.

The following sections of this document provide recommendations for the implementation of high quality early childhood programs. These recommendations are broken into two sections: the BIE *Early Learning Program Guidelines* and the *Preschool Standards*. A description of each follows.

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**What are the *Early Learning Program Guidelines*?**

The *Early Learning Program Guidelines* are recommendations for implementing a high quality prenatal-to-five year old early childhood program. These guidelines provide recommendations for infant/toddler programs (children prenatal to age three), which are generally home-based in design, and preschool programs which are classroom-based, for three- and four-year old children. Families are an integral part of both programs and are not only a welcome addition, but essential for quality program implementation. The guidelines are divided into four sections, which follow:

- Early Childhood Curriculum and Best Practices
- Early Intervention and Children with Special Needs
- Early Childhood/Preschool Program Administration
- Family Engagement, Community Outreach, and Collaboration

These *Early Learning Program Guidelines* are inclusive of, as well as a companion document to, the revised *BIE Preschool Standards, 2013*, which are attached to this document

The [National Association for the Education of Young Children](http://www.naeyc.org) (NAEYC) ([www.naeyc.org](http://www.naeyc.org)) is the world's largest organization working on behalf of young children. They have set the guidelines and standards for high-quality programs, accreditation, professional development, and policy for many years. This document will address and reference NAEYC standards throughout as a measure of quality grounded in good early childhood practice. Several years ago, the BIE requested that Family and Child Education (FACE) programs work toward achieving accreditation status through NAEYC. Several programs are a work-in-progress, and some have attained the accreditation.

In SY 2012-13, under the direction of then FACE program director, Debbie Lente-Jojola, the creation of a comprehensive early childhood plan for the Bureau of Indian Education was initiated. The National Center for Families Learning (NCFL), who has provided training and technical assistance to the BIE FACE program's early childhood/preschool component for 24 years, was charged with the facilitation of the committee work to guide the creation of this document, with the intent to provide quality guidelines for early childhood programming from birth through kindergarten entry. NCFL was chosen due to the organization's proven track record with evidence-based results for their work with preschool programs and curriculum in American Indian schools.

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Committee members included Family and Child Education (FACE) program staff, BIE staff, and others in the field of early childhood education. They included representatives from the following schools/organizations:

Bureau of Indian Education (Debbie Lente-Jojola, Benjamin Atencio, Valerie Todacheene, Laura Lowe)  
The Navajo Nation (Valerie Klain)  
Blackwater Community School, Arizona (Jacquelyn Power, Gwendolyn, Paul)  
Hannahville Indian School, Michigan (Rose Potvin)  
Little Wound School, South Dakota (Lana Christensen)  
Salt River Elementary School, Arizona (Carolyn Sekaquaptewa)  
T'iis Ts'ozí'Bi'Olta (Crownpoint Community School), New Mexico (Virginia Jumbo, Karletta Charlee)  
To'hajiilee Day School (Canoncito), New Mexico (Elayne Costello)  
Parents as Teachers National Center (Diane Givens)  
The National Center for Families Learning (Kim Jacobs, facilitator/writer)

The committee met three times during the school year 2012-13. Those dates are:

- September 20-21, 2012
- October 25-26, 2012
- January 10-11, 2013

A meeting scheduled for April 5, 2013 was canceled due to BIE travel restrictions.

In addition to the on-site meetings that were held in Albuquerque, NM, conference calls were conducted and teams worked online via email to complete the document in 2013 which was updated in January of 2015.

**What are the *BIE Preschool Standards*?**

The *BIE Preschool standards* are child outcome standards. They describe the range of *knowledge* and *skills* that children have generally met by the end of their preschool experience—what preschool children should know and be able to do by the end of preschool. This also includes the kinds of

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*habits, attitudes and behaviors* students are expected to develop.

*The history, 2006-07.* The Bureau of Indian Education (BIE) first provided these standards for the Family and Child Education (FACE) programs in 2006-07. FACE, funded and directed by the BIE, has a long-standing history of providing family literacy programming, including early childhood and adult education, to American Indian families and schools. The BIE is instrumental in guiding the quality of the FACE program, having previously established the FACE Guidelines and program Implementation Standards to ensure the accountability of services to families. With this leadership, FACE programs grow and thrive in their efforts to provide the best services possible for families. Thanks to this leadership, the FACE Early Childhood Standards provided early childhood teachers the guidance to plan appropriate and meaningful experiences that help children move toward school readiness.

The National Center for Families Learning was designated to lead and facilitate the committee for the development of the Early Childhood Standards, under the direction of Debbie Lente-Jojola, and has continued to facilitate each of the revisions to the standards in 2010-11 and again in 2013-14.

Many steps were taken in the creation of these standards. In fact, as programs used the standards and provided feedback, their voice contributed to not only the development, but the revisions, of the document. Initially, standards from many states and early childhood organizations were reviewed by staff at the Bureau of Indian Education, Parents as Teachers, Research and Training Associates, and the National Center for Families Learning. Some of the state and federal standards that guide this initial work include the:

- New Mexico Early Childhood Standards
- Arizona Early Childhood Standards
- Missouri Early Childhood Standards
- Head Start Child Outcomes
- Parents as Teachers Milestones
- National Association for the Education of Young Children (NAEYC) Standards

It was important that FACE standards were inclusive of the curriculum indicators used in FACE, and the seven domains of learning. Both of these are well-integrated into the standards. Additional resources such as *Eager to Learn, Educating Our Preschoolers* (National Research Council, 2001) and the *Ages and Stages Questionnaire – Social Emotional*, were used.

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*In 2006-2007*, the Math and Language/Literacy standards were piloted in six Family and Child Education (FACE) programs in the fall/winter. Early Childhood staff from these programs attended training to become knowledgeable of the standards and to implement the content into their plans for children. They provided feedback during conference calls and during on-site technical assistance visits. This feedback shaped changes in the standards and provided input for training all FACE early childhood staff.

The FACE programs that served as pilot sites for these standards include:

- Atsa Biyaazh FACE Program
- Blackwater FACE Program
- Chief Leschi FACE Program
- Hannahville FACE Program
- Little Wound FACE Program
- T'iis Ts'ozi Bi'Olta FACE Program

**Revisions, 2010-11.** As the committee moved forward and sought out what revisions needed to occur with the standards, programs were again surveyed for input during the 2009-2010 school year. Programs that greatly contributed their input for revisions include:

- To'hajiilee FACE Program
- Lac Courte Oreilles FACE Program
- Salt River FACE Program

The revisions to the standards were published in 2010-11, and were more inclusive of Native language and culture, and parent involvement.

**Revisions, 2013-14.** As Common Core Standards became a presence in the national education system, the BIE adopted the application of Common Core Standards in BIE elementary and secondary schools. School readiness then became an increasingly important issue. Will American Indian children enter kindergarten ready to learn? Will they have the requisite skills needed for academic success? How do we ensure that children will be ready? Providing instructional standards that are closely aligned with Common Core Standards at kindergarten, is a solid start.

During the 2012-13 school year, research and revisions to the standards were initiated. The document of the standards is included as a section of

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this document, and was presented to the BIE for review in August 2013. The final BIE *Preschool Standards* document was published alongside the BIE *Early Learning Program Guidelines*, and provided to teachers during the 2013-14 school year, along with online-based professional development.

**Who benefits from Early Learning Program Guidelines and Standards?**

*It is important that everyone understands the expectations of young children in preschool programs – parents, teachers, and school administration – as well as how high-quality early childhood programs are designed and implemented.*

*Children benefit!* Many schools have clear-cut expectations for children entering kindergarten. These guidelines and standards provide a framework of smooth transition for young children into kindergarten, and for laying the groundwork with quality program implementation, so that children have the tools and materials they need to succeed. When teachers understand the expectations for children, they intentionally design lesson plans to help children move toward these goals. When children are ready for kindergarten, they are more confident in their abilities and are more likely to succeed.

*Teachers benefit* from consistent guidelines in how to arrange their classroom, set up the learning environment, plan their day, and to support their instructional practices. Guidelines also support consistency across programs. The guidelines and standards are only two of the many important considerations when planning for children. Remember that teacher observation, screening and assessment information, children's interests, and parents' goals for their children provide additional important information for planning.

*Parents benefit, too.* Although parents may not need to understand the guidelines and standards as deeply as teachers, they will benefit from understanding appropriate expectations for their children's learning. Standards will be a part of their children's educational processes as long as they are in school.

*Schools also benefit.* Administrators will be interested in these guidelines and standards. It is important for them to know what the expectations are for young children, as well as how to set up and maintain quality programs. The section of the *Early Learning Program Guidelines* specifically for school administrators provides concrete guidance. Administrators will also want to know how the *Preschool Standards* connect with later learning, kindergarten and beyond. Preschool education is often the starting point for children in schools, and administrators should understand that this is an important foundation upon which to build.

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**How this document is organized.**

**1.) The *Early Learning Program Guidelines*.** The *Early Learning Program Guidelines* are divided into four sections:

- Early Childhood/Preschool Program Administration
- Family Engagement, Community Outreach, and Collaboration
- Early Intervention and Children with Special Needs
- Early Childhood Curriculum and Best Practices

**2) The *BIE Preschool Standards, 2013*.** The *Preschool Standards*, are divided into seven (7) developmental domains. The material provided in this document are the English Language Arts & Literacy, and Mathematics domains only, that have been realigned to Common Core Standards at the kindergarten level. The complete revised standards were available early Fall, 2013.

Those seven domains that are addressed include:

- English Language Arts & Literacy (aligned with Kindergarten Common Core Standards)
- Mathematics (aligned with Kindergarten Common Core Standards)
- Science
- Social Studies
- Social-Emotional Development
- Physical Development
- Creative Arts

**3) The Appendix.** Bibliography of resources and supplemental materials.

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**Guiding Principles for Working with Children Ages Birth-to-Five Years**

Children are active learners.

Children learn at their own rate and pace.

Children learn through exploration of their environments.

Children learn best through play.

Children learn through interactions with adults.

Children thrive and feel secure within a consistent daily routine.

Children benefit from developmentally appropriate experiences that meet their individual needs.

Programs plan experiences for children based on their needs, goals, and interests.

*Early Learning Guidelines and Preschool Standards* support high quality program design.

Parent engagement supports early learning and development.



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Teaching young children ages birth to five years, and preparing them for success in elementary school, is more than providing child care. Infant/toddler and preschool programs, whether provided in the home or in a classroom setting, help support parents as they learn to facilitate and guide their own children's learning experiences in preparation for school. Home visiting services for families provide intentional experiences to increase parents' knowledge of early childhood development and improve parenting practices. Services also provide positive child interactions, early detection of developmental delays and health issues, prevent child abuse and neglect and increase children's school readiness.

Just as we say that preschool is not child care, nor is it a younger version of kindergarten. It is somewhere in-between. Early childhood classrooms, particularly preschool classrooms for three- and four-year old children, provide intentional experiences for children that are developmentally appropriate and designed to ready three- and four-year-old children for successful school entry.

The National Association for the Education of Young Children (NAEYC), a leader in the field of early childhood education, states that ensuring children are ready for successful school experiences, is a pressing issue. They believe that to ensure school readiness, a high-quality program should make a commitment to:

1. giving all children access to the opportunities that promote school success,
2. recognizing and supporting children's individual differences, and
3. establishing reasonable and appropriate expectations for what children should be able to do when they enter school. ([NAEYC Position Paper on School Readiness](#))

According to NAEYC, a high quality preschool program should implement a curriculum that is consistent with its goals for children and promote learning and development in each of the following areas: social, emotional, physical, language and cognitive ([NAEYC Program Standard #2](#)). As well, the Bureau of Indian Education's Family and Child Education (FACE) Early Childhood Standards (revised *BIE Preschool Standards*), target seven domains of learning and instructional practice for preschoolers: English Language Arts & Literacy, Mathematics, Science, Social Studies, Social Emotional, Physical Development, and Creative Arts (See FACE Early Childhood Standards Aligned with Common Core Standards). The draft *BIE Preschool Standards (2013)* are included in this document in partial form.

Home visiting targets four interrelated and integrated components of personal visits, group meetings, screenings and resource networks, to enhance child development and parenting education within families.

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Curriculum development and planning instruction for preschool should be developmentally appropriate, incorporate active learning, and include evidence-based teaching strategies, particularly in the areas of language/literacy learning and mathematics. Daily instruction should connect directly to preschool standards. The *BIE Preschool Standards* (revised 2013) are aligned with Common Core Standards for kindergarten students. They provide teachers with the skills that children should know and be able to do by the end of preschool so that they can be a successful student in kindergarten and later in elementary school. The National Center for Families Learning's *CIRCLE: A Developmentally Appropriate Preschool Model* is an example of this type of curriculum that has produced positive outcomes in American Indian preschool programs.

Quality home visiting curriculum lays the foundation for strengthening families. It should be grounded in brain research and early childhood development around the three areas of emphasis: parent-child interaction, development-center parenting, and family well-being. An example of a quality home visiting curriculum that supports these areas of emphasis is the *Parents As Teachers Foundational Curriculum*. Both the Parents as Teachers and the National Center for Families Learning curricula have been effectively used with American Indian families for more than 20 years.

The *Early Learning Program Guidelines* that follow provide content related to best practices when it comes to implementing a high-quality early childhood program in the areas of:

- Trained and credentialed staff
- Appropriate child/family-staff ratio for optimum learning
- A safe and developmentally appropriate learning environment
- Developmentally Appropriate Practices (DAP, NAEYC)
- Active Learning
- Build on children's needs, goals and interests
- Planned and intentional learning experiences
- Research-based teaching strategies
- Based on Early Learning Guidelines and Standards
- An assessment-to-instruction process to guide planning

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**Guideline 1.1 Program Operations**

Effective program operation is one key ingredient in the successful implementation of a high-quality early education program. Through the development of a written philosophy, quality assurance guidelines, essential requirements, the identification of efficient operational policies, the hiring of competent and committed staff, and the provision of consistent supervision, program administrators lay the foundation for early education program staff to focus on implementing developmentally appropriate programs. ([State of Arizona Program Guidelines for High Quality Early Education: Birth through Kindergarten, 3<sup>rd</sup> Edition](#), page 7.) (*See also, Program Administration and Leadership section.*)

<p style="text-align: center;"><b>Prenatal – Age Three (Home-based Services)</b></p>	<p style="text-align: center;"><b>Preschool Programs – Age Three to Five Years (Classroom-based services)</b></p>
<p><b>Enrollment:</b></p> <ul style="list-style-type: none"> <li>Child is an eligible Indian student, prenatal to 3 years of age, and his/her family.</li> </ul> <p><b>Trained and credentialed staff</b></p> <ul style="list-style-type: none"> <li>Home visitors are from the community served and speak and/or are very familiar with the Native culture and language.</li> <li>Two full-time parent educators per program.</li> <li>Hold an Associate’s degree, 60 hours of college credit, or meet state paraprofessional requirements.</li> <li>Has knowledge of, and experience working with, young children and their families (prenatal to three years of age)</li> <li>Trained and certified in an evidence-based home visiting program.</li> <li>Have the ability to work with families in the home</li> <li>Is comfortable planning and conducting group meetings for parents. Strong facilitation skills.</li> <li>Value working with parents of young children.</li> </ul>	<p><b>Enrollment:</b></p> <ul style="list-style-type: none"> <li>Child is an eligible Indian student, 3 – 5 years of age, and his/her family.</li> </ul> <p><b>Trained and credentialed staff</b></p> <ul style="list-style-type: none"> <li>Teachers are from the community served and speak and/or are very familiar with the Native culture and language.</li> <li>Two full-time teachers per classroom – one teacher and one co-teacher.</li> <li>Teacher holds a Bachelor’s degree and a state teaching license for the state working within.</li> <li>Co-teacher holds an Associate’s degree, 60 hours of college credit, or meets state paraprofessional requirements.</li> <li>Has extensive knowledge of early childhood education, preschool education, and has experience working with, young children and their families (three- to five-years of age)</li> <li>Is comfortable and knowledgeable about working with parents and families</li> </ul>

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<ul style="list-style-type: none"><li>• Have the skills and commitment to develop positive relationships with families.</li><li>• Is positioned to network with family-child related agencies within the community.</li></ul> <p><b>Staff to Child/Family Ratio/Caseload</b></p> <ul style="list-style-type: none"><li>• Weekly or bi-weekly home visits</li><li>• Weekly = 12-16 home visits per parent educator</li><li>• Bi-weekly = 24-28 home visits per parent educator</li></ul> <p><b>Facilities and Safe School/Home learning environments</b></p> <ul style="list-style-type: none"><li>• Provide safe, appropriate and adequate facilities for family nights and parent group meetings.</li><li>• Provide safe and appropriate transportation for parent educators to conduct home visits.</li><li>• Provide safe and appropriate transportation for children and families to attend preschool services.</li><li>• Provide alternative learning environment to conduct home visit when home learning environment is not the best environment, as determined by family.</li></ul> <p>See also, <b>Program Administration and Leadership, Guideline 1.8 – Ensuring Health, Safety and Security of Children</b></p>	<ul style="list-style-type: none"><li>• Is positioned to network with family-child related agencies within the community.</li><li>• Is trained in a developmentally curriculum approach and standards-based instruction</li><li>• Maintains credentials, licensure, and professional development requirements</li></ul> <p><b>Staff to Child Ratio/Days of Service</b></p> <ul style="list-style-type: none"><li>• High-quality preschool programs operate as a full-day service, 5 days a week.</li><li>• Alternative operating hours include ½ day of program operation, 5 days a week (this may allow for more students to be served); or, 4 full days of program operation.</li><li>• 15-20 children per two teachers in the classroom, per 60 square feet per child sized classroom..</li></ul> <p><b>Facilities and Safe School environments</b></p> <ul style="list-style-type: none"><li>• Provide safe, appropriate and adequate facilities which include one classroom per 15-20 children served.</li><li>• Follow local licensing guidelines for classroom size and ratio – typically 60 square feet per child is the average recommendation, although it could vary from state to state.</li><li>• Provide safe and appropriate transportation for children and families to attend preschool services.</li><li>• Provide safe and appropriate facilities such as restroom, playground, storage and cafeteria services.</li></ul> <p>See also, <b>Program Administration and Leadership, Guideline 1.8 – Ensuring Health, Safety and Security of Children</b></p>
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**Guideline: 1.2 Curriculum Design**

Whatever curriculum and delivery approach is used, a high-quality infant/toddler, or preschool program, will ensure that the experiences children are provided are culturally, developmentally, and age/stage appropriate. In this age of standards-based education, a caution exists to maintain the importance of social development, play and learning through play, while children are also acquiring the requisite academic skills needed to be successful in kindergarten. Adults—parents, home visitors, and teachers—facilitate children’s learning by observation, scaffolding, and facilitating the next steps in children’s learning processes.

For children’s school readiness, the curriculum approach should be grounded in instructional strategies that address the *BIE Preschool Standards*, and all of the criteria that follow in this section of the plan.

The following bullets outline the overarching guidelines of developing a quality early childhood curriculum.

**Prenatal – Age Three**

**Preschool Programs – Age Three to Five Years**

An appropriate curriculum approach for all children, infants through five years of age, includes the following elements:

- Culturally, developmentally, and age/stage appropriate
- Based on active, engaged and hands-on learning experiences (not worksheets or workbook learning)
- Play is the vehicle by which young children learn
- Includes development and growth of the whole child
- Built from children’s needs and interests
- Based on goals set for children by parents, home visitors, and teachers
- Includes and accepts all children and their abilities
- Individualized and designed so that planning happens weekly, and teachers build the curriculum out of children’s current needs to take them to the next level.
- Designed to prepare children for kindergarten entry in all domains – social, emotional, physical and academic
- Addresses the importance of involving parents as the child’s first teacher

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- Inclusive of child’s Native language and culture
- Adheres to early childhood standards, early learning guidelines, quality assurances, and state licensure.

**Guideline 1.3 Learning Environments**

The early childhood learning environment supports children’s learning; is built from children’s needs, interests and goals; provides high-quality learning areas for active learning, exploration and manipulation of materials, as well as opportunities for parent-child interaction.

<b>Prenatal – Age Three</b>	<b>Preschool Programs – Age Three to Five Years</b>
<p><b>Home-visit environment:</b></p> <ul style="list-style-type: none"><li>• Usually occurs within the home environment</li><li>• Parent selects and sets-up the learning environment with support of the home visitor</li><li>• Home visit activities occur at child’s level (floor) with care giver “teaching” and home visitor facilitating and coaching</li><li>• Appropriate for infant to toddler learning opportunities</li><li>• Learning environment needs to reflect the home (what is familiar to the child)</li><li>• Plentiful and accessible to household materials to create home- made learning tools/toys</li><li>• Books and other learning materials kept on shelves or in baskets at child’s level for child to explore</li><li>• Materials should represent a variety of diverse cultures, styles and traditions</li></ul>	<p><b>The classroom environment:</b></p> <ul style="list-style-type: none"><li>• Organized into specific learning areas – Book, Block, House, Art, Writing, Science/Discovery, Math, Computer, as appropriate</li><li>• Arranged with low shelves, tables and rugs as barriers/boundaries</li><li>• All areas of the room are visible to teachers for supervision</li><li>• Approximately 60 square feet of space per child</li><li>• Adequate storage.</li><li>• Restrooms nearby or adjacent to room</li><li>• A water source in the room for drinking and for cleanup/painting, and handwashing</li><li>• Classroom follows all environmental health guidelines for day care and/or preschool, for whatever state program is within.</li></ul>

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<ul style="list-style-type: none"><li>• Adaptive materials for children with special need</li></ul> <p>Explore the issue of early childhood development and the importance of early relationships</p>	<p><b>Furniture and equipment:</b></p> <ul style="list-style-type: none"><li>• Appropriate sized for the age of the child</li><li>• Playground equipment is designed for preschoolers – fenced, lower to the ground, safety barriers, appropriate sized bars for gripping; proper materials for landing</li><li>• Tall shelves or equipment are anchored to the wall</li></ul> <p><b>Materials are:</b></p> <ul style="list-style-type: none"><li>• Plentiful and accessible to children</li><li>• Organized so that children can easily access and put away</li><li>• Labeled in first language and English</li><li>• Are culturally and developmentally appropriate</li></ul> <p>Resource: Standard #3 NAEYC Accreditation for Teaching for Preschool and Kindergarten children</p>
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**Guideline 1.4 Culture and Language**

Respect for culture and language sets the stage for establishing a caring community of learners. By providing children opportunity to explore, play and interact socially, children demonstrate an understanding of their community's Native culture and language. The early childhood learning environment validates both the Native language and culture of the child and the community.

Developmentally appropriate practices guide all curriculum and instructional decisions. Learning expectations, indicators, and examples should be written to describe a variety of goals and ways of achieving them that are inclusive of the diversity, cultural and language of the students' community. (adapted from [*Zero To Three*], p 21)



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<b>Prenatal – Age Three</b>	<b>Preschool Programs – Age Three to Five Years</b>
<p>Culture, ethnicity and language are incorporated by young infants into their sense of self through their relationships and experiences in their environments. (<i>Zero To Three</i>, p 21)</p> <p>Interactions in harmony with home learning environment and what is familiar to the child Native language and culture is integrated in the home visit experiences</p> <p>Materials and supplies that incorporate the families’ culture, ethnicity and language are provided for families in the home, i.e. books, tapes with Native music and songs.</p> <p>Use of family’s native language, customs and traditions incorporated into home visits.</p> <p>Home visitors make connection with the culture, language teachers at the schools, elders in the community and within the home setting and integrate on their own.</p> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• Children ages birth to age five, best learn language when they hear it spoken by important adults in their lives</li> <li>• Best practice is for children in families of two languages to hear and respond to both languages of the home – in other words, parents and teachers should speak both English and the Native language, to children.</li> </ul>	<p>School environments should be in harmony with what goes on at home and of what is familiar to the child. (Adapted from <i>Zero To Three</i>, p. 21)</p> <p>Native language and culture is embedded in the curriculum. Preschool teachers infuse culture and language into the child’s day.</p> <p>Teachers make connections with the culture and language teachers at their schools, elders in their communities, or integrate on their own.</p> <p>Strategies may vary from program to program and tribe to tribe in order to be culturally relevant.</p> <ul style="list-style-type: none"> <li>• If the Native language is a spoken language, speak it all day long with the children, along with English. It is important for your children to hear the sounds and words of both languages.</li> <li>• Label important areas and items in the classroom with the Native word for the object first, the English word second.</li> <li>• Sing cultural songs, read Native books and tell stories to children.</li> <li>• Work with children to count, learn colors and other concept words in their Native language.</li> <li>• Incorporate items from the culture (as appropriate) or the community into the classroom learning environment.</li> <li>• Connect curriculum and standards to culture.</li> </ul>



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<ul style="list-style-type: none"><li>• Children need role models of good Native language and English speakers within the home learning and community environment.</li></ul> <p><b>Home Environment:</b></p> <ul style="list-style-type: none"><li>• Encourage the families to show the infant/toddler pictures of family members</li><li>• Labeling in both Native language and English language</li><li>• Culture and language is evident in the home learning environment</li></ul> <p><b>Lesson Planning:</b></p> <ul style="list-style-type: none"><li>• Language and culture are embedded into the foundation plans and planning guides</li><li>• Culture and language lessons are immersed and embedded into home visits</li><li>• Culture and language experiences are purposeful and meaningful</li></ul> <p>Culture and language experiences are a part of the family's daily routine</p>	<p><b>Language:</b></p> <ul style="list-style-type: none"><li>• Children ages birth to age five, best learn language when they hear it spoken by important adults in their lives</li><li>• Best practice is for children in families of two languages to hear and respond to both languages of the home – in other words, parents and teachers should speak both English and the Native language, to children.</li><li>• Children need role models of good Native language and English language speakers, at home and at school</li><li>• Children may respond with both Native language and English words or phrases. This is natural and will correct in time.</li></ul> <p><b>Environment:</b></p> <ul style="list-style-type: none"><li>• Pictures of American Indian students and families in the classroom</li><li>• Native literature in the classroom</li><li>• Labeling in both Native language and English language</li><li>• Culture and language is evident in the environment of the classroom</li></ul> <p><b>Lesson Planning:</b></p> <ul style="list-style-type: none"><li>• Language and culture are embedded into the lesson plans</li><li>• Culture and language lessons are immersed and embedded into weekly instruction.</li><li>• Culture and language experiences are purposeful and meaningful</li><li>• Culture and language experiences are a part of the daily routine</li></ul>
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**Guideline 1.5: Developmentally Appropriate Practice**

Developmentally Appropriate Practice (DAP) guide all curriculum and instructional decisions. It is “an approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education. Its framework is designed to promote young children’s optimal learning and development. DAP involves teachers meeting young children where they are (by stage of development), both as individuals and as part of a group; and helping each child meet challenging and achievable learning goals” ([The National Association for the Education of Young Children](#) )

Prenatal – Age Three	Preschool Programs – Age Three to Five Years
<p><b>Bi-weekly home-visits:</b></p> <ul style="list-style-type: none"> <li>• Home visits last approximately 1 hour. Some visits may be 1 ½ if a multi-child visit</li> <li>• Talk with parents schedule and plan the key areas of emphasis for the home visit</li> <li>• Consult with parent to confirm the content of visit and material is required Provide multi-child parent-child activities</li> <li>• Prepare for more than one adult to participate in the home visit (bring extra copies of handouts, materials)</li> <li>• Reflect about the visit with parent(s) to determine understanding of child’s development, parenting behaviors and effect on child’s learning; interests, needs of family, etc.</li> <li>• Use planning guide to individualized content of visit with parent(s)</li> <li>• Refer to child’s developmental milestones</li> <li>• Develop intentions for the visit around parent child interactions. Select activities appropriate for child’s</li> </ul>	<p>All instructional practices and strategies will be developmentally appropriate for three- and four-year old (preschool-aged) children.</p> <p>The children’s curriculum is based on play – play is a child’s work.</p> <p>Standards-based instruction and strategies targeted for Kindergarten children are not to be utilized in the preschool classroom.</p> <p><b>The Daily Routine:</b></p> <ul style="list-style-type: none"> <li>• Segments of the day are short in length, 10-20 minutes, and appropriate for the age/stage of the child.</li> <li>• Blocks of time for children sitting are no longer than 10-20 minutes</li> <li>• There is a balance of individual, small group, and large group activities</li> <li>• There is a balance of teacher intentional instruction and of times where children follow their own plans</li> <li>• For at least one hour per day, children spend time in exploration and manipulation of materials (center/learning time)</li> </ul>

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<p>age and focus on specific areas of development</p> <ul style="list-style-type: none"><li>• Discuss family well-being so support family needs and protective factors</li><li>• Balance between intentional learning activities and family guiding the flow of the visit.</li><li>• Use parent handouts to share key parenting information and confirm parent's knowledge, parenting behaviors and skills</li><li>• There is a balance between sharing of observations, facilitating interactions and discussion</li><li>• Book sharing between adult and child occurs during each visit</li><li>• Parent Educator is a coach and facilitator (models behavior)</li><li>• Parent Educator will guide parent to observe child's learning to eventually facilitate growth &amp; development</li><li>• Parent child interactions promote positive relationships. Give parents opportunity to observe how their interactions supports child's learning and development; helps parents learn/enhance parenting behaviors</li><li>• Explore with curiosity based on disposition of early learning at natural home environment will enhance with curiosity and exploration. Home visitor and parents support child's learning with questions, modeling, scaffolding, etc.</li><li>• Provide early intervention screening or evaluation to detect developmental delays or health issues</li><li>• Explore opportunities for health care and community service providers to collaborate to improve services and outcomes for families</li></ul>	<p><b>Small Group times are:</b></p> <ul style="list-style-type: none"><li>• Times of the day when children are divided into smaller groups, to focus on an aspect of learning directly connected to standards</li><li>• Different groups may focus on different skill building</li><li>• "Teacher Times" when the teacher has a goal and a planned experience to help children reach that goal</li><li>• Based on Active Learning principles, not rote and/or repetitive activities.</li><li>• Children have choice and manipulate materials, with support and language from the adults/teachers in the room.</li><li>• Worksheets and color books/sheets are not used</li><li>• Opportunities to increase child observation skills</li><li>• Opportunities to focus on direct skill development</li><li>• Wonder, exploration and manipulation of materials happens in a facilitated way.</li></ul> <p><b>Large Group Times are:</b></p> <ul style="list-style-type: none"><li>• Whole group, active times, facilitated by the teacher</li><li>• Circle Times are large group times</li><li>• Group play activities outside, or in the gym, or in the classroom can be considered large group times, as well</li><li>• Use of appropriate, large group materials and equipment for age/stage of the child's development</li></ul> <p><b>Play/Work Times are:</b></p> <ul style="list-style-type: none"><li>• Times when children choose a learning area/center, explore materials, and play/work in an active, engaged way. Teachers support children's play with questions, guidance, facilitation, scaffolding, new ideas. This time should be at least one hour in length daily.</li></ul>
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<ul style="list-style-type: none"> <li>• Mental health is critical to prepare and equip to develop as a foundation to overall health of children</li> <li>• Play occurs indoors and outdoors.</li> <li>• Establish mutual trust and respect with families to identify goals, needs, interests, supports and services needed</li> <li>• Home visitor develops and document goals with each family</li> </ul>	<p>Partnership building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports</p> <p>Identify strategies that early childhood providers can do in preparing, supporting, and guiding preschool children in discovering and learning language and literacy concepts</p>
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**Guideline 1.6: Active Learning**

Active, hands-on learning is the basis for children’s experiences and instruction. The early education environment, both indoor and outdoor, evolves from children’s needs, interests, experiences, and culture; facilitates their independence, exploration, and discover; and reflects their ideas, accomplishments, and products. The environment is not static, it changes as needed, to maximize the learning and developmental needs of all students. (*State of Arizona Program Guidelines for High Quality Early Education: Birth through Kindergarten, 3<sup>rd</sup> Edition*, page 23.)

<b>Prenatal – Age Three</b>	<b>Preschool Programs – Age Three to Five Years</b>
<p><b>Active Learning for infants and toddlers:</b></p> <ul style="list-style-type: none"> <li>• Observe and investigate about learning environment</li> <li>• Activities/discussions are planned to meet the needs of child and parent</li> <li>• Explore concept of space</li> <li>• Curriculum shares the content that supports parent-child interaction, developmental centered parenting</li> </ul>	<p><b>Active Learning for Preschoolers:</b></p> <p>A key element of Active Learning requires that children have materials that they can manipulate in many ways, that they have choice in how to use them, and that there is language (talk) and support (scaffolding) from adults as children work and play.</p> <p>Talking with children about what they are doing and asking questions,</p>

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<p>and family well-being.</p> <ul style="list-style-type: none"><li>• Point out strength of the family; specific ways family is supporting child's development</li><li>• Increase parents' feelings of confidence and competence as teachers of their child.</li><li>• Shares strengths of parents with protective factors and parenting behaviors</li><li>• Increase parent's knowledge of child development</li><li>• Encourage parents to talk to children</li><li>• Parents and home visitors ask open-ended reflective questions</li><li>• Materials used are often found in the home environment</li><li>• Children are encouraged to interact with books, toys, materials and parents note/observe the interaction</li><li>• Enhance parent child interactions and development-centered parenting</li><li>• Connect the family to community resources based on needs and goals</li><li>• Encourage parents to use American Indian language and values to sustain identity to promote learning</li><li>• Screen all children to identify potential delays as soon as possible</li></ul>	<p>or providing ideas and materials, can help move the child to a higher order of thinking and learning.</p> <p><b>Active Learning addresses:</b></p> <ul style="list-style-type: none"><li>• Activities are planned to meet children developmental needs and goals</li><li>• Children create and explore attributes of materials and supplies</li><li>• Children are engaged in the learning process, alone, with other children and with adults.</li><li>• Group times are planned based on children's interest</li><li>• Play/work time is intentional and purposeful.</li><li>• Teachers ask open ended questions</li><li>• Materials used are cultural, real, found, and open-ended, rather than commercial or store-bought.</li><li>• Children do not sit for long lengths of times</li><li>• Worksheets and workbooks are not used.</li><li>• Children choose materials and how to use them, and take ownership of the learning experience, with support and guidance from adults.</li></ul>
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#### **Guideline 1.7 Connections to Early Childhood Standards**

Experiences provided for children are directly connected to Standards and Early Learning Guidelines. (*\*See also Assessment in Early Intervention & Children with Special Needs.*) Early childhood standards, as well as early learning guidelines that focus on quality programming, are provided by states. Some states and programs are working to align their standards with Common Core Standards for kindergarten, in an attempt to create a smooth transition into school. A high-quality and developmentally appropriate preschool program provides an alignment with state that is appropriate and engaging for three- and four-year old children.

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A focus of aligning with standards is school readiness—having an intentional effort to be certain that preschool children are prepared to be successful in school at kindergarten entry. Preschool teachers lay the foundation for using the standards within lesson planning and experiences provided for children, based on the goals set by the teachers that are directly connected to the standards.

The Bureau of Indian Education’s Early Childhood Standards for preschool are aligned with Common Core Standards, in order to provide teachers guidance about appropriate instructional practices for preschool children.

<b>Prenatal – Age Three</b>	<b>Preschool Programs – Age Three to Five Years</b>
<p><b>Considerations for high-quality practices for home visitation:</b></p> <ul style="list-style-type: none"><li>• Developmentally appropriate infant/toddler home visiting curriculum is used.</li><li>• Planning initiates individualized home visit</li><li>• Tracking of developmental milestones</li><li>• Appropriate screening measures are used.</li><li>• Bi-weekly home visit plans</li><li>• Detailed and specific goals set for family to accomplish</li><li>• Effective transition action plan for family to pre-school setting</li><li>• Document content of visits and outcome to make instructional choices</li><li>• Ensures families have access to technology and materials to support parenting education</li><li>• Help families recognize the individual development of child, temperament and learning style</li><li>• Use Quality Assurances and Essential</li></ul>	<p><b>Considerations for standards-based instructional practices:</b></p> <ul style="list-style-type: none"><li>• Use the <i>BIE Preschool Standards</i> as a companion to this volume of early learning guidelines, to provide a high-quality program and instructional practices.</li><li>• Assessing children’s development and learning through authentic and informal documentation</li><li>• Keeping accurate records of children’s screening and assessments, and developmental progress, in order to use to plan instruction for children.</li><li>• Refer children with suspected differing abilities for further evaluation, for possible special education services, according to IDEA legislation</li><li>• Ensure that standards-based instruction is culturally, developmentally, and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural background and learning styles</li><li>• Gather, analyze, and use data and research in making curricular and instructional choices</li><li>• Ensure that students have regular and ready access to instructional</li></ul>

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<p>Requirements as a companion to this guide to assure high quality program implementation</p> <ul style="list-style-type: none"><li>• Assessing children's development and learning through authentic and informal documentation</li><li>• Refer children with differing abilities to early intervention services, according to IDEA legislation</li><li>• Ensure that evidence -based instruction is developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interest, temperaments, languages, cultural background and learning styles</li><li>• Gathers, analyzes, and uses data and research in making curricular and instructional choices</li><li>• Facilitate effective transition plans for children entering and leaving the program (<i>See Special Education and Early Intervention section</i>)</li></ul>	<p>technology and comprehensive materials collection that supports the curricular and instructional program</p> <ul style="list-style-type: none"><li>• Facilitate effective transition plans for children entering and leaving the program (<i>See Special Education and Early Intervention section</i>)</li></ul>
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#### **Guideline 1.8: Screening and Assessment**

Program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement. (*NAEYC Standard #4*)

Children grow and progress at different rates, developmentally and academically. Best practice in utilizing various assessment tools will support and guide staff in planning appropriately a challenging curricula and to tailor instruction that responds to each child's strengths and needs.

Systematic assessment is essential for identifying children who may benefit from more intensive instruction or intervention and who



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may need additional developmental evaluation. (NAEYC Standard #4, Rationale)  
Child assessments should be aligned with early learning guidelines (or standard), and its purpose should be clearly defined.  
Assessments collect information about an individual child’s performance relative to the content of the guidelines/standards, providing information that helps individualize planning for each child. (*Zero to Three, Early Learning Guidelines for Infants and Toddlers: Recommendations for States*, p. 24)

Assessment should be fair and equitable. It is more equitable if multiple measures are used and accommodations made for children with special needs and different cultural/linguistic backgrounds. (*Zero to Three, Early Learning Guidelines for Infants and Toddlers: Recommendations for States*, p. 24)

<b>Prenatal – Age Three</b>	<b>Preschool Programs – Age Three to Five Years</b>
<p><b>Recommended Screenings for infant/toddler children:</b></p> <p>Developmental milestones  Checklists  Parent observation/report  Home visit records  ASQ-3  ASQ:SE  Health Record  Health, Hearing, Vision, Dental screenings  Immunization Records</p>	<p><b>Recommended Screening/Assessment Systems for preschoolers:</b></p> <p><b>Screening—developmental, health and physical screenings</b>  Ages &amp; Stages Questionnaire – 3  Ages &amp; Stages Questionnaire – SE (as needed)  Health and Immunization Records  Dental, Vision and Hearing screenings</p> <p><b>The Work Sampling System -- To measure overall development</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Anecdotal notes</li> <li>• Checklists</li> <li>• Work Samples, Portfolios, and other forms of Documentation.</li> </ul> <p><b>EOWPVT – Expressive One Word Picture Vocabulary Test</b></p> <ul style="list-style-type: none"> <li>• To measure expressive English language and vocabulary</li> </ul>



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	<b>NWEA PRI Survey with Goals/Checklist</b>
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**Guideline 1.9: Planning: Home visits and lesson plans**

Experiences provided for children are planned and intentional.

Each program uses a developmentally appropriate early education curriculum (intentionally planned activities aligned with goals for children’s knowledge and skills) to support the development of the whole child. (*State of Arizona Program Guidelines for High Quality Early Education: Birth through Kindergarten, 3<sup>rd</sup> Edition, page 25.*)

Prenatal – Age Three	Preschool Programs – Age Three to Five Years
<b>Home visit plans:</b> <ul style="list-style-type: none"> <li>• Bi-weekly home visit plans designed to meet essential requirements</li> <li>• Focused on three major areas of emphasis: parent-child interaction, development-centered parenting and family well-being.</li> <li>• Reflect on outcomes of home visits, needs of families</li> <li>• Detailed and specific goals set for family to accomplish</li> <li>• Home visitors set specific goals for themselves</li> <li>• Address family protective factors and well-being</li> <li>• Empower parents to lead the activities</li> </ul>	<b>Lesson Plans:</b> <ul style="list-style-type: none"> <li>• Designed to meet and address <i>BIE Preschool Standards</i></li> <li>• Are developed and written weekly, based on children’s needs, interests and goals</li> <li>• Are addressing Native language and culture</li> <li>• Are specific, goal-oriented, and detailed</li> <li>• Provide written objectives</li> <li>• Provide intentional learning experiences to meet children’s interests, goals and needs.</li> <li>• Provide opportunities for parent engagement, either at home, at school, or both</li> <li>• Development and learning occur in, and are influenced by, multiple social and cultural contexts</li> <li>• Are inclusive of children with disabilities, consistent with Individualized Education Program (IEP)</li> <li>• American Indian language to be spoken throughout the school day, as appropriate</li> </ul>

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| <ul style="list-style-type: none"><li>• Records of planning, delivery of home visits, group meetings, screenings, resources and parent feed back</li><li>• Inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP)</li><li>• American Indian language to be spoken throughout the home visit and during group meeting</li></ul> |  |
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Expectations for children must be guided by knowledge of children's growth and development. (South Dakota Early Learning Guidelines, p 4) Regular screenings (developmental, health social-emotional), as well as ongoing monitoring and assessment, provide this knowledge for teachers. With this knowledge, teachers make referrals for early intervention services, as appropriate, assuring that families who have children ages birth to eight, with diagnosed disabilities, developmental delays or substantial risk of significant delays receive resources and supports that assist them in maximizing their child's development while respecting the diversity of families and communities. (Illinois Department of Human Services, <http://www.dhs.state.il.us/page.aspx?item=32009> )

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. (<http://idea.ed.gov/>)

“One of the most important things we can offer children is a high-quality early learning experience that prepares them for kindergarten. This is true for all children-but it is especially important for infants and toddlers with disabilities to have access to high-quality early intervention services that prepare them to successfully transition to preschool and kindergarten.” US Secretary of Education, Arne Duncan (September 6, 2011) <http://www.ed.gov/news/press-releases/education-department-announces-regulations-improve-outcomes-infants-and-toddlers>

Early Learning Guidelines should be applicable to all children, including children with varying abilities and needs. It is important that adults understand how to apply guidelines according to each child's individual needs and abilities. All children with special needs are expected to learn and be served in programs. ([Zero to Three, Early Learning Guidelines for Infants and Toddlers: Recommendations for States](http://www.del.wa.gov/publications/development/docs/ZerotoThree_guidelines.pdf), p. 22) ([http://www.del.wa.gov/publications/development/docs/ZerotoThree\\_guidelines.pdf](http://www.del.wa.gov/publications/development/docs/ZerotoThree_guidelines.pdf))

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*Administrator ensures that services will be provided to all eligible Indian children regardless of special needs.*

<b><u>Guideline 1.1 Screening</u></b>		
All children will have developmental screenings within 45 days of enrollment in a program. Developmental screenings are critical throughout a young child's life. This insures any concerns to be identified and addressed early for support and possible intervention.		
<b>Prenatal – Age Three</b>	<b>Preschool Programs – Age Three to Five Years</b>	<b>Transition to Kindergarten/Elementary</b>
<p><b>Recommended Screenings for Infants and Toddlers:</b></p> <p>Developmental screening is administered appropriately to children.</p> <ul style="list-style-type: none"> <li>Developmental Screening: Example, ASQ-3 (twice annually)</li> </ul> <p>Social-emotional screening is administered once a year to home-based children.</p> <ul style="list-style-type: none"> <li>Social-Emotional Screening: Example, ASQ-SE</li> </ul> <p>A health questionnaire is completed annually for all infant/toddler children within 45 days of enrollment.</p> <ul style="list-style-type: none"> <li>Health: Example, Parents as Teachers Health Questionnaire (annually); questionnaire should include questions on pre-natal drug exposure.</li> </ul> <p>Vision and hearing screenings are administered</p>	<p><b>Recommended Screenings for Preschoolers:</b></p> <p>Developmental screening is administered appropriately to children.</p> <ul style="list-style-type: none"> <li>Developmental Screening: Example, ASQ-3 – (within 45 days of child enrollment )</li> </ul> <p>Social-emotional screening is administered on an as-needed basis for preschool children.</p> <ul style="list-style-type: none"> <li>Social-Emotional Screening: Example, ASQ-SE (as needed)</li> </ul> <p>A health questionnaire is completed annually for all preschool children within 45 days of enrollment.</p> <ul style="list-style-type: none"> <li>Health: Example, Parents as Teachers Health Questionnaire (annually); questionnaire should include questions on pre-natal drug exposure.</li> </ul> <p>Vision and hearing screenings are administered</p>	<p><b>MTSS – Multi-tiered systems of support*</b> (Must be followed and documented before referrals to special education)</p> <p>MTSS is a multi-step process of providing instruction and support to promote the academic and behavioral success of all children. Individual children's progress is monitored and results are used to make decisions about further instruction and intervention. MTSS is most commonly used in addressing reading, math and behavior, but it can also be used in other areas. The MTSS process is flexible and designed by school districts to meet the needs of their students.</p> <p>The MTSS process typically has three tiers. Each tier provides differing levels of support.</p> <p>In Tier I, all students receive high quality curriculum and instruction in the general education classroom. The teacher assists all</p>

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<p>annually for infants and toddlers within 45 days of enrollment.</p> <ul style="list-style-type: none"> <li>• Vision (annually or as needed), beginning at 5 months of age</li> <li>• Hearing (annually or as needed) Collaborate with community to provide OAE.</li> </ul> <p>Dental (annually or as needed)</p> <p>For vision, hearing and dental screening refer to local dental/health clinic, Indian Health Services. Encourage parents to participate in local Child Find activities provided by Tribal Early Intervention Programs and/or BIE or area public Schools.</p> <p>Family Engagement – parent input/providing information and knowledge of child’s health and other concerns is facilitated by home visitor.</p> <p>A health record questionnaire is completed annually for all children within 45 days of enrollment.</p> <hr/> <p>Developmental Milestones, ASQ-3 or ASQ-SE, parent observations and home visitor observation notes support the screening process.</p>	<p>annually for preschoolers within 45 days of enrollment.</p> <ul style="list-style-type: none"> <li>• Vision (annually or as needed)</li> <li>• Hearing (annually or as needed)</li> </ul> <p>Dental (annually or as needed)</p> <p>For vision, hearing and dental screening refer to local dental/health clinic, Indian Health Services. Encourage parents to participate in local Child Find activities provided by Tribal Early Intervention Programs and/or BIE or area public Schools.</p> <p>Family Engagement – parent input/providing information and knowledge of child’s health and other concerns is important and welcome.</p> <p>A Health Record Questionnaire is completed annually for all children within 45 days of enrollment</p> <p>Teachers anecdotal notes, documentation of behaviors and learning abilities, as well as the ASQ-3, health records, and parent input, support the screening process.</p>	<p>students.</p> <p>In Tier II, the school provides supplemental instructional support, usually in small groups, to students who need additional support to what they are receiving from the general curriculum.</p> <p>In Tier III, intense instructional support is provided to students with the greatest needs, with frequent progress monitoring.</p> <p>Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. There is tremendous momentum nationwide to develop systematic Pre-K-12 early intervention models for both behavior and academics that target those students most at risk. Most Multi-Tier System of Supports (MTSS) programs are referred to globally as Response to Intervention (RTI); however, states and districts may have given them a local name (e.g. Response to Instruction, Problem Solving Model, Student Success Team, or others). More than 40 states have adopted their version of MTSS, and students—including students with learning disabilities (LD)—are benefiting from the early intervention and learning support these locally developed programs provide.)</p> <p>For vision, hearing and dental screening refer to local dental/health clinic, Indian Health Services. Encourage parents to participate in local Child Find activities provided by Tribal Early Intervention Programs and/or BIE</p>
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		<p>Schools.</p> <p>Family Engagement – parent input/providing information and knowledge of child’s health and other concerns is important and welcome.</p> <p><u>Some resources about MTSS:</u></p> <p>Kansas Department of Education.  <a href="http://www.ksde.org/Default.aspx?tabid=2004">http://www.ksde.org/Default.aspx?tabid=2004</a></p> <p>District Administration article.  <a href="http://www.districtadministration.com/article/multi-tier-system-supports">http://www.districtadministration.com/article/multi-tier-system-supports</a></p> <p>A guide for parents.  <a href="http://www.kpirc.org/uploads/MTSSKS1.pdf">http://www.kpirc.org/uploads/MTSSKS1.pdf</a></p>
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<p><b><u>Guideline 1.2 Referrals</u></b></p> <p>Each state has a referral system to ensure that children suspected of having a developmental delay or disability can easily be referred to the early intervention system. Timely referrals and follow-ups are made to the appropriate agencies within 45 days of identification of a concern, with documentation maintained in child’s file.</p> <p>In most cases, it is beneficial and necessary to have a Memorandum of Understanding (MOU) in place between the referring agency (school/program) and the local education agency (LEA) that is providing services.</p>		
<p>Create and obtain a signed MOU between the referring agency and the agency providing services. Generally the agency providing services in the local public school system, although on some reservations, tribal agencies could provide the services. A sample MOU is provided in the APPENDIX.</p> <p>See <a href="#">BIE Early Childhood (FACE) Referral Process</a> (APPENDIX)</p>		<p>MTSS – Multi-tiered systems of support* (see above)</p>

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<p><b>Observe Timelines</b></p> <p>Informed Decision-making. Any concerns/red flags based on screening results have been explained to parents and all parties involved have agreed to the need for a referral.</p> <p>Parent Involvement. Parent input and knowledge of child’s health is important and welcome. Encourage parents to follow through on the referral process steps; they are their child’s most important advocate.</p> <p>Teacher/Home visitor/Other Input. Anyone involved with child</p> <p>Documentation to plan next steps. Observations, referral form, follow-up form. Staff responsibilities do not end when referral is made; need to follow-up to ensure process is being followed within required timelines.</p>		
<p><b><u>Guideline 1.3 Evaluation</u></b></p> <p>The initial evaluation of a child is required by IDEA before any special education and related services can be provided to that child. The purposes of conducting this evaluation is to see if the child is a “child with a disability” as defined by IDEA; to gather information that will help determine the child’s educational needs; and to guide decision making about appropriate educational programming for the child. For children <b>birth to age three</b>, a formal evaluation must be completed within 45 days of receiving a referral. For children <b>age three and older</b>, an evaluation must be completed within 60 days of receiving parent consent.</p>		
<b>Prenatal – Age Three</b>	<b>Preschool Programs – Age Three to Five Years</b>	<b>Transition to Kindergarten/Elementary</b>
<p><b>The following guidelines are appropriate for the evaluation of infants/toddlers:</b></p> <p>Informed written parental consent</p> <p>Assessment tools must not be discriminatory on a racial or cultural basis</p> <p>Individual evaluation in Native language if</p>	<p><b>The following guidelines are appropriate for the evaluation of preschoolers:</b></p> <p>Informed written parental consent</p> <p>Assessment tools must not be discriminatory on a racial or cultural basis</p> <p>Individual evaluation in Native language if</p>	<p><b>The following guidelines are appropriate for the evaluation of young school-age children:</b></p> <p>Informed written parental consent</p> <p>Assessment tools must not be discriminatory on a racial or cultural basis</p> <p>Individual evaluation in Native language if</p>

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<p>necessary including five developmental areas:</p> <p>Cognitive development</p> <p>Physical development including vision and hearing</p> <p>Communication development</p> <p>Social and emotional development</p> <p>Adaptive development</p> <p><i>Review existing evaluation data:</i> Evaluation must be sufficiently comprehensive to identify all of the child’s special education and related service needs including taking the infant or toddler’s history (including interviewing the parent); gathering information from other sources such as family members, other caregivers, medical providers, social workers, and educators, if necessary, to understand the full scope of the infant or toddler’s unique strengths and needs; and reviewing medical, educational, or other records.</p> <p>Determination of eligibility</p> <p>If eligible—<b>Individual Family Service Plan (IFSP)</b> meeting is held within 45 days of initial referral.</p> <p>If child is found not eligible, parents are informed in writing and have the right to dispute that determination.</p>	<p>necessary including:</p> <p>Health</p> <p>Vision</p> <p>Hearing</p> <p>Social and emotional</p> <p>Communicative status</p> <p>Motor abilities</p> <p>Evaluation must be sufficiently comprehensive to identify all of the child’s special education and related service needs.</p> <p>Review existing evaluation data</p> <p>Determination of eligibility</p> <p>If eligible—<b>Individualized Education Program (IEP)</b></p> <p>Meeting to develop initial IEP is held within 30 days of determination that the child needs special education and related services.</p>	<p>necessary including:</p> <p>Health</p> <p>Vision</p> <p>Hearing</p> <p>Social and emotional</p> <p>Communicative status</p> <p>Motor abilities</p> <p>Evaluation must be sufficiently comprehensive to identify all of the child’s special education and related service needs.</p> <p>Review existing evaluation data</p> <p>Determination of eligibility</p> <p>General intelligence</p> <p>Academic performance</p> <p>Determination of eligibility</p> <p>If eligible—<b>Individualized Education Program (IEP)</b></p> <p>Meeting to develop initial IEP is held within 30 days of determination that the child needs special education and related services.</p> <p>Resource: Evaluating Children for Disability (<a href="http://nichcy.org/schoolage/evaluation">http://nichcy.org/schoolage/evaluation</a> )</p>
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<p><b><u>Guideline 1.4 Services for Children With Special Needs</u></b></p> <p><b>All children are entitled to a free and appropriate education (<a href="#">FAPE</a>). The regular education program should include and support all children in the general education environment while meeting their special needs as identified on the IFSP/IEP.</b></p> <p>Adults working with young children need to have knowledge of disabilities and appropriate expectations for children.</p> <p><i>The Individuals with Disabilities Education Act (<a href="#">IDEA</a>), is a United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.</i></p> <p>Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under <a href="#">IDEA Part C</a>.</p> <p>Children and youth (ages 3-21) receive special education and related services under <a href="#">IDEA Part B</a>.</p> <p><a href="http://idea.ed.gov/">http://idea.ed.gov/</a></p>		
<b>Prenatal – Age Three</b>	<b>Preschool Programs – Age Three to Five Years</b>	<b>Transition to Kindergarten/Elementary</b>
<p><b><u><a href="#">IDEA Part C.</a></u></b></p> <p><b><u><a href="#">IFSP – Individual Family Service Plan</a></u></b></p> <p>An Individualized Family Service Plan (IFSP) documents and guides the early intervention process for children with disabilities and their families. The IFSP is the vehicle through which effective early intervention is implemented in accordance with Part C of the Individuals with Disabilities Education Act (IDEA). It contains information about the services necessary to</p>	<p><b><u><a href="#">IDEA Part B.</a></u></b></p> <p><b><u><a href="#">IEP – Individualized Educational Program</a></u></b></p> <p>The Individualized Education Program (IEP) is a written document required for each child who is eligible to receive special education services. It is provided to a student who has been determined first to have a disability and, second, to need special education services because of that disability. The IEP, the team that develops it, and what it must contain are</p>	<p><b><u><a href="#">IDEA Part B.</a></u></b></p> <p><b>IEP – Individualized Educational Program</b></p> <p>MTSS – Multi-tiered systems of support* (see above)</p>

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facilitate a child's development and enhance the family's capacity to facilitate the child's development. Through the IFSP process, family members and service providers work as a team to plan, implement, and evaluate services tailored to the family's unique concerns, priorities, and resources. ([www.education.com](http://www.education.com))

[http://www.education.com/reference/article/Ref\\_Individual\\_Family/](http://www.education.com/reference/article/Ref_Individual_Family/)

*Types of early intervention services include, but aren't limited to, the following:*

Assistive technology devices and services  
Audiology  
Family training, counseling, and home visits  
Health services  
Medical services (for diagnostic or evaluative purposes to help in determining the eligibility of the infant or toddler)  
Nursing services  
Nutrition services  
Occupational therapy  
Physical therapy  
Psychological services  
Service coordination services  
Sign language and cued languages  
Social work services  
Special Instruction  
Speech language pathology services  
Transportation to access the other EI services and the related costs  
Vision services

Resources:

governed by Part B of the Individuals with Disabilities Education Act (IDEA) and amendments to it. The IEP provides information on children's current levels of performance and directs the special services and supports that are provided to students who have IEPs. It includes provisions for defining annual goals, evaluating progress, and formalizing what is to be a free and appropriate public education (FAPE) for the student with the disability. ([www.education.com](http://www.education.com))

<http://www.education.com/reference/article/individualized-education-program-iep1/>

*Types of early intervention services include, but aren't limited to, the following:*

Differentiated Instruction  
Developmentally appropriate expectations/practices.  
All-inclusive curriculum.

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<p><a href="http://idea.ed.gov/part-c/search/new">IDEA 2004: Building The Legacy</a></p> <p>(<a href="http://idea.ed.gov/part-c/search/new">http://idea.ed.gov/part-c/search/new</a>)</p> <p><a href="http://nichcy.org/laws/idea/legacy/partc/module1">The Basics of Early Intervention – Module 1</a></p> <p>(<a href="http://nichcy.org/laws/idea/legacy/partc/module1">http://nichcy.org/laws/idea/legacy/partc/module1</a>)</p> <p>Services are to be provided in natural environments to maximum extent possible.</p> <p>Child’s parent must give consent to provision of each early intervention service identified in the IFSP. Parents may revoke their consent at any time.</p>		
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<b><u>Guideline 1.6 Re-evaluation</u></b>		
A review of the IFSP plan occurs every 6 months, and a review of the IEP occurs annually.		
<b>Prenatal – Age Three</b>	<b>Preschool Programs – Age Three to Five Years</b>	<b>Transition to Kindergarten/Elementary</b>
<p>Informed parental consent</p> <p>Review existing evaluation data with input from teachers, home visitors, parents, others</p> <p>IFSP reviewed at least every 6 months to see if changes need to be made, given child’s growth or changes in developmental status or given changes in family’s priorities and concerns. May be reviewed more frequently.</p> <p>IEP: Re-evaluation may occur not more than once a year unless the parent and LEA agree</p>		<p>IEP: Re-evaluation may occur not more than once a year unless the parent and LEA agree otherwise; and must occur at least once every three years, unless parent and LEA agree that reevaluation is not necessary.</p> <p>Informed parental consent</p> <p>Review existing evaluation data with input from</p>

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otherwise; and must occur at least once every three years, unless parent and LEA agree that reevaluation is not necessary.	teachers, parents, others.
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#### **Guideline 1.7 Transition**

Transition plans describe what needs to happen to make the transition to another program smooth and successful.

Transitions happen often in a family's life: coming home from the hospital, moving to a new home, welcoming a new child into the family, beginning a new job or attending a new school. Transition can be met with joy, happiness, anticipation, uncertainty or apprehension. Change is viewed as a time of growth and new opportunities, but can be stressful. Most of us can use help making transitions smoothly and successfully.

Prenatal – Age Three	Preschool Programs – Age Three to Five Years	Transition to Kindergarten/Elementary
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***Transitions – Transitions at all stages should be planned for and facilitated.*** (See *Effective Transitions in FACE*, Appendix)

Ensure successful transitions from home-based programs to center-based programs, and from center-based preschool programs to kindergarten/elementary school.

Transition planning must begin at least 90 days\* before anticipated date of transition.

- \*90 days before third birthday if transitioning into IDEA Part B services; Part C services end when child reaches age three.
- \*90 days before kindergarten entry if transitioning into kindergarten

Transition meeting focuses on transition steps and services the child and family need to ensure smooth transition from Part C to the next program setting.

Parent consent is needed for transition plan to be implemented.

If child is eligible for Part B services, the lead agency must notify the State Education Agency (SEA) and the Local Education Agency (LEA).

Once notified and before the child turns age 3, the Local Education Agency (LEA) must provide procedural safeguards to parents; decide if further

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evaluation if needed to determine Part B eligibility, and conduct that evaluation; and develop an IEP if child is found eligible.

Resources:

Effective Transitions in FACE - <http://faceresources.org/index.php?page=team-come-togethers>

National Early Childhood Transition Center - <http://www.hdi.uky.edu/nectc/nectc/home.aspx>

**Definitions:**

**Informed parent consent §303.7 Consent.**

**Consent** means that— (a) The parent has been fully informed of all information relevant to the activity for which consent is sought, in the parent’s native language, as defined in §303.25; (b) The parent understands and agrees in writing to the carrying out of the activity for which the parent’s consent is sought, and the consent form describes that activity and lists the early intervention records (if any) that will be released and to whom they will be released;

And (c)(1) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. (2) If a parent revokes consent, that revocation is not retroactive (i.e., it does not apply to an action that occurred before the consent was revoked).

**Prior written notice** refers to the notification that must be provided to parents a reasonable time before the lead agency or an EIS provider proposes (or refuses) to “initiate or change the identification, evaluation, or placement of their infant or toddler, or the provision of early intervention services to the infant or toddler with a disability” and his or her family. **24** The notice must be in sufficient detail to inform parents about—

- the action that is being proposed or refused;
- the reasons for taking the action; and
- all procedural safeguards that are available to parents (e.g., mediation, filing a State complaint or a due process complaint, relevant timelines).**25**

**§303.21 Infant or toddler with a disability.**

(a) *Infant or toddler with a disability* means an individual under three years of age who needs early intervention services because the individual—  
(1) Is experiencing a developmental delay, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas:

- (i) Cognitive development.
- (ii) Physical development, including vision and hearing.
- (iii) Communication development.
- (iv) Social or emotional development.

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- (v) Adaptive development; or  
**(2) Has a diagnosed physical or mental condition that—**  
**(i) Has a high probability of resulting in developmental delay; and**  
**(ii) Includes conditions such as chromosomal abnormalities; genetic or congenital disorders; sensory impairments; inborn errors of metabolism; disorders reflecting disturbance of the development of the nervous system; congenital infections; severe attachment disorders; and disorders secondary to exposure to toxic substances, including fetal alcohol syndrome.**

The **procedural safeguards** notice must include a complete explanation of all the safeguards available under IDEA related to:

Independent educational evaluations

Prior written notice

Parental consent

Access to student education records

The opportunity to present and resolve complaints through procedures for due process complaint and for State complaints, including—

–the timeline for filing a complaint;

–the opportunity for the school system to resolve the complaint; and

–the differences between the scope of the two procedures such as their jurisdiction or authority, issues covered, filing and decisional timelines, and relevant procedures;

The availability of mediation;

The child's placement during the pendency of any due process complaint;

Procedures for students who are subject to placement in an interim alternative educational setting; Requirements for unilateral placement by parents of children in private schools at public expense;

Due process hearings, including requirements for disclosure of evaluation results and recommendations; Appeals at the State level (if applicable in the State);

Civil actions, including the period of time in which to file such actions; and Attorneys' fees. [§300.504]

In addition to providing this explicit information, the procedural safeguards notice must be written in understandable language.

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As part of the fabric of children’s communities, an effective program establishes and maintains reciprocal relationships with agencies and institutions that can support it in achieving its goals for the curriculum, health promotion, children’s transitions, inclusion, and diversity. By helping to connect families with needed resources, the program furthers children’s healthy development and learning.

**Guideline 1.1 Building partnerships and networks**

Establish relationships with and use the resources of the children’s communities to support the achievement of program goals.

**Family engagement, community outreach, and collaboration practices that produce results are universal across all age levels – infants/toddlers, preschoolers, and school age children.**

***Community Capacity Building***

Collaborations

Strategic Planning

Building Social Capital

Community Development  
Tools

Provide suggested themes, information and activities to conduct outreach and community education throughout the year

- Early Learning Community Education Calendar and monthly building awareness efforts (Newsletters,
- Connect with Local and State Education and Resource Network Partners (Extend invitations for presentations, collaboration efforts with ECE programs, facilitate ECE workshops, conferences, etc.)
- Ensure existing resource directories are updated.
- Develop or participate in community advisory council.

**Guideline 1.2 Breaking down barriers and misconceptions**

Many types of barriers exist to prevent family/parent engagement, and can range from parents feeling uncomfortable in a school setting because of past childhood negative experiences, or as complicated as finding child care or reliable transportation to and from a school event. Parents often need support in breaking down the barriers and working to find ways to overcome them.

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<b><i>Skills for Working with Community Groups</i></b>	Establishing strategies to ensure that the program remains relevant to the values, culture, identity and home language.
Leadership Development	Collaboratively develop a philosophy that addresses the role of families in the education of their children. This statement should then be shared with all stakeholders.
Conflict Management	Adopt a broad and inclusive definition of family and promote a culture within the organization where all significant adults in a child’s life are encouraged to fully participate in the child’s education.
Decision Making/Problem Solving	The program level written framework describes the opportunities for families to be involved in program.
Group Facilitation	Decision-making (e.g. advisory groups) and delineates the expectation that all teaching staff engage families in the education of their child.
Goals and Roles	Families are encouraged to take on leadership roles and are actively involved in decision-making opportunities.
Group Communication	Communicate/build awareness of community demographics, census information, etc.
Group Learning	
Working with Stakeholders	
Group Management	
Working with Diverse Audiences	
<b><i>Community Assessment and Demographics</i></b>	
Identifying Needs and Assets	
Organizational Assessment	
Community Data and	



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Information	
Family Engagement Tool/Analysis	
<b><u>Guideline 1.3 Providing additional resources and training</u></b>  Resources can take many forms – from materials to support to workshops and training. Find the types of resources that families respond to and work to find ways to connect with them through these resources.	
Offer resources on developing community and individual capacity; supporting and fostering collaboration among community organizations  Initiative reflects American Indian values  Capitalize on American Indian similarities in cultural backgrounds, beliefs and community experiences  Encourage collaboration between families and communities  Action Plan/Checklist  List of Objectives	Resource Development <ul style="list-style-type: none"> <li>• Economic Development</li> <li>• Family Well-Being</li> <li>• Child Development-Centered Parenting</li> <li>• Resource Networking</li> <li>• Advisory Council</li> </ul> Workforce Development <ul style="list-style-type: none"> <li>• Welfare and Work</li> <li>• Balancing Work and Family</li> <li>• Career Exploration (i.e. post secondary education)</li> <li>• Managing Work Transitions</li> <li>• Teen Employment</li> <li>• Work Readiness Skills</li> <li>• General Workforce Development (i.e. adult education)</li> </ul> Current Community Based Program Areas <ul style="list-style-type: none"> <li>• Poverty-Homelessness/Housing</li> <li>• Poverty-Welfare Information</li> <li>• Poverty-Hunger/Food Insecurity</li> <li>• Poverty-Systems Change</li> </ul>

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<p>Match objectives to indicators</p> <p>Assess, Plan for indicators that involve/engage families</p> <p>Planning Tool</p> <p>Family engagement Policy</p> <p>Family engagement training</p> <p>Provide workshops for families and communities on “sense of community”</p> <p>Conduct ongoing evaluations on the families’ and communities’ experiences</p> <p>Participate in tools that assess</p> <p>Reflect, share, and build on outcomes</p>	<ul style="list-style-type: none"> <li>• Community Support for Child Care (i.e. Day Care services)</li> <li>• Community Health/Violence Prevention (ie. Drug, alcohol and Indian Health Services, Women, Infants &amp; Children)</li> <li>• Community Support for Families (i.e. Social Services)</li> <li>• Community Support for Schools</li> </ul>
<p><b>References:</b>          Pennsylvania Early Learning Keys to Quality, Community Outreach <a href="http://www.pakeys.org/pages/get.aspx?page=Community_Tools">http://www.pakeys.org/pages/get.aspx?page=Community_Tools</a>          Rhode Island Department of Education <a href="http://www.ride.ri.gov/StudentsFamilies/Overview.aspx">http://www.ride.ri.gov/StudentsFamilies/Overview.aspx</a>          Children, Youth and Families Education Research Network <a href="http://www.cyfernet.org/">http://www.cyfernet.org/</a>          National Association for the Education of Young Children. <a href="http://www.naeyc.org/accreditation/">http://www.naeyc.org/accreditation/</a></p>	

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**Parent and Family Engagement**

The parent and family engagement component in a high-quality early childhood program is based on establishing connections and sense of belonging, building empowerment and ownership and changing perceptions from parent involvement to parent and family engagement.

*\*Taken from [Academic Development Institute](#)'s family engagement indicators of effective practice, which includes the following building blocks:*

*1. Shared Leadership; 2. Goals & Roles; 3. Communication; 4. Education; 5. Connection*

A tool used by Bureau of Indian Education schools is The Family Engagement Tool. It is a 2-year plan based on assessed needs and effective practice. It is a web-based tool that guides a school team (including parents) in assessing every aspect of its family engagement programs and practices and creating and monitoring an improvement plan based on indicators of effective practice. The needs assessment phase is completed with the school team. This tool brings focus to strengths and areas of improvement. [Family Engagement Tool](#), <http://www.schoolcommunitynetwork.org/FET.aspx>

The numbered indicators below correspond with the [Bureau of Indian Education/NATIVE Star](#).

**Guideline 1.1 Establishing connections and sense of belonging**

When parents and families feel they belong, and are strongly connected to a school or system within their own community, their sense of belonging increases, and thus their engagement becomes strong. When engagement is strong, parents work to support their children's educational process within the system or school. When this happens, both children/families and schools benefit.

**Parent and family engagement practices that produce results are universal across all age levels – infants/toddlers, preschoolers, and school age children.**

Open House	CT1.1 The school's key documents (Parent Involvement Policy, Mission Statement, Compact Homework Guidelines, and Classroom Visit Procedures) are routinely discussed at Open Houses. (1855)
Parent Teacher Conferences/meetings	CT2.1 Parent-teacher conferences are held at least twice a year and include students at least once a year. (1590) CT2.2 Parents are given opportunities at parent-teacher conferences to discuss both their children's progress in

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	<p>school and their children’s home-based study and reading habits. (1591)</p> <p>CT2.3 All teachers use a common agenda with Next Steps for teachers, parents, and students in the parent-teacher (and parent-teacher-student) conferences. (1592)</p> <p>CT2.4 Records of persons attending parent-teacher conferences and Next Steps are maintained and provided to teachers in subsequent years. (1827)</p>
Creating a welcoming environment	<p>CT3.1 Office and support staff are trained to make the school a “welcoming place” for parents. (1593)</p> <p>CT3.2 The school team annually conducts a “walk-through” the school, parking lot, and grounds to suggest ways to make the school a more welcoming place. (1848)</p> <p>CT3.3 The office staff provides families and visitors with a friendly letter of greeting that explains the School and Classroom Visit Procedures. (1849)</p> <p>CT3.4 A suggestion box is prominently located and invites ideas for making the school a more welcoming place. (1850)</p> <p>CT3.5 School personnel met in the hallways are friendly and offer assistance. (1851)</p> <p>CT3.6 Signs at all school entrances clearly welcome and guide families and visitors to the main office to sign in. (1852)</p>
Home visits	<p>CT5.1 The school maintains a program of Home Visits by teachers, staff, and/or trained community members. (1596)</p> <p>CT5.2 The school maintains a program of Home gatherings, with groups of parents meeting in a home with a teacher. (1597)</p>
Family-School Nights	<p>CT4.1 The school provides Family-School Nights where families and school personnel get to know each other and discuss their mutual roles in students’ learning. (1594)</p> <p>CT4.2 Family-School Nights include interactive, parent-child activities. (1853)</p>
Other	<p>CT6.1 The school provides a room for parents to meet. (1599)</p> <p>CT6.2 The school provides "intra-generational associations" in which students of different ages are brought together to learn. (1595)</p>

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**Guideline 1.2 Building empowerment and ownership**

When parents feel they are an integral part of the school, and their children's educational processes, they begin to own the process and more fully support teachers, schools, and engage in children's learning. But first, parents have to be empowered, and this only happens when they are given the opportunity to share ideas, to discuss and communicate school issues with staff, and when they realize the value of being involved intimately with their children's school experiences.

Parent-Child Interactions	ED1.1 The school provides parents with practical guidance to maintain regular and supportive verbal interactions with their children. (1576) ED1.2 All-school events (e.g., Family-School Nights) include parent-child interactive activities. (1577) ED1.3 Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning. (1578)
Family Resource Library	ED2.1 The school provides a Family Resource Library that includes materials with information about parenting and parents' roles in children's education. (1579)
Courses and workshops for parents	ED4.1 Parent education programs include some multi-session group experiences with specific agendas (1582) ED4.2 Parent education programs are led by trained parent leaders. (1583) ED4.3 The school offers parent education programs focused on building skills relative to the curriculum of the home (what parents can do at home to support their children's learning). (1584) ED4.4 The school provides parents with practical guidance to establish a quiet place for children's studying at home and consistent discipline for studying at home. (1585) ED4.5 The school provides parents with practical guidance to encourage their children's regular reading habits at home. (1586) ED4.6 The school provides parents with practical guidance to model and encourage respectful and responsible behaviors. (1587) ED4.7 The school provides parents with practical guidance on the learning standards. (1826)

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Training for Parents and other classroom and office volunteers	ED3.1 The school encourages parents to volunteer and provides orientation and training for them. (1580) ED3.2 The school provides inter-generational associations in which parents or community volunteers assist in the classroom. (1581)
Professional Development for Teachers and Home Visitors	ED5.1 Professional development programs for teachers include assistance in working effectively with parents. (1588)
<p><b><u>Guideline 1.3 Changing perceptions from parent involvement to parent and family engagement.</u></b></p> <p>The term “parent involvement” can encompass many types of activities and interactions between parents and schools, and parents and children. The involvement that schools seek, however, and that research tells us makes differences in both schools and families, is a sustained and engaged approach. As parents become more comfortable with their level of involvement a shift occurs. No longer is a parent simply “involved” but he or she is engaged in the process of being involved. Being “engaged” kicks the involvement up to a higher level, where parents work to be a pivotal part of their child’s life not only at home, but at school, and they seek opportunities on a daily basis to support their children in their educational pursuits.</p>	
School Leadership Team	SL1.1 Parent representatives advise the School Leadership Team on matters related to family-school relations. (1553)
Parent Teacher Organization	The school has a written statement of purpose for its Parent-Teacher Organization. (1554)
School Community Council	SL3.1 A School Community Council (SCC) consisting of the principal, parent facilitator, social worker or counselor, teachers, and parents oversees family-school relationships and helps parents to be better equipped to support their student's learning at home. (1555) SL3.2 A majority of the members of the School Community Council (SCC) are parents of currently enrolled students and are not also employees of the school. (1556) SL3.3 The School Community Council (SCC) meets twice a month and keeps an agenda and minutes of the meetings. (1557)

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School Policies/compacts	<p>GR2.1 The school's Compact outlines the responsibilities (expectations) of teachers, parents, and students. (1539)</p> <p>GR2.2 The school's Compact includes responsibilities (expectations) that communicate what parents can do to support their students' learning at home (curriculum of the home). (1540)</p> <p>GR1.1 The school's Parent Involvement Policy includes a vision statement about the importance of family-school partnership in a school community. (1535)</p> <p>GR1.2 The school's Mission Statement is distinct, clear, focused on student learning, and includes the important role of the family. (1537)</p>
Parent Visits to Classroom	<p>GR5.1 Classroom Visit Procedures are clear, constructive, welcoming, and available for visitors in the office. (1548)</p> <p>GR5.2 The school's Parent Involvement Policy, Compact, and Classroom Visit Procedures encourage parents to visit classrooms. (1549)</p>
School/Family Communication	<p>CM3.1 The school has a web-based student information system to inform parents of student progress and updates information weekly. (1568)</p> <p>CM3.2 The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions. (1569)</p> <p>CM3.3 The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (1570)</p> <p>CM3.4 The school provides parents and other visitors a friendly document that outlines the ground rules for visits to the school and classrooms. (1571)</p> <p>CM3.5 The school's website has a parent section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how parents may post items. (1572)</p> <p>CM3.6 The school's newsletter includes articles by parents, information on home support of learning, announcements of parent activities, and provides procedures on how parents may submit items. (1573)</p> <p>CM3.7 The school has a bulletin board near the front entrance that includes information on home support for learning, announcements, parent activities, and provides procedures on how parents may post information. (1574)</p>
Teacher/home visitor and	<p>CM2.1 Teachers are familiar with the curriculum of the home (what parents can do at home to support their</p>



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family communication	children's learning) and discuss it with them. (1560) CM2.2 The school uses Open House as an opportunity to convey to parents that what goes on at home impacts student's academic performance. (1561) CM2.3 The "ongoing conversation" between teachers and parents is candid, supportive, and flows in both directions. (1562) CM2.4 Teachers use emails to provide parents with practical guidance to maintain regular and supportive verbal interactions with their children. (1563) CM2.5 Teachers use email to communicate with parents about student progress. (1564) CM2.6 Teachers use phone calls to provide parents with practical guidance to maintain regular and supportive verbal interactions with their children. (1565) CM2.7 Teachers use telephone calls to communicate with parents about student progress. (1566) CM2.8 Teachers use postcards and notes to parents to share student accomplishments. (1567)
<p><b>Guideline 1.4 Engaging parents to support children's academic achievement.</b></p> <p>Schools realize the significance of parent involvement in fostering children's academic success. Research clearly shows that parent involvement is important. Although teachers and schools recognize this "why," they often report that they do not know "how" to get parents involved. In this age of accountability, adequate yearly progress, and achievement gaps, we need to look beyond involvement—we need to engage parents and families as supporters of their children's learning.</p> <p>The following six areas of focus for parent/family engagement are derived from a thorough review of the literature on parent involvement/engagement practices—research, journal articles, lessons learned in the field, practitioners, and parents—that support the need for strong parent engagement at the elementary school level, in order to effect overall student achievement. This literature review and subsequent materials development, was conducted by the National Center for Families Learning (2006).</p> <p>The six areas of focus: <i>Setting the Climate, Communication, Developing Relationships, Providing Information/Strategies, Engaging in Learning, and Developing Leaders/Mentors</i>, developed by NCFL, lay the groundwork for the information that follows, which has been adapted to fit the needs of early childhood programs. (<i>All Your Parents = AYP: A Parent Engagement Professional Development Framework</i>, <a href="#">National Center for Families Learning</a>, 2006). Content pertaining to home visitation has been adapted/added by the <a href="#">Parents as Teachers National Center</a>.</p>	

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*Setting the Climate for Learning*

Schools must set a climate for parent engagement. Parents need to know that they are valued members of the school community and that they are equal supporters of their children's academic success. Parents must also set the climate for learning at home, modeling that education and learning is important. Home visitors can support parents in this role.

For schools:

- Schools, staff and parents are integral in setting a positive climate for parent engagement.
- Differing attitudes can affect the parent engagement climate.
- Family friendly school and classroom environments invite parent engagement
- Parents' comfort levels at school often determine their levels of involvement.
- A family friendly climate contributes to effective communication, relationship building, engagement in learning, and parent leadership.
- Parents support the learning climate at home.

For teachers:

- Assess your classroom environment. Does it say, Welcome" to families?
- Do you have one or two adult-sized chairs so parents can sit?
- Do you have an open door policy?
- Have you asked parents what would make them comfortable in your classroom?
- How do you greet parents when they come to school?
- Do you have visual displays that reflect all the families in your classroom? (photos, culture, family events, etc.)
- How do you support parents in creating a learning climate at home?

For home visitors:

- Do you support parents in creating a fun learning home environment?
- Do you ask parents how you can make them feel more comfortable during the home visit?
- Do you greet parents when they come to the school or you see them within the community?
- Do you encourage both parents and extended family members to participate in the activities and home visits?

For Parents:

- Create a climate for learning at home.
- Establish routines for children around reading and home work
- Set your expectations for your children's learning
- Be a role model as a learner. Let your child see you learn about and explore new things.
- Provide the tools your child needs to read, write and do homework.

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	<ul style="list-style-type: none"> <li>• Keep your appointments for home visits.</li> <li>• Keep communication open and clear with home visitor.</li> </ul>
<p><i>Communicating with Families</i></p> <p>Communication between schools and families must be a two-way street. How teachers/schools communicate to parents, and how parents communicate with schools/teachers, is important. If this chain of communication is broken, the student suffers.</p>	<p>Communication with families should:</p> <ul style="list-style-type: none"> <li>• Be regular, two-way, purposeful and effective.</li> <li>• Be conversational as well as provide information.</li> <li>• Employ various methods and strategies.</li> <li>• Consider the communication skills of all families, e.g. disability, culture and/or language differences</li> <li>• Provide a means to build rapport and relationships.</li> </ul> <p>For teachers/home visitors:</p> <ul style="list-style-type: none"> <li>• What methods do you use to communicate with parents?</li> <li>• Have you asked parents how they prefer to receive communication from you?</li> <li>• Do you write notes at a reading level most parents can read and understand?</li> <li>• Do you know the preferred languages of all of the parents of children in your classroom?</li> <li>• Do you listen as well as talk?</li> <li>• Do you use multiple formats for sharing information with all parents?</li> </ul> <p>For parents:</p> <ul style="list-style-type: none"> <li>• Ask your child questions about his school work.</li> <li>• Talk about school and classroom projects, homework, and school issues. Show your child you are interested.</li> <li>• Practice using open-ended questions when talking with your child to find out more information.</li> <li>• Talk to your child's teacher about standards, curriculum, your child's grades, homework expectations, etc., and also discuss with your child.</li> <li>• Let teachers and the school know when your communications are dismissed.</li> <li>• Help home visitor plan the content for the home visits.</li> <li>• Do leave behind parent-child activities with child and write down observations to share with the home visitor.</li> <li>• Attend group meetings.</li> <li>• Talk with home visitor about interest, needs, family well-being and goals.</li> </ul>

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<p><i>Developing Relationships</i></p> <p>Without trusting relationships, partnerships often fail. Building relationships is critical for parent-teacher collaboration. In order for parents and teachers to be full partners, rapport and trust must be developed. Relationship building takes time—between parents and teachers, and also between parents and children—particularly if the relationship contains new or changing expectations.</p>	<p>For schools:</p> <ul style="list-style-type: none"> <li>• Building rapport is an important first step toward developing parent-teacher relationships</li> <li>• Recognizing barriers helps teachers understand the challenge of parent engagement.</li> <li>• Community-school-family relationships provide the collaboration to strengthen learning.</li> <li>• Meaningful parent-child relationships impact children’s academic achievement.</li> <li>• Supporting parent involvement as a partnership strengthens efforts.</li> <li>• Acknowledging home as a viable learning environment.</li> </ul> <p>For teachers/home visitors:</p> <ul style="list-style-type: none"> <li>• Recognize and support differing levels of parent involvement/engagement.</li> <li>• Work to build rapport and trust with parents.</li> <li>• Provide non-threatening activities to get parents involved.</li> <li>• Welcome parents as classroom observers/participants.</li> <li>• Ask parents about their barriers to involvement.</li> <li>• Acknowledge that parents know their children best.</li> <li>• Create multiple opportunities for parents to feel successful.</li> <li>• Build relationships with community agencies.</li> </ul> <p>For parents:</p> <ul style="list-style-type: none"> <li>• Build learning relationships with your children.</li> <li>• Recognize yourself as an important teacher of your child.</li> <li>• Take advantage of school parent-child activities.</li> <li>• Practice parent-child responsive strategies.</li> <li>• Ask children questions and have discussions about learning.</li> <li>• Serve in leadership roles.</li> </ul>
<p><i>Providing Information and Strategies</i></p> <p>As schools seek professional development opportunities, parent involvement should top</p>	<p>Professional Development for school staff:</p> <ul style="list-style-type: none"> <li>• Provide new information for teachers and home visitors about how to work with families through ongoing, systematic professional development.</li> <li>• Enhance knowledge and increase competence in delivering services to families.</li> <li>• Professional development for staff includes understanding how to work with all families</li> </ul>

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<p>the list. Teachers need information on how best to work with families. In the same respect, parents need information about how to best work with teachers and their own children.</p>	<ul style="list-style-type: none"><li>• Provide ongoing opportunities for professional development for all staff (teachers and support staff) about working with families</li><li>• Related to core competencies areas; child development, early childhood education, family systems, parenting education, health and safety, nutrition, instructional practices and standards.</li></ul> <p>Teachers/home visitors:</p> <ul style="list-style-type: none"><li>• Do you embed new strategies into your work with families every day?</li><li>• Do you share your ideas with other teachers and staff and learn new strategies for working with parents from them?</li><li>• How do you provide information to parents to help them support their children's learning?</li><li>• Do you make provisions for providing information (flyers, handouts, workshops, voice messages, email, etc.) in ways that all parents can understand?</li><li>• Are you involved in your schools parent involvement plan?</li></ul> <p>Parents:</p> <ul style="list-style-type: none"><li>• Attend parent workshops and family nights at your school.</li><li>• Attend and participate in home visit activities.</li><li>• Work with your child's teacher or parent liaison at the school to understand the services available to you.</li><li>• Let teachers and the school know what support you need in order to support your child's learning.</li><li>• Seek out new ways to engage your child in learning experiences and share new things you have learned with your child.</li><li>• Apply strategies learned in workshops at home with your children.</li><li>• Follow-up on referrals.</li></ul>
<p><i>Engaging in Learning</i></p> <p>Once teachers, home visitors, and parents have information, they generally feel more confident in their abilities. Teachers and home visitors can</p>	<p>Key ideas:</p> <ul style="list-style-type: none"><li>• Schools provide the means for learning at school—curriculum, instructional strategies and environment—to promote student success.</li><li>• Teachers use strategies and knowledge gained in professional development to engage parents as they support children's learning.</li><li>• Parents provide a supportive home learning environment to promote student success.</li><li>• Parents use the strategies and knowledge gained in parent education to support children's learning at home.</li></ul>

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<p>engage with parents, parents engage with children. Professional development for teachers and home visitors, and training for parents should mirror each other and have the same end in mind—children’s academic success.</p>	<ul style="list-style-type: none"> <li>• Parents and teachers form an equal partnership to support children’s learning—at home and at school.</li> </ul> <p>Teachers/home visitors:</p> <ul style="list-style-type: none"> <li>• Employ strategies learned in professional development to engage parents to support achievement.</li> <li>• Assess parents’ levels of involvement and determine how to best engage them.</li> <li>• Provide parent workshops, family nights, or other activities to share information and strategies with parents.</li> <li>• Use a variety of methods to share information (print, phone, voice, email, poster, flyer, word-of-mouth).</li> <li>• Schedule activities for parents during a time that meets their needs.</li> <li>• Support parents who need ideas of how to better engage their children.</li> </ul> <p>Parents:</p> <ul style="list-style-type: none"> <li>• Ask teachers for ways to better support the learning that is happening at school.</li> <li>• What support can you provide at home?</li> <li>• Learn how to best structure time for your child’s homework (and get your child’s input).</li> <li>• Provide experiences for children that support learning. Look for ways to teach them new ideas.</li> <li>• Take advantage of sharing information and learning within every day routines and experiences (e.g. mapping the bus route, buying groceries, etc.)</li> </ul>
<p><i>Developing Leaders and Mentors</i></p> <p>Both teachers and parents can, and should be, leaders and mentors in this partnership. As leadership and mentorship is built within the school, and at home, the sustainability of active parent engagement is magnified.</p>	<p>Key ideas:</p> <ul style="list-style-type: none"> <li>• Parents become involved at varying points along a continuum, building skills along the way.</li> <li>• As involvement skills strengthen, parents become confident leaders and mentors.</li> <li>• Involving parents in decision making, providing them with a voice, and including them on school committees and councils, promotes leadership.</li> <li>• Parents can and should be involved in the planning, review, evaluation and improvement of school programs, home visits, parent-teacher conferences, and group meetings.</li> <li>• As parents become leaders and mentors, they build capacity within the school to support ongoing parent involvement efforts.</li> <li>• Mentorship involves peer support for teachers, home visitors, and staff to impact parent involvement; peer support for parents can result in parent leaders and mentors.</li> </ul>

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	<p>Teachers/home visitors:</p> <ul style="list-style-type: none"><li>• Build your own skills as a parent involvement leader and mentor with other teachers.</li><li>• Do you provide ongoing support for parents as leaders or mentors?</li><li>• How do you identify and work with parents who show leadership skills?</li><li>• How often are parents involved in decision making in the classroom, school, or on advisory councils?</li><li>• Do you support parents as they work to achieve their leadership goals?</li><li>• Do you see parents' ideas and opinions and welcome their questions about school?</li></ul> <p>Parents:</p> <ul style="list-style-type: none"><li>• What skills have you gained to share with other parents?</li><li>• Mentor other parents to help them support their children's learning.</li><li>• Form parent networks and join parent organizations.</li><li>• Assume leadership responsibilities when comfortable.</li><li>• Advocate for parent involvement.</li><li>• Model for your child the importance of being a leader.</li></ul>
<p><b>References:</b> Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N.R., &amp; Van Voorhis, F.L. (2002). <i>School, family and community partnerships: Your handbook for action</i>. Thousand Oaks, CA; Corwin Press. Henderson, A. T., &amp; Mapp, K.L. (2002). <i>A new wave of evidence: The impact of school, family, and community connections on student achievement</i>. Austin, TX: National center for Family &amp; community connections with Schools: <a href="#">Southwest Educational Development Laboratory</a>. Jacobs, K. (Ed.). (2006). <i>All your parents = AYP</i>. Louisville, KY: <a href="#">National Center for Families Learning</a> Parents as Teachers National Center (2011) <i>Foundational Training Guide</i>. St. Louis, Mo: author Parents as Teachers National Center (2011) <i>Model Implementation Training Guide</i>. St. Louis, Mo: author Weiss, H.B., Kreider, H., Lopez, M.E., &amp; Chatman, C.M. (Eds.). (2005). <i>Preparing educators to involve families: From theory to practice</i>. Thousand Oaks: Sage Publications.</p>	



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**Families in Transition\***

The parent and family engagement component in a high-quality early childhood program is based on a seamless transition through the child’s developmental milestones (birth to age three, age three to five and five to eight years of age). Build the foundation and support for success toward career and college readiness through effective coaching.

*\*See also **EARLY INTERVENTION AND CHILDREN WITH SPECIAL NEEDS, Guideline 1.7, Transition.***

<b><u>Guideline 1.1 Seamless transition through the child’s developmental milestones (birth to age three, age three to five and five to eight years of age)</u></b>			
	<b>Prenatal to Age Three</b>	<b>Three to Five Years</b>	<b>Kindergarten/Elementary School</b>
Gather information about programs & community resources  Transition packets for families. Develop and Implement Plans  School-based activities for seamless transition  Arrange visits for families with child to observe the normal routine & participate in activities  Utilize the FACE “Effective Transitions” document and materials to facilitate smooth	<b>Activities that work well for families with infants/toddlers:</b>  Newsletters, school websites  Community Resource Fairs  Develop a system for ongoing communication between family members and service providers.  Insure that families know who the main contact person is, such as a service coordinator/social worker, etc.  Parent Trainings (ie. <a href="#">Navajo Nation Growing in Beauty</a> , Early	<b>Activities that work well for families with preschoolers:</b>  Newsletters, school websites  Community Resource Fairs  Develop a system for ongoing communication between family members and service providers.  Insure that families know who the main contact person is, such as a service coordinator/social worker, etc  Parent Trainings	<b>Activities that work well for families of kindergarten/elementary children:</b>  School Newsletters, school websites  Community Resource Fair  Develop a system for ongoing communication between family members and service providers.  Insure that families know who the main contact person is, such as a service coordinator/social worker, etc.  Parent Trainings  The Individualized Education

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<p>transitions from home-based to classroom-based services, and from preschool classroom-based services to kindergarten. (<a href="#">Effective FACE Transitions, APPENDIX</a>)</p>	<p>prevention and intervention, etc.)</p> <p>Develop a system to monitor and note how outcomes are addresses</p> <p>Information center for parents, prenatal to age 5.</p> <p>Survey, parent/family needs</p> <p>Sponsoring or hosting special activities or programs such as school open house at beginning of school year for community.</p> <p>Providing incentives for involvement</p>	<p>Summary (Transition Plan) of information about child such as likes, dislikes, ways to soothe/calm child, successes/goals for child and family.</p> <p>The Individualized Education Program (IEP) to clarify what services are to be provided and by whom, as well as when and where services will be delivered. (See BIE FACE Referral Process)</p> <p>Develop a system to monitor and note how outcomes are addressed</p> <p>Identify who will be involved in developing transition plan and what specific role they might play.</p> <p>Count-down calendar</p> <p>Handouts on routines</p> <p>Sponsoring or hosting special activities or programs such as school open house at beginning of school year for community.</p> <p>Providing incentives for involvement</p> <p>Classroom visit for parents to</p>	<p>Program (IEP) to clarify what services are to be provided and by whom, as well as when and where services will be delivered.</p> <p>Develop a system to monitor and note how outcomes are addressed</p> <p>Identify who will be involved in developing transition plan and what specific role they might play.</p> <p>Classroom visit for parents to observe (schedule, expectations, school hand-book)</p> <p>Sponsoring or hosting special activities or programs such as school open house at beginning of school year for community.</p> <p>Providing incentives for involvement</p> <p>Parent Advisory Committee activities</p>
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		<p>observe</p> <p>Classroom visit for child to participate (Spring, end-of-school-year)</p> <p>Information center for parents, prenatal to age 5.</p> <p>Survey, parent/family needs</p>	
<b><u>Guideline 1.2</u> Building the foundation and support for success toward career and college readiness through effective coaching</b>			
Build Relationships	<p>Insure family members/children feel comfortable about their child entering your school by establishing trust.</p> <p>Determine what families most want for their child from your program/school/community, such as:  <i>*Information and referrals to community resources.</i>  <i>*Chances for their child to play or engage in activities with children their own age.</i>  <i>*Other</i></p>	<p>Insure family members/children feel comfortable about their child entering your school by establishing trust.</p> <p>Discuss school expectations, philosophies about student success and intervention (if necessary)</p> <p>Determine what families most want for their child from your program/school/community, such as:  <i>*Information and referrals to community resources.</i>  <i>*Chances for their child to play or engage in activities with</i></p>	<p>Insure family members/children feel comfortable about their child entering your school by establishing trust.</p> <p>Discuss school expectations, philosophies about student success and intervention (if necessary)</p> <p>Determine what families most want for their child from your program/school/community, such as:  <i>*Information and referrals to community resources.</i>  <i>*Chances for their child to play or engage in activities with</i></p>

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### PART III: COMMUNITY OUTREACH AND COLLABORATION

<p>Developmental Evaluations/Screenings</p> <p>Help families identify skills to be successful in a new learning environment</p> <p>Support for parents through a variety of options</p>	<p>Developmental Screenings: Child Find/Child Fair (<i>See also EARLY INTERVENTION AND CHILDREN WITH SPECIAL NEEDS, Guideline 1.1 Screening.</i>)</p> <p>Develop a Transition Team.</p> <p>Newsletters exclusively prenatal to 5 years old on developmental milestones, home activities to build skills needed for academic success, challenging behavior and parenting (resources)</p> <p>Trainings, guidance and modeling</p> <p>Referral to community services &amp; programs</p>	<p><i>children their own age.</i> <i>*Kindergarten readiness</i></p> <p>Developmental Screenings: Child Find/Child Fair (<i>See also EARLY INTERVENTION AND CHILDREN WITH SPECIAL NEEDS, Guideline 1.1 Screening.</i>)</p> <p>Develop a Transition Team.</p> <p>Newsletters exclusively prenatal to 5 years old on developmental milestones, home activities to build skills needed for academic success, challenging behavior and parenting (resources)</p> <p>Trainings, guidance and modeling</p> <p>Referral to community services &amp; programs</p>	<p><i>children their own age.</i> <i>*Preparing for academic success</i></p> <p>Develop a Transition Team</p> <p>Newsletters on school standards, K – 3<sup>rd</sup> grade, home activities to build skills, challenging behavior and parenting (resources)</p> <p>Provide families with information on developmental milestones, home activities to build skills needed for continued academic success challenging behavior and parenting through newsletters and school websites.</p> <p>Trainings, guidance and modeling</p> <p>Referral to community services &amp; programs</p>
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 Best Practices in Early Childhood Education, Massachusetts Department of Education and Care <http://www.uwotc.org/files/Best%20Practices%20in%20Early%20Childhood%20Transition.pdf>

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Excellence in education is promoted through leadership and management that produces desired results. Effective program implementation produces sustained governance structures, a competent and knowledgeable leadership team, fiscal transparency, the nurturing of effective working relationships (home, school, community), and comprehensive, functional administrative policies and procedures within systems.

*NAEYC Program Standard #10.* The program effectively implements policies, procedures and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high quality experiences. (NAEYC, 2008)

**This Early Childhood/Preschool Program Administration section addresses the following topics:**

- Program Management
- Leadership
- Evaluation
- Professional Development
- Sustainability
- Health, Safety and Security of Children

**Guideline 1.1 – Early Childhood Program Management**

Effective program management is practiced and achieved by adhering to federal law and school/program policies and procedures, ensuring program accountability, adhering to quality assurances and essential requirements, and promoting fiscal transparency. High quality leadership leads to high quality programming. When school administrators are knowledgeable and involved with program management, they send a message of caring and support to students, program staff, families and community.

Each program shall be locally developed and included in the overall school-wide plan, which provides for central administration oversight over all program functions and clearly establishes administrative lines of authority.

Administration ensures that services will be provided to all eligible Indian children regardless of special needs.

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**Prenatal – Kindergarten (Home-based and Classroom-based Programs)**

**Early Childhood program administration practices that produce results are universal across all age levels. Management strategies that produce high-quality early childhood programs:**

- 1) Promote and ensure early childhood program accountability.
  - Comply and adhere to early childhood program and federal regulations and guidelines.
  - Adhere to model quality assurances and essential requirements.
  - Understand funding obligations, compliances, and responsibilities
  - Model and ensure knowledge of early childhood program guidelines and developmentally appropriate practice, curriculum (including language and culture), instructional practices/strategies, and assessment.
  - Institute program planning and implementation that ensures high-quality early childhood program development.
  - Develop and use support of an advisory council.
- 2) Promote fiscal soundness.
  - Make decisive and purposeful early childhood programmatic and budget decisions.
  - Seek funding opportunities for sustainability of programs. (*See section 1.5 Sustainability*)
- 3) Provide and sustain targeted professional development based on early childhood students/classroom data, standards, and student/staff needs. (*see section 1.4 Professional Development*)
- 4) Ensure and maintain qualified/certified early childhood staff
  - Maintain records of degree and licensure in early childhood education for each staff member
  - Provide reflective supervision to staff in an ongoing and consistent manner.
  - Discuss job performance and professional growth plans with each staff member/teacher.
- 5) Adequate and safe facilities are provided for preschoolers.
  - An appropriate classroom with attached, or closely located restroom facilities are available for children
  - Playground space for children 3 to 5 years of age are provided at the school and in close proximity to the preschool/kindergarten classrooms.
  - Room arrangements allow for all children to be seen and supervised at all times by teachers (no hiding places, blocked entrances/exits, no tall shelves).
  - Two entrances/exits is preferred for fire regulations (adhere to all local/state fire regulations as appropriate).

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- Program adheres to local licensure regulations for room size, ratio, and environmental safety.
- 6) Coordinate, collaborate with, and support school services (transportation, health, nutrition, security) to ensure a safe, secure and healthy learning environment for children/families.
  - Provide transportation for preschool children attending school -- provide appropriate busses and bus monitors for preschool children
  - Provide a healthy and safe school and classroom environment for children
  - Provide meals (breakfast, lunch and snack) through the federal lunch program
- 7) Adhere to and comply with early intervention and early childhood special needs programming; maintain knowledge of [Individuals With Disabilities Educational Act \(IDEA\)](#) and processes (Part B and C). (see Early Intervention and Children With Special Needs)
- 8) Use a data-driven approach to support early childhood program decisions and conduct evaluation, in order to achieve targeted results and support continued school/program improvement. (see *Sustainability*)
  - Monitor efforts of record-keeping and data collection as an ongoing process; oversee establishment of system for early childhood data collection.

**Guideline 1.2 – Leadership**

Effective leadership is achieved by building rapport and developing beneficial relationships with staff, parents, community members, and leadership teams. Program staff are supported by the school leadership in their work, and the program is held to high standards of accountability.

**Prenatal – Kindergarten (Home-based and Classroom-based Programs)**

**Program leadership practices that produce results are universal across all age levels. High-quality leadership strategies:**

- 1) Ensure support for the early childhood program from school administration and school board.
  - Keep school board and administration apprised of early childhood program and activities.
  - Conduct presentations to the board of early childhood successes, needs, issues.
- 2) Ensure a safe and secure teaching/work environment for teachers/staff.
- 3) Ensure coordination and collaboration with parents/families. (*See Family & Community Outreach*)
  - Promote and model effective, two-way communication strategies with staff, parents and community members.



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- Ensure support and advocacy for parent and family engagement.
- 4) Conduct outreach and collaboration with community organizations/agencies to support school efforts.
- 5) Recognize individual and collective staff strengths and needs.
- 6) Provide support for staff such as mentoring/coaching, professional development and resources.
- 7) Ensure adequate and well-maintained (indoor and outdoor) facilities, materials, and equipment for classroom teachers/staff.
- 8) Assist and participate in staff conflict resolution, decision making and team building.
- 9) Ensure that certifications for teachers and home visitors are maintained.
- 10) Promote and encourage career opportunities for staff.
- 11) Lead school staff, team, and committee meetings; monitors action plans.
- 12) Be visible in the school community.
  - Serve and participate in school and community committees and advisory councils.
  - Attends and support school/program events.
- 13) Work to integrate all early childhood program activities into the larger school picture.

**Guideline 1.3 -- Evaluation**

Program evaluation ensures effective implementation of policies, procedures, goals, and systems as well as strong personnel, fiscal and program management, in order to engage in ongoing self-study, reflection and improvement. Periodic program evaluation is necessary to ensure resources are used to achieve desired results as well as improve services to meet program goals and objectives.

**Prenatal – Kindergarten (Home-based and Classroom-based Programs)**

**Program evaluation practices that produce results are universal across all age levels. High-quality evaluation strategies:**

- 1) Incorporate a system of monitoring and evaluation that is built into the planning and development process.
  - On-site evaluation will be conducted bi-annually.
  - An evaluation checklist/tool will be developed.
  - Findings will be reviewed and a plan of action to address.

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- 2) Develop a comprehensive evaluation tool/observation instrument to collect data.
  - Evaluation tool/instrument will be developed through research and rigor for Early Childhood Education program in Education Line Office. This tool/instrument will be reviewed annually.
  - The tool/instrument will utilize a rubric format.
  - The tool/instrument will be used as part of data analysis.
- 3) Collect and analyze data.
  - A comprehensive plan of annual implementation will be developed with input from the field to collect and analyze data.
  - Continuous quality improvement is the focus. Programs report data on service delivery and program implementation through an approved and agreed upon system
  - Summative report will be developed to understand collected data.
  - Recommendations and cause/effect will be written based on data collection
  - Collect data from a variety of sources—document reviews, site visits, classroom observations, self-assessments, teacher and parent report/surveys, child assessments, discussions with teacher.
  - Collect data to support/inform:
    - a) program guidelines
    - b) professional development
    - c) instructional practices
    - d) how guidelines align with curricula and/or assessment.
- 4) Incorporate scope/mission of all program components as designed and delivered (processes by which services and education programs are delivered and outcomes recorded)
- 5) Conduct in-depth interviews or discussions with staff and families in an effort to evaluate and improve program implementation

**Guideline 1.4 – Professional Development**

Children benefit most when their teachers have high levels of formal education and specialized early childhood professional preparation. Teachers who have specific preparation, knowledge, and skills in child development and early childhood education are more likely to engage in warm, positive interactions with children, offer richer language experiences, and create more high-quality learning environments. Opportunities for teaching staff to receive supportive supervision and to participate in ongoing professional development ensure that their knowledge and skills reflect the professional's ever-changing knowledge base. (*NAEYC Program Standard #6. Teachers, Rationale*)

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A comprehensive system ongoing professional development to support and grow all early childhood professionals continuing knowledge base of core content, child development, and early childhood education, is necessary to help children reach academic goals and to achieve desired results for schools and programs.

To maximize teacher knowledge and skills, extensive and coordinated pre-service (teacher preparation programs) and in-service training and professional preparation is needed. (*Zero to Three, Early Learning Guidelines for Infants and Toddlers: Recommendations for States, 2008*) Research indicates that specialized training for teachers is related to higher quality learning environments, which impact child outcomes. *Zero to Three, Early Learning Guidelines for Infants and Toddlers, rationale, p. 13*)

High-quality professional development is:

- designed to ensure that staff has the skills, knowledge, content, process and accountability to assist all children in meeting and achieving their learning goals and helps staff to enhance their ability toward organizational change.
- research-based and connected to the school/organizational vision, strategic plan and specific areas of need to impact teaching and learning processes.
- sustained over time, offers support for change, provides adequate resources and accountability, and is incorporated into the teaching and instructional process across all levels of education and learning communities.

**Prenatal – Kindergarten (Home-based and Classroom-based Programs)**

**Professional Development practices that produce results are universal across all age levels. High-quality professional development strategies:**

- 1) Implement an integrated systems approach and employ a comprehensive system of preparation and ongoing support for all early childhood professionals working with young children. (NAEYC)
- 2) Follow a written professional development plan to address the needs of the teachers, home visitors, and students; and builds from a needs assessment (surveys, data, assessments, observation/feedback, etc.) to determine content.
- 3) Target areas of need based on data in effort to build capacity and provide learning/professional growth opportunities.
- 4) Include training specific to early childhood education and child development of children aged infants through third grade.
- 5) Designed to provide new information, update, build upon, and enhance knowledge and skills.

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- 6) Must be evidence/research based and structured to promote linkages between research and practice.
- 7) Must be responsive to each learner's background and experience.
- 8) Based on specific outcomes that define what the professional should know and be able to do for young children and families, as a result of their preparation and continuing education.
- 9) Addresses core knowledge areas of early childhood education and/or early childhood standards.
- 10) Target areas of focus, such as oral language development, early literacy, writing, mathematics, scientific thinking, and creativity; parenting education, working with parents, working with families of children with special needs.
- 11) Relevant across a range of early childhood roles and settings, and age ranges of children.
- 12) Include a variety of methodologies, such as group learning, sharing and teaming, and includes a variety of formats; online, webinars, professional learning communities, and more.
- 13) Must be relevant to the goals of the learning experience
- 14) Include activities provided by in-service training sessions, community college and university coursework, self-study, observation/feedback from a colleague or supervisor, mentoring or coaching, or other means of job-related technical assistance.
- 15) Include the creation of individual development plans for personal growth, identifying strengths and areas of need, and targeting specific goals and activities.
- 16) Contribute to certifications, licensing and credentialing, and accreditation.
- 17) Secure high-quality training, technical assistance, consultants and coaches.

**Guideline 1.5 – Sustainability**

In uncertain funding times, it is important for every program to know what it stands for, how it impacts children/families/communities, and how to move forward in times of funding loss. Programs must learn how to sustain and maintain services at the level that children and families are accustomed. Part of sustaining a program is building the capacity within to endure. (See 1.4 Professional Development for building the capacity of staff.) Programs must be able to reach out and prove their value, and to do so in times of limited funding can be a challenge. Planning up front for how to sustain a program beyond its initial funding is critical.

**Sustainability** – the capacity of a program to achieve long term success and stability while serving children/families without the threat or loss of financial support and quality of services

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**Capacity building** – Going from good to great. Improving an organization’s effectiveness through a plan that addresses internal needs. The process of improving the sustainability and expansion of services provided. (*National Center for Families Learning, Financing and Sustaining Family Literacy: Building Capacity and Endurance, 2012*)

**Prenatal – Kindergarten (Home-based and Classroom-based Programs)**

**Sustainability practices that produce results are universal across all age levels. Steps to sustaining and maintaining a program include:**

1. Have a mission statement to define and guide your program activities.
  - Clearly define the purpose of the program.
  - Identify the key services of the program.
  - Know who the program benefits (target audience).
2. Build a strong internal system.
  - Maintain well-trained and certified staff.
  - Enlist volunteers (parent, community, etc.).
  - Build strong relationships with families, community members, school board members and school administrators, and community collaborators.
3. Maintain high visibility in the school and community.
  - Know and share program facts.
  - Share success stories.
  - Identify program strengths, weaknesses, opportunities and threats.
  - Identify program assets (local, school, tribe, state, federal, cultural, etc.).
  - Identify key stakeholders – the individuals or organizations in your school and community who have an interest in the program.
  - Identify key collaborators – the individuals or organizations that could play a role in sustaining program services through collaboration or funding.
    - Make the case of value of the program to your key stakeholders.
    - Involve the public.
4. Use data to demonstrate impact.

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- Identify types of data that provide impact (student achievement, longitudinal, costs, image/perception).
  - Analyze data and identify gaps in data collection strategies.
  - Use data to support fundraising efforts – i.e. grantwriting.
5. Maximize fundraising efforts.
- Working relationships are established with tribal organizations, local offices of BIA, and state and community agencies/ organizations. (Examples: Head Start, Title 1, Early Intervention Services [Part B & C], Johnson O'Malley, daycare, adult education, post-secondary education, public schools, Social Services, Drug and Alcohol, Indian Health Services, Women Infants and Children).
  - Blend funding streams when appropriate.
  - Search for local funding sources first, followed by state, region, and then national/federal.
  - Build collaborations and networking – look for win-win relationships.
  - Think outside of the box.

**Guideline 1.8 – Ensuring Health, Safety and Security of Children**

Ensuring the health, safety and security of children while they are in school care is of high priority. Children are entrusted to schools and school personnel by their parents and this privilege of caring for, and working with, young children should be honored and respected. All schools – teachers and staff – strive to care for and support children and families in a healthy, safe and secure manor, all day, every day.

**Some guiding principles:**

- Health is a state of complete physical, oral, mental, and social well-being and not merely the absence of disease or infirmity ([World Health Organization, 1948](#)).
- To take advantage of learning opportunities, good health, nutrition and physical well-being must be taught and role-modeled by adults in their daily lives.
- Children depend on adults to make healthy choices for them and to teach them how to make healthy choices for themselves. A quality program prevents hazardous practices and environments that are likely to result in adverse consequences for children, staff, families, or communities. (NAEYC Standard #5 HEALTH)
- Children need to engage in play and movement to grow and development their brains and bodies.

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**Prenatal – Kindergarten (Home-based and Classroom-based Programs)**

**Ensuring the health, safety and security of children is a responsibility at all age levels. Administrators ensure safe practices in the following areas:**

**Health and Safety**

- Program shall provide a copy of the school health and safety policy to each staff member and parent.
- The staff shall be trained in CPR and first aid according to school policy and procedures.
- The program shall participate in the regularly scheduled school fire drills.
- The program shall implement the [BIA Suspected Child Abuse Neglect \(SCAN\)](#) policy for reporting child abuse and neglect.
- The program shall implement the BIA background/security checks for staff and center-based adult participants.
- The classrooms and offices shall be kept safe and clean.
- Children and adults shall have access to safe drinking water.
- Staff and parents shall be aware of school procedures to keep children safe in emergency situations – including drills for fire, naturally occurring disasters, and school lockdowns.

**Medical**

- Prior to enrollment, children shall be required to have evidence of a complete physical examination, which was conducted within the last 12 months.
- Upon enrollment, the parent will provide documentation that their child's immunizations are up-to-date and consistent with state requirements. This document will be updated annually and kept in the confidential family or child file.
- Administration of medication. Staff shall follow school policies and procedures.

**Personal Hygiene**

- Children and adults shall have regular access to appropriate bathroom facilities.
- Routines of hygiene are established for children – brushing teeth (preschoolers), frequent hand washing for all children, taking care of own bathroom needs.
- The staff shall keep extra clothing available to change a child's clothing if wet or soiled (infants/toddlers and preschoolers). There should be clean and private space for parents to change their child's clothing.

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- Provide clean and safe environments for young children's sleeping and napping (infants/toddlers and preschoolers). Cots and beds should be safety approved, and follow all regulations for licensed and certified child care sleeping arrangements. Sheets, pillows and sleeping friends should be laundered frequently according to local regulations.

**Food and Food Preparation**

- Meals and/or snacks for children and adults are planned to meet the participant's nutritional requirements as recommended by the [National School Lunch Program](#) of the U.S. Department of Agriculture. Meals provided will be determined based on the length of the program day.
- Both children and adults qualify for free and reduced meal reimbursement, as students of the school. A separate USDA Free and Reduced Meal Reimbursement form must be submitted to school food services for each child and adult student.
- Breakfast, lunch and snacks will be provided daily to adults and children participating in the FACE program.
- Reasonable food purchases are allowable expenses for FACE Family Circles and special FACE events.

**Transportation**

**1) Child Supervision**

- Each child must be accompanied by his/her parent when being transported on the school bus, or in a school vehicle.
- Staff should not transport children or families in personal vehicles.
- When children are entering or leaving the vehicle, the following safety precautions shall be taken:
  1. The accompanying staff member, parent, volunteer, or the driver shall ensure that a parent or other responsible person designated by the parent receives the child when leaving the vehicle or the program.
  2. Children shall enter and leave the vehicle from the curbside unless the vehicle is in a protected area or driveway. A staff member shall closely supervise children entering and leaving the vehicle at all times.
  3. Children shall not be left unattended in a vehicle.

**2) Vehicles and Operators**

- The program shall have on file for each vehicle used in the program verification of the following:
  1. Annual vehicle inspection
  2. Vehicle insurance
  3. Evidence of compliance by drivers with all BIA, tribal and state requirements, including a copy of each driver's driving record and license number.
- Vehicles used by the program for the transportation of children and adults shall meet existing federal and state motor vehicle codes and safety



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equipment requirements.

- Drivers shall be certified to meet state licensing requirements. School bus operators and operators of vehicles for the transportation of children and adults are required to be licensed under the Commercial Driver's License Program operated by all states. This license must be endorsed appropriately.
- All staff members who are required to drive in their FACE job must comply with the requirements specified in the Code of Federal Regulations, 5 CFR 930, and the Department of the Interior's Motor Vehicle Safety Policy, 485 DM16 (the form required is the GSA Form 3607, Motor Vehicle Operator's License and Driving Record).
- Any transportation of families in staff member's personal vehicles is discouraged as outlined in the schools policies and procedures.

**Natural Disaster and Security Protection Plans**

- All early childhood programs will have a written natural disaster and school security protection plan that is public, posted, and practiced by faculty, staff and administration.