



Bishop Indian Head Start Health, Education and Child Development Program Services Operational Policies and Procedures

Revised to meet Head Start Performance Standards 2016

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1302.16 Attendance.

Policy: All families are encouraged to maintain regular attendance in Head Start activities. Head Start staff will support families in identifying barriers to regular attendance and will initiate supports as appropriate. If families are not able or willing to participate, another child will be given the opportunity to attend the program.

Areas of Responsibility

- The Director is responsible for investigating and documenting the causes of absenteeism if the average daily attendance in a center-based classroom falls below 85%.
- The Teacher is responsible for ensuring that the Daily Sign In/Out forms is completed accurately and completely. The teacher is responsible for tracking classroom attendance and ADA on a monthly attendance sheet.
- The BIHS Secretary is responsible for entering information from the Daily Sign In/Out forms in the daily ADA log. In addition, to following up on absent children after 9:00 am with phone calls to parents. 1 hour after program start to ensure child's wellbeing. The reasons for the absences are documented in the center daily absent log.
- The Family Advocate, Health/Disabilities Manager, Teacher is responsible for follow up and family support on attendance issues and for documenting these activities.
- The Health/Disabilities Director is responsible for tracking illnesses and following up.

Procedures

Absences-Parents are encouraged to call or send a note to account for each day that their child cannot attend class and to explain the reasons for the absence. Attendance will be recorded daily in the classroom attendance log and entered the child's monthly absent form.

Excused Absences: Absences will be excused for the following reasons allowed in regulations without limitation:

Illness or quarantine of the child or parent (please be specific)

Court ordered visitation with absent parent or relative (We must have a copy of the court order on file)

Excused Absence Due to Family Emergency: Absence due to "family emergency" as allowed in CCR Section § 18066(c) will be excused for the following reasons without limitation:

1. Family emergency, such as death, funeral, car accident, court appearance, emergency hospitalization, need to receive medical or dental services out of town due to lack of service providers in our geographic region, or federal jury duty in Fresno, CA.
2. Family emergency created by crisis, need for medical, dental, or therapy services related to crisis, visit to safe house or shelter, the need to be out of sight of absent parent, threat of kidnap, secret witness program relocation issues or other family crisis or extenuating circumstances at the discretion of administration.
3. Family emergency due to dangerous conditions such as down power lines, flash floods, snow, avalanche, and other natural disasters.
4. Any absence which is clearly in the health and safety interest of the child or other children in the center of home due to a family emergency, crisis, or dangerous condition.

Excused Absence Due to Best Interest: Absence allowable as “Best Interest of the Child” CCR Section § 18066(c) will be excused for the following reasons with a **limit of 10 days** per fiscal year, except for those children who are recipients of protective services or at risk of abuse or neglect as allowed in CCR Section § 18066(f):

1. Vacation with parent or relative (please be specific)
2. Out of town with parent or relative (please be specific; non-illness or not medically related)
3. Stayed home with parent or relative
4. Child’s Birthday
5. Other reasons which are clearly in the best interests of the child (again, please be specific)

UNEXCUSED ABSENCES: Limited to **five (5)** consecutive days as allowed in CCR Section § 18066. Absence for any other reason than those listed above will be considered unexcused. Days a child is scheduled for education, does not show, and the school is not notified.

ABSENCE FOR UNKNOWN REASON: If a child has five (5) consecutive unexcused absences in the Bishop Indian Head Start program, services will be terminated unless a reasonable explanation is given to the administration through the appeals process. An excused absence must be verified with a phone call or a note. Parents should notify the provider each day with a phone call. If a child has been absent for five (5) consecutive days, and the parent has not contacted our agency, and reasonable attempts have been made to contact the parent, the family will be dis-enrolled due to lack of response. Thank you for your cooperation.

Analysis of the causes of absenteeism-If the monthly average daily attendance rate in a center-based program falls below 85 percent, the Director must analyze the causes of absenteeism. The analysis must include a study of the pattern of absences for each child, including the reasons for absences as well as the number of absences that occur on consecutive days. This analysis will be included in the Director’s Manager’s monthly report.

Attendance plans and alternative services-If a child has four or more consecutive absences, the Classroom Teacher or person entering attendance will notify the Director who will coordinate an attendance plan with Family Advocate and the Health and Disabilities Manager which will involve the family as well.

The attendance plan will be designed to help the family to establish regular attendance or, if necessary, to plan for alternative services. The attendance plan will be developed by the family and the Family Advocate, Teacher, or Health/Disabilities Manager, typically during a home visit or face-to-face meeting. It must:

1. Identify the reasons for the absences, and;
2. Include a specific plan and date for establishing regular attendance or alternative services such as teacher home visits or “homework bags” containing appropriate books and activities.

Alternative services will be designed to ensure that all children enrolled in Head Start receive services and continue to make progress on their educational goals. Alternative services will be provided by the Lead Teacher, and will typically occur during a home visit and in accordance with the policies on Individualizing and Home Visits. Teachers will use classroom supplies and other learning materials to provide home based activities that address all current domains of learning with a focus on the skills that the child is ready to learn. The teacher will collaborate with the Early Childhood CARES service coordinator to ensure that the child receives the appropriate special education services.

Staff must document and attach all contacts (e.g., telephone calls, letters) with the child’s family and any special family support activities which are provided as part of the attendance plan in the child’s classroom file using the family contact sheet.

Withdrawal from the program

If regular attendance cannot be established either by classroom participation or by participation in alternative services, another child on the waiting list must be given the opportunity to enroll in the program. Families should be given every opportunity to establish regular attendance and should be withdrawn from the program only when they are unwilling or unable to participate.

If the child is not attending and the family cannot be reached by phone, letter, or visit to the home after a two-week period the slot will be considered an enrollment opportunity for another child.

Vacations

One scheduled vacation, family visit, or other planned absence of up to two calendar weeks will be permitted each program year. Families will be expected to participate in alternative services during and after the absence. Families who do not reestablish regular attendance within two calendar weeks will be withdrawn from the program.

Attendance Forms:

- Classroom Attendance Log
- Center Attendance Log (ADA Form)
- Attendance Plan
- Individual Monthly Absent Form
- Sample letter to family regarding unexcused absences
- New: Child Plus Attendance Count

1302.21 Center-based option.

1302.47 Safety practices.

Performance Objective: The BIHS Program will not leave children unattended or unsupervised and will maintain required adult to child ratio to protect the health and safety of the children enrolled in the BIHS Center-based Program.

Operational Procedure:

1. Head Start Classes must be staffed by a teacher and an aide or two teachers and, whenever possible, a volunteer.
2. BIHS determines the class size based on predominate age of the children who will participate in the class.
3. For classes serving predominantly four or five-year-old children, the average class size of the group must be between 17 and 20 children with no more than 20 children enrolled in any one class. BIHS has two classrooms designated for predominately four or five-year old children.
4. For classes serving predominantly three-year-old children, the average class size of the group must be between 15 and 17 children with no more than 17 children enrolled in any one class. BIHS has two classrooms designated for predominately three old children.
5. *BIHS has 4 classrooms of 15 BIHS students and an additional Tribal Child Care student. Due to a partnership agreement between BIHS and Inyo County Superintendent of Schools, BIHS must stay within California State Preschool guidelines of 2 paid qualified staff to 8 preschool age children.*
6. A class is considered to serve predominately four to five-year-old children if more than half the children in the class will be four or five by whatever date is used by the State or local jurisdiction in which the Head Start program is located to determine eligibility for public school. *Bishop City School District currently uses September 1 of the current year to determine eligibility.*
7. A class is considered to serve predominately three-year-old children if more than half the children in the class will be three by whatever date is used by the State or local jurisdiction in which the Head Start program is located to determine eligibility for public school. *Bishop City School District currently uses September 1 of the current year to determine eligibility.*
8. August 20, 2010 BIHS entered into a Sub Contract for State Preschool Services from Inyo County Superintendent of Schools. BIHS agrees to operate a State Preschool Blended program in compliance with the State of California Department of Education Title V California Code of regulations, Section 18273, State Preschool Funding Terms and Conditions Guidelines, and Title 22 of California Administrative code.
9. Title 5 child development programs serving preschool age children must have one teacher for every 24 children and one staff person for every eight children. Title 22 requires programs serving preschool children must have one teacher for every fifteen children and one staff for every twelve. The law permits a teacher and an additional staff person to supervise eighteen children if the additional staff person is an aide who is enrolled in at least 2 ECE units per semester until six units have been completed. Title 22 exempts programs funded by the CDE and operating under Title 5 from the teacher-child ratios of Title 22 and requires them to follow the Title 5 staffing ratios. Centers offering multiple programs can only exempt the Title 5 classrooms from the Title 22 regulations.
10. If an assigned Teacher or Teacher Associate needs to leave their classroom or take their scheduled 15-minute break, they must ensure a paid staff member can substitute for them to maintain Adult -Child Ratios for effective child supervision.

Arrival and Departure of Children

Release Policy, Daily Pick-up and Drop-off, Escorting children to/from bus

1302.47 Safety practices.

PERFORMANCE OBJECTIVE: The Bishop Indian Head Start of California will ensure that the children in our care are accepted or released only to people authorized by the custodial parent or guardian, and only into a situation where the health and safety of the child is not in jeopardy.

OPERATIONAL PROCEDURE: In order to ensure that access to children is limited only to authorized persons, the following action will be taken:

1. BIHS staff may release Head Start children only to parents, guardians, BIHS bus drivers, or those listed on the transportation or emergency release form. Parents are responsible for notifying their classroom teachers, family advocate, and bus driver of any changes.
2. In case of an emergency, a parent or guardian may notify classroom teacher, family advocate, or bus driver and give temporary permission for someone not identified on the transportation or emergency release form to pick up child from BIHS provided the staff knows the person and or presents picture identification. Otherwise, parents must present written temporary permission prior to child being pickup by a person not designated on transportation or emergency release form and if all possible parents should introduce the person to child's teacher prior to temporary release.
3. An agency representative will not remove a child from any classroom without written consent of that child's parent or guardian, except during a child abuse or neglect investigation. In such a case, BIHS staff will request picture identification of the authorized child protection service worker and or law enforcement officer. Tribal Police and ICWA will be notified to assist in the well-being of the child.
4. For children placed in foster care, Head Start staff will receive a copy of the "Foster Care Verification Letter". BIHS will release the child only to the foster parents or the assigned child's Division of Child and Family Service Worker. The DCFS worker must verify any additions or changes in writing (letter or fax). This letter should be to the attention of the BIHS Director or BIHS Family Advocate.
5. If the BIHS Family Advocate is given a court ordered identifying a custodial parent or guardian and the custodial parent and or guardian request the child not to be released to the non-custodial parent; BIHS staff will request Custodial parent to provide a written action plan of how they request BIHS staff to proceed in this matter as a preventive measure to protect children, families, and staff.
6. In the event the non-custodial parents attempt to pick-up child; BIHS staff will explain that they need to get permission from custodial parent by person, phone, and or in writing to pick up child. If in the event custodial parent does not give permission and the non-custodial parent insist on taking the child; BIHS staff will prevent the non-custodial parent from removing the child and notify custodial parent and Tribal Police to assist.
7. Law Enforcement cannot intervene in custody matters without a restraining order. If the court has issued a restraining order, the custodial parent has responsibility for giving a copy of that order to the BIHS Family Advocate.
8. If the BIHS Family Advocate is in possession of a restraining order against any person including a non-custodial parent and BIHS staff observes the said person near BIHS campus or near a fieldtrip destination, BIHS staff will call 911 or local law enforcement immediately to report their presence. If possible, record license number and make of vehicle. Call custodial parent and or guardian as soon as possible.
9. Should any unauthorized person attempt to remove a child from the BIHS center or during a field trip the BIHS staff will:
 - a) If there is no immediate danger, explain to the person it is the BIHS policy not to release a child to any persons not designated by the child's parents or guardians. Notify child's parents and or guardians immediately.
 - b) If the person becomes agitated, remain calm, BIHS staff will explain that they are unable to assist them while the children are present and ask them to leave. If they do not leave immediately;

- c) Use PA or whistle to alert staff of an “Amber Alert.” Call 911
 - d) Remove children from immediate danger and follow lockdown procedures. “Code Silver” Call 911
 - e) BIHS staff will try and keep person calm and away from other children until law enforcement arrives.
10. Follow same procedure listed above if you perceive a threat of force and or person makes a threat and or you see a weapon in evidence or believe that children or staff members are in danger.
- a) Do not confront the person
 - b) If possible, call 911, Code Silver on PA or use whistle to alert staff
 - c) If the person removes the child and BIHS staff has not already called law enforcement, do it as soon as it is safe. Call parent and or guardian as soon as possible. If this happens during a fieldtrip, call center and inform them of the situation after 911 and notifying parents and or guardians. Take note of the description of the person, the child, license, and make of vehicle.
 - d) With any major trauma in school, be aware that children will need assurance that they are safe. Inform Mental Health of the incident and request services for parents and children.
11. BIHS staff will notify all parents the day of the occurrence that an incident took place. Respecting the confidentiality of all BIHS families is critical. The Director is to be notified if parents have any questions and or concerns. The BIHS Director and Tribal Administration will assist staff in notifying parents including providing resources to staff such as the Employee Assistance Program. It is essential that Tribal Administration support BIHS staff after a crisis.
12. BIHS staff will fill out and sign a complete incident report and the Director will file document in a Secure location.
13. The Director is responsible for reviewing the Release Policy with parents and staff on an annual basis. The Director will also review the Emergency Preparedness Plan with law enforcement, staff, and parents on an annual basis. BIHS staff will practice safety drills; including Active Shooter and Stranger Danger throughout the school year.

DAILY PICK-UP AND DROP OFF PROCEDURES

The following are procedures for parents to follow to ensure the safety and well-being of each child in the Head Start program.

1. An adult (a person 18 year or older), **must accompany** and “sign-in” the child when dropping off the child in the morning. Failure to follow this procedure will not be tolerated. The teacher will not be legally authorized to accept child. The staff will make an immediate phone call to custodial parent or guardian to sign-in child or plan to pick-up child immediately.
2. **The Daily Pick-up/Drop-Off Sheet** will be in each classroom and must be completed with:
 - (a) full signatures
 - (b) appropriate arrival time
 - (c) source of transportation for departure (INCLUDING AUTHORIZED PERSON TO PICK-UP CHILD)
 - (d) departure times
3. At the time of the Initial Family contact:
 - (a) An **Emergency Card** is completed by the parent giving names of the authorized individuals who may pick-up/drop off their child.
 - (b) Home Visitor will inform parent of the **Pick-up/Drop-off** policies and procedures.
 - (c) Home Visitor will inform parent of the **Arrival and Departure of Children** policies and procedures.
 - (d) Home Visitor will inform parent of the **Release** policy and procedures.
 - (e) Parents will be asked to introduce these individuals to the teaching staff

- (f) Parents, guardians or authorized persons are to establish contact with the staff every time they pick-up or drop off child.
 - (g) Authorized individuals must COMPLETE **The Daily Pick-Up/Drop-Off Sheet**.
4. **ALL PARENTS/GUARDIANS MUST ACCOMPANY THE CHILD INTO THE BUILDING AND MUST SIGN THE CHILD IN/OUT.** Children cannot be dropped off more than 15 minutes before class begins; children need to be picked up after the session is over. In the event of an emergency or parent will not be able to pick-up their child at the required time, they must contact the Head Start center to let the staff know of the lateness and immediately make arrangements with authorized individuals to pick-up their child.
5. If child is unable to attend school that day, parents must call the teacher no later than 15 minutes from the start of school day.

AUTHORIZED INDIVIDUALS

- A. The Teaching Staff will ensure that children are not released to any person not authorized by the custodial parent or guardian. The Teaching Staff will take the following actions:
- (1) Maintain a list of the names, addresses, and telephone numbers of persons authorized to take the child from the classroom and or school grounds.
 - (2) Allow telephone authorization to take a child from the classroom only with written permission of the custodial parent.
 - (3) All persons requesting to take children from classroom will be asked to show identification to confirm authorization.
- B. Any child that is dropped off at the center and or during a fieldtrip will be signed in by parent/guardian using the Daily Sign In/ Sign-Out Sheet.
- C. A child will not be released to any person in obvious state of intoxication. In the event that a parent, guardian, or other authorized person arrives to pick-up a child in a state of intoxication, the teacher will call the front office and request assistance or use the PA system and request immediate assistance using "Code Silver": **(Front Office should be the first point of contact before classroom access and every effort should be made to prevent an intoxicated person into the building.)**
- (1) Front Office Person and or Director will inform suspected intoxicated person that they will be calling the next person on the child's pick-up list. It is the BIHS policy that suspected intoxicated person (s) will not be allowed to pick up children from school.
 - (2) If the person becomes agitated or violent, BIHS staff will implement the Emergency Procedures in the Emergency Preparedness Plan **(Call Tribal Police and or 911).**
 - (a) If the teacher or BIHS staff cannot locate authorized persons on the Emergency Contact card for the child, then Social Services will be called to take custody of the child.
 - (b) The teacher will talk with the custodial parent/guardian about any event involving an intoxicated person arriving to take their child.

Arrival and Departure of Children: Escorting children to/from bus

PERFORMANCE OBJECTIVE: The bus monitor will assist the bus driver in providing safe and punctual transportation to and from the classrooms and center; observe and monitor behavior of children; and interact with parents and staff in a courteous and professional manner to promote the well-being of children. All staff and monitors will comply with bus safety drills and rules on bus to ensure safety.

OPERATIONAL PROCEDURE: In order to maintain safety of children during arrival and departure of children to and from classrooms and center the BIHS will follow these procedures:

BIHS STAFF

- Will greet all arrival (children, parents, staff, and the community)
- Teaching staff will assist bus driver and bus monitor in the completion of the daily sign in and out sheets; accounting by name all children getting on and off the bus.
- At time of departure; teachers will have students ready (bathroom checks); and grouped according to assigned bus.
- Management will assist in the escorting of children to the buses by being on the bus prior to children; the assigned bus monitor will then relieve management when all children are secure for departure.

BUS DRIVER/MONITOR

- Assist children in the boarding and existing the bus.
- Assist children in using the safety seat belt system and ensure all children remain secure.
- Conduct continues Head Counts and document children’s names on the bus seating chart.
- Follow all child safety check device procedures.
- Assist teachers in the completion of bus and classroom sign on and sign off sheets; accounting for all children getting on and off the bus.

Forms: Daily pre/post trip bus inspections, bus and classroom sign in/out sheets, seating charts, and emergency forms

1302.47 Safety practices.

PERFORMANCE OBJECTIVE: The Bishop Indian Head Start will maintain a crisis plan to deal with potentially violent situations. All Crisis and Violent policies and procedures are located in the The BIHS Emergency Preparedness Plan.”

OPERATIONAL PROCEDURES:

- BIHS center will have a sign posted stating weapons are not allowed on the premises.
- BIHS will have an Emergency Preparedness Plan that will be discussed annually with local enforcement.
- BIHS will review and discuss the Emergency Preparedness Plan with BIHS staff and volunteers
- Communication between BIHS staff and local law enforcement will include:
 - ✓ Immediate notification to BIHS Director and BIHS staff of documented suspicious activity within the community
 - ✓ Updated Documented persons listed to legally stay away from children
 - ✓ Threats and persons with violent history
 - ✓ Complete an annual Threat Assessment Checklist and review needs with staff, administration, and local law enforcement.
 - ✓ PA system procedure-All staff and Community volunteers will be trained on how to use system and codes
 - ✓ Emergency Evacuation Maps will be posted in all center rooms and staff and volunteers will be informed of the information located on the map (ex. Fire extinguishers, and gas shutoff valve)
- All entrances and gates will be locked while children are present at school.
- All staff will wear name badges and keys to exit doors and gates.
- Documented practice of all emergency drills and follow-up discussion of performance with staff, children, and volunteers
- BIHS will have established a designated place where families will reunite following a crisis. The reunited location will be reviewed with parents during initial Home Visit with teacher, located in parent handbook, and reviewed at Orientation.
- Staff will receive training or information about de-escalating violent individuals and identification and assessment of potentially violent individuals or encounters.
- Following a crisis or potentially violent encounter BIHS staff will be debriefed with the support of consultants who have training dealing with trauma.
- BIHS staff will not attempt to physically restrain individuals and when potential physical threats or intervention is needed 911 is to be called.
- Drills include but not limited to: Bus Evacuations, Fire Drills, Stop, Drop, and Roll, Earthquake Drills, Stranger Danger, Active Shooter, Lockdowns, etc...)

Forms:

All forms related to crisis and violence prevention are in the BIHS Emergency Preparedness Plan

Child Abuse and Mandated Reporter

1302.47 Safety practices.

1302.92 Training and professional development.

PERFORMANCE OBJECTIVE: The Bishop Indian Head Start will through training and supervision ensure that abuse of children is identified, whether inside or outside of BIHS, and dealt with in an appropriate manner as required by California Law and the Office of Head Start Program Performance Standard.

- ✓ Head Start Programs are required to comply with their State and or Tribal Law with regards to reporting child abuse, even if the State or Tribal Law is less stringent than the Head Start Performance Standards.

OPERATIONAL PROCEDURE: In order to ensure that children are protected from abuse and neglect, the following actions will be taken:

- ✓ Bishop Indian Head Start Staff will receive annual training on Child abuse and Neglect reporting prior to the start of the new school year (pre-service) and all new employees will sign a statement of *Mandated Reporter*, this document will be kept at the Bishop Indian Head Start center and a copy will be given to the Bishop Paiute Human Resource Department and a copy will be given to the employee with the understanding of his or her responsibilities as a Mandated Reporter.
- ✓ Annual Mandated Reporter Training will include:
 - Four types of child abuse: physiological, neglect, physical, and sexual
 - Signs and symptoms a child may show that indicate possible abuse
 - Signs and symptoms of sexually transmitted diseases
 - Reporting Requirements
 - Methods for BIHS staff to reduce stress associated with child care
- ✓ Bishop Indian Head Start staff will comply with state law Penal Code Sections 11165-11174.3 https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=PEN&division=&title=1.&part=4.&chapter=2.&article=2.5 requiring BIHS staff to report any cases of suspected or identified child abuse. These reports are made to the county welfare department (Child Abuse Inyo County) and to the Indian Child Welfare Act.
- ✓ Bishop Indian Head Start will cooperate fully with Child Abuse Inyo County otherwise known as CPS and will not undertake, on its own, to intervene in cases of suspected abuse.
- ✓ Bishop Indian Head Start Staff, Directors, Supervisors or Administration will not impede or inhibit a report or subject the reporting person to any sort of sanctions or threats of their position at the center, Penal Code 11166 (g). http://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=11166.05.&lawCode=PEN
- ✓ Bishop Indian Head Start staff will preserve confidentiality of all records pertaining to child abuse in accordance with State, Federal and Tribal Law.
- ✓ Provisions of support and resources to the family to address potential abuse/neglect are encouraged. All efforts will be made to provide information on effective positive behavior support and opportunities to discuss future prevention will be addressed by the Health Manager and/or Family Advocate.

Definitions and Reporting Clarifications:

- Abuse includes: physical injury caused by other than accidental means; neglect which leads to physical harm; emotional maltreatment which has an observable harmful effect on a child; sexual molestation and threat of harm that puts the child at substantial risk of physical or sexual abuse, neglect or mental injury. (Witnessing or other involvement in domestic violence is

also considered emotional abuse. Penal Code 11166.05.

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=11166.05.&lawCode=PEN

- Children are of unmarried persons under the age of eighteen; mandated reporting is required for all children.
- Mandated reporter in public positions include: Head Start staff, any employee of any public school, any employee of a private school or youth center, youth recreation or youth organization, any organization that duties involve direct contact or supervision of children, childcare agencies and social workers; employees of county and mental health programs, Health care workers, police, sheriff, probation and county welfare departments.
- Each Bishop Indian Head Start staff person is responsible for reporting and documenting cases of suspected or identified child abuse to CPS immediately by phone and a written report submitted within 36 hours (Form SS 8572).
http://aq.ca.gov/childabuse/pdf/ss_8572.pdf
- Parent and community volunteers and practicum students are not required but encouraged to report their concerns to a Bishop Indian Head Start staff member and CPS.
- Any person entering employment with Bishop Indian Head Start, which makes him/her a mandated reporter, must sign a statement, provided and retained by the employer, to the effect that he or she has knowledge of the reporting law and will comply with its provisions (Penal Code 11166.5(a).
http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=PEN§ionNum=11166.5.
- Child Abuse Inyo County (CPS) is designated by state law as an investigating agency. The Child Abuse Inyo County phone # is 760-872-1727 and Fax# is 760-872-1749. Indian Child Welfare Act phone# 760-873-7799.
- Online California Child Abuse Training: <http://mandatedreporterca.com/>

Procedures:

- The staff person who is a legally mandated reporter who has knowledge of or observes a child in his or her professional capacity, or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse or neglect Penal Code 11166 (a).
http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=11166&lawCode=PEN
- The Bishop Indian Head Start staff person must make a report immediately by phone to CPS and then a written report will follow within a 36-hour timeline.
- The Bishop Indian Head Start staff person will then report suspected child abuse to the Bishop Indian Head Start Family Advocate, and/ or Director.
- The reporting staff member needing assistance accessing information to make the report will request the assistance from another Bishop Indian Head Start staff member as needed (Family Advocate/Health Manager/Supervisor/Director).
- The assisting staff person will take responsibility for sharing any information with the staff member they have assisted and inform the Family Advocate as soon as possible.
- When and where appropriate, the Bishop Indian Head Start Family Advocate will work closely with CPS and family members to provide advocacy and support for the family.
- Follow up contacts with CPS regarding what is happening to the child and a family after the investigation will be made and noted in the master file.
- Confidentiality of records concerning child abuse reports will be maintained. Information regarding suspected abuse is not considered part of the child's educational record but will be stored in the master file for five years.
- It is our agency's preference to have the Bishop Indian Head Start Family Advocate present during the CPS interview with the child, but this is subject to the CPS caseworker discretion.
- If children are removed due to suspected abuse, efforts will be made to coordinate with CPS to keep children at current site location.

- It is the Bishop Indian Head Start Family Advocate's responsibility to inform parents if CPS removes a child from the center and CPS should sign child out on sign in/out sheet after showing proper identification to the Family Advocate.
- It is Bishop Indian Head Start policy that we DO NOT inform parents of CPS reports PRIOR to their investigation and/or follow up. CPS will notify families when it is appropriate for them to do so.
- Referrals for parenting groups and parenting resources will be provided by the Bishop Indian Head Start Family Advocate following CPS intervention.

Information to Report:

1. Document in the report:
 - a. the exact size, shape and color of injuries sustained
 - b. the names and addresses of the child and parent
 - c. the child's age
 - d. the type and extent of the abuse, as well as any previous evidence of abuse
 - e. the explanation given for the abuse, and any other information that will help establish the cause of abuse or identify the abuser

2. DO NOT photograph injuries, even at the request of CPS. Forward concerns about such requests to the Bishop Indian Head Start Family Advocate and Indian Child Welfare Act Specialist.

1302.33 Child screenings and assessments.

Policy: The BIHS education services will be individualized to meet each child's unique characteristics, strengths, pattern of development, and learning as determined in consultation with the family.

Guidelines

1. Individualization linked to curriculum goals will be based on the results of initial screenings, parent and teacher surveys and ongoing child assessments.
2. Individualization will include input from family.
3. Individualization will reflect child interests and each child's temperament, language, cultural background and learning style.
4. Individualization will include any special accommodations for a child with any kind of disability.
5. ***Individualization will include any adaptations of activities and the learning environment so that all children can participate and be included.***

Operational Procedure

1. The selected/developed curriculum:
 - Supports each child's individual pattern of developed learning
 - Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills, which form a foundation for school readiness and later school success.
 - Integrates all educational aspects of the health, nutrition, and mental health services into program activities;
 - Ensures that the program environment helps children develop emotional security and facility in social relationships;
 - Enhances each child's understanding of self as an individual and as a member of a group;
 - Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and
 - Provides individual and small group experiences both indoors and outdoors.
2. BIHS staff will use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child.
3. BIHS will provide documentation and tracking methods for individualized goals (see page 18 of the OHS Performance Standards "Setting Goals".
4. To help children, gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, BIHS approach to child development and education is as follows:
 - Is developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles.
 - Is inclusive of children with disabilities, consistent with their individualized Family Service Plan (IFSP) or Individualized (IEP) (see 45 CFR 1308.19);

- Provides an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition;
- Provides a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities, and
- Allows and enables children to independently use toilet facilities when developmentally appropriate and when efforts to encourage toilet training are supported by the parents.

5. Parents are:

- Invited to become integrally involved in the development of the program's curriculum and approach to child development and education;
- Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences; and
- Encouraged to participate in staff-parent conferences and home visits to discuss their child's development and education.

6. BIHS supports social and emotional development; encouraging each child's strengths by:

- Building trust;
- Fostering independence;
- Encouraging self-control by setting clear, consistent limits, and having realistic expectations;
- Encouraging respect for feelings and rights of others; and
- Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being; and
- Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.

7. BIHS provides for the development of each child's cognitive and language skills by:

- Supporting each child's learning, using various strategies, including experimentation, inquiry, observation, play, and exploration;
- Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;
- Promoting interaction and language use among children and between children and adults; and
- Supporting emerging literacy and numeric development through materials and activities according to the developmental level of each child.

8. BIHS promotes each child's physical development by:

- Providing enough time, indoor and outdoor space, equipment, materials, and adult guidance for active play and movement that support the development of gross motor skills;
- Providing an appropriate time, space, equipment, materials and adult guidance for the development of small-motor skills according to each child's developmental level.

9. Child's home:

- BIHS encourages parents, guardians, and families, to appreciate the importance of physical development,
- To provide opportunities for children's outdoor and indoor active play; and
- Guide children in the safe use of equipment and materials.

Individualized Goal Setting

1. Using information gathered from families, initial screenings, parent and teacher surveys, and ongoing assessments and observations, the teaching team will plan activities to embed the individualized goals.
2. Document the individualized goals on the individualization plan and record activities on the curriculum plan. Write child's initials in lesson plan next to the activity planned to support their individual goals. Have the current week's individualization plan available in the classroom when working with the children. (See lesson plan template, in parent info area of classroom).
3. In child's classroom portfolio/ 1-on-1 file, teachers will regularly document each child's progress on meeting their goals.

✚ It is best practice to update progress weekly.

4. BIHS teachers in collaboration with parents and guardians will complete a Progress and Planning Report based on the following school readiness domains:

- ✓ Cognitive and General Knowledge
- ✓ Language and Literacy Development (including English Language Development)
- ✓ Approaches to Learning
- ✓ Physical Well-being and Health
- ✓ Social and Emotional Development

Include:

- ✓ Family Comments and Observations
- ✓ Next Steps for child (home and school)

5. Data gathered for the completion of the Planning and Progress Report is as follows:

- Parent and Teacher observations
- Dial 4: Developmental Indicator for the Assessment of Learning (Child Development Screening)
- DECA: Devereux Early Childhood Assessment (Social-Emotional Screening)
- DRDP: Desired Results Developmental Profile and Progression Summary
- ASQ and ASQ Social Emotional Ages and Stages Questionnaire and Summary

✚ *This information will be reviewed three times a year and as needed during Parent/Teacher conferences.*

Learning Environment:

1. Information from parents, Child Survey (Transition from Home to School) Parents as Partners Child Survey, and Child/Family Cultural will be used to plan curriculum themes and activities, and to set up the learning environment.
 - ✓ This information will be documented in each child's classroom file (portfolio).
 - ✓ A copy of the Parent as Partners Child's Survey form will be placed in the Education section of the site/hard file.
 - ✓ A copy of the Child/Family Cultural Survey will be placed in the Education section of the site/hard file.

Monitoring the Environment:

- ✓ ECERS-R: The Early Childhood Environment Rating Scale-Revised (State-Preschool requirement)
- ✓ CLASS: (Goal) The Classroom Assessment Scoring System (We need a class certified person to observe classrooms).
- ✓ POEMS: Preschool Outdoor Environment Measurement Scale (First 5 Assessment)

Early Childhood/Special Education

1. Teachers will meet regularly with each child's Individual Education Plan (IEP) service coordinator to determine which goals from the IEP will be individualized in the classroom. It is expected that teachers will embed at a minimum 1 goal from the IEP 1 x per week. It can be the same goal for a period of time.
 - ✓ Individualization Plans will focus on IEP goals as much as possible while still trying to look at the complete, ongoing assessment tool.
 - ✓ The teacher will contact the IEP service coordinator as soon as the child has started class to schedule a regular consultation day and time to discuss goals, strategies and progress.
2. Once the teacher and service provider have agreed on the goal, the teacher will find a corresponding School Readiness goal that comes closest to the IEP goal.
 - ✓ Try to cluster children together with similar goals to help make planning and collecting data easier.
3. Once a School Readiness goal has been determined, an Individualization Plan will be made for the IEP goals.
 - ✓ Include on the plan, the length of time it covers, what activity(ies) it will be embedded in and what days of the week.
 - ✓ If you cluster all children with articulation goals together, document in child's Individualization Plan the children's name and what sounds they're working on.
 - ✓ Document any modifications or adaptations necessary for the child to accomplish the task/ activity in the individualization plan.
4. When meeting with IEP service coordinator regularly:
 - ✓ review IEP goals progress
 - ✓ strategies for embedding goals
 - ✓ update progress in child's classroom file
 - ✓ Keep track of the amount of time spent on each individual child so as to ensure each child receives their documented consultation time.
 - ✓ Document the amount of time in the Child's IEP Service Folder.
5. Keep these Individualization Plans with the other class individualization plans.
6. Report progress made in child's classroom file; weekly and to the service provider on a regular basis (1x month).

Monitoring:

7. BIHS Director or Coach will monitor the implementation of the Individualization Cycle by:
 - ✓ Providing staff training and follow-up
 - ✓ Observing posted lesson plans for documentation of individualization
 - ✓ Provide feedback on the written lesson plan
 - ✓ Schedule monthly case management meetings
 - ✓ Review documentation of individualization in child's classroom file
 - ✓ Review Progress and Planning Reports
 - ✓ Conduct monthly classroom observations
 - ✓ Feedback and follow-up will be given and discussed with classroom teaching team in a timely manner.
 - ✓ Documentation of these meetings will be kept in each teacher's classroom data collection binder or "Teacher/Director Monitor Binder" stored in the Directors office.

1302.21 Center-based option.**1302.47 Safety practices.**

POLICY: BIHS staff and volunteers will maintain a safe environment for children and staff. Managers will ensure safety procedures are clearly explained and implemented consistently by all those employed by Bishop Indian Head Start.

PROCEDURE:

1. All Direct Service staff working with children will have a current First Aid and Pediatric C.P.R. certification.
2. First Aid Kits, a copy of the medical and dental Emergency Procedures, and Disaster Kits will be maintained in one designated place at each site, and be readily accessible to staff, but kept out of the reach of the children.
3. There must be a sign in the classroom indicating the location of the First Aid kit and nearest telephone.
4. The first aid kit and a copy of each child's emergency consent form (signed by the parent) will be taken on all field trips or any trip away from the classroom site. In order, to maintain confidentiality, the emergency consent forms must be kept in a locked cabinet at all other times or locked in teacher's office.
5. The emergency components of the First Aid Kits are contained within sealed plastic bags. (American Red Cross Supplies) If the plastic bag is opened for any reason, the First Aid Kit should be replaced with a new, sealed bag. Band aids are not considered a component of the Emergency Kit- and should be replaced by teaching staff as needed.
6. A diagrammed evacuation plan will be posted near the exits in each classroom and office.
7. A Fire and Earthquake drill/building evacuation shall be practiced once each month (total of two evacuations/month) (see Earthquake Drill and Fire Drill policy).
8. The drills will be documented on the monthly safety checklist.
9. Facility exits are clearly marked with visible, approved EXIT signs. Aisle, hallways and other exits are kept free of obstacles.
10. There must be, at least one updated ABC All Purpose fire extinguisher per each classroom and kitchen at the site always readily available for staff to use. All offices that are not located within a classroom with fire extinguishers will have an updated ABC fire extinguisher strategically located in each area of the building.
11. All electrical outlets accessible to children will have protective caps in place when outlets are not in use.
12. All stairways, hallways, and corridors must always have 3 feet of free walk through access. Storage of supplies or equipment is not permitted in these areas.
13. Items of potential danger to children or any other cleaning agent (i.e. flammable liquids, toxic materials, aerosols, detergents, etc.) must,
 1. Be kept in the original containers with original label intact, indicating contents;
 2. Be stored in an area not used by children;
 3. Be stored separately from food and food service equipment;
 4. Be secured by a child-proof lock;

5. Be accompanied by safety data sheet that tells about potential hazards of the product and be located in the S.D.S. binder in the classroom, kitchen or office in which product is located.
6. Not be purchased unless our agency has approved it as an acceptable/safe cleaning agent.
14. Children will not be allowed in the kitchen area unless in small groups (2-3) and well supervised. At no time will children be allowed in or around the stove, oven or drawers that may contain sharp objects.
15. Only panel electrical strips (with surge protection) are used as extension cords and they must not be attached to other extension cords; rather, they are to be plugged into the existing wall outlet.
16. *Wall heating units are prohibited* (Electric Candle Plugs).
17. An emergency light source (flashlight and fresh rotated batteries) will always be available.
18. Areas and equipment that staff feel are unsafe must be immediately reported to the Director or the Health Manager and kept "off bounds" until repaired or corrected to a safe standard.

Additional BIHS procedures related to indoor play:

- ❖ Indoor time for the children should be a relaxed and safe environment.
- ❖ Teaching staff should position themselves strategically to where all children may be accounted for easily.
- ❖ Furniture is child size in all areas of the environment.
- ❖ Furniture and materials are arranged into clearly defined open areas. No corners to hide from everyone's view.
- ❖ The Maintenance employee will complete a classroom safety checklist on a weekly basis.
- ❖ Children will be encouraged to walk indoors.
- ❖ Materials, toys, etc. will be used safely and creatively. Children are not allowed to jump from, stand on, climb on furniture or throw toys.
- ❖ The teaching staff is responsible for making sure parents and volunteers are aware and follow the classroom rules.
- ❖ Teaching staff is responsible for developing safety rules for additional equipment/furniture in the classroom area as necessary. Children should be included in the process. Post in the Classroom.
- ❖ Teaching staff will supervise the bathroom activities/routines closely, Children will not be unsupervised at any time during the daily routine activities.
- ❖ Children will not leave the classroom/bus without being signed out by the appropriate person.
- ❖ Teaching staff should plan for periods of indoor movement activities, removing furniture out of the way to prevent injuries.
- ❖ BIHS Staff must supervise children of indoor/outdoor play areas in such a way that children's safety can be easily monitored and ensured.

Forms: Monthly Safety Checklist (located in classroom)

1302.47 Safety practices.

POLICY: Routine safety inspections, appropriate supervision and rules will be established and maintained to assure child safety during outdoor play. BIHS will follow the Consumer Product Safety Commission and National guidelines related to play ground safety. ***No child will be left alone or unsupervised while in the care of BIHS Staff.***

PROCEDURE:

1. Daily inspections of the playground will include but not be limited to a search for the following hazards:
 - **Needles, glass and other sharp objects.** Glass and non-bio-hazardous sharp materials can be disposed of in hard plastic or metal containers in the dumpster. However, if syringes are discovered, the Health Consultant should be notified so that the Local Police Department can dispatch the Needle Disposal service to the location. This is important so that other paraphernalia can be confiscated and so that illicit drug use on Head Start property is reported appropriately.
 - **Suspicious persons** who do not have any legitimate reason for being in or around the playground area.
 - **Areas underneath play structures** where the depth of ground cover (sand and or wood chips) isn't adequate (less than 9 inches).
 - Other dangers may include: poisonous or hazardous foliage, including sharp branches, thorns, poisonous mushrooms, bee or wasp nests and wood structures that have sharp splinters, bolts, nails, etc.
2. BIHS Support Service Manager and Health Manager should inspect the playground with staff several times throughout the program year, focusing on these areas:
 - Movable play structures must only be located on a cushioned surface (with 6 feet of space on all sides) in an area that is at least 6-8 feet away from jumping (from structures) and running zones.

Some equipment located on public school playgrounds is inappropriate for the ages of Head Start children (ex: monkey bars, chain and net climbers, free standing arch climbers, sliding poles). Head Start children should not be allowed to play on these structures and should be instructed to only play on the structures that are age appropriate.

3. Staff should be familiar with the CPSC Playground Safety Checklist. <https://www.cpsc.gov/safety-education/safety-guides/playgrounds/public-playground-safety-checklist>
4. Sandboxes should be covered and or raked daily to avoid contamination from animal feces.
5. If vandalism is a problem with playground- mechanisms to prevent vandalism should be explored.
6. Staff will routinely go over playground safety rules with children and consistently reinforce the rules. These rules should be written and include appropriate pictures or visual cues and should encompass:

7. Training for teachers regarding playground safety will be developed based on the CPSC Public Playground Safety Handbook <https://www.cpsc.gov/s3fs-public/325.pdf> as a reference and Indian Health Service playground safety training. Each BHHS Manager and classroom Teacher will receive pre-service training from Indian Health Service on Playground Safety.
8. Establishment of areas that are safe for running (i.e., not under play structures where a child might be jumped on).
9. Establishment of playground boundaries if fences are not present. In this case some type of visual marker must be used and introduced to children as the playground boundary.
10. Appropriate places to jump off play structure. Safety rules related to elevated areas where children of this size and age should not be jumping: Anything at or above four feet is too high for children of this age to safely jump from.
11. Appropriate play for slide safety: Sitting down facing forward on slide is considered safe. Unsafe slide play would be: laying down head first, sitting down backwards, climbing up slide, jumping off top of slide, etc.
12. Safety precautions will be reviewed with children, volunteers, and staff regarding found objects, (e.g.- glass, syringes, trash, insects). Children are not to touch found items and to find an adult to dispose of the object (s).
13. Tricycle play:
 - Talk about traffic safety (driver and pedestrian) rules when going over tricycle safety. Establish a specific direction of travel and safe location for children to ride without running into pedestrians.
 - Add crosswalks if necessary.
 - Children are not allowed to stand on a bike or push other children who are riding.
 - Do not allow children to run into other bikes, fences or other children.
 - Helmets need to be sanitized with Clorox wipes or soap and water. Helmets should be stored off the ground when not in use.
 - Side walk safety- Broom are available and all staff are encouraged to assist in keeping sand off side walk. To avoid children from slipping.
14. Sandbox: Safety rules will be reviewed with children daily regarding Sand play: throwing, eating, putting down clothing, etc.
 - Monitor the sandbox.
 - Throwing sand is not allowed.
 - Children should not run inside a sandbox.
15. Side Walk Safety: brooms are available and all staff are encouraged to assist in keeping sand off the side walk to avoid children from slipping.
16. Swing safety: Children must be secured/latched in. Staff member must be present to ensure children are running or walking in front of the swings in "Danger zone".
 - No jumping off, must come to complete stop.
 - Wood chip maintenance: weed control and measured at 9 inches in depth.
17. Gates:
 - Never leave gates unattended, always keep gates locked, and latches secure.

Supervision of Children on the Playground:

- A. There will always be a minimum of two staff on the playground during outdoor play. The ratio must never fall below 1 Head Start staff per 8 (or less) children. (Note: This ratio specifically clarifies that only Head Start staff will be considered the supervising adults when children are on the playground, **parents and volunteers can increase the ratio of adults to children but they will at no time replace the Head Start staff to child ratio which is 1-8**).
- B. Staff must be strategically located on the playground so that they are on opposite sides of the play structure and situated so that all the children are always within view.
- C. First Aid kits must always be taken and carried by a staff person when the children are engaged in outdoor play. First aid kits carry items that pose potential risks to children and are not to be placed on a bench or other area where they are in reach of children or can be picked up by others. If the playground is directly adjacent to the building and there is an easily accessible place within view that it can be hung (on the building) out of reach of children, this is an acceptable location to place it.

Additional BIHS procedures related to Outdoor Play:

- ❖ The teaching staff is responsible for making sure parents and volunteers are aware and follow the playground rules.
- ❖ Teaching staff is responsible for developing safety rules for additional equipment in the playground area as necessary. Children should be included in the process. Post in the Classroom.
- ❖ BIHS Teaching staff will make every effort to take children outside for at least 60 minutes every day. If weather conditions cause a potential health risk to children then teachers may use the community room to set up fitness activities.
- ❖ Staff and volunteers will be trained yearly on BIHS Safety Preparedness Action Plan and participate in emergency drills with children.
- ❖ Incident log located on post near drinking fountain, incidents are to be logged in to monitor patterns to avoid future incidents. Health manager will monitor log.
- ❖ Any tools with sharp edges or that require gasoline will remain, out of reach of children at all times.
- ❖ All outdoor materials-rakes wheel barrels, power tools are to be locked up daily to avoid items being stolen.

Forms: Playground Safety Checklist

1302.21 Center-based option.

1302.47 Safety practices.

Policy: BIHS staff will ensure that safety is the first priority on all field trips and outings away from the BIHS site.

Procedure

1. A minimum of two adults will accompany children on any outings that are not on BIHS premises.
2. Children will wear identification tags or buttons on all outings including trips to nearby parks. The child's name will not appear on tag/button. Identification shall consist of "BIHS" and the office telephone number. For safety reason, tags/buttons are not to be worn around the neck.
3. Emergency consent forms and properly stocked First Aid Kits must be taken on all field trips and other outings.
4. There must be a ratio or cell phone of at least one adult per eight children on field trips and whenever possible the adult/child ratio should be as high as one adult per two children. It is particularly important to have a high adult to child ratio when going to places that have either a large number of people present or near water (river, lakes, ponds), areas that are remote and have few emergency facilities/phones nearby.
5. Teachers must ensure that medication or equipment needed to ensure the safety of a child with special medical needs (asthma, diabetes or other potentially life-threatening conditions) is taken on the field trip.
6. If there are children who need one on one monitoring or attention and they are currently receiving services from SELPA (Special Education Local Plan Areas) or has a Behavior Plan, teachers should call to plan to have Inyo County Superintendent of Schools SEPLA specialist or child's parent(s)/guardian(s) accompany the child on the fieldtrip.
7. Toileting: A BIHS staff person will always accompany children into off-site restrooms during fieldtrips. If gender restrictions on the public restroom facilities might interfere with this, the teaching staff are required to plan to assure that teaching staff can accompany either male or female children into the public restroom.

Field Trip Planning

BIHS field trips will be preplanned and developmentally appropriate for children and enhance the educational experience of children, parents, volunteers and staff.

Transportation

1. No more than one (1) hour in one-way travel time.
2. Any field trip requiring bus transportation must be pre-approved by the BIHS Director on the Activity Request form. Request for bus service from BIHS must be approved one week prior to the scheduled field trip.
3. No siblings are permitted to ride the bus on field trips. Siblings attending field trips (via personal vehicles) are the sole responsibility of the parent/guardian for supervision. Private vehicles can only be used by parent or authorized people to transport their own children. No other BIHS children may ride in that private car.
4. Parents escorting siblings cannot be counted in the ratio of one adult per every four children (4:1) since they are totally responsible for taking care of the siblings.
5. BIHS children riding in their parent's vehicle during a field trip must be signed out and released to the parent(s)/guardian(s) prior to leaving on the field trip.
6. Parent(s) or guardian(s) who request their child to be transported by individual using own vehicle must sign a permission slip for BIHS Child to ride in a private car. Such child will only be signed out by such person if that person is also on the child's pick-up list. Such child will be signed out of the BIHS Sign-In/Out classroom sheet and will be responsibility of the person indicated by the parent on the permission slip.

Bishop Indian Head Start children who are not signed in or out by the parent(s)/guardian(s) are the responsibility of the BIHS staff.

Teacher Responsibilities

1. The field trip will be relevant to the curriculum (reflective of needs, interests and cultures of children). Document relevance on Activity Request form.
2. Staff will check that parents have signed permission for field trips. If there is no record of signed permission form, written permission will be obtained.
3. Classroom discussion will happen both before and after the field trip to prepare children and assess outcomes.
4. Parents and volunteers will accompany field trips to ensure adequate supervision with appropriate adult/child ratios. There will be a ratio of at least one adult per eight children on field trips. Whenever possible the adult/child ratio should be as high as one adult per four children. It is particularly important to have a high adult to child ratio when going places that have either a large number of people present or near water (river, lakes, ponds), areas that are remote and have few emergency facilities/phones nearby. If possible, an adult/child ratio should be as high as one adult per two children.
5. Children will be counted and names recorded on an attendance sheet prior to leaving, at arrival and before returning.

Parent Responsibilities

1. Parents will be notified of any details about each field trip.
2. Alternate arrangements will be made for children unable to participate.
3. BIHS staff will discuss field trips at parent meetings, sharing how the field trips integrate into the curriculum, and how parents can be involved.
4. Parents are encouraged to attend fieldtrips; however, they may need to provide their own transportation due to limited seating on the bus.

Steps to request field trip permission

1. Teachers will submit an Activity Request Form to the Director for approval at least 5 days prior to the field trip date.
2. A Field Trip Planning Checklist must be completed as the planning process by each Lead Teacher to assure appropriate planning and a smooth day.
3. The Health and Disabilities Manager and or Director will approve all menu requests for field trips.

Confidentiality of Records

Confidentiality, Storage and Access to Children, Families, and Staff Files

Part 1303—Financial and Administrative Requirements

Policy Bishop Indian Head Start will maintain the confidentiality contained Parents, Families, Children, and Staff files.

Operational Procedure: *Confidentiality of information on BIHS parents, families, children, and staff is a serious issue and if not handled properly, may lead to serious legal and ethical implications. This procedure is to be adhered to and failure to do so will result in disciplinary action.*

- ✓ *BIHS staff and management will keep children's files, parent and family files in a secure file cabinet and or locked office when files are not in use. Including electronic filing information related to parents, families, children and staff.*
- ✓ *BIHS Management will keep staff and volunteer files in a secure file cabinet and or locked office when files are not in use. Including electronic filing information related to staff and volunteers.*
- ✓ *Any person (s) assigned to file information in Parents, Families, Children, and Staff files will sign a **confidentiality statement** and sign the reason for accessing files. The BIHS Director will be responsible for determining the specific individuals who may have access to files.*
- ✓ *As professionals we do not discuss information or situations with anyone who does not have a need to know.*

Child, Parent, and Family Files

1. Family files are established, maintained, and kept confidential at all service levels. Staff is responsible to keep all paper files in a **locked cabinet or locked classroom** when not in use and electronic files are kept on a secure computer, with staff logging out when not in use.
2. Family files include completed forms and reports along with all documented computerized information.
3. Information regarding child abuse concerns is not considered part of the child's educational record but will be documented in a separate location and retained for five years.
4. Parents are informed of policies pertaining to the use of children's files at time of enrollment.
5. The parent or guardian enrolling a child will sign an "**Accessibility to Child's File Form**", giving permission for BIHS staff, administration, Office of Head Start Monitoring, State Preschool Monitoring, and fiscal auditing team permission to audit their child's file.
6. Parents are informed of the type of data collected and maintained in children's files and reporting procedures and governing use of information.
7. Parents have the right to review their child's file. In order to do so, parents request to review and staff will make an appointment within one week to review the file.
8. A staff member will be present during this review time and can make one copy of any needed documentation requested by the parent(s). A knowledgeable staff person can interpret and explain file content as necessary.

All Files

1. Parents, Families, Children, and Staff files will not be stored in automobiles or taken home. All work on a file(s) will be completed at BIHS. The file(s) will be returned to a secure location when work is completed. When all possible secure files in a locked cabinet and always secure files in a locked office and secure building at the close of work.
2. BIHS staff will document each time they review or file documents in a child's enrollment file with the date, name, title, and reason for accessing the file on the access form located in front of the file.

Transition of Children's Information: BIHS staff will also be asked at time of enrollment to review and sign a **Consent to Exchanged Confidential Info Section 1** accumulated information to public school or other agency the child may be receiving services from while at BIHS or after completion of services from BIHS.

- ✓ Request for file information on a BIHS child must be accompanied by information release form obtained from the requesting agency signed by the parent or guardian.
- ✓ When an enrolled child leaves or transitions from BIHS. The teacher will inform Family Advocate within three days of leaving the program. The Family Advocate/ERSEA Manager will store child's file for a period of three years.

Staff Files:

- ✓ Refer to Human Resource Policies and Procedures
- ✓ BIHS Director will be responsible for monitoring HR files.
- ✓ BIHS Director will maintain staff files related to: professional growth and development, evaluations, Food Handler cards, trainings and certifications, transcripts, and CPR and First Aide. Files will be kept in a locked cabinet.

Bishop Indian Head Start
Curriculum Planning Process

1302.32 Curricula.

1302.33 Child screenings and assessments.

Policy: *The BIHS Education staff will make decisions in the curriculum planning process to help children gain skills and confidence. The curriculum decisions will encourage children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, and to pursue their own interests in the context of life, their community, family culture and world. The curriculum plan integrates the various Head Start components. Curriculum will be developmentally and linguistically appropriate while recognizing each child's rate of development, interests, temperament, and cultural background. Family information and input is a required component of curriculum planning and implementation. Parents will be given opportunities to contribute to curriculum plans. Weekly curriculum plans are developed in advance to document the sequence, times, and use of all required program curricula.*

Procedure

The following materials and information will be organized in a way that will assist with the curriculum planning process.

Parent, family and child information from:

- Enrollment information: specifically, the child's home language and other pertinent details
- Results of the developmental and behavior screening tools
- Child/Family Culture Survey form
- Child Strengths and Interest form (Parents as Partners Child Survey)
- Parent/Teacher conferences and home visits
- Child Portfolio
- Creative Curriculum Child Progress and Planning Report
- Parent observations
- Dial 4 parent questionnaire
- ASQ and ASQ IE ages and stages questionnaires

Assessment information:

BIHS assessment system:

- Health History
- Health Screenings
- Staff observation of health and behavior (Daily Health Check /Behavior Observation form)
- Dial 4: Developmental Indicator for the Assessment of Learning (Child Development Screening)
- DECA: Devereux Early Childhood Assessment (Social-Emotional Screening)
- DRDP: Desired Results Developmental Profile
- ECERS-R: The Early Childhood Environment Rating Scale-Revised (State-Preschool requirement)
- POEMS: Preschool Outdoor Environment Measurement Scale (First 5 Assessment)
- CLASS: (Goal) The Classroom Assessment Scoring System (We need a class certified person to observe classrooms)

BIHS curriculum resources:

BIHS will utilize the Creative Curriculum 4th Edition; for Preschool, a comprehensive, scientifically valid research based early childhood curriculum. [The Creative Curriculum® addresses goals in the Head Start Child Development and Early Learning Framework and serves as a guide for staff in the provision of materials and activities to support children's goals. In addition, BIHS incorporates PATHS Curriculum (Promoting Alternative Thinking Strategies) to support goals in the areas of social and emotional development.

BIHS has partnered with the Inyo County State Preschool Division which utilizes the Desired Results for Children and Families (DRDP). The Head Start Act (as amended in 2007) promotes alignment with the Head Start Early Learning Framework, Curriculum, Assessment, and State Standards. In California, these standards are the Preschool Learning Foundations. In addition, Head Start has

just recently introduced the Head Start Child Development and Early Learning Framework which was formerly the Head Start Child Outcomes Framework. The revised Framework will guide programs as they serve children aged three to five by addressing key elements of school readiness and program function.

<http://www.wested.org/desiredresults/training/aboutus.htm>

The Creative Curriculum provides support in the following areas:

- ✓ How children develop and learn
- ✓ Appropriate set up of the learning environment-interest areas
- ✓ What children learn, styles, temperaments
- ✓ The teacher's role in the classroom
- ✓ The family's role in the education of their children

Begin the curriculum planning process by using the above information to develop a yearly and monthly curriculum outline with broad based thematic ideas. Broad based themes allows for flexibility to incorporate child emergent ideas and activities.

- In the Community Child Care model, the partner sites develop their monthly themes for the classroom and their plans are enhanced by the Community Child Care Specialist using the above criteria.
- Planning needs to reflect knowledge of child development and developmentally appropriate practices. In addition, planning will promote social competence and address challenging behaviors (Child Guidance and Behavior Management)

Bishop Indian Head Start: Curriculum Goals

- ✚ The selected/developed curriculum:
 - Support the child's full development while providing an environment that will promote school readiness.
 - Supports each child's individual pattern of development and learning.
 - Support safe and healthy habits with an emphasis on proper hygiene, sound nutrition, exercise, mental and physical health care.
 - Foster positive self-esteem by providing an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.
 - Provides each child with opportunities for success to help develop feelings of competence and positive attitudes toward learning.
 - Provide opportunities for creative expression.
 - Support the development of social skills such as sharing, cooperation, generosity and empathy.
 - Stimulate cognitive problem-solving and decision –making skills with an emphasis on the concepts of cause and effect, classification, space, time, numbers, shape and colors.
 - Strengthen communication skills necessary for listening, reading, writing and speaking by providing an environment rich in the practical uses of words.
 - Enhance fine motor and gross motor skills.

The Weekly Curriculum Planning Form (provided template from *Creative Curriculum 4th Edition*):

- The weekly plan will provide a balanced program of child initiated and adult guided activities through individual and large group activities, routines and transitions. These plans will serve as a focus for all activities and other curricula incorporated into the weekly curriculum plan.
- Teachers will use the appropriate, approved weekly curriculum form template. This plan will be developed on the computer.
- BIHS Teachers will demonstrate *Curriculum and Individualizing*, in their weekly curriculum plan. Write initials of child or children to document individualization in the lesson plan. (provided template from *Creative Curriculum 4th Edition*)
- Weekly schedule when each child and or group will be worked with to support their individual school readiness goals and interests.
- At a minimum each classroom will demonstrate *Curriculum and Individualizing*, in their classroom and activities planned weekly. Teaching teams will plan routines, rules and expectations for their classrooms.
- Use the *Creative Curriculum* book as a guide for setting up the classroom and selecting materials to stock the centers.
- In addition, the curriculum plan will include at a minimum, activities that address the following areas:

- ✓ Cooking/nutrition project (1x month)
- ✓ Math (daily)
- ✓ Fine motor (daily)
- ✓ Gross motor (daily)
- ✓ Health: safety, nutrition, general health (each needs to be planned 1x month)
- ✓ Language (daily)
- ✓ Literacy (daily)
- ✓ Science or Discovery (1x week)
- ✓ Social emotional development (daily)
- ✓ Technology
- ✓ Culture and History
- ✓ Father Engagement
- ✓ Community Engagement
- ✓ CLASS focus

The curriculum plan includes:

- ✓ *Strategies*
 1. concept development
 2. quality of feedback
 3. language modeling
 4. social/emotional strategies
- ✓ *Curriculum/resources*
 1. Each section will note the activity being used from the particular curriculum resource, as appropriate.
- ✓ ***Child Initiated/Emergent Activities***
 1. **Spontaneous classroom activities suggested by the children, parents/volunteers and /or staff. Make note if input is from parent (P), child (C), or staff (S).**
- ✓ *Parent Participation*
 1. When a parent comes in to help do an activity such as read a story, eat lunch, assist with playtime, etc.
 2. The activities/ideas that families contribute to the curriculum planning process through survey and questionnaires, family/parent contacts, etc.

Monitoring

- It is advised that the weekly lesson plans must be completed the Friday before week begins and submitted weekly to director's binder located in director's office.
 - ✓ The Director/Education Manager should use the Curriculum and Individualizing to guide each classroom's curriculum and individualization plans at least twice during the program year, once in the fall and once mid-year. The plans will be reviewed more frequently if there are concerns.
- Teacher observation will be record and updated by Domain and or by DRDP measurements and Individualization Plans will be used weekly to:
 - ✓ Promote specific opportunities for children to practice goals and objectives in routine, planned and child-initiated activities.
- Each section/box of the Curriculum Plan will have an activity documented or it will clearly indicate that an activity will occur over several days to a week.
 - ✓ Document the child's and/or classes progress on the weekly individualization plan (or other data collection systems). It is best practice to update weekly in the child's classroom file. At a minimum, updates will follow the BIHS Benchmark update schedule.

BIHS Benchmark Schedule for aggregating and analyzing program assessments during the program year.

	Fall-Assessment 1	Winter-Assessment 2	Spring-Assessment 3
Aggregate	September	January	April
Analyze	October	February	May

Systems or methods used to aggregate data.

	Fall-Assessment 1	Winter-Assessment 2	Spring-Assessment 3
Systems to Aggregate Data	Dial 4 Parent & Teacher Questionnaires	Winter Assessment	Kindergarten Readiness Assessments
	DECA Screening		
	DRDP	DRDP	DRDP
	ASQ and ASQIE Parent Questionnaires	Head Start Survey	
	Parent Surveys/Questionnaires	DRDP Parent Survey	
		Community and Self-Assessment→	

- Current curriculum plans must be posted in an accessible and visible place in the classroom for reference and notation of changes. Current individualization plans will be in the classroom when children are present along with a system of recording anecdotal and other forms of observational assessment information.
- The weekly curriculum plan will be placed in a binder/folder with all other past plans. The curriculum and individualization plans will be kept for one year. At the beginning of the next program year they may be disposed of as seen fit by the teacher.

1302.31 Teaching and the learning environment.

Policy: The daily schedule should provide consistency in a balanced program of child initiated and adult-guided activities, including individual and small group activities, routines and transitions.

Procedure

- ✓ Provides for alternating periods of quiet and active play.
- ✓ Schedule outdoor play daily, 45 minutes to an hour, weather permitting.
 - At a minimum it will be 45 minutes.
 - Children will go outside daily unless the weather is extreme (below 25 degrees F, pouring down rain, above 100 degrees with no covered area to play in).
- ✓ Provide a balance of large muscle and small muscle activity.
- ✓ Make available more than one option for group activity (individual, small/large group).
- ✓ 60 minutes each day will be scheduled for child initiated activities (e.g., choice time, discovery time, “free-play”) It includes some of outdoor/large motor time.
- ✓ Change planned or routine activities according to the needs or interests of children, and/or to cope with changes in weather or other situations that affect routines without alarming children.
- ✓ Schedule field trips to provide hands on learning experiences that will extend classroom learning.
- ✓ Set aside 1 hour each day for each meal.
 - Time between breakfast and lunch is at least 2.5 hours; between lunch and snack is at least 1.5 hours.
- ✓ Be sure to allow adequate time for smooth transitions between activities. Children should not always be required to move from one activity to another as a group. Use transitions as a vehicle for learning.
- ✓ Incorporate routine tasks into the program as a means of furthering children's learning, self-help, and social skills. Routines such as toileting, eating, dressing, hand washing, tooth brushing should be relaxed, reassuring, and individualized based on developmental needs.
 - Brushing teeth will be on the daily schedule twice a day.
 - Washing hands will be on the schedule at least one time, but preferably before and after a meal or after messy play.
- ✓ Post daily schedule in the classroom that is visible to adults and near the entrance to the classroom.
- ✓ A picture schedule for children's use will be posted in the classroom at child's eye level.
 - When needed, post daily schedule in the families' home languages.
- ✓ Include planning and evaluation time in your schedule.

Note: Daily Schedule template and Creative Curriculum 4th Edition

1302.21 Center-based option.

Policy: BIHS operates 175 days per school year, 6.5 hours a day.

Procedure

1. In case of school day cancellation; classroom staff is responsible to reschedule a make-up day within the school year.
2. Class cancellation due to disaster incidents beyond staffs control only; will not be required to reschedule a make-up day. (Ex., earthquake, broken heater in the winter, roof leaking etc.)
3. During extreme snow weather or high winds; school transportation may be cancelled and parents, families, and or guardians will have to provide own transportation. It is possible that school will be cancelled.
4. Cancellation of school because off ill staff members, or lack of staff will have to be made up.
5. When canceling school, staff must:
 - ✓ Follow the chain of command
 - ✓ Inform administration
 - ✓ Complete a cancellation report and submit to Director for tracking number of school days.
 - ✓ Contact all families via phone, cell phone, in person or home visit, radio announcement, Tribal wide email
 - ✓ If building is unsafe-follow evacuation procedures and follow procedures outlined in the BIHS Safety Preparedness Plan
 - ✓ If building is safe; remain at work unless administration or law enforcement informs you otherwise
6. When staff relocates to another area for the day, the staff member must leave a note, or communicate with a number where they may be contacted.
7. The Director is responsible for maintaining and updating monthly the School days tracking sheet which includes
 - ✓ Week date
 - ✓ The days of school scheduled
 - ✓ Staff Development days
 - ✓ Open days
 - ✓ Closed days
 - ✓ Make-up days

Bishop Indian Head Start
Facilities, Materials, and Equipment

1302.31 Teaching and the learning environment.

1302.47 Safety practices.

1303 Subpart E Facilities

Policy: BIHS classrooms (indoors and outdoors) will have sufficient and safe learning areas, equipment, toys, materials, and furniture to implement curriculum and meet the needs of all children, including those with disabilities that is developmentally appropriate to.

Procedure

1. At the end of the year BIHS staff and or volunteers will complete an inventory of the following:
 - Classroom Furniture (cubbies, couches, playhouse, etc.)
 - Classroom Materials (blocks, books, table tops, etc.)
 - Classroom Equipment (computers, dehydrators, blenders, etc.)
 - Outdoor Classroom equipment/furniture (tables, bikes, playhouses, water tubs, etc.)
 - Outdoor Classroom Materials (balls, bean bags, Frisbees, etc.)
 - Office Furniture (chairs, desks, shelves, etc.)
 - Office Equipment (Computers, lap tops, projectors, iPad, cameras, etc.)
 - Office Supplies (paper, tape, staplers, etc.)
 - Gardening Equipment (shovels, rakes, rotor tiller, etc.)
 - Consumable Materials (crayons, chalks, paper, etc.)
 - Kitchen supplies (pots, pans, utensils, etc.)
 - Kitchen equipment (stove, refrigerator, toaster, etc.)
2. Inventory list should state the condition of each item in order to justify items needed to be replaced. Replenished, and or discarded.
3. A copy of the completed inventory forms should be submitted to the BIHS Director at the end of each school year for audit purposes.
4. BIHS Director will provide each classroom with a monthly budget reflecting the up to date amount in each expenditure line item.
5. Teachers will order furniture and materials based on the current inventory, curriculum experiences, cultural and diversity activities, children with disabilities, Creative Curriculum Suggestions, POEMS, CLASS, ECERS, or DRDP Child Outcomes.
6. At the beginning of each school year, the BIHS Director will schedule meetings with BIHS staff to review inventory and begin to identify center priorities for the following fiscal year. List will be finalized by October.
7. When ordering furniture or materials, teachers will assure that what is ordered meets criteria mandated by OHS Performance Standards:

- ✓ Purchases are within their budget
 - ✓ Support the specific educational objectives of the children in the program
 - ✓ Support cultural and ethnic backgrounds of children
 - ✓ Age appropriate
 - ✓ Safe and durable
 - ✓ Supportive of the abilities and developmental level of each child served, with adaptations, if necessary, for children with disabilities.
 - ✓ Flexible, designed to provide a variety of learning experiences.
 - ✓ Encourage each child to experiment and explore.
8. To maintain classroom inventory in good condition, the materials must be stored in a safe and orderly fashion when not in use. Staff will store properly with class number on label.
 9. BIHS staff and BIHS Director will keep a copy of the prioritized list in order to correlate the inventory, the budget, and the ordering of new furniture, supplies, materials, and equipment.
 10. Classroom lead teachers will provide BIHS Director with a prioritized supplies list for each classroom to be included in the next grant budget. If needed, the BIHS Director and staff will seek outside grants to support classroom (inside and outside) needs.
 11. Ordering of materials must be planned ahead of time. This will avoid the running out of supplies or last minute shopping. Use lesson planning time to develop list of materials you might need to implement curriculum.
 12. BIHS Director will conduct monthly observations of the proper utilization, maintenance, and storage of existing furniture, equipment, toys, art supplies and etc.
 13. BIHS Director will utilize observations to initiate discussions with center staff to assist with the utilization, ordering and disposition, of materials in stock.

Developmental and Behavior Screening

- 1302.33 Child screenings and assessments.
- 1302.45 Child mental health and social and emotional well-being.

Policy: A timely and systematic approach toward screening indicates which children require a formal assessment of their developmental needs. In collaboration with each child's parent and 45 calendar days (30 calendar days for state) of the child's entry into the program, staff will administer the Dial 4 Developmental Screening Tool. Re-enrolling children will be re-screened when staff and/or parents have concerns about a child's developmental progress.

Procedure

1. Prior to screening, parents must sign Permission to Screen and Consent to Exchange Confidential of Information with Early Childhood CARES and school districts listed. If parent refuses, written documentation of the refusal is required. The refusal must then be noted on Consent Form.
2. Children will be screened within 30-45 calendar days of their first day of class.
 1. All children coming into the program on an Individual Family Service Plan (IFSP) do not need to have a developmental screening.
 2. Use the IFSP eligibility date as the screening date.
 3. It will be documented in the Family Contact Form in the Health Section attached in the Enrollment File that the child is currently on an IFSP.
 4. At the beginning of the program year the program will complete as many developmental screenings as possible during the first two weeks. Education Teams will consult with the BIHS Director to develop a screening plan for the beginning of the year. They can choose between one of two options below:
 1. **Screening Appointments:** Group screening days where the parent and child come in at an appointed time during the first weeks of school and complete a whole menu of screenings to include but not limited to the following:
 1. Developmental –Dial 4 including parent & teacher questionnaire
 2. ASQ and ASQ IE
 3. Vision
 4. Height and weight
 2. **Embed Screening into Classroom Schedule:** The teaching teams will incorporate the mandated screenings into their classrooms schedule during the first several weeks of the program year.

Developmental Screening – Dial 4: Developmental Indicator for the Assessment of Learning (Child Development Screening)

1. The lead teacher will complete the Dial 4 within the child's first 30-45 enrollment days.
 1. Dial 4 is available in English or Spanish version.
 2. Dial 4 will be documented on the score sheet.
 3. Dial 4 will summarized by (classroom and by school wide results) in excel format by BIHS Director.
 4. Put date and document results.
 5. Indicate if follow-up is necessary and include a note.
 6. Dial 4 Information will be used to guide setting the baselines in BIHS School Readiness Goals.
 7. Teacher will place Dial 4 and Dial 4 Parent Questionnaire in the child's main file, education section.
 8. Outcomes will be shared with parents at the Fall Conference.

Behavior Screening – DECA: Devereux Early Childhood Assessment (Social-Emotional Screening)

The lead teacher will complete the DECA Teacher Questionnaire and within the child's first 30-45 enrollment days. DECA will be documented on the score sheet.

1. DECA is available in English or Spanish version.
2. DECA will be documented on the score sheet.
3. DECA will be summarized by (classroom and by school wide results) in excel format by BIHS Director.
4. Put date and document results.
5. Indicate if follow-up is necessary and include a note.
6. DECA Information will be used to guide setting the baselines in BIHS School Readiness Goals.
7. Teacher will place Dial 4 and Dial 4 Parent Questionnaire in the child's paper file, in the Health and Screening section.

Outcome Follow-up: Outcome will be assessed, and referrals will be made to outside agencies & specialist to provide the needed resources (Speech Therapy, Occupational Therapy, Behavior Therapy, and or any services needed to support positive child developmental outcomes.

Training

- ✓ At the beginning of each program year, the BIHS Director and Health and Disabilities Manager will schedule training on how to use the Dial 4 and DECA programs. All Teachers and Teacher Aides are required to be able to administer this developmental screening instrument.

<https://eclkc.ohs.acf.hhs.gov/mental-health/article/promoting-childrens-social-emotional-well-being>

BISHOP INDIAN HEAD START
Child Guidance and Behavior Management

- **1302.31 Teaching and the learning environment.**
- **1302.45 Child mental health and social and emotional well-being.**

Policy: Young children can present challenging behaviors in the educational setting. Bishop Indian Head Start is committed to using Positive Behavior Intervention Support (PBIS) to promote social competence and address challenging behaviors. Child guidance and classroom / bus management decisions will promote: (a) positive social skills; (b) emotional literacy; (c) positive self-esteem, and (d) provide a nurturing, safe environment.

- I. Promoting social competence and preventing/addressing challenging behaviors to enhance children's social success in educational settings involve the components below.
 - A. Building Positive Relationships: Supportive, responsive relationships among adults and children are an essential component to promoting healthy social emotional development.
 - i. Adults will:
 1. Develop and support meaningful relationships with children and families
 2. Examine their personal, family, and cultural views of child's challenging behavior
 3. Examine their own attitudes toward challenging behavior
- II. Creating Supportive Environments: High quality environments promote positive outcomes for all children.
 - A. Adults will:
 - i. Design the physical environment to support social and emotional security
 - ii. Develop schedules and routines
 - iii. Ensure smooth transitions
 - iv. Design activities to promote engagement
 - v. Give directions that are clear to each child
 - vi. Establish and enforce clear expectations, limits, and consequences for behavior
 - vii. Engage in ongoing monitoring and positive attention
 - viii. Use positive feedback and encouragement
- III. Social Emotional Teaching Strategies: Systematic approaches to teaching social skills can have a preventive and remedial effect.
 - A. Adults will:
 - i. Interact with children to develop positive self-image
 - ii. Show sensitivity to individual children's needs
 - iii. Encourage autonomy
 - iv. Capitalize on the presence of typically developing peers
 - v. Utilize effective environmental arrangements to encourage social interactions
 - vi. Use prompting and reinforcement of interactions effectively
 - vii. Provide instruction to aid in the development of social skills
 - viii. Promote identification and labeling of emotions in self and others
 - ix. Explore the nature feelings and the appropriate ways they can be expressed
 - x. Model appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day
 - xi. Create a planned approach for problem solving processing within the classroom
 - xii. Promote children's individualized emotional regulation that will enhance positive social interactions within the classroom
- IV. Individualized, Intensive Interventions: Assessment - based interventions that results in individualized behavior support plans

- A. Adults will:
- i. Team with family to develop support plans
 - ii. Use *DECA as a guide to support the child in the classroom
 - iii. Implement the behavior support plan
 - iv. Teach replacement skills
 - v. Communicate regularly with the Collaboration Team as well as the Early Childhood CARES Behavior Team regularly
 - vi. Monitor how well the plan is working and make adjustments as guided by Early Childhood CCARES

*The Devereux Early Childhood Assessment (DECA) is a nationally normed assessment of within-child protective factors in preschool children aged two to five.

The DECA is an easy-to-use assessment system with completed by classroom teacher.

- Evaluates the effectiveness of individual child and program-wide interventions.
- Provides developmentally appropriate strategies to foster resilience. Effectively screens for emotional and behavioral concerns.
- Emphasizes a team approach among professional and family members. Meets programs' varying needs by allowing for flexible implementation.
- DECA meets Head Start and IDEA requirements for strength-based assessment as well as APA and NAEYC assessment guidelines.

Procedure

- A. Bus Drivers/Monitors:
- i. The Bus Monitor will initially meet with classroom staff/Director to develop a plan for the bus. If more intensive support is needed, bus staff will follow the same procedure as needed for requesting behavior support in the classroom.
 - ii. The Bus Monitor will be responsible for behavior management on the bus. The Bus Driver may need to assist when children are loading or there is a substitute Monitor. The Bus Monitor will inform DST of behavior problems on the bus and work with classroom staff to ensure that strategies used for behavior management are consistent in the classroom/on the bus.
 - iii. The Bus Driver, monitor, and parent will be included in the development of the bus behavior plan if possible. If that is not possible, the Bus Driver and Monitor will be informed of the plan by the Director. A copy of the bus behavior plan will be kept on the bus. If there is a substitute bus monitor, the bus driver will share the plan with him/her.
 - iv. The Transportation Manager will ensure that there is structure (pictures, rules posted, clear expectations, assigned seating) inside the bus environment to communicate to the children what to do and how to behave safely.
 - v. There will be systems, schedules, and routines established by the Transportation Manager/Teacher/Bus Monitor to promote structure and safety for children.
 - vi. Bus Drivers/Monitors will be expected to interact with children in a positive, friendly, and socially supportive manner using positive behavior support strategies and encouraging pro-social interactions among the children.
 - vii. Monitors will provide developmentally appropriate, individualized, and safe activities for children to engage in while riding on the bus.
- B. Hierarchy on the bus (least intrusive to most intrusive strategies with increasing intensity):

- i. Restate the rules and give positive support to those who are following the rules (sometimes using tangible rewards such as stickers).
 - ii. Use natural consequences including removing objects, activities, and giving verbal redirection.
 - iii. Physical touch (such as hand on shoulder), direct eye contact, sitting beside the child, or moving the child to another seat.
 - iv. Move the child to the front seat of the bus with no other child next to him/her.

- I. Supplementing positive behavior intervention using strategies with intensity. Occasionally, young children present unsafe behaviors in the educational setting, with the potential to injure themselves or others. In such circumstances, children may need strategies with intensity to help them learn appropriate behavior. After consultation (with the Director, Program Consultants, Family Services, Mental Health Consultants and Early Childhood CARES as needed) the direct service team and family may supplement the above strategies with one or more of the following interventions. These examples of such consequences might include but are not limited to:
 - A. First Response Strategies
 - B. Responding to unanticipated dangerous behavior. Occasionally, staff may be unaware of a child's potential for dangerous behavior, which may occur very quickly and with little warning. All DST will have a Plan for unsafe Behaviors:
 - i. A safe, quiet place in the classroom for a child to be alone.
 - ii. A procedure for quickly exiting the children from the classroom so the child with behavior issues is isolated with an adult.
 - iii. A place outside the classroom to take a child that needs time alone.
 - iv. Ways of quickly communicating to the rest of the team (including regular parent and community volunteers) with a signal word so that the plan can be quickly implemented without a lot of discussion.
 - v. DST will submit their plans to their Director for Policy Council review at the beginning of the program year and update it as needed.
 - vi. The plan will enable staff to take immediate action to ensure the safety of the child and others in the area.
 - vii. For the safety of the child and staff, the crisis intervention for the child will not exceed gentle but firm physical guidance/direction, holding a child only long enough to get them to a safe space to calm down.
 - viii. When dangerous behaviors occur on the bus, the Bus Monitor will move the child to the front seat of the bus if possible. The Bus Driver will proceed to the child's drop off as soon as possible.
 - ix. When dangerous behaviors occur, staff will contact the child's parent to debrief the incident. Collaboration Team will look at the Social Emotional Inventory of Practices to work and support DST teams to develop skills, if needed, while ECCARES and or Family Services supports intensive interventions.

- II. Use of physical restraint. Rarely, a child may need use of physical restraint if there is imminent danger to self or others. The team will be required to consult with a member of the Collaboration (CD/D Consultant, MH Consultant, Early Childhood CARES, and Direction Service) Team. Physical restraint is not to be used as a routine procedure nor without an approved behavior plan specifying its use. (signed by parent)
 - A. Teacher will fill out a First Incident of Unsafe Behavior Checklist.
 - B. The use of corporal punishment is **strictly forbidden**. Use of such methods will result in disciplinary action.
 - C. Withholding of food, access to the bathroom, or name calling or any other form of demeaning treatment is strictly forbidden. Use of such methods will result in disciplinary action.
 - D. Continual communication with parents and guardians must be maintained concerning the child's behavior and ongoing documentation and progress reports are required. Staff will be sensitive to different cultural beliefs and values.

- E. Behavior that is chronically unsafe may be an indicator that further support and screenings are needed. The child will be referred to the Collaboration team as soon as possible.
 - F. If a child's behavior requires special support during the time of referral and assessment, the Director, the CD/D Consultant, and the Collaboration Team will be included in planning the support.
- III. Sending a child home/loss of bus privileges due to a behavior related incident: Rarely, a child may engage in behavior that poses a significant physical and/or mental risk to self or others. Only then, should a team consider sending a child home and/or removing bus privileges due to a behavior related incident.
- A. No child will be sent home or lose bus privileges without prior approval from the Director in consultation with the Mental Health and/or Child Development & Disabilities Consultant(s). In the case of loss of bus privileges, the Transportation Manager will be consulted.
 - B. Each incident will be considered on its own merit and not be generalized with other incidents by the child or other children.
 - C. Any incident resulting in approval to send a child home/lose bus privileges will be followed up immediately with:
 - i. A team meeting including any outside agency consultants working with the child, teacher, Health/Director Manager, Director, family and program consultants if needed.
 - ii. Development of a temporary behavior plan or modification of existing plan so the child can return the next day.
 - iii. The incident, behavior plan, and the team meeting will be documented as soon as possible and filed in the child's main file (including notes under Health Section).
 - iv. A referral (or call when there is open case management) will be made to the Collaboration Team to conduct a functional Behavior Assessment and develop a formal behavior plan to manage the behavior.
 - v. Documentation will be maintained on the child's progress and attached to the child's behavior plan.

- ✚ See Behavior Plan for additional policies and procedures and forms related to behavior management.
- ✚ Below is a list of Positive Guidance Techniques that are posted in each classroom and utilized by the Teachers, and BIHS staff and Parents and Volunteers are encouraged to practice techniques when working with children.

Guidance Techniques

- Emphasize the positive, state suggestions, directions, and comments in a positive manner.
- Be "A role model" Children will imitate what you do more often than what you say.
- Use "I" Messages. An "I" Message includes 1) your nonjudgmental description of the problem. 2) its effects on you, and 3) your feelings about it.
- Instruct appropriate Behavior, Children often misbehave inappropriately because they do not know or remember what is expected of them.
- Limit options. Sometimes children are over stimulated by the environment. They may have too much time, too much space, too many activities, or too many materials.
- Re-direct the child. When a child displays inappropriate behavior in an activity, direct the child into an activity that is developmentally more a "match" to the child's needs at this time.
- Ignore Behavior. Sometimes the best thing you can do is ignore inappropriate behavior. However, aggressive behavior must be dealt with directly by other methods.
- Reinforce appropriate behavior. Positive attention to appropriate behavior, reinforces and encourages children to continue those behaviors.
- Reinforce adjacent behavior. When positive attention is given to children behaving appropriately, other children will imitate the appropriate behavior.
- Cue behavior. Consistently used environmental cues will signal when transitions need to occur, e.g. turn the music on, switch a light, ring a bell.
- Give a breather. Occasionally it is necessary to remove a child from an activity. The removal or breather is a

- temporary event that is ended when the child has the desire and control needed to return.
- Do not allow a child to strike you or anyone else. Aggression needs to be redirected to inanimate objects.
 - Use a tone of voice that helps the child feel confident and reassured. Be physically close to children when talking to them. Squat down to see them eye-to-eye.
 - Use the most strategic positions for supervising. Sit down in a chair when possible; be alert of the total classroom. Do not turn your back to a large number of children just to be with a few.
 - Learn to *foresee and* prevent problem situations.
 - When limits are necessary, they should be clearly defined and consistently maintained by all staff.
 - Give a child a choice only when you are prepared to accept the child's answer. Rather than asking, "Do you want to put on an apron?" or "Put on an apron. OK?" thus giving the child an opportunity to refuse, say "You need to put an apron on to paint"
 - Separate the act from the person. "I like you Mark, but I don't like what you did to ..."
 - Use specific Rather than General statements. Keep your words to a minimum.
 - Warn the children at least 5 minutes before a change of activity so they have time to finish what they are doing.
 - When setting limits or when you are uncertain as to the appropriate behavior control or Guidance technique to use, think of these three questions: a) is this limit necessary for the child's safety?; b) Is it necessary for the safety or well-being of others?; Is it necessary for the protection of the equipment?; Is this a limit that is still necessary or has it been outgrown?; All of these questions need to be discussed by all classroom staff together at staff meetings.

A final word— WHEN ALL
ELSE FAILS.....

It is so easy to take ourselves too seriously, to get lost in the welter of problems, to lose our sense of humor and our sense of perspective—specially on those days when everything goes wrong, our mood is a bit rocky, and we know the barometric pressure is affecting both ourselves and the children. Why not laugh a bit and find ways, with the input of the children, to salvage the day?

- **1302.31 Teaching and the learning environment.**
- **1302.36 Tribal language preservation and revitalization.**

Policy: BIHS Curriculum will include diverse cultural experiences that will enhance the ethnic backgrounds of children enrolled in the program with an emphasis in Native American Culture.

Procedure

The following are suggested guidelines for BIHS staff to implement;

- ✓ As part of the daily routine.
 - ✓ Content areas of the curriculum.
 - ✓ Teachers shall seek input from parents, families and the community related to the cultural traditions, beliefs and values in order to plan experiences related to the children enrolled in the BIHS program.
1. Teachers shall utilize the Cultural Survey completed by the parents at initial home visit.
 2. The first parent meeting will include a summary report to parents as the consensus of the survey notes documented on contract sheet.
2. BIHS will ensure that the children are exposed to a variety of materials, which the children can ethnically identify. Examples include but are not limited to the following.
1. Regular and meaningful daily use of the Native American Language relevant to the children.
 2. Visual materials such as actual photographs of various Native American. Present day, past and traditionally dressed individuals shall be available.
 3. Native American Language labels, etc.
 4. Materials such as books, food, games, clothes, music, baskets, etc. that actually reflect the children's culture shall be made available for children to touch and discuss regularly.
 5. Visitors, resource people such as parents, families, storytellers, dancers, elders, and language specialist shall be made available to teachers for lesson planning.
3. Experiences deriving from individual family traditions, customs, ethnic backgrounds, family gatherings, celebrations, etc. must be planned when appropriate for children.

Subpart C—Education and Child Development Program Services**1302.33 Child screenings and assessments.**

Every child is unique. The best way to get to know what is special about each child is to make purposeful observation an everyday practice and documenting what you see.

Policy: BIHS will use the Desired Results Developmental Profile to observe children on a regular basis and document observations as part of the on-going assessment and planning process. Observations of children are essential for the DRDP (2015 and online) developmental assessment tool. Observations are utilized to adjust curriculum and plan learning opportunities to meet children's individual needs. Observations also help teachers and parents understand the different developmental levels of the DRDP.

New-2018

Review: <https://www.desiredresults.us/drdp-online>

The California Department of Education (CDE), in collaboration with the UC Berkeley BEAR Center and the WestEd Center for Child & Family Studies, announces DRDP Online designed to allow teachers, program administrators, and other designated staff to access DRDP instruments and conduct DRDP assessments online via the Internet. DRDP Online stores the data entered by teachers in a secure database and automatically produces a variety of assessment reports, both for individual children and for groups of children.

The DR system implemented by the California [Department of Education](#) (CDE) is a comprehensive approach that facilitates the achievement of the Desired Results identified for children and families. California is one of the very few states in the nation that has developed its own system designed specifically for measuring child progress toward desired outcomes. The system is aligned to Head Start Positive Child outcome Domains, the state's learning and development foundations for early care and education programs and the content standards for kindergarten.

DRDP measures are group in the following domains:

Approaches to Learning (7 measures)
 Social and Emotional Development (5 Measures)
 Language and Literacy Development (10 Measures)
 English Language Development (4)
 Cognitive/Math/ Science (11)
 Physical/ Health Development (10)
 History/Social Science (10)
 Visual Performing Arts (4)

The data source is the method of observation used to assess a child. It helps to show "how you know and what you know" about a child. "Best Practice" would include multiple data sources when documenting observations. This would demonstrate that multiple arenas, sources, viewpoints, learning opportunities, etc. have contributed to the child assessment. Examples of data source include:

- Parent observations (parent input)
- Health History
- Health Screenings
- Mental Health Screenings (ASQ, ASQ-IE and DECA)
- Staff observation of health and behavior (direct observations); See Daily Health Check /Behavior Observation form
- Developmental Assessments (Dial 4)
- Children's portfolios (work samples)

- speech (IEP and or IFSP)
 - home visits evaluations
- ✓ Teachers shall maintain a systematic approach toward assessing children to identify:
- Home Language
 - Special Interest
 - Health Screenings (based on life experiences-cultural)
 - Strengths
 - Needs
 - Likes and dislikes
 - Preferred learning styles

Procedure

The Head Start Director/Education Manager/Health and Disabilities Manager provide training and technical assistance on the ongoing assessment system.

The BIHS teachers follow three basic steps:

- A. Collecting facts
 - Daily observations and documentation of children’s learning
 - Maintain individual portfolios with children’s work examples
- B. Analyzing and evaluating facts
 - Analyzing facts-decide what steps are next for each child
 - Evaluating children’s progress-document observations to reflect progress
 - Evaluate own performance as teachers-what can they do to increase child’s learning.
- C. Planning for each child in the group.
 - Using information to make decisions
 - Planning for each child using their individual goals as a guide
 - Planning for groups of children

BIHS Director/Education Manager/and each classroom teaching team will complete a report on group progress. The report should summarize the progress of the individual children and groups of children. In addition, evaluate program effectiveness and plan accordingly.

Teachers will meet to analyze the child outcome data collected at the three checkpoints to assess:

- Children’s progress and accomplishments current essential domain areas.
- Guide curriculum planning, implementation and individualization
- Inventory of materials and supplies
- Measure outcomes for program self-assessment
- Plans for future staff training

At the end of the year the BIHS Director/Education Manager will compile all data from classrooms and analyze the trends groups of children demonstrate in order to continue with program self-assessment documentation and program planning.

The three check points will be scheduled:

- ❖ **Fall (September/October)**
- ❖ **Winter (January/February)**
- ❖ **Spring (April/May)**

Know what to look for

A teacher should have a good sense of the progression of capabilities for each area of development to be observed. When it is known what comes before and what comes next in development, the observer knows what to look for. For individual children, completing their

baseline will help the observer know where the child is in the developmental continuum for each developmental area. In that way, the observer knows what to look for when observing.

Involve Families

Children often display capabilities in one setting that may not be readily observed in another. A child may be highly verbal at home and talk very little at school. Insights provided by parents can assist in adjusting curriculum to more closely meet the needs of individual children. Families may provide native language development input for Dual Language Learners. To encourage systematic parent observations of their child and to support shared parent and staff planning of children's learning experiences, parents and staff review children's goals, discuss children's behaviors, and note children's developmental progress.

During Parent Teacher Conferences, but not limited to conferences, teachers will collaborate with parents:

- Encourage parental input from observations at home and or in program. For example, parent/staff observations, surveys, developmental screenings, parent questionnaires, and the creative curriculum/ state preschool progress and planning reports.
- Communicate regularly with parents about children's everyday routines through; parent orientations, parent meetings, home visits, parent-teacher conferences, phone, email, text. Best Practice is to document collaboration meetings to make follow-up more productive and meaningful to support parent partnerships.
- Encourage parents to keep a scrap book of their child's development in the early years. (Staff should suggest this project during initial home visit and at parent orientation).
- Teaching staff will document a minimum of, but not limited to 2 observations on each child each day. Teachers will include observational time during daily routine and document on lesson plan.
- Observations should be based on the developmental stages of children, DRDP developmental measures, and goals set during parent-teacher conferences. Observations should also reflect children's interest, strengths and needs.
- Observations will be used to develop objectives for daily activities and weekly lesson planning.
- Written observations are completed by staff and the child's parents. Volunteers cannot document children's observations. They may document their own child's observations.

Take Advantage of Moments to Observe

Children can be observed throughout the day as a natural part of what a teacher does. Children are always learning through play. Simply keep your eyes peeled and your ears perked. As you watch, activities can be adjusted to meet children's needs.

Have a Focus

Having a focus means knowing what capabilities one wants to observe, which children will be observed, and where observation will occur. The observer should plan "What do I want to observe?" "Which children will I be observing?" "Where will I observe?" "What strategy or method will I use to remember what I observed?"

Have a Purpose

Having a purpose means observations are conducted with a goal in mind. Purposes may be to develop a weekly activity plan, determine how to individualize, or revise any activity. Things to consider are, "What do I hope to learn from my observations?" "How will I use the information I have learned?"

Use Narratives

Narratives or anecdotal notes help describe what children do and how they do it. These methods are also very useful for recording concerns, goals, plans, and successes. When using narratives/anecdotes, the observer needs to always remember to be objective, accurate, and brief.

Use Time and Event Sampling

There are occasions when knowledge of the frequency of a behavior is important, i.e. how often the same child is laughing or sharing. This information can be useful for planning interventions to increase or decrease particular behaviors.

TIME SAMPLING: Use Time Sampling to record behavior over a short period of time.

- ✚ First decide which behaviors you wish to observe.
- ✚ Decide how often you wish to record the behavior. Typically, you will want to record during 5minute intervals over a 20-minute time period.
- ✚ Observe and record the behaviors using tally marks.

EVENT SAMPLING: Use Event Sampling to record social interactions.

- ✚ Decide which interaction(s) you will observe.
- ✚ When the event occurs, describe what is occurring, what happened before, and what happened after. Also record how long the event lasted and anything that was said.

MYTHS AND REALITIES:

The age of a child is a good indicator of what a child can or cannot do and, therefore, what should be expected of a child. A child's progress on a development path is the best indicator of what she/he has learned and can look forward to learning. Children learn best when valuable curriculum experiences are gauged to the children's ages and developmental levels to guide planning. Children learn best when teachers know where children are on a path and when learning opportunities consistent with their developmental level, interests, and pace of learning are provided.

ANECDOTAL CHILD NOTES:

- Teachers will add additional information about the skills being observed.
- It is best practice to document anecdotal notes regularly.

Ongoing Monitoring and Reporting

1302.92 Training and professional development.

1302.101 Management system.

1302.102 Achieving program goals.

POLICY: BIHS will monitor required tasks and responsibilities to ensure reporting is completed within timelines and according to guidelines provided in Head Start Performance Standards and state regulations. Monitoring systems will include the use of Dial 4, DECA screenings, ASQ and ASQ-SE, DRDP, ECERS-R, CLASS, parent and teachers' surveys and questionnaires and other necessary school readiness assessments decided by the Direct Service Team. BIHS Director and the Direct Service Team will provide periodic reporting of this information to appropriate supervisors, managers, policy groups and leadership; an annual self- assessment of the program; and collaborative review of this information for planning and future development decisions.

Monitoring procedures will be implemented in administration, education and early childhood development, health services (including child health and safety), food program and family and community partnerships that are specific to each area. Procedures will outline the person(s) responsible for completing the monitoring, which person(s) and/or systems are to be monitored, and the tasks/responsibilities to be monitored.

Results of monitoring will be used to demonstrate compliance with Performance Standards and other federal and state regulations, to assist in the review process by providing condensed program information in specific areas, and to determine long range and short-term program goals. Non-compliance and/or areas for improvement will be followed with improvement plans, including strategies for timelines and people responsible.

PROCEDURE

1. BIHS Director, managers, and consultants will develop checklists for staff to use in setting up their environments and processes. These may include:
 - Checklist for Child Development and Disabilities.
 - Monthly Program Progress Reporting
 - Teacher Weekly Checklist
 - Weekly Lesson Plan
 - Checklist for Parent Involvement, Family Services and Mental Health.
 - Checklist in Health and Safety.
 - Monthly Sanitation Checklist.
 - Playground/Facilities Checklist
 - Child/Adult Care Food Program.
 - Nutrition/Mealtimes Checklist.
 - Bus Inspection.
2. BIHS Director and Managers will implement procedures and timelines for using said checklists, and will include these in annual training and work plans.
3. Staff will use checklists in setting up and maintaining their environments.
4. BIHS Director and Managers will use checklists in monitoring classrooms on a regular basis and will track their visits and feedback.
5. Information about children and families will be tracked in children's files by all staff.
6. Regular reports will be utilized by all staff both on and off line to ensure timely delivery of services to children and families.
7. BIHS Managers and Teachers will submit monthly reports by the 5th and meet with Head Start Director monthly to review:

Supervision	Monitoring	Attendance	Enrollment
Outcomes	Tracking information	Any other information about children and families	plans for improvement Plan of Actions
Budgets	Goals and accomplishments	Challenges	Training

8. Managers will analyze data from reports and submitted documents and provide feedback to direct service staff as to the status and/or quality of required activities to ensure timely completion of services for children and families. Managers will forward summarize data in the form of tracking to the Director for review.
9. The Director will review data from managers and will provide feedback to managers, utilize data to guide planning efforts, and inform the Tribal Council, Policy Council, and funding sources of program progress.
10. Program consultants will meet on a regular basis with Head Start Director. Discussions may include:
 - Results of program consultants monitoring of classrooms, using appropriate checklists.
 - Documentation and analysis of the information
 - Outcomes reports
 - Progress on established benchmarks
 - Plans for improvements as needed, with emphasis on compliance issues.
 - Information from monitoring will be shared with staff.
11. The Director will monitor children’s files through audits, reports and viewing individual records.
12. Consultants/managers may contact a staff person for minor errors with a “cc” to the Director. If the same issue occurs, the consultant will contact the Director only. The BIHS Director will communicate to consultants/managers what the corrective action is.
13. The BIHS Director, Tribal Administrator, Tribal Fiscal and Human Resource Director will communicate regularly to review information gathered.
14. Periodic reports to Policy Council and Bishop Tribal Council will be made by the BIHS Director or designee.
15. An annual self- assessment will be conducted each February that will result in a written improvement plan to improve any deficiencies.
16. The program will be reviewed every three years by representatives of the Inyo County Superintendent of Schools State Preschool Program and Region XI Head Start. BIHS will submit an improvement plan 90 days after receiving the written federal report. BIHS staff, Tribal administration will receive a copy in a timely manner.
17. Results of all monitoring efforts will be included in future planning and decision making.

Education Home Visit - Parent / Teacher Conference

1302.34 Parent and family engagement in education and child development services.

1302.50 Family engagement.

1302.71 Transitions from Head Start to kindergarten.

Policy: Home Visits and Teacher-parent conferences are valuable in building positive relationships with parents and in developing a broad understanding of every child in the program. The visits and conferences enhance adult's knowledge and understanding of the developmental progress of their child. Head Start teachers are required to make two visits to the home of each child, as well as two parent-teacher conferences each year. Home visits and parent-teacher conferences will be conducted in the family's home language and when necessary, using the services of an interpreter.

Procedure

- Typically, a combination of two home visits and two parent/teacher conferences provides sufficient opportunities for identifying appropriate educational goals and discussion of each child's individual development and progress. More home visits/conferences may be added on an individual basis.
- Home visits must occur in the enrolled child's home unless the parents expressly forbid such visits.
- Parent-teacher conferences should occur at the site however the parent's needs will be taken into consideration.
- Time options and days should be available to best meet the needs of individual parents. BIHS staff will schedule conferences with sufficient time for parents to share their information, ask questions, discuss their experiences, and express concerns about their child.
- Home visits and Parent-teacher conferences will be well planned. Tips for a successful visit include:
 - ✓ Keep good eye contact, sit near the parent, look at and relate to them, talk to child(ren).
 - ✓ Get to know the family. Ask open ended questions guided by the Cultural Survey form.
 - ✓ Be a good model when you interact with them by being willing to share about yourself in an appropriate way.
 - ✓ Use family friendly language. Do not assume all parents can read and write.
 - ✓ Show enthusiasm and acceptance.
 - ✓ Be on time and keep visit to a reasonable amount of time. (No more than 1.5 hours Max.)
 - ✓ Find out if there are immediate concerns that might be a barrier to continuing the conference or visit. If so, set a time to get back to parents.
 - ✓ Share classroom rules and expectations to encourage consistency between home and school.
 - ✓ When conducting a parent/teacher contact with an interpreter the teacher will go over material to be discussed *before* the contact takes place.
- Provide resource and referral information for any family member suspected of having a disability and notify Early Childhood-CARES of any younger siblings possibly needing screening and/or services.
- Home Visit/Parent-Teacher conferences will be documented in section 5 under the Education section. The following will be included in the documentation:
 - ✓ Date, Time, & Location of the contact
 - ✓ Family and Staff present at the visit.
 - ✓ What child development and/or disabilities services are planned and any comments/results
 - ✓ Any materials that were used and/or given to the parent to use with their child
 - ✓ Follow-up needed if any and who will do the follow-up
 - ✓ Date and plans for the next visit

Education Home Visit and Parent-Teacher Conferences

- Home Visits and Parent-teacher conferences need to occur at regular intervals during the program year. Children who enroll at the beginning of the program year should have their appointments scheduled approximately every 8 weeks. Every year the Program Calendar will state the exact date that each appointment needs to be completed by. Children who enroll after the start of the program year must have two home visits and two parent-teacher conferences as well. Every effort must be made to schedule all 4 appointments. The appointments should be evenly spaced through the remaining time left in the program calendar.

The following sequence is the **suggested routine** in the regular program for sharing information with families during the school year:

❖ **Home Visit #1** Use this first contact to do the following:

1. Plan to visit families new to Bishop Indian Head Start first.
2. Get to know the family, share briefly who you are, what your classroom is like, how the year will look.
3. Share screening results.
4. Discuss IEP and or referrals to specialist.
5. Discuss with parent the DRDP process and ask what they would like to work on at home.
6. Complete the following forms with the families. Please complete these “interview style”
 - ✓ Child/Cultural Survey form (place in the education section of the site file)
 - ✓ Dial 4 Questionnaires: Social Emotional
 - ✓ Collect the completed Child Survey (place in the child’s portfolio or the education section of the site file)
 - ✓ Initial Home Visit Parent Orientation Form
7. Begin transition discussion. Share what options are available, such as going to a different neighborhood school and how to begin the process. Encourage parents to visit schools.
8. Inform and/or schedule next appointment which will be Parent/Teacher Conference in October.
9. Document family needs, comments and concerns.

❖ **Parent/Teacher Conference #1**

- ✓ Introduce the Parent/Child Portfolio and show child work samples
- ✓ Review with parent the DRDP process, process and summary of progress.
- ✓ Discuss classroom individual goal progression.
- ✓ Review and discuss the Dial 4, ASQ and ASQ-SE outcomes.
- ✓ Continue transition discussion and document on designated Transition Form. Share what options are available, such as going to a different school and how to begin the process. Encourage parents to visit schools.
- ✓ Parent ideas for curriculum: child’s interest, emerging skills.
- ✓ Developmentally Appropriate parent-child activity.
- ✓ Volunteer opportunities.
- ✓ Plan next home visit.
- ✓ Health, social services, & mental health follow-up and referrals.
- ✓ Document parent contact in site file.
- ✓ Schedule next appointment which will be in the home.

❖ **Home Visit #2**

- ✓ Update the Parent/Child Portfolio
- ✓ Parent issues and/or concerns
- ✓ Parent ideas for curriculum: child’s interest, emerging skills
- ✓ Developmentally Appropriate parent-child activity.
- ✓ Update Transition Form
- ✓ Discuss year-end conference
- ✓ Volunteer opportunities
- ✓ Health, social services, & mental health follow-up
- ✓ Document parent contact in site file

- ✓ Inform family of the next appointment which will be Parent/Teacher conferences in May

❖ **Parent-Teacher Conference #2**

- ✓ Discuss & Give Parents the contents of the Parent/child portfolio
- ✓ Discuss child's progress using the Child Progress and Planning Report and the DRDP Record Form and give copies to the parent.
- ✓ Transition – confirm public school that child will be attending
- ✓ Summer learning opportunities (i.e. Public Library)
- ✓ Parent questions and/or concerns
- ✓ Update Transition Form
- ✓ Developmentally Appropriate parent-child activity.
- ✓ DAP parent-child activity
- ✓ Health, social services, & mental health follow-up

- ❖ **Monitoring:** Teachers will use the Home Visit/Conference Transition Information Log to document the dates of all home visits and conferences. In addition to the Transition Form documenting the transition from the three-year-old to the four-year-old program and the four year old to the Kindergarten program. The Classroom Teacher will summarize information obtained from the Contact Form used for each home Visit and Parent -Conference and turn in a report to BIHS Director/Education Manager. This information will be used for program planning, classroom curriculum, measurement of school readiness progress, Parent, Family, and Community Engagement activities, and referrals and to meet the immediate needs of the children and families.

Bishop Indian Head Start
Education Program Transition Services

1302.70 Transitions from Early Head Start.

1302.71 Transitions from Head Start to kindergarten.

A change in setting is a transition in the child's life and needs to be treated accordingly.

Policy: Transition is an ongoing process to ensure that children and families will have appropriate information and support whenever there is a change in their child's placement. Transition activities may occur when children enter Head Start, change placements within Head Start, and go to another preschool placement or on to kindergarten. Transition is a process that must be planned by the child's Teaching Team and communicated to all collaborating parties, including the family, the receiving placement team and any other community agency involved in the child and/or families' life. Informational meetings, training, activities and visits may be incorporated into a yearlong plan and implemented, encouraging all appropriate parties to participate. Procedures will be followed to ensure a smooth transition of information between current and future placements. Parent involvement will be encouraged throughout the process, as they are the primary advocates for their children. Head Start staff will work together to compile all necessary information to assist in a smooth transition of records to the child's new placement.

Procedure

Transition to Kindergarten

- The BIHS Teaching Team, will develop a Transition Plan for their classrooms, and post in each classroom for parents by the end of January. Send a copy to the Child Development/Disabilities Specialist. This plan will focus on Transition to Kindergarten and could include, but not be limited to, the following type of activities:
 - BIHS fieldtrips to local elementary schools-tour the school library, cafeteria, playground and Kinder-classrooms.
 - Family activity events to discuss: How to research information regarding school choices for Kindergarten and Transition Kindergarten, district time lines for school transfer requests, school visitations, parent role in the transition process, and documents needed to enroll a child into kindergarten. How to be an advocate for their child. The ABC of the IEP and transitioning children with an IEP.
 - Provide copies of the school newsletter and share information with parents about school events that include the public (carnivals, book fairs, etc.)
- BIHS can provide each transitioning family a copy of their child's immunization record by request only.
- The Teaching Team will meet throughout the year with the school district staff (teachers, Native American and Hispanic liaisons, principal, disabilities specialist, behavioral specialist and enrollment officers). Topics may include:
 - Transition plans for IEP children.
 - Transition plans for typically developing children.
 - Transition plans for children with challenging behaviors.
 - How to exchange information concerning child records.
 - Review and update the transition process each Spring.
 - Provide outcome information to the Director.

Transition Summaries

- Transition Summaries are the primary tool for sharing information about the child's growth and development. The Lead teacher, with assistance from the team and outside consultants, will complete a transition summary for all children going on

to kindergarten or another preschool placement. These will be completed prior to the spring Parent/Teacher conference or before the child leaves the program.

- These documents will be completed in a professional and objective manner, using information from the DRDP Assessment Tool and resources that demonstrate child's developmental growth. They will be typed and will include the following information:
 1. Summarize the child's strengths in each of the assessment domains and what they are ready to learn next.
 2. Indicate if the child has: a behavior plan, an IEP, participation in a behavior program, or ELL.
 3. Describe instructional and behavior management strategies that work with the child.
 4. State family strengths, how best to communicate with them, etc.
- Transition Summaries are sent to the BIHS Director for approval before they are shared with parents or sent to other agencies or school districts.
- If parents, ask they will have an opportunity to read and edit the summary before it is sent to the kindergarten program.
- 1. **Site File-Section 5 (Education):** Child's Transition Summary, DRDP Record Summary and Kindergarten Assessment (if applicable)
 2. **Kindergarten Program:** Transition Summary and Kindergarten Assessment (if applicable)
 3. **Parent or guardian will receive:** Progress and Planning Report, Kindergarten Assessment and DRDP Record Summary.
- BIHS will provide each elementary school with a list of children that will be transitioning to their school. The Lead Teachers of the four-year-old program will be provided Kindergarten Transition packets for children going to Kindergarten and Transition Kindergarten. The packets are provided by the Local Elementary School. If need, BIHS will request assistance from the Elementary Liaisons to assist parents and guardians with completing their kindergarten enrollment information.

Transition within Head Start - Transfer

When the Director or Family Advocate becomes aware of a family's need to transfer to a different Head Start classroom, the following will occur:

1. A case management meeting will be scheduled prior to the decision to transfer a child to ensure a smooth transition.
2. Transferring of children to a different classroom will only take place with the written acknowledgement of the child's parents.
3. Child will visit the classroom several times before officially transferring child to ensure a smooth transition.
4. The current Teaching Team will:
 - Complete all appropriate updates in file, CACFP rosters, Transportation sign in and out sheets, Attendance sheets, Child Plus and DRDP online sites.
 - If possible, arrange a "good-bye day" in the current classroom.

Transition from Child Care/Home to Head Start

- A. The Family Advocate will contact the family as needed to assist in the completion of all required enrollment documentation and introduce the family partnership process.

- B. BIHS Lead Teachers will contact families to schedule the first home visit. Families new to Head Start will be encouraged to tour the center prior to the first day of school.
- C. Refer to the BIHS Home Visit policy.

Transition from Early Head Start to Head Start

1. Early Head Start children are not automatically enrolled into Head Start. Early Head Start families must submit a full enrollment packet and required documentation.
2. Early Head Start and Head Start program must work together to maximize enrollment transitions from Early Head Start to Head Start by consistent communications during the year. BIHS Family Advocate will contact the OVDC Family Advocate for a list of names and contacts of children transitioning to BIHS.
3. Children must be turning three by September 1.
4. Early Head Start Director or Family Advocate will contact the BIHS Director or Family Advocate to schedule up to 4 transition activities.
5. A teacher transition meeting will be scheduled to discuss children's strengths, desires, needs and any other pertinent information that will support a successful transition. This includes: Transition plans for children with an Individual Family Service Plan transitioning to BIHS.

Required Documents for Posting in each Classroom

1302.47 Safety practices.

1302.31 Teaching and the learning environment.

Policy: BIHS Staff will demonstrate evidence of compliance with Office of Head Start Performance Standard, Indian Health Service Environmental Codes, California State requirements, BIHS and BITC Health and Safety policies by posting selected documents in each classroom to ensure all classrooms are uniform.

Operational Procedures: Before classes begin each year, the teaching staff obtains and assures the proper postings of each of the following documents:

- Evacuation Plan posted at each door-Exit signs must be visible and Classroom Capacity signs must be posted above classroom door.
- Emergency Preparedness Plan and Emergency Safety Guide
- Emergency Guidelines for; illness, dental treatment, Accident First Aide Procedures
- First Aid Kit Sign and kit (All kits will be cleaned, and inventory maintained.)
- Emergency phone numbers for fire, law enforcement, paramedics, hospital, poison control center, etc.
- Emergency Contact numbers of all phone numbers (Children and Staff) are in front office.
- Instructions for the PA system will be posted by all phones (If applicable).
- Fire Extinguisher with location sign visible from across the room.
- Health Alert located on parent wall.
- No Smoking Sign by Emergency Exit.
- Justice for all Poster is placed above main sink.
- Classroom Monthly Newsletters located on Parent Wall.
- Teaching staff current Food Handler Cards and CPR and First Aid Cards located above sink.
- Updated Organizational Chart/Chain of Command
- Updated Menus located on Parent Wall.
- Classroom Schedule (post inside on Parent Wall and outside classroom)
- Updated School Calendar (Yearly/Monthly) located on Parent Wall.
- Transportation Alerts located by sign in sheet.
- Transportation Route: located on Parent Wall.
- Updated and complete weekly lesson plan located on Parent Wall.
- BIHS Monthly Themes
- BIHS Individual Goal Chart
- Positive Guidance Strategies
- CACFP Food Program required documents including individual Health Alerts related to food.
- Parent confirmation and input of reviewing weekly lesson plan; documenting individual activities for children; CLASS strategies, Family and Community Engagement activities.
- School Readiness Goals and Alignment with Parent, Family, and Community Strategies.
- Documentation of Daily Sanitation and Emergency Drills located on Parent Wall.

Additional posting related to education and training

- Upcoming Parent trainings related to Head Start-located on monthly calendar. Suggestion to teaching team: May want to write a reminder on sign in sheet. Support team to write an announcement of dry erase board up front.
 - BIHS also posts in the front lobby all trainings related to our community partners.
 - Community Partner's newsletters and calendars are posted in front lobby.
- ✓ Classroom teachers will post at a minimum; required documents above in a neat and highly visible area inside classroom. (Calendars and Newsletters maybe posted outside the classroom). Teachers may designate an area to hang policies and procedures for parents, staff and reviewers. Teachers may designate an area in Teacher's office for meeting notes and memos.

Bishop Indian Head Start
Pedestrian and Safe Riding Education

1302.47 Safety practices.

1303.74 Safety procedures.

Subpart F—Transportation

1303.70 Purpose.

Policy: BIHS will provide training for parents and children in pedestrian safety. The training provided to children will be developmentally appropriate and an integral part of program experiences. The need for an adult to accompany a preschool child while crossing the street must be emphasized in the training provided to parents and children. The required transportation and pedestrian safety education of children and parents, including bus evacuation drills will be provided within the first thirty days of the program year.

Training must include:

- (1) safe riding practices;
- (2) safety procedures for boarding and leaving the vehicle;
- (3) safety procedures in crossing the street to and from the vehicle at stops;
- (4) recognition of the danger zones around the vehicle; and
- (5) emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding. BIHS in compliance with OHS Performance Standards will conduct:
 - BIHS will ensure that at least two bus evacuation drills in addition to the one required within the first 30 days of the program year will be executed and documented in the school calendar and drill log posted outside the maintenance closet.
 - BIHS will must develop activities to remind children of the safety procedures. These activities will be developmentally appropriate, individualized and be an integral part of the Head Start or Early Head Start program activities.
 - Ongoing review of Pedestrian, Transportation, and Safety Skills and Procedures will be documented on teachers' lesson plans each month and documented on the monthly checklist.
- (6) BIHS will provide additional training for parents that include:
 - Emphasis on the importance of escorting their children to the vehicle stop and the importance of reinforcing the training provided to children regarding vehicle safety; and
 - Complements the training provided to their children so that safety practices can be reinforced both in Head Start and at home by the parent.
 - Review of the Transportation Handbook.
 - BIHS will conduct car seat observations monthly and provide information such as Safe and Proper usage of Child Safety Car seats.
 - When available, BIHS will provide free car seats to families in need or provide a referral to partnership agencies providing free car seats.
 - Parents will be invited to participate in planned bus evacuation drills.

BIHS Community Resources: Local Law Enforcement will be contacted by BIHS before school starts to plan a parent, child, staff, and community safety education activity (s) regarding:

- safety procedures in crossing the street to and from the vehicle at stops;
- emphasizes the importance of escorting their children to the vehicle stop and the importance of reinforcing the training provided to children regarding vehicle safety; and
- car seat safety; and
- bike riding safety; and
- when possible, BIHS will invite local law enforcement to participate in all bus evacuation drills.

1302 Subpart J—Program Management and Quality Improvement**1302.100 Purpose.****1302.92 Training and professional development.**

Purpose: The overall purpose of this policy is to provide a positive and supportive work environment that facilitates quality services to Head Start children and families. The process is designed to communicate and assess the performance expectations of positions within BIHS, performance expectations that adhere to Tribal, Federal and State Performance Standards. The process also provides support for the professional development of staff through goal setting, mentoring, training and education.

Policy: BIHS follows all Bishop Paiute Tribe's Human Resource policies and procedures, including TERO regulations. All hired employees and temporary employees receive a copy of the BITC Employee Handbook. Staff is to be informed of job expectations and performance levels throughout the year via routine feedback and communication. Job performance, checklists, assessments, data review, observations, feedback, certification/license renewals, and education and/or training or other supporting documentation will form the basis for all performance evaluations ratings.

The BIHS Director at a minimum will provide all regular staff with a formal Annual Performance Evaluation. Probationary, reclassified, and promoted staff will receive a formal 90-day probationary evaluation. Status of both probationary and re-classified staff will be determined during the 90-day probation evaluation. The Bishop Paiute Tribal Human Resource Department will provide the required evaluation forms to be completed by the Director.

The Director will advise the Bishop Paiute Tribal Council, Human Resources and the Policy Council of any corrective actions needed to ensure Head Start remains in compliance with the Head Start Performance Standards and with the Tribe's Human Resources policies and procedures. Additional follow-up evaluations may be performed at any time there is a need to review work performance to determine additional training, support and suitability for the position.

Process and Timelines

- During the month of July, the Director will schedule all evaluations for the program year.
- The BIHS Director will meet with all BIHS new hires or newly reclassified staff to review current job descriptions prior to assuming their duties and participating in training.
- During pre-service the Director will ensure the Direct Service Staff (DST) staff has an updated Professional Training Plan in place with updated college transcripts.
- All Non- DST Prof Training plans will be based upon job performance and required certifications.
- A working supervisor's file should be established for each staff member that would include the initial new hire/re-class job description review, transcripts, certifications, copies of all training plans, performance evaluations, feedback forms and other documents that have been reviewed with the employee.
- The Director or designated supervisor will upload employee performance evaluations, certification forms and documents into Child Plus. These files are to be kept in a secure locked file.
- During the program year, each staff member shall receive a formal Annual Performance Evaluation. At the time of the evaluation staff may submit written comments using the self-evaluation form that may be included with their evaluation.
- After the evaluation is reviewed with staff, the Director forwards all completed documents to the Human Resource Department for placement into personnel files.
- BIHS Director will make one copy for staff and one copy for Director's working file. In addition to uploading a copy into Child Plus.

Ongoing Processes

- Director and staff monitor performance and provide day-to-day ongoing communication and feedback. Staff are encouraged to bring concerns, obstacles and questions to BIHS Director that relate to performance and expectation issues and likewise BIHS Director will be responsible to provide clear expectations, support through training and coaching and timely answers to questions.
- Progress and achievements should be documented. Examples are educational & training achievements, leadership and problem-solving abilities, active participation in committees and program activities.
- BIHS Director should document recurrent performance problems and when needed clarification of various policies/procedures or job expectations. The primary format for this documentation is the "Feedback Form". In all cases the original signed & dated copies of these documents are to be forwarded to Human Resources for inclusion in personnel files. Copies may be kept in the supervisors working file and should be used to support the evaluation process.
- Staff and supervisors should also be aware of training and educational opportunities for staff. Professional Training Plans as well as program educational/training requirements and incentives should provide the framework for continued staff development.
- Staff who attend in-house training are required to sign an attendance roster or complete training. Staff who attend out of house training or attain educational credits must forward copies that document attendance (i.e. transcripts, certificates) to the Human Resources.
- Ongoing data regarding training and certification expirations for each staff member is located with the Bishop Paiute Human Resource Department or the BIHS Director. Staff is responsible to periodically review and update certifications and also to track any mandated training.
- 10 hours of professional bus driver training.
- 15 hours of Head Start professional development training for all staff.
- 21 hours of professional development training for Head Start Teaching Team.

Staff Pre-Service and In-Service Days

1302 Subpart J—Program Management and Quality Improvement

1302.100 Purpose.

1302.92 Training and professional development.

Policy: BIHS Administration will schedule Pre-Service and In-Service Training Days for New and Returning Staff prior to the Start of the School Year in order to provide staff with the necessary information, knowledge, materials and time to prepare and carry out their assigned job descriptions and duties.

Operational Procedure:

- ✓ Program Planning Calendar for staff will be completed prior to the start of school. When possible the schedule should be completed prior to the end of the prior school year. Best practice would be to involve staff, community partners, and parent leaders in the process.
- ✓ Training Calendar data should come from: Staff Needs Survey, Community Partnership Surveys, Community Assessment, Self-Assessment, DRDP Plan of Action, ECERS Plan of Action, and Parent Needs Data, etc.
- ✓ Mandatory Trainings are planned in the first two weeks before school begins and may carry over into the next two weeks.
 - CPR/AED and First Aide Training (Adult and Pediatric)
 - Blood borne Pathogens
 - Food Handler
 - Sexual Harassment
 - Emergency Preparedness Plan
 - Playground and Classroom Safety
 - SDS Sheets
 - Emergency Preparedness
 - Gas and Electrical Shut Offs
 - Transportation Safety and Bus Monitoring
 - Child Abuse and Mandated Reporting
 - Fire Extinguisher Training
 - Administration of Medication
 - Screening, Assessment, and Individualization
 - Diversity
 - Schedules, Routines, and Transitions
 - CLASS, School Readiness, and Lesson Planning
 - Parent, Family, and Community Engagement
 - Pedestrian Safety and Car Seat Requirements
 - Tobacco Free Environment
 - Required Posted Documents
 - Head Start Regulations
 - BIHS Work Plans and Policies and Procedures

A General Schedule could be:

- Two Weeks in August: 1 week designated to Staff Mandatory Pre-Service Trainings and the second week designated for Classroom Preparation and Home Visits.
- Up to 15 In-Service Days throughout the year to conduct: Lesson planning, end of the month reports, filing, data entry, trainings and workshops, self- assessment, parent-teacher conferences, home visits, staff meetings, etc.
- All Pre-Service Trainings and In-Service training will be documented using: Agendas, Sign-in Sheets, and Training Tracking Sheets.

Head Start Staffing Qualifications and Standards of Conduct

1302 Subpart I—Human Resources Management

1302.90 Personnel policies.

1302.91 Staff qualification and competency requirements.

1302.92 Training and professional development.

1302.93 Staff health and wellness.

1302.94 Volunteers.

Policy: Bishop Indian Head Start will follow the Bishop Paiute Tribal personnel written policies and procedures that are approved by the Tribal Council and Policy council and ensure that these policies are available to all BIHS staff. BIHS will ensure Tribal Council and The BIHS Policy Council stay informed with up to date Head Start regulations and that the BIHS policies and procedures are updated accordingly.

Procedures:

BIHS will communicate the following with the Bishop Tribal Human Resource Department (See OHS Regulation):

- *Background checks and selection procedures.* (1) Before a person is hired, directly or through contract, including transportation staff and contractors, a program must conduct an interview, [verify](#) references, conduct a sex offender registry check and obtain one of the following:
 - ✓ State or tribal criminal history records, including fingerprint checks; or,
 - ✓ Federal Bureau of Investigation criminal history records, including fingerprint checks.
 - ✓ Note: BIHS currently partners with Inyo County Superintendent of Schools to run fingerprint reviews through the Bishop Police Department. BIHS sends the hired employee to the Police Department with a check to pay for finger prints. Bishop Police Department send the results to the Inyo County Superintendent of Schools for further processing. BIHS reimburses Inyo County Superintendent of Schools for any additional costs. The results are strictly confidentially. ICSOS will only inform BIHS if they could employ the participate according to the fingerprint results.
- The Bishop Paiute Tribal Human Resource Department must review the information found in each employment application and complete background check to assess the relevancy of any issue uncovered by the complete background check including any arrest, pending criminal charge, or conviction and must use Child Care and Development Fund (CCDF) disqualification factors described in 42 U.S.C. 9858f(c)(1)(D) and 42 U.S.C. 9858f(h)(1) or tribal disqualifications factors to determine whether the prospective employee can be hired or the current employee must be terminated.
- BIHS has 90 days after an employee is hired to ensure the BITC HR Department completes the background check process and a Child abuse and neglect state registry check, if available. BIHS will ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the complete background check.
- BIHS will conduct the complete background check for each employee, consultant, or contractor at least once every five years which must include each of the four checks unless BIHS and the Bishop Paiute Tribe can demonstrate to the [responsible HHS official](#) that it has a more stringent system in place that will ensure child safety.
- BIHS must consider current and former program [parents](#) for employment vacancies for which such parents apply and are qualified.
- Bishop Indian Head Start will be prohibited from hiring or maintaining an employee if the participant

- ✓ refuses to consent to the criminal background check;
- ✓ knowingly makes a materially false statement in connection with such criminal background check;
- ✓ is registered, or is required to be registered, on a [State](#) sex offender registry or repository or the National Sex Offender Registry established under the Adam Walsh Child Protection and Safety Act of 2006 ([42 U.S.C. 16901](#) et seq.);¹ or
- ✓)has been convicted of a felony consisting of—
 - murder, as described in [section 1111 of title 18](#);
 - [child](#) abuse or [neglect](#);
 - a crime against children, including [child](#) pornography;
 - spousal [abuse](#);
 - a crime involving rape or sexual assault;
 - kidnapping;
 - arson;
 - physical assault or battery; or
 - subject to subsection (e)(4), a [drug-related](#) offense committed during the preceding 5 years; or
 - has been convicted of a violent misdemeanor committed as an [adult](#) against a child, including the following crimes: child abuse, child endangerment, sexual assault, or of a misdemeanor involving child pornography.

➤ *Standards of conduct.* BIHS ensures all staff, consultants, contractors, and volunteers abide by the program’s standards of conduct that implement positive strategies to support children’s well-being and prevent and address challenging behavior. BIHS staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:

- (A) Use corporal punishment;
- (B) Use isolation to discipline a child;
- (C) Bind or tie a child to restrict movement or tape a child’s mouth;
- (D) Use or withhold food as a punishment or reward;
- (E) Use toilet learning/training methods that punish, demean, or humiliate a child;
- (F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
- (G) Physically abuse a child;
- (H) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child’s family; or,
- (I) Use physical activity or outdoor time as a punishment or reward;

- BIHS staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;
- BIHS require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with subpart C of part 1303 of OHS Regulations and applicable federal, state, local, and tribal laws; and,

- BIHS will ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care. Personnel policies and procedures include appropriate penalties for staff, consultants, and volunteers who violate the standards of conduct. See *BITC Progressive Employee Discipline Policy and Procedure in the Employee Handbook*.
- Communication with dual language learners and their families. BIHS will ensure staff and program consultants or contractors are familiar with the ethnic backgrounds and heritages of families in the program and are able to serve and effectively communicate, either directly or through interpretation and translation, with children who are dual language learners and to the extent feasible, with families with limited English proficiency. If a majority of children in a class speak the same language, at least one BIHS class staff member will speak such language.

1302.91 Staff qualifications and competency requirements.

Policy: Bishop Indian Head Start will ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. BIHS will provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities.

Procedures:

BIHS Head Start Director

- The BIHS Head Start director must at a minimum have a baccalaureate degree and experience in supervision of staff, fiscal management, and administration.

Fiscal officer

- The Bishop Paiute Tribal Human Resource Department, Administration and the Tribal Council hires qualified fiscal employees. The Bishop Indian Head Start fiscal operations are monitored by the Bishop Paiute Tribal Fiscal Department. The BITC and the BITC Administration team ensures the Chief Financial Officer is a certified public accountant or has, at a minimum, a baccalaureate degree in accounting, business, fiscal management, or a related field. The Bishop Paiute Tribe ensures a Single Fiscal Audit is conducted each year.

Child and family services management staff qualification requirements. (1) Family, health, and disabilities management

- BIHS must ensure staff responsible for management and oversight of family services, health services, and services to children with disabilities hired after November 7, 2016, have, at a minimum, a baccalaureate degree, preferably related to one or more of the disciplines they oversee. The BIHS Director is responsible for management and oversight of family services, health services, and services to children with disabilities. However, the Director may delegate these duties and responsibilities to staff with an AA degree or higher, preferably related to one or more of the disciplines they oversee. The assigned staff must continue to work towards their baccalaureate degree, preferably related to one or more of the disciplines they oversee.

Education Management

- As prescribed in section 648A(a)(2)(B)(i) of the Act, BIHS must ensure staff and consultants that serve as education managers or coordinators, including those that serve as curriculum specialists, have a baccalaureate or advanced degree in early childhood education or a baccalaureate or advanced degree and equivalent coursework in early childhood education with early education teaching experience. The BIHS Director is currently responsible for the management and oversight of the Education Management.

Head Start center-based teacher qualification requirements

- The Secretary must ensure no less than fifty percent of all Head Start teachers, nationwide, have a baccalaureate degree in child development, early childhood education, or equivalent coursework. As prescribed in section 648A(a)(3)(B) of the Act, a program must ensure all center-based teachers have at least an associate's or bachelor's degree in child development or early childhood education, equivalent coursework, or otherwise meet the requirements of section 648A(a)(3)(B) of the Act. BIHS Lead Teachers must earn their AA degree in Child Development and or an equivalent field. Lead Teachers who have not earned their AA degree but are serving as an intern must stay enrolled in college until degree is obtained. Teachers earning their AA degree must turn in their college transcripts each year demonstrating progress towards their AA degree. If progress is not made within the grant year, the lead teacher may be subject to disciplinary action pending an investigation of the Director's coaching efforts. BIHS AA degree Lead Teachers must research possible Child Development Bachelorette Degree programs and formulate a Professional Development Plan to obtain their BA.

Head Start assistant teacher qualification requirements

- As prescribed in section 648A(a)(2)(B)(ii) of the Act, a program must ensure Head Start assistant teachers, at a minimum, have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire. BIHS Assistant Teachers must be enrolled in College and earn their Assistant Teacher Permit within the first year of hire. BIHS must work towards their Associate Teacher permit within the second year of hire. Assistant Teachers must stay enrolled in college and demonstrate progress each year towards their Child Development AA degrees in order to be eligible for a Lead Teacher position.

Family services staff qualification requirements

- BIHS will ensure staff who work directly with families on the family partnership have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field.

Health professional qualification requirements

- BIHS will ensure health procedures are performed only by a licensed or certified health professional.
- BIHS will ensure all mental health consultants are licensed or certified mental health professionals. BIHS will use mental health consultants with knowledge of and experience in serving young children and their families, if available in Inyo County.
- BIHS will use staff or consultants to support nutrition services who are registered dietitians or nutritionists with appropriate qualifications.

Coaches

- BIHS will ensure coaches providing the services described in 1302.92(c) have a minimum of a baccalaureate degree in early childhood education or a related field. Currently the BIHS Director may serve in this position until another staff member is hired with a baccalaureate degree. Second option is to partner with the State Preschool program or IMACA Head Start to provide Coaching Services. In addition to hiring a qualified contract Coach to support the teaching team.

1302.93 Staff health and wellness

- BIHS staff must have an initial health examination and a periodic re-examination as recommended by their health care provider in accordance with state, tribal, or local requirements, that include screeners or tests for communicable diseases, as

appropriate. BIHS must ensure staff do not, because of communicable diseases, pose a significant risk to the health or safety of others in the program that cannot be eliminated or reduced by reasonable accommodation, in accordance with the Americans with Disabilities Act and section 504 of the Rehabilitation Act.

- BIHS Tribal Human Resource department provides mental health and wellness information and is available to staff regarding health issues that may affect their job performance and provides regularly scheduled opportunities to learn about mental health, wellness, and health education.

1302.94 Volunteers

- BIHS will ensure regular volunteers have been screened for appropriate communicable diseases in accordance with state, tribal or local laws. In the absence of state, tribal or local law, the Health Services Advisory Committee must be consulted regarding the need for such screenings.
- BIHS will ensure children are never left alone with volunteers.
- Regular volunteers defined by BIHS: as a volunteer with regular scheduled hours of 20 hours or more. Example of volunteers with a regular schedule include California Indian Manpower Consortium (CIMC workers), TANF WEX-workers (Work Experience), American Association of Retired Persons (AARP), Summer and Year-Round Tribal Youth Workers.

1302.92 Training and professional development

- BIHS provides all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways, they are implemented.
- BIHS implements a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system includes:

(1) Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act.

(2) Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;

(3) Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part;

(4) Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and,

(5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.

➤ BIHS implements a research-based, coordinated coaching strategy for education staff that:

- (1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;
- (2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;
- (3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;
- (4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (c)(1) of this section that:
 - (i) Align with the program's school readiness goals, curricula, and other approaches to professional development;
 - (ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;
 - (iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and,
 - (iv) Include clearly articulated goals informed by the program's goals, as described in §1302.102, and a process for achieving those goals; and,
- (5) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.
 - If BIHS needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, BIHS will utilize Inyo County State Preschool early childhood education professional development experts. BIHS will assess whether the adaptation adequately supports staff professional development, consistent with Head Start Performance Standards.
 - The BIHS Director will schedule monthly observations of each classroom and ensure each observation time is consistent with each classroom. The Director will request a time from the teacher that demonstrates her/his strongest Teaching skill and another time where he/her needs additional support. The Director will also partner teaching team members who demonstrate a specific teaching skill with another team member who could use the additional coaching.

Bishop Indian Head Start
Classroom Fire Drill Policy

1302.47 Safety practices.

PERFORMANCE OBJECTIVE: Bishop Indian Head Start staff will ensure that classroom fire drills are conducted each month. BIHS Teaching Team will integrate and document a safety activity into the weekly lesson plan; and post each drill on a Safety First Monthly Checklist accessible for public viewing.

The BIHS Fire Drill policy and procedures will be reviewed, discussed, and practiced during pre-service and throughout the year. Each employee will read and sign the Fire Drill Policy and will be responsible for complying with all safety procedures outlined in this document. The signed copy will be kept in the employee's Human Resource and Director's working files.

OPERATING PROCEDURE:

1. Safe evacuations routes will be established illustrated and posted on each exit in the classroom.
2. Fire Drills will be documented on the Safety First Monthly Checklist and integrated into the weekly lesson plan as a safety topic.
3. Information on fire safety, classroom evacuation routes and regularly scheduled drills will be made available to parents prior to the date of the child's first drill.
4. Volunteers will be informed about all aspects of fire drills prior to assisting in the implementation.
5. Children will first learn about fire safety and practice how to follow Teachers instructions during a Fire drill.
6. Children will learn:
 - a. How to stop what they are doing, follow the teacher, and walk quickly and quietly to the evacuation exit.
 - b. Meet at the safe area outside the classroom.
 - c. Stay together until released to go back into the classroom.
 - d. How to **STOP, DROP and Roll** and cover their eyes if clothing, hair or skin catches on fire.
 - e. How to crawl on their bellies when smoke enters the room and makes it hard for them to breathe when standing.
 - f. How fire can start and what not to touch. Matches, candles, stoves, lighters, etc.
 - g. What a smoke detector sounds like.
 - h. How not to hide if a fire starts. GET OUT!!
 - i. How to never be afraid of a Fireman, Policeman or Paramedic.
7. Practice in the classroom will begin when the intercom relays message "Fire Drill" and then a Teacher shouts "Fire". One Teacher will instruct the children to come over to the evacuation exit and safely proceed out the building to the "Safe meeting Place". The Teacher in the rear of the line will do a head count of the children and yell out to make sure no persons are left in the room.
8. Emergency contact numbers, First Aid Kits and Sign In sheets must be taken during the practice drills.
9. Once outside the Teacher will talk with the children about the drill.
10. After the children are brought back into the classroom. Discussion between the Teachers and children should address "Safety First "practices. Children should be encouraged to talk about their feelings on fire safety and other dangerous situations. Examples; why do we have to practice Safety Drills? Do we know what "911" is? Who helps us if we are in danger? Etc.
11. Children must be taught about the importance of staying quiet, staying in line and always listening to the Teachers instructions.

1302.47 Safety practices.

Policy: All Bishop Indian Head Start classrooms will perform an earthquake drill on a monthly basis. BIHS Teaching Team will integrate and document a safety activity into the weekly lesson plan; and post each drill on a Safety-First Monthly Checklist accessible for public viewing.

Procedure

- BIHS staff will meet to discuss California earthquake threat and review the written school disaster plan and schedule for implementing drills during preservice (see Emergency Preparedness Plan).
- Earthquake Drills will be documented on the Safety-First Monthly Checklist and integrated into the weekly lesson plan as a safety topic.
- Evacuation routes, safe meeting places, safety spots in the classroom and head count procedures will be identified and written in the Emergency Plan and posted in the classroom.
- Earthquake and fire evacuation routes and safe meeting areas should be the same. The safe meeting areas will be in open spaces, away from buildings, overhead power lines, underground gas and sewer lines and large trees.
- Teachers and designated support staff will survey the classroom environment and confirm it is safe to exit the class room to the safe meeting area.
- Teachers will plan learning activities, discussions and demonstrations that will increase understanding and prepare the children to respond safely to an earthquake.
- Volunteers will be informed about all aspects of earthquake drills prior to assisting in the implementation.
- Prior to the first drill at least two practice drills and a discussion should be planned. Children should be encouraged to talk about their feelings and given support if they are frightened.
- Parents should be invited to participate in the classroom discussions and drills and sent home information alerting them that monthly earthquake drills will be performed.

Earthquake Drill:

1. A designated staff member utilizing the phone intercom and announces, "Earthquake Drill- Duck and Cover".
 2. Classroom Teacher shout "EARTHQUAKE-Duck and Cover".
 3. Children will be instructed to **Duck** down onto their knees and crawl to **Cover** (table, desk and chair are most appropriate and safe covers) and **Hold** onto to the back of their neck (the leg of the desk, chair or table) until the shaking stops and they receive further instructions from a teacher.
 4. The teacher will reassure children are safe.
- The teacher(s) will instruct the children to come over to the safe gathering location and safely evacuate the building to the outside "safe meeting" place. The teacher in the rear of the line will do a head count of the children and yell out to make sure no persons are left in the room. Check attendance sheet.
 - Once outside, teachers will talk with the children about the drill and allow the children to share any feelings they have.
 - A transition period to calm the children should be incorporated at the end of any drill. Singing a song, reading a pertinent story, etc.

1302.47 Safety practices.**Policy**

Poisonous plants are not allowed in Head Start settings that are accessible to children. See [California Poison Control Lists of Toxic Plants](#) and The [National Health and Safety in Childcare Resource Poisonous Plants List](#). List is located in each classroom and located in the front office.

Procedure

Since most [house plants](#) are poisonous, they must be approved and labeled before they are placed in our Head Start settings. To get a plant approved for the classroom the teacher should first know what the plant is. Then they must check the toxic plant list. If they are not sure whether the plant is on the toxic list they can [get support](#) from the Master Gardeners or local Nursery.

- ✓ All plants in the classroom or in other areas of the Head Start environment that are accessible to children must have the name of the plant clearly labeled on the pot.
- ✓ If office space is used for childcare or during times when children are ill and waiting for parent pick up, the plant name must be clearly listed on the pot and should not be found on the list.
- ✓ BIHS Staff are required to choose plants for gardens and landscaping from the approved California Poison Control “Non-Toxic Plant List”.
- ✓ Director and Health Manager must update plant and tree book annually to include a picture of the plant or tree, it’s use and potential toxicity.

Remember:

Never eat any unknown plant and teach children the same.

- Keep poisonous houseplants out of reach of children and pets.
- Learn the names and potential toxicity of all houseplants.
- Any plant may cause a reaction in certain people. If a plant is eaten, remove the rest from the mouth and rinse the mouth with water. Call your doctor or the emergency room immediately if you suspect a problem.

1302.47 Safety practices.

Policy

Bishop Indian Head Start staff will ensure that only "allowable" animals will be brought into the indoor or outdoor classrooms and appropriate safety and sanitation procedures will be followed at all times.

Procedure

1. Bishop Indian Head Start follows the National Association for the Education of Young Children (NAEYC) best practice guidelines which states that **the following pets be considered "allowable": fish, guinea pigs, gerbils, domestic rabbits, hamsters, or mice. Because baby chicks, turtles, snakes, frogs and other reptiles can carry the salmonella bacteria in their feces they are not allowed in the classroom.**
2. All pet cages will be cleaned/disinfected once a week by staff (latex gloves should be worn to protect staff). All food and water dishes should be removed before spraying cage with disinfectant. Make sure that the animal is not put back into the cage until it has a chance to completely air dry.
3. Children will only hold the animal(s) outside the cage. If an animal "potty accident" occurs the children must wash hands and clothing immediately. Only staff's hands are to be inside the animal cage.
4. Animals cannot roam the classroom freely without supervision. When they are out, they must be closely monitored to ensure that any accidents are cleaned up with disinfectant immediately.
5. Animals must have appropriate sized cages. Rabbits, guinea pigs and other gerbils need room to explore and use their large muscles and it is also important for children to see adults model humane treatment of animals.
6. Animals can visit the classroom under certain circumstances.
 1. A traveling pet show can visit a classroom if they are registered with U.S.D.A. However, special sanitation arrangements must be made if snakes and reptiles which can carry Salmonella bacteria are to be allowed in the classroom. The Health and Disabilities Manager and Health Consultant will be utilized in the planning of such an event.
 2. Dogs and Cats from children's homes can only be brought in if they have no history of biting/scratching, have an updated rabies vaccination and children in the classroom who might be afraid are taken into consideration prior to allowing the pet
 3. Other animals with the exception of Snakes, Turtles and other Reptiles can be brought in for sharing and for a limited time if they do not bite and hands are washed before and immediately after handling
7. ***If an animal bites a child, follow appropriate first aid and accident reporting procedures and remove the animal from the classroom immediately.*** In order to avoid a bite, be sure to follow these guidelines:
 1. Talk about how to handle animals (or not to handle) prior to introducing the classroom pet
 2. Teach animal safety - Children need to be well supervised when handling animals. Sometimes children want to test limits with animals, or they are unaware of how big and strong they are in comparison with a small animal. In either case, an overzealous squeeze or shake may lead to a painful bite.
 3. Staff and children's hands must be washed prior to handling an animal. The smell of food may invite an animal to bite.

1302.31 Teaching and the learning environment.

1302.32 Curricula.

Policy

Computer play promotes development and offers many opportunities to integrate learning across content areas such as Technology in Creative Curriculum. Classroom computers will be planned and integrated into the learning environment and used as one of many options to support children's learning.

Procedure

1. Connect computer play with curriculum objectives that match with software used.
2. When needed, individualize the use of computer for the children and document on the Individualization Plan.
3. Create a plan for equitable access to the computer.
4. Carefully select software to be used.
 - Eliminate representation of stereotyping.
 - Eliminate exposure to violence.
 - Promote problem solving.
 - Encourage independence and self-help.
 - Allow child to control the path and pace.
 - Provide exploration of a variety of concepts on several levels of ability.
 - Give children quick feedback.
 - Appeal to child's multi-sensory learning style.
 - Be fun and enjoyable.
 - Promote creativity and imagination.
 - Ensure that all children can experience success and feel empowered.
5. Arrange the computer area in the classroom
 - Place computer against a wall near an outlet with cords taped or banded securely to floor, table legs, etc., out of traffic areas to avoid accidents.
 - Place computer away from direct sunlight and other elements that can cause extremes in temperatures.
 - Store software disks in disk envelopes and closeable containers away from any kind of magnetic fields (fans, motors, monitor) and away from direct sunlight.
 - Place computer equipment in such a way to allow free air circulation around and into the vents on computer case.
 - Place computer on table that is low enough for children to sit comfortably. Adjust height of monitor to eye level of children. Consider adjustments for children with special needs. Consult Early Childhood CARES Consultants or Program Consultant when needed to make accommodations for special needs or acquisition of adaptive equipment.
 - Have a system in place to keep track of what goals are being targeted in the computer center and individualize desktops for children when it is clear what level they should be working on.
 - Set up a place close to the computer to enable children to monitor whose turn it is and who will be next.
 - Display children's computer work in an area close to the computer center.

As of 2018 each classroom has 2 touch screen pre-programmed HATCH computers and 2 pre-programmed HATCH Ipads.

Child/Adult Interaction and the classroom environment (physical and emotional)**1302 Subpart C—Education and Child Development Program Services****1302.30 Purpose.****1302.31 Teaching and the learning environment.****1302.32 Curricula.****1302.33 Child screenings and assessments.****1302.34 Parent and family engagement in education and child development services.****1302.35 Education in home-based programs.****1302.36 Tribal language preservation and revitalization.**

Policy: Bishop Indian Head Start will ensure all interactions between children and adults will provide opportunities for children to build trust, to develop an understanding of self and others, and to encourage respect for the feelings and rights of others. Bishop Indian Head Start will maintain an environment of acceptance and ensures all interactions between children and adults will be respectful and supportive of each child's gender, culture, language, ethnicity and family composition. Bishop Indian Head Start classrooms will have a safe physical and social environment that is conducive to learning and reflective of the different stages of development of each child. The class environment will help children develop emotional security and facilitate social relationships.

A. Child/Adult Interaction Procedures:

- ❖ Adults will greet each child to acknowledge that they belong in the classroom.
- ❖ Adults will actively listen to children and observe non-verbal communication.
- ❖ Adults will physically place themselves at the child's eye level while interacting.
- ❖ Adults will encourage children to talk about their feelings.
- ❖ Adults will use language and materials free from ethnic and gender bias.
- ❖ Adults will stimulate critical thinking skills and cognitive concepts by using open-ended questioning, modeling and other appropriate communication strategies.
- ❖ Adults will demonstrate respect and caring for children in all interaction, giving reinforcement for children's efforts.
- ❖ Staff will make every effort to include persons in the classroom who speak the primary language of each child and are knowledgeable about their culture.

So that touch is used appropriately with children, staff and volunteers are asked the following:

- ❖ Physical contact is valuable to children. Let the child lead in showing you what kind of touch is acceptable to him or her.
- ❖ In general, avoid using touch with children if you are the only supervising adult. If possible, have another adult present.
- ❖ Ask permission before touching children. If the child says no, then refrain from hugging him/her. Be aware that a child may be uncomfortable saying no to an adult. Read the child's body language to gauge the child's comfort level.
- ❖ Try to touch non-vulnerable body parts only, such as the shoulders, back, arms, and hands. Likewise, avoid vulnerable body parts, such as the chest, and genitals. Be aware of the cultural considerations when touching children. What is acceptable in some cultures is prohibited in others. Again, let the child lead.
- ❖ Be aware of the child's activity level and do not interrupt the child's engaged play with touch.
- ❖ Understand that a child's need for physical contact varies individually. Get to know each child and determine what kind of touch is appropriate.

- ❖ If you must touch a child's vulnerable areas-such as during diapering-tell the child which parts you are touching and why. Use the proper names for body parts.
- ❖ It is not appropriate for teachers/staff to kiss children.

Appropriate Touch with Children: Positive touch is an important part of healthy brain development in young children. Touch reduces stress, aids in healthy emotional development, and demonstrates love for the children in our care. Appropriate touch is defined as non-intrusive and causing no feelings of discomfort or confusion for children. Such contact should also not cause feelings of discomfort or confusion for caregivers. Each child should be allowed to determine what kinds of touches he or she finds acceptable.

B. Classroom Environment (Physical and Social Development) Procedures:

- ❖ *Bishop Indian Head Start Teachers will implement a well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and will include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.*
- ❖ *The BIHS Director, Policy Council and Tribal Council will ensure the Teaching Team are provided age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials and supplies must will include any necessary accommodations and the space will be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children's interests, development, and learning.*
- ❖ BIHS provides 6.5 hours of preschool direct services and will implement an intentional, age appropriate approach to accommodate children's need to rest. BIHS staff will provide a regular time every day at which our preschool age children are encouraged but not forced to rest or nap. BIHS will provide alternative quiet learning activities for children who do not need or want to rest or nap.
- ❖ BIHS will implement snack and meal times in ways that support development and learning.
- ❖ BIHS is partnered with USDA/CACFP program and follows all regulations. BIHS ensures staff our trained in the BIHS Nutrition policy and procedures. Snack and meal times will be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. BIHS facilitates family style meals during snack and meal times. BIHS provides sufficient time (1 hour) for children to eat. BIHS does not use food as reward or punishment and does not force children to finish their food.
- ❖ (3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.
- ❖ (4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as reward or punishment.

References for BIHS Teaching Guidelines:

<https://eclkc.ohs.acf.hhs.gov/teaching-practices>

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/engaging-interactions-environments>

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

Developing Cognitive and Language Skills

1302 Subpart C—Education and Child Development Program Services

1302.30 Purpose.

1302.31 Teaching and the learning environment.

1302.32 Curricula.

Policy: Teachers will provide for the development of cognitive and language skills for all children by designing a physical environment and schedule of activities that include experimentation, inquiry, observation, play, and exploration. Opportunities for creative self-expression, interactions and language use with peers and adults, and emergent literacy and numeracy development will be documented in lesson plans. Plans will be inclusive of children with disabilities. Plans will support the continuing development of the child's home language and support the child's acquisition of the English Language at home and in the classroom. Opportunities for learning in the child's home language will be provided, to the extent feasible.

Procedure

- A. Review children's cognitive and language development in Creative Curriculum.
- B. Plan activities for labeling, classifying, sorting objects by shape, color, size.
- C. Engage in active literacy activities daily. Read books and poems daily, tell children stories about experiences, talk about pictures, write down experience stories children dictate, engage in Active Literacy Activities daily.
- D. Provide a print rich environment and encourage children's emerging interest in writing (scribbling, drawing, copying, and inventing their own spelling).
- E. Use flannel board, puppets, songs, finger plays.
- F. Extend child's' thinking and learning during activities by adding new materials, asking open-ended questions, offering ideas or suggestions, joining in their play, facilitating problem solving.
- G. Observe natural events such as seeds growing, life cycle of pets and other animals, shells, rocks, weather, etc.
- H. Create opportunities and use routine activities to use numbers, count objects.
- I. Plan trips to provide new learning experiences (see Field Trip policy).
- J. Encourage water play and other sensory activities using sensory table.
- K. Document cognitive, numeracy and literacy goals on curriculum plans. (see Curriculum Planning policy)
- L. The following curriculum resources are available to assist your planning:
 1. Creative Curriculum
 2. Outdoor Classrooms Books
 3. Paths
 4. Sparks
 5. Lana the Iguana
 6. Big Books/Shared Reading/Read Aloud/Active Literacy
 7. The Peaceful Classroom
 8. Transportation Safety
- M. Classrooms will have library/literacy area planned with the following criteria:
 1. Placed in an area that is partitioned off from the rest of the room to reduce noise, traffic and distractions.
 2. Comfortable seating for four to five children.
 3. Bookshelves for storing books: open-faced shelves as well as shelves with spines facing outward.
 4. Children's books and magazines will be located throughout the room. The Library area should have around 32-40 books available; Fantasy, Factual Information, Nature/Science, Race/Culture, and different abilities, and age appropriate magazines.
 5. New books should be circulated into the classroom every two weeks; from the site library and public library.

6. Based on monthly themes and children's interest, teachers should provide story books to be used with Headsets, CD players, iPads, and Computers.
 7. Other story related manipulative; puppets, flannel board characters to familiar stories, magnet boards with letters and story pictures, etc.
- N. Classrooms will be equipped with a writing center/ Art center.
1. A table suitable for up to four children to sit around.
 2. Storage near or on the table for writing supplies:
 - a. Pens, pencils, colored pencils, crayons, markers of various sizes and colors.
 - b. Many varieties of papers: sizes, lined, unlined, blank booklets, pads, etc.
 - c. A word file with pictures for children to use and add to
 - d. Folders/notebooks for children to journal in and keep their work in.
- O. Classrooms will be rich with literacy:
1. Meaningful environmental print: signs, directions, expectations, functional messages, helper charts, and computer use charts
 2. Children's names should be posted 10 times throughout classroom.
 3. Appropriate books and other print materials in all centers: books, magazines, newspapers, charts, posters, writing utensils, paper, and maps.
 4. Classrooms will display and build a type "word wall" either in the room or outside in the hall.
 5. Make efforts to use print models that are representative of the different primary languages used by families.
 6. At least one example of lettering used in the classroom.
 7. Label all learning centers and learning material (toys).
- P. Classroom will be rich with numeracy:
1. Puzzles, games, books have appropriate number concepts: counting, sorting, addition, subtraction, simple fractions, geometric shapes, time in daily life.
 2. Models of numbers are displayed in various places around the room.
 3. Charts and graphs are used to represent numbers.
 4. A variety and appropriate supply of manipulative available for children to practice counting, sorting, etc.
 5. Counting is used in a meaningful way throughout the day.

Bishop Indian Head Start
Classroom Cooking Projects

1302.31 Teaching and the learning environment.

1302.32 Curricula.

Policy: BIHS staff will utilize the nutrition education plan when planning classroom or family event cooking projects. Teachers, support staff and program partners will ensure children are introduced to a variety of nutritious foods using planned nutrition lessons and the BIHS Menu approved by a Registered Dietician.

Procedure

1. Staff will receive appropriate cooking project recipes from Lana Iguana curriculum, Color Me Healthy, and I am Moving I am Learning nutrition activities.
2. Instructions for implementation of cooking projects are developed by the teaching staff and approved by the Health and Disabilities Manager (Consultation will occur with Health and Nutrition Team).
3. Before teachers and staff conduct cooking projects they will complete a Kitchen Activity Form and submit the form to the BIHS Director or Health and Disabilities Manager for approval. The Director will send the form to the food service office **two weeks** in advance of the cooking project.
4. Food needed for cooking projects is ordered by the BIHS Cooks.
5. Nutrition concepts, health, language, math, wellness, science, categorization of foods, and other concepts should be included in the learning experience. Questions should be encouraged and answered.
6. Large picture recipes should be used in each cooking project.
7. Classrooms should develop lesson plans whereby cooking projects occur in every classroom a minimum of one time per month and are documented in the lesson plan.
8. The cooking experience should meet the requirements of the Child Care Food Program and be reimbursable.
9. Cooking projects will reflect the H.S. and U.S.D.A. nutrition guidelines to ensure that children are taught healthy food habits.
10. Separate clean tasting spoons should be available to prevent the spread of germs.
11. **In any nutrition activity where food is going to be eaten raw (vegetable people, salsa, fruit salad, etc.) children must handle or touch only the food they will be eating. Food handled by the children must never be placed into a community bowl for consumption unless the ingredients are going to be fully cooked.**
12. All hands are washed before starting the project and children should assist with cleaning up. (see Hand washing policy)
13. We encourage staff to bring children to the kitchen to observe how foods are prepared and to see how the equipment works. This activity must be handled as an organized field trip with four or five children to each adult visiting the kitchen. Advance coordination with the BIHS Cooks is required. Resources available:

<http://lananutrition.com/>
<https://www.choosemyplate.gov/>
<https://whatscooking.fns.usda.gov/>

Bishop Indian Head Start
Indoor and Outdoor Classroom Sanitation

1302.47 Safety practices.

Policy: The Director, Health and Disabilities Manager and Teaching Team will monitor daily and weekly sanitation of the classroom and facility.

Procedures:

- ✓ The Bishop Paiute Tribal Maintenance service partners with BIHS and is assigned to the general cleaning of classrooms and bathrooms at the end of each day. At the start of each day the outdoor sinks and tables are wiped down and sanitized.
- ✓ Teaching Team and Staff must sanitize outdoor toys each month.
- ✓ In the event the classrooms and children's bathroom has not been thoroughly cleaned or sanitized; the Teaching Team will be responsible for ensuring that sanitation of the classroom and bathrooms occur prior to children entering the classroom each day.
- ✓ Concerns about inadequate cleaning by the Bishop Paiute Tribal Maintenance service should be reported to the BIHS Director.
- ✓ Staff members are expected to refer to the manufacturer's instructions posted on the label and in the SDS binder to insure that they have full understanding of proper use of any cleaning supplies used in Head Start facilities. They should also contact the BIHS Director if they feel that they need further training or have any questions about proper procedure. Any cleaning items purchased, and or brought for temporary must be stored where children do not have access and must have an SDS printed and approved by BIHS Director.

Bleach Sanitation Bottle Procedures:

1. Sanitation checklists posted in the classroom should be used to ensure that laundering, cleaning, sanitizing and disinfection is occurring according to schedule.
2. All cleaning materials must be stored out of reach of children.
3. All bottles must be labeled with the manufacturer's label.
4. No concentrates of any cleaning agents will be stored in classroom areas.
5. Precision Chlorine Test Paper must be used to test proper p.p.m. Bleach solution must read no more or no less than 50 p.p.m. Time of Test=1 sec
6. In case of a failed test. New sanitation must be prepared and tested for appropriate sanitation levels.
7. Always wear appropriate safety gear: glasses, apron and gloves when mixing bleach solutions (PPE=Personal Protective Equipment).
8. Bottles are turned in to Maintenance sink Wednesday and Friday at the close of shift.

FOOD CONTACT SURFACES:

- ✓ Approved food-safe sanitizer should be utilized in kitchen areas, on lunch tables, and on any mouthed toys and appropriate SDS sheets must be in the SDS Binder.
- ✓ **Each class will have a clearly labeled bucket to put toys and other items that have been mouthed or soiled during class time.**
- ✓ All items in the bucket will be cleaned at the end of the day in approved disinfectant solution. If that is not possible they should be first cleaned with soap and water and then sprayed with an approved food-safe sanitizer at the end of each day.

- ✓ Toothbrush holder will be cleaned in the sanitizer or sanitized with an approved food-safe sanitizer once a month, or whenever toothpaste is visible on the holder.

Steps for Table Washing

- ✚ Each table must have its own bucket of soapy water and a washcloth.
- ✚ Never clean tables with soapy water or spray bleach water when children are present at the table.
- ✚ Do not leave soiled cloths on tables or counters.

1. Wash tables with soapy water.
2. Dry with a paper towel.
3. Using Sanitation Solution (Bleach and Water) on table when children are not in direct area.
4. Sanitation Solution (Bleach and Water) must sit for 2 minutes
5. Wipe off with a paper towel and continue to let it air dry.
6. Place dirty washcloth in food cart and empty soap buckets.
7. Clean soapy water must be put in each bucket with a clean washcloth after one-time use.

- Never store bleach next to Windex!
- Windex is not allowed in classrooms while children are present.
- Cleaning products that are not recorded in the SDS Binder is not allowed in the BIHS building!

Classroom Routine Sanitation:

- ✓ The Teaching Team must use the Safety First Monthly Check list posted in every classroom to document daily sanitation of classroom hands on learning material.
- ✓ Classroom table tops will be sanitized at the end of the day.
- ✓ Wood toys, blocks, furniture will be wiped not soaked and let air dry overnight and if possible over the weekend.
- ✓ Cloth items are required to be washed weekly.
- ✓ Chairs should be wiped down and sanitized daily.
- ✓ Window sills should be wiped down and sanitized daily.
- ✓ Walls behind the trashcan should be wiped down and sanitized daily.

Classroom Daily and Weekly Sanitation Solution

- **4 teaspoons of bleach to 4 gallons of water mixed in sink.**
- **Suggestion: Pre-measure and make sink to ensure proper concentration.**
- **Always use a Precision Chlorine Test Paper to test proper p.p.m. Bleach solution must read no more or no less than 50 p.p.m. Time of Test=1 sec**

Sanitation versus Disinfectant and Blood spills

1302.47 Safety practices.

Policy: The Director, Health and Disabilities Manager and Teaching Team will monitor daily disinfect of the classroom and facility.

Procedures:

- ✓ The Bishop Paiute Tribal Maintenance service partners with BIHS and is assigned to the general cleaning of classrooms and bathrooms at the end of each day. At the end of each day the classroom and bathroom sinks, doors, door jams and knobs, handicap rails, soap dispenser, trashcans, and paper towel dispenser are wiped down and disinfected. Teaching Team completes this task after each bathroom check (after children use restroom).
- ✓ In the event the children's bathroom has not been thoroughly cleaned and disinfected; the Teaching Team will be responsible for ensuring that cleaning and disinfecting of bathrooms occur prior to children entering the classroom each day.
- ✓ Concerns about inadequate cleaning and disinfecting by the Bishop Paiute Tribal Maintenance service should be reported to the BIHS Director.
- ✓ Staff members are expected to refer to the manufacturer's instructions posted on the label and in the SDS binder to insure that they have full understanding of proper use of any cleaning supplies used in Head Start facilities. They should also contact the BIHS Director if they feel that they need further training or have any questions about proper procedure. Any cleaning items purchased, and or brought for temporary must be stored where children do not have access and must have an SDS printed and approved by BIHS Director.

Bleach Disinfectant Bottle Procedures:

1. BIHS Staff and Bishop Tribal Maintenance must refer to the Indian Health Service guidelines for Disinfectant Versus Sanitation. Reference Sheets are posted in the classroom or Janitor Wash Room and should be used to ensure proper concentration of bleach is be used for sanitizing and disinfecting.
2. All cleaning materials must be stored out of reach of children.
3. All bottles must be labeled with the manufacturer's label or SDS label.
4. No concentrates of any cleaning agents will be stored in classroom areas.
5. High Level Chlorine Test Strips must be used to test proper p.p.m. Bleach solution must read no less than 500-800 p.p.m. Time of Test=1-2 seconds. Within 15 seconds, compare the test pad with color scale.
6. In case of a failed test. New disinfectant solution must be prepared and tested for appropriate concentration levels.
7. Always wear appropriate safety gear: glasses, apron and gloves when mixing bleach solutions.
8. Bottles are turned in to Maintenance sink Wednesday and Friday at the close of shift.

- Never store bleach next to Windex!
- Windex is not allowed in classrooms while children are present.
- Cleaning products that are not recorded in the SDS Binder is not allowed in the BIHS building!

Blood or Other Body Fluid Spills:

Purpose: To appropriately contain and disinfect spills of blood or other body fluids.

Policy: All members of the BIHS team will manage spills of blood or other body fluids according to facility procedure

Procedure

Spill Response Safety Material:

1. Utility gloves and medical examination gloves (PPE=Personal Protective Equipment).
2. Face protection (eye wear and mask, or full-face shield) (PPE=Personal Protective Equipment).
3. Plastic apron or other similar article (if applicable) (PPE=Personal Protective Equipment).
4. Shoe covers (if applicable) (PPE=Personal Protective Equipment).
5. Concentrated disinfectant (chlorine bleach)
6. A container for constituting and applying 10% bleach solution
7. A dust pan/brush, forceps, tongs or other mechanical device to pick up sharps or broken glass.
8. Package of paper towels or other suitable absorbent material
9. Biohazard bags for the collection of contaminated spill clean-up items(if applicable)

Blood Spill Cleaning Procedure

BIHS uses Household bleach as a standard disinfectant. An alternative disinfectant may be used provided this disinfectant is recognized as effective and used at the appropriate dilution and contact time. The disinfectant should be registered with the Environmental Protection Agency as tuberculocidal for compliance with the Occupational Health and Safety Administration Bloodborne Pathogens Standard.

1. For any spill that results in an exposure incident, personnel will follow facility procedure for exposure incidents.
2. Minimize traffic in the spill area.
3. Put on personal protective equipment, including suitable gloves, plastic apron, face shield or goggles and fluid repellent mask, and shoe covers.
4. Collect any sharp objects with forceps or other mechanical device and place in a sharps container.

Do not use your hands for this purpose.

5. Contain and absorb the spill with paper towels or disinfectant-soaked paper towels and place in a biohazard bag.
6. Using disinfectant, clean the spill site of all visible blood.
7. Spray the spill site with 10% household bleach and allow to air-dry for 15 minutes.
8. After the 15-minute contact time, wipe the area down with disinfectant-soaked paper towels. Discard all disposable materials used

- to decontaminate the spill into a biohazard bag or sealed plastic trash bag. Decontaminate any reusable items with disinfectant.
9. Send contaminated cleaning articles for reprocessing if a biohazard bag is used. If the spill is minimal then use a sealed plastic trash bag and remove from the building to the outdoor trash cans away from school.
 10. Remove and dispose of personal protective equipment and remove from the building to the outdoor trash cans away from school.
 11. Wash your hands using the Hand Washing Procedures.

References

To access the CDC's Recommendations for Disinfection and Sterilization in Health-Care Facilities, see the CDC website at:
http://www.cdc.gov/hicpac/Disinfection_Sterilization/17_00Recommendations.html

To access OSHA's Bloodborne Pathogen Standard, see the OSHA website at:
http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10051

Reference Charts for Sanitizing versus Disinfecting

Sanitizing vs. Disinfecting with Bleach Solutions

Disinfecting Solutions-For use on diaper change tables, hand washing sinks, tooth brushing sinks, bathrooms (including toilet bowls, toilet seats, training rings, soap dispensers, potty chairs) door and cabinet handles etc.

Water Amount	Bleach Solution 2.75%	Bleach Strength 5.26%-6.25%	Bleach Strength 8.25%
1 gallon	1/3 cup + 1 tablespoon	3 tablespoons	2 tablespoons
1 quart	1 ½ tablespoons	2 ¼ teaspoons	1 ½ teaspoons

Sanitizing Solutions-For use on eating utensils, food use, contact surfaces, mixed use tables, high chairs, trays, crib frames and mattresses, toys, pacifiers, floors, sleep mats etc.

Water Amount	Bleach Solution 2.75%	Bleach Strength 5.26%-6.25%	Bleach Strength 8.25%
1 gallon	1 tablespoon	2 teaspoons	1 teaspoon
1 quart	1 teaspoon	½ teaspoon	¼ teaspoon

*Refer to SDS Binder-Safety Data Sheets for Bleach Strength and type.

Resource provided by I.H.S pre-service 2017

SANITIZING VS. DISINFECTING

What items need to be sanitized and what items need to be disinfected?

- **Sanitizer:**
 - ✓ General work surfaces, toys, furniture, kitchen surfaces and equipment, food preparation areas.
- **General Disinfectant:**
 - ✓ Disinfecting diaper changing areas and bathroom surfaces (ie. toilets and sinks.)

What is the chemical concentration difference between a sanitizer and disinfectant?

- **Sanitizer:**
 - ✓ 50-200 ppm (*food contact surfaces: 50-100ppm*)
- **General Disinfectant (child care setting):**
 - ✓ 500-800 ppm

How do I properly prepare these different solution concentrations?

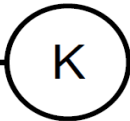
RECIPES FOR CHLORINE CONCENTRATION *chemical test strips should be used to verify concentrations*			
Amount of chlorine bleach per gallon water	Estimated concentration (PPM)	Amount of chlorine bleach per 32 oz of water (ie.1 quart)	Estimated concentration (PPM)
1 teaspoon	65	¼ teaspoon	65
1 tablespoons	200	¼ tablespoon or ¾ teaspoon	200
2 tablespoons	400	½ tablespoon or 1 ½ teaspoon	400
1/4 cup	800	1 tablespoon	800
1. Assuming 5.25% sodium hypochlorite in typical household chlorine bleach 2. PPM = parts per million			

How should I store these solutions?

- All secondary containers (spray bottles/anything other than original chemical container) should be labeled clearly with common name.
- **Chemicals in use** (ie. kitchen sanitizer or diaper changing disinfectant) should be stored in a manner that keeps them inaccessible to children, below other supplies and equipment at a height below 5ft.

Chemicals not in use should be stored under lock and key or otherwise inaccessible to children.





Routine Schedule** for Cleaning, Sanitizing, and Disinfecting

Areas	Before Each Use	After Each Use	Daily (At the End of the Day)	Weekly	Monthly	Comments
Food Areas						
• Food preparation surfaces	Clean, Sanitize	Clean, Sanitize				Use a sanitizer safe for food contact
• Eating utensils & dishes		Clean, Sanitize				If washing the dishes and utensils by hand, use a sanitizer safe for food contact as the final step in the process; Use of an automated dishwasher will sanitize
• Tables & highchair trays	Clean, Sanitize	Clean, Sanitize				
• Countertops		Clean	Clean, Sanitize			Use a sanitizer safe for food contact
• Food preparation appliances		Clean	Clean, Sanitize			
• Mixed use tables	Clean, Sanitize					Before serving food
• Refrigerator					Clean	
Child Care Areas						
• Plastic mouthed toys		Clean	Clean, Sanitize			
• Pacifiers		Clean	Clean, Sanitize			Reserve for use by only one child; Use dishwasher or boil for one minute
• Hats			Clean			Clean after each use if head lice present
• Door & cabinet handles			Clean, Disinfect			

**Corrected to "Routine Schedule" from "Guide" in second printing, August 2011.

• Floors			Clean			Sweep or vacuum, then damp mop, (consider micro fiber damp mop to pick up most particles)
• Machine washable cloth toys				Clean		Laundry
• Dress-up clothes				Clean		Laundry
• Play activity centers				Clean		
• Drinking Fountains			Clean, Disinfect			
• Computer keyboards		Clean, Sanitize				Use sanitizing wipes, do not use spray
• Phone receivers			Clean			
Toilet & Diapering Areas						
• Changing tables		Clean, Disinfect				Clean with detergent, rinse, disinfect
• Potty chairs		Clean, Disinfect				
• Handwashing sinks & faucets			Clean, Disinfect			
• Countertops			Clean, Disinfect			
• Toilets			Clean, Disinfect			
• Diaper pails			Clean, Disinfect			
• Floors			Clean, Disinfect			Damp mop with a floor cleaner/ disinfectant
Sleeping Areas						
• Bed sheets & pillow cases				Clean		Clean before use by another child
• Cribs, cots, & mats				Clean		Clean before use by another child
• Blankets					Clean	

Common Test Your Knowledge Questions provided by Indian Health Service:

1. What are you using to clean your tables/furniture/classroom equipment?
 - Sanitizer solution @ correct concentration etc.

2. What do you use to clean your restrooms and diaper changing stations?
 - Disinfectant solution @ correct concentration or EPA registered disinfectant

3. What is the correct concentration for a sanitizer solution?
 - For bleach solutions, 50-100ppm

4. What is the correct concentration for a disinfectant solution?
 - For bleach solutions, 600-800ppm

5. What surfaces do you disinfect? Sanitize?
 - Sanitizer for “food-contact” surfaces such as tables, toys, furniture in the classroom.
 - Disinfectant for soiled/contaminated surfaces (ex. restrooms, toilets, handwashing sinks, diaper changing stations)

6. (If using commercial products), Can you explain what contact time means and its significance?
 - Contact time is determined by the manufacturer for how long the solution must remain visibly wet on a surface to achieve sanitizing or disinfection. This information is listed on the product label.

7. How often are you cleaning toys and equipment in the classroom?
 - General toys should be cleaned and sanitized on a weekly schedule (refer to Caring for Our Children – cleaning schedule attachment)

8. What do you do with a toy a child has placed in their mouth?
 - Remove / separate the toy until it can be properly cleaned and sanitized

9. What is the danger of using a disinfectant solution on a food contact surface? What about a sanitizer on a surface requiring disinfection?
 - Disinfectant is too strong in chemical concentration and may leave chemical (bleach) residue on surfaces children may place their mouths on / prepare food on
 - A sanitizer used on a surface requiring disinfection will not adequately remove pathogenic microorganisms, leaving the surface contaminated.

1302.47 Safety practices.

Policy: Bishop Indian Head Start staff and all other adults working in the classroom or any service are will teach and model appropriate hand washing practices to lower the risk of spreading communicable diseases, in compliance with Indian Health Service requirements.

Procedure

1. Staff and children shall wash their hands whenever hands come in contact with body fluids and the following times:
 1. Before food preparation, handling, or serving. (including setting the table)
 2. After toileting or changing pull-ups.
 3. After assisting a child with toilet use.
 4. Before and after eating meals or snacks.
 5. After handling pets or other animals.
 6. Before and after using disposable gloves.
 7. After coughing or sneezing.
 8. After inspecting hair for lice.
 9. Before and after giving medications.
 10. When coming from outdoors.
2. Clear, simple hand washing procedures will be posted in all classrooms, including these steps.

Step 1 Wet hands with water and then add soap.

Step 2 Use friction to work up lather and wash hands for at least 20 seconds.

Step 3 Rinse well under a stream of warm water.

Step 4 Dry hands thoroughly, with a single use paper towel.

Step 5 Turn off faucet with a paper towel.

Step 6 Throw paper towel in trash can.

- Provide information to families about correct ways to hand wash and encourage families and all volunteers to wash when joining class.



Bishop Indian Head Start
Tobacco Free Environment

1302.46 Family support services for health, nutrition, and mental health.

1302.47 Safety practices.

Policy: Bishop Indian Head Start recognizes that the use of tobacco products is a health, safety, and environmental hazard for students, employees, visitors, and school facilities. BIHS believes that the use of tobacco products on school grounds, in school buildings and facilities, on school property or at school-related or school-sponsored events is detrimental to the health and safety of students, staff and visitors. BIHS acknowledges that adult employees and visitors serve as role models for students. BIHS recognizes that it has an obligation to promote positive role models in schools and to promote a healthy learning and working environment, free from unwanted smoke and tobacco use for the students, employees, and visitors on the school campus.

- Consequently, tobacco use, distribution, or sale by staff for others on agency premises, at agency sponsored events, in agency owned, rented, or leased vehicles is prohibited. In recognition of the importance of modeling healthy behaviors, tobacco use by employees, parents, and volunteers is prohibited in any area (on-site or off-site) that is within sight of a prohibited location.
- Staff will request that parents not smoke during home visits. Parents will be informed of the smoke-free request prior to the home visit.

Procedures: Tobacco Prohibitions:

1. Tobacco use is prohibited on the premises of all Bishop Indian Head.
2. No staff member or school visitor is permitted to use any tobacco product at any time, including non-school hours (24/7): in any building, facility, or vehicle owned, leased, rented or chartered by Bishop Indian Head Start; on any school grounds and property – including outdoor play areas, garden and parking lots – owned leased, rented or chartered by Bishop Indian Head Start and at any school-sponsored or school-related event on-campus or off-campus.
3. In addition, Bishop Indian Head Start employees, school volunteers, contractors or other persons performing services on behalf of Bishop Indian Head Start also are prohibited from using tobacco products at any time while on duty and in the presence of students, either on or off school grounds. Tobacco products may be included in instructional or research activities in Bishop Indian Head Start, if the activity is conducted or supervised by the faculty member overseeing the instruction or research project, and the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.
4. Clothing, bags, hats and other personal items used to display, promote, or advertise tobacco products are prohibited on Head Start premises, in Head Start Vehicles, or during Head Start activities.
5. Age appropriate tobacco prevention messages shall be incorporated into classroom teaching.
6. Staff violations of tobacco prohibitions will lead to disciplinary action up to and including dismissal.



Definitions For the purposes of this policy, the following definitions have the following meanings:

- 1) “Electronic Smoking Device” means any electronic device, the use of which may resemble smoking, which can be used to deliver an inhaled dose of nicotine or other substances to the user. “Electronic Smoking Device” includes any such electronic smoking device, whether manufactured, distributed, marketed, or sold as an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen or any other product name or descriptor.
- 2) “Smoke or Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated tobacco or plant product intended for inhalation, including hookahs and marijuana, whether natural or synthetic, in any manner or in any form. “Smoking” also includes the use of an electronic smoking device which creates an aerosol or vapor, in any manner or in any form.

3) "Tobacco Product" means: (a) Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff; (b) Any electronic smoking device that delivers nicotine or other substances to the person inhaling from the device, including, but not limited to an electronic cigarette, cigar, pipe, or hookah; (c) "tobacco product" includes any component, part, or accessory of a tobacco product.

4) "Tobacco use" means smoking, chewing, dipping, or any other use of tobacco products, including electronic smoking devices.

Signage and Program Communication: Signs will be posted in a manner and location that adequately notify parents, guardians, staff and visitors about the 100 percent tobacco-free schools policy.

1. Head Start Administration will post signage inside and outside facilities and vehicles to communicate the no tobacco use policy.
2. Staff will be informed of this policy through such means as the Education Services and Health Content Policies and Procedure Manual and orientation and training provided by supervisors.
3. Parents, families and others will be informed through such means as verbal, emails, phone calls, newsletters, the parent handbook, signs posted on parent bulletin boards, announcements during parent orientation, center committee meetings, and Policy Council training; and explanations of the policy attached to field-trip and home visit notifications.

Enforcement for Staff and Visitors Consequences for employees who violate the tobacco use policy will be in accordance with personnel policies and may include verbal warning, written reprimand, or termination. Visitors using tobacco products will be asked to refrain while on school property or leave the premises. Law enforcement officers may be contacted to escort the person off the premises or cite the person for trespassing if the person refuses to leave the school property. Forfeiture of any fee charged for admission will be enforced for visitors violating this policy.

Opportunities for Cessation: The Director or Health Manager will consult with the county health department, Bishop Paiute Tribal Human Resource and or Toiyabe Indian Health Project and other appropriate health organizations to provide parents and employees with information and referral to support systems, programs and services to encourage them to abstain from the use of tobacco products.

Prevention Education: Bishop Indian Head Start will consult with appropriate health organizations to identify and provide tobacco use prevention programs that follow the guidance from the Centers for Disease Control and Prevention. Such programs should provide opportunities for students to gain a greater understanding of the health hazards of tobacco use and the impact of tobacco use as it relates to providing a safe, orderly, clean and inviting school environment. Bishop Indian Head Start should not use programs sponsored by a tobacco company.

Procedures: Tobacco Prevention Activities

1. The Health and Nutrition Advisory shall ensure that appropriate tobacco messages are incorporated into classroom instruction, staff and family services education and resource materials.
2. The Health and Nutrition Advisory will collaborate with agencies and groups that conduct tobacco use prevention activities and education in Inyo County.
3. The Health and Nutrition Advisory will promote cessation resources to staff, volunteers and parents- and offer these as possible alternatives to discipline for violations of tobacco use policies.
4. Head Start staff will provide pregnant women and other family members, as appropriate, with prenatal education on risks from tobacco use on fetal development.

Procedures for Implementation The administration will develop a plan for communicating the policy that may include information in student and employee handbooks, announcements at school-sponsored or school-related events, and appropriate signage in buildings and around the school campus. An enforcement protocol, which identifies consequences for parents, guardians, staff and visitors who violate the policy, will be created and communicated to all for parents, guardians, staff and visitors.

LEGAL AND RELATED REFERENCES:

[Establishing a Smoke-Free Environment in Head Start Programs: Program Instruction #ACYF-PI-HS-95-04 \[1\]](https://www.lung.org/assets/documents/asthma/tobacco-free-school-campus.pdf)
<https://www.lung.org/assets/documents/asthma/tobacco-free-school-campus.pdf>

Parent and Guardian Family Engagement and Classroom Volunteers

1302.34 Parent and family engagement in education and child development services.

1302.50 Family engagement.

1302.51 Parent activities to promote child learning and development.

1302.52 Family partnership services.

Policy: Bishop Indian Head Start will provide meaningful individualized opportunities for parents and guardians to volunteer at BIHS by using the Parent Volunteer Survey. BIHS must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development. BIHS will develop innovative two-generation approaches that address prevalent needs of families across our program that may leverage community partnerships or other funding sources.

Procedure for ensuring Family Engagement:

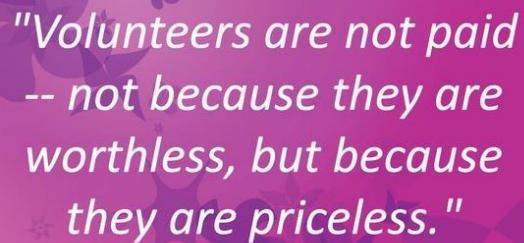
- (1) ALL BIHS staff will recognize parents/guardians as their children's primary teachers and nurturers and implement intentional strategies to engage parents in their children's learning and development and support parent-child relationships, including specific strategies for father engagement;
- (2) ALL BIHS staff will develop relationships with parents/guardians and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community;
- (3) BIHS Family Advocate, Health and Disability Manager and Teachers will collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;
- (4) BIHS will provide parents/guardians with opportunities to participate in the program as employees or volunteers;
- (5) BIHS will provide family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and,
- (6) BIHS will implement procedures for teachers and family support staff to share information with each other, as appropriate and consistent with the requirements in part [1303](#) subpart C, of this chapter; FERPA; or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.

Examples of Family and Child Activities:

- ❖ At parent meetings and home visits, parents are given opportunities to plan classroom activities that specifically meet the needs of each Head Start child/family. Efforts are made to focus on child and family wellness, including parents in planning activities that address these issues.
- ❖ Parents are involved in planning activities that enhance the classroom, home visits, and field trips.
- ❖ Parents are encouraged and recruited to help facilitate classroom activities and field trips on a regular basis.
- ❖ Parents plan and implement fund raising activities to obtain funds to enable children to go on trips, purchase supplies and equipment to implement educational activities that are above and beyond regular operating funds.
- ❖ BIHS structures our education and child development services to recognize parents' roles as children's lifelong educators and to encourage parents to engage in their child's education.
- ❖ The BIHS facility is open to parents during all program hours.
- ❖ Teachers regularly communicate with parents to ensure they are well informed about their child's routines, activities, and behaviors. Teachers provide parents with opportunities to add input about parent/child activities.

Encouraging Classroom Volunteer Procedures:

1. Parents/Guardians are informed of volunteer opportunities during: orientation, home visits, parent conferences, bulletin board, newsletters, and monthly calendar.
2. When a parent/guardian or community member decide to volunteer: provide a volunteer orientation by explaining BIHS Health, Education and Child Development Program Services Operational policies and procedures and review the Confidentiality Policy. All volunteers must sign the BIHS confidentiality agreement.
3. When the parent/guardian or community volunteer arrives:
 - Front Desk will welcome the parent/guardian or community volunteer.
 - The parent/guardian or community volunteer must sign in and out at front entrance on Attendance Sheet for USDA purposes.
 - Front Desk must call classroom and inform teachers their volunteer has arrived and escort the volunteer to the classroom.
 - Teaching Team must orient the parent/guardian or community volunteer to classroom by introducing them to other adults in the classroom and the children. In addition to: classroom schedule, emergency procedures, gas shut off valve, electrical shut off, emergency evacuation maps (explain details)
 - The Teaching Team prior to the parent/guardian or community volunteer arriving to classroom should review the Parent Volunteer survey outcomes.
4. When the parent/guardian or community volunteer is ready to leave:
 1. Thank the parent/guardian or community volunteer for their help.
 2. Assure that they're signed in and out of front entrance and completed the total volunteer hour section.
 3. Ask parent when they plan to volunteer again.
 4. Ask for feedback on the experience.
 5. The Data Entry Clerk will enter volunteer hours and a description of volunteer work completed into Child Plus. The purpose is to track in-kind and parent engagement.



*"Volunteers are not paid
-- not because they are
worthless, but because
they are priceless."*

1302.47 Safety practices.

Policy: All Bishop Indian Head Start bathrooms will have accommodations to meet each child's individual toileting and hand washing needs. Teaching staff will support children with toileting needs and encourage self-help and independence.

Procedure

1. BIHS bathrooms are designed to separate toileting and diapering areas from areas for preparing food, cooking, eating, or children's activities at all times.
2. All bathrooms will have sinks with running warm water and will be kept safe through an ongoing system of preventative maintenance.
3. All surfaces in bathrooms must be cleaned and appropriately disinfected daily and as needed; safe for children's use.
4. Bathrooms will be supplied with paper towels, toilet paper and liquid soap.
5. Toilet paper and holders, paper towels and soap dispensers will be available within easy reach of *all* users.
6. Children's bathrooms must be accessible only to children for whom they are age appropriate.
7. When a child cannot reach the sink and/or soap dispenser without assistance, an adult non-slip stools will be provided to accommodate the child.
8. Accommodations will be made for any children with special needs.
9. Adaptations will be utilized to assist with the toileting needs of children with physical disabilities and when necessary an assistant will be designated to aid in this process. ***To prevent disease transmission portable potty chairs will not be used unless a child's condition is such that other adaptations will not safely accommodate the child. In the event that other portable potties or other adaptations are used, they must immediately be disinfected by staff following use.***
 - Contents in porta-potties must be placed in toilet and flushed. Appropriate bleach solution and disposable gloves will be used in sanitizing adaptive toileting devices. After usage portable potties or other adaptations will be stored in the bathroom out of reach of children.
10. Teachers must have a system in place where children check in with teacher before and after going to the bathroom.
11. Staff will monitor toileting areas to ensure that proper hand washing and safety is maintained in bathrooms.
12. In the event that a child has an accident and visible body fluids are present in the bathroom, staff must wear disposable gloves and wash hands after sanitizing toilets, floors and sinks soiled with any body fluids. If a child needs assistance with cleaning themselves after an accident involving a bowel movement, baby wipes maybe used and discarded into a bag and labeled ***Mops and mop buckets are to be clean and stored outside of the classroom or in a locked closet after use.***

Tooth brushing

1302.43 Oral health practices.

1302.42 Child health status and care.

1302.47 Safety practices

Policy: Bishop Indian Head Start will promote effective oral health hygiene by ensuring all children with teeth are assisted by appropriate staff, or volunteers, if available, in brushing their teeth with toothpaste containing fluoride once daily.

Procedure:

- Each Bishop Indian Head Start classroom will have daily supervised tooth brushing after each meal; that models and teaches good dental hygiene and prevents cross-contamination between children, toothbrushes, and toothpaste.
- Definition: Cross contamination is the physical movement or transfer of harmful bacteria from one person, object or place to another.
- Each child will have her/his own labeled toothbrush and brushes will be stored in holder and kept out of the reach of children when not in use.
- **Sanitation/Storage:** Each toothbrush holder will be sanitized no less than two times a month or as often as needed. The holder can be washed with warm water and soap and air dried or with sanitizer spray, wiped, and air dried.
- Each classroom will be provided with a new toothbrush three times during the school year: September 1, December 1, and March 1 or as often as needed.
- The sink area must be sanitized before and after tooth brushing activities.
- Tooth brushing with fluoride toothpaste will follow these guidelines to prevent cross-contamination:
 - ✓ Group tooth brushing must be supervised by staff and/or volunteers who have been trained to monitor for activities that could result in cross contamination (spitting, playing with toothbrushes, etc.).
 - ✓ **Children should never perform tooth brushing without adequate supervision.**
 - ✓ To prevent cross contamination of the toothpaste tube, ensure that a pea-sized amount of toothpaste is always dispensed onto something other than the toothbrush first (wax paper, paper cups, or onto the child's cup).
 - ✓ **Do Not Use Toothpaste Tube to Dispense Toothpaste to the Brushes.**
 - ✓ Classroom procedure must ensure that each child picks up only his or her own toothbrush.
 - ✓ Classroom procedure must ensure that children do not have the opportunity to spit onto or near other children's toothbrushes. This will vary dependent on classroom layout, and it is the responsibility of teaching staff to determine the procedures that work best for their physical layout.
 - ✓ Classroom staff will insure that toothbrushes are rinsed and stored properly after use.
 - ✓ Plastic cups will be cleaned in the sanitizer after use (BIHS uses disposable cups).

1302.31 Teaching and the learning environment.

Policy: Bishop Indian Head Start will ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment (indoors and outdoors) that promotes healthy development and children's skill growth aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities. BIHS will support implementation of such environment with integration of regular and ongoing supervision. The BIHS physical environment will reflect acceptance that supports and respects gender, culture, language, ethnicity and family composition.

Safety Procedure

1. The assigned Bishop Paiute Tribal Maintenance and or BIHS designated staff will conduct a daily safety inspection to ensure all indoor and outdoor spaces are consistent with the health, safety and developmental needs of children prior to children occupying and participating in the learning space.
2. Any findings observed during the daily facility check must be documented, Director informed and a plan of action to correct findings must take place immediately to ensure the safety of the children utilizing the learning space.
3. Teachers and designated BIHS staff will adapt and modify space to meet the needs of all children and the needs of children with physical and sensory disabilities in accordance with all individual Education Plans.
4. Consult the following resources:
 1. Creative Curriculum- The Learning Environment, Outdoors and each activity area
 2. ECERS Consultant's site visit checklist.
 3. Indian Health Service Safety Survey

Indoor Classroom Procedure

1. Establish traffic patterns for entering the room, moving to and from activity areas, bathroom, cubbies.
2. Minimize large open spaces and obstacles.
3. Organize the room so you can see as much as possible from every location to ensure children's safety.
4. Provide individual spaces for children to hang their clothing and store their personal belongings. Label spaces with their names and a photo.
5. Make every effort to include the children's home language in the signs and labels around the classroom.
6. Display visual reminders of behavior expectations/ classroom rules at children's eye level.
7. Display a classroom picture schedule at children's eye level.
8. Display helper chart that includes each child.
9. Display schedule and curriculum plan for adults
10. Establish at least the following activity areas:
 - ✓ Blocks/ Building (may be in Circle area)
 - ✓ Dramatic Play
 - ✓ Table Top Activities (Toys and Games)/ Sensory Table
 - ✓ Creative Arts
 - ✓ Literacy (Writing Table, Library, Listening, Computer)
 - ✓ Discovery (Science and Math)
 - ✓ Circle (Music and Movement)
 - ✓ Quiet area

11. Clearly define learning areas by using room dividers or furniture. Consider floor covering, lighting, and location of resources (e.g. electric outlet, water source, etc.) when setting up areas.
12. Arrange the space to allow children to work individually, in small groups, or in a large group.
 - ✓ Place signs in each area to help volunteers know what the children are learning and how to facilitate the activity.
 - ✓ Have a system in place for entering and exiting areas.
 - ✓ Labels on all classroom items to assist children during clean up time.
13. Equip activity areas
 - ✓ Choose and/ or adapt materials that meet the interests (attractive and relevant to children's experiences and culture) and needs (challenging but not frustrating) of the children.
 - ✓ Ensure that all equipment and materials in classroom are in good condition.
 - ✓ Put out duplicates of basic materials to minimize sharing problems.
 - ✓ Change the materials in the learning centers regularly to maintain children's interest, extend their experiences and reflect new interests. (E.g. Dramatic play area can be housekeeping, store, flower shop, farm. Etc.)
14. Organize materials.
 - ✓ Display materials on low, open shelves to promote accessibility and independent use by children.
 - ✓ Use containers to hold materials and toys with small pieces (e.g. shoe boxes, plastic containers, baskets, etc.)
 - ✓ Have a designated place for everything in the classroom.
 - ✓ Labels on all classroom items to assist children during clean up time.
 - ✓ Label storage places for items that are not rotated out of the room (e.g. blocks, paper, and pens).
15. Plan classroom display
 - ✓ Reserve most of display space for children's work. Keep displays simple.
 - ✓ Display children's work prominently, at eye level. Change displays regularly.
 - ✓ When displaying store bought pictures and materials, ensure that it includes pictures of people from many ethnic backgrounds and of both sexes.
 - ✓ Labels on all classroom items to assist children during clean up time.

Outdoor Area

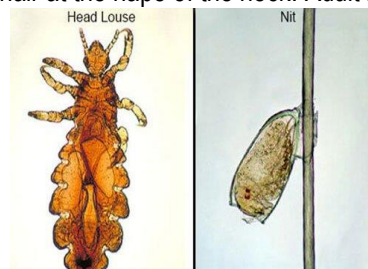
- ✓ Teachers and Support staff will ensure the Facility Safety check is completed prior to the children occupying and participating in all outdoor areas including the garden area.
- ✓ Teachers and Support staff must have an unobstructed view of the children at all times while supervising children outdoors (There should be no hiding spots).
- ✓ Teachers should educate and demonstrate to children the appropriate use of outdoor playground equipment before child uses equipment on their own.
- ✓ Define each space (e.g. large group planned activity sand and water play, wheeled toys, garden, playing games, pretend play).
- ✓ Create easy to follow traffic pattern (to and from classroom, trikes, around play structures).
- ✓ Equip areas (e.g. buckets, shovels for sand play, bring instruments/ radio, large art area, dramatic play props like firefighter hats, books)
- ✓ Labels on all classroom items to assist children during clean up time.
- ✓ BIHS recognizes physical activity as important to learning and integrates intentional movement and physical activity into curricular activities and into daily routines in ways that support health and learning.
- ✓ **All BIHS staff and volunteers must not use physical activity as a reward or punishment.**

1302.42 Child health status and care.**1302.46 Family support services for health, nutrition, and mental health.****1302.47 Safety practices**

[The **impact of absenteeism** far outweighs the risks associated with head lice. For this reason, both the American Academy of Pediatrics and the National Association of School Nurses advocate that early childhood programs discontinue “no-nit” (eggs) policies. Instead the child can stay in the program until the end of the day and avoid activity that involves head to head contact with other children. A child can return to the program after treatment has begun.]

Policy: This policy is a Communicable disease prevention concerning children with live lice. Children will be sent home and may only return to the classroom when they are live Lice free. However, if a child has more than one week of absences due to head lice, the family and Health/Disabilities Manager and Health Specialist will be contacted so that an individualized plan can be developed with the family and the assigned classroom teachers to prevent the spread of live lice to other children enabling the child to attend school.

What are Head Lice: Head lice are insects that are less than 1/8th inch long. They live on blood they draw from the scalp. Lice move by crawling. They do not hop or fly. The most common place to detect them is at the base of the hair at the nape of the neck. Adult lice lay gray/white eggs, called nits. They attach these eggs very tightly to the hair no more than ¼ inch from the scalp. Nits do not shake or blow off the hair. The lice in the eggs and the adult insects cannot live for more than 48 hours away from the warmth of the scalp. Lice move from one individual to another most easily by head to head contact. Spread by contact with inanimate objects and personal belongings may occur but is very uncommon. Lice bites cause itching of the scalp. So, a common symptom is scratching the scalp, especially around the ears and where the hair meets the neck. Sometimes, the scratching makes open sores.

**Procedure:**

1. The Health/Disabilities Manager and Teachers will create a time and specific routine for performing regular head checks on children. Ideally all children should be checked daily during morning health check to ensure that lice are not spread to other children/staff in the classroom. **Children should never be singled out for head checks, as this could be upsetting and affect the child's self-esteem.**
2. Regular head lice screenings will take place monthly with all children enrolled in the BIHS Program. Parents will be informed prior to their child receiving a head lice screening. Parents who refuse to have their child screened for lice will need to have their refusal documented. It will then be the responsibility of the parent to check their child's hair and provide feedback to Head Start staff about the outcome of their child hair check.

ENGAGING FAMILIES

- **If you suspect a child has live lice or nits, try the three E's: engage, empathize, and educate the family.**
 - **When notifying family members, as in all health conversations, find a way to have a personal, private conversation.**
 - **Hearing their child has lice can be upsetting for many families. It may help to tell them that getting lice is a common childhood experience and is not a reflection of their caregiving. In addition, while lice often create an uncomfortable symptom – itching, they don't cause disease. They are just a nuisance and will require a little extra work to get rid of them. Helping families know there are remedies can help them feel less worried and make it easier for them to comfort their child while giving the recommended treatment.**
 - **Make sure all families know that if their child has lice, they should:**
 1. Call their medical home to confirm diagnosis and ask about treatment recommendations.
 2. Use the recommended treatment by their healthcare provider and follow the instructions exactly as written.
 3. Follow the program's policy for lice.
 4. Mechanical removal of the lice and nits by combing them out of wet hair with a special fine-tooth comb may have some benefit compared with no treatment. This combing is very time-consuming, it is harmless and does remove and damage live lice.
 5. Clean any personal articles worn in the past 2 days in hot water and dry in a hot dryer. Remind families it is not likely lice will be spread through contact with these items, but it can remove already dead or kill live lice and nits.
 6. Continue to check their child's hair even after the nits and lice are gone since children may experience repeat infestations.
 7. If live lice or nits are found on a child's head, examine all family members for lice and nits every 2–3 days. Persons with live lice or nits within ¼ inch or less of the scalp should be treated. Remember nits/eggs often are not killed with the shampoo and can hatch up to two weeks later. Checking family members periodically for two weeks is a good idea.
 8. Limit their child's head-to-head contact with others.
3. Children who have been sent home for live head lice will be rechecked prior to returning to their classrooms. In this case, if the child has live lice, they can be sent home with their parent(s) at that time.
 4. If the child continues to have Head lice, a home visit will be made to educate the family further about head lice transmission and home cleaning care to prevent further live lice infestation.
 5. If a child comes to school with live lice in their scalp the parent(s) or one of the persons on the emergency consent form will be called to come and take the child home as soon as possible. As with any other communicable disease, the child will need to be separated from the other children in a way that is not damaging to the child's self-esteem but will also prevent the spread of lice to others (sick mat, cot or as space allows).
 6. If the child has been sent home for the day the parent will need to self-transport the child to school and wait for their child's head to be checked prior to classroom admittance or the BIHS school bus transportation can be arranged.
 7. If there are only a small number of nits (10 or less) in the child's hair and no live lice after the family has brought their child back the next day, staff can choose to pull the nits out and kill them rather than having the child be sent home. It is important that when

we send the children home only with nits that we ask the family to remove and kill the nits only, not repeat the treatment. If live lice are found all members of the family should be treated (except children 2 years and under).

8. When a child is sent home for lice, their family should receive the Get Rid of Lice Checklist from the Health/Disabilities Manager. If they have any questions about lice control that cannot be answered the family should be referred to the Health Specialist and or their medical provider.
 9. All classroom linens including pillows, stuffed animals, clothing and furniture must be washable and must be laundered following each head lice report. Coats and hats should never be placed in a pile together. They must be hung up individually to prevent spread from these items of clothing.
 10. The Health/Disabilities Manager will work with the Health Specialist to ensure that parents receive the most current and safest formation regarding the treatment and elimination of Head Lice.
 11. If a classroom experiences multiple lice outbreaks, affecting many children- or if the Health/Disabilities Manager is unsure how to prevent Lice outbreaks, the Health Specialist or should be contacted for further support. Indian Health Service, Inyo County Public Health and Toiyabe Public Health can also serve as a resource for further assistance.
 12. **It is important to respect the confidentiality of the child or children who are infested.** Once BIHS has confirmed case of lice. The BIHS Health and Disability Manager will inform staff and Head Start families. For example, a written statement may say: "A case of head lice has been detected in the program. Please check your child's scalp and let us know right away if you think your child may have lice so we can work together to limit the spread to other children." BIHS Health and Disability Manger will offer educational information and support. BIHS Health and Disability Manager will offer Provide each family with a lice handout so they know what to do and get in the habit of routinely checking their child.
- ✓ **Do not use toxic chemicals as liquids, sprays, or fogs in the areas that children and adults will occupy. They are not necessary to control lice and can cause harm.**

Common Lice Myths: Lice cannot hop or fly. Instead, they spread by direct contact with the hair of an infested person. It is much less common for lice to spread by contact with clothing such as hats, scarves, coats, or other personal items such as combs, brushes, or towels. While head lice can be a nuisance, they do not spread disease, and are not caused by lack of personal hygiene

RESOURCES

Resources on ECKLC

Is it necessary to send all children home and sanitize the center and bus if a child has head lice?

Other Resources

Healthychildren.org Centers for Disease Control and Prevention Healthy Childcare US Environmental Protection Agency
Headlice.org American Academy of Dermatology http://ecklc.ohs.acf.hhs.gov/hslc/standards/pc/b_pc.htm US Food & Drug
Information: Consumer Update Treating Head Lice

<https://ecklc.ohs.acf.hhs.gov/sites/default/files/pdf/health-services-newsletter-201507.pdf>

1302.44 Child nutrition.**1302.46 Family support services for health, nutrition, and mental health.****<https://www.cde.ca.gov/ls/nu/sn/fm.asp>**

Policy: Bishop Indian Head Start Nutrition Team implements nutrition services that are culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each child, including children with special dietary needs, food allergies and other dietary restrictions and children with disabilities.

BIHS Nutrition Program:

- ✓ BIHS operates 6.5 hours per day and ensures each child receives meals and snacks that provide one half to two thirds of the child's daily nutritional needs. BIHS serves Breakfast, Lunch and a daily afternoon snack.
- ✓ BIHS serve three- to five-year-old meals and snacks that conform to USDA requirements in 7 CFR parts 210, 220, and 226, and are high in nutrients and low in fat, sugar, and salt.
- ✓ Make safe drinking water available to children during the program day.
- ✓ BIHS uses funds from USDA Food child nutrition program as the primary source of payment for meal services. Note: Head Start funds may be used to cover those allowable costs not covered by the USDA.
- ✓ Additional Policies and Procedures related to the Nutrition program can be found on the BIHS webpage.

Food Allergies/Dietary Restriction Procedures:

1. If a child requires a special diet due to a medical reason or a personal preference, staff member will have the parent/guardian fill out and sign the "Medical Statement to Request Special Meals and or Accommodations" issued by the USDA food department. The special diet information will be entered into the child's enrollment file under Nutrition sections and a copy forwarded to the Health and Disabilities Manager, Director, and the BIHS Cook. The Parent/guardian must take it to their child's physician to be completed and signed by a physician overseeing their child's health needs. Instructions for completing form are listed in back of the "Medical Statement to Request Special Meals and or Accommodations".
2. If an entire food group will have to be substituted (i.e. milk or all dairy, meat or poultry) the Health and Disabilities Manager will assure that the required medical authority's signature is collected.
3. If the special diet needs of the child are significant (i.e. diabetic diet, PKU diet, gluten free diet, etc.) then the Director, Family Advocate or teacher, (or person doing the registration) will check in with the Health and Disabilities Manager, and BIHS cook before telling the parents when the child can start.
4. Every Monday the special diet will be printed, reviewed and posted in kitchen and teacher will be informed. Teachers are responsible for assuring that special diets in their classroom are current.
5. Food Service staff and Direct Service staff will ensure that a plan is in place for all children who have dietary restrictions prior to the first day of class.
6. For children with diets that requires a significant amount of monitoring and extra preparation from the kitchen, special menus will be developed in consultation with the Toiyabe Registered Dietitian.
7. The Health and Disability Manager, Nutrition Manager and Cook will document food substitutes, food and health allergies and or dietary restrictions on a (Health Alert List) with a description of allergy or dietary restriction and a photo of the child that coincides with each Health Alert.
8. The food and health allergy list (Health Alert) is posted in an area in the kitchen that is visible to the assigned kitchen staff. Due to confidentiality, BIHS staff and trained volunteers are the only persons allowed in the BIHS Kitchen Area.

9. The Health and Disability Manager will review the Health Alert List with each classroom staff and will be post Health Alert in each classroom in a confidential area.
10. Classroom Food Service Workers and substitutes must be informed about each child's dietary restrictions by the teachers and other direct service staff. Food deliveries should be checked daily to ensure that food has been planned for any special diets.
11. The Health and Disabilities Manager will coordinate with the family, direct service staff /Director and other specialists/consultants to assure that any needed follow-up occurs.
12. The Health and Disabilities Manager will monitor allergy plans.
13. All Direct Service teams will receive verbal and written education from the Health and Disabilities Manager and Toiyabe Registered Dietician about Food Allergies and Food Intolerance.

**MEDICAL STATEMENT TO REQUEST
SPECIAL MEALS AND/OR ACCOMMODATIONS**

1. School or Agency	2. Site Name	3. Site Phone Number	
4. Name of Child or Participant		5. Age or Date of Birth	
6. Name of Parent or Guardian		7. Phone Number	
8. Description of Child or Participant's Physical or Mental Impairment Affected:			
9. Explanation of Diet Prescription and/or Accommodation to Ensure Proper Implementation:			
10. Indicate Food Texture for Above Child or Participant:			
<input type="checkbox"/> Regular <input type="checkbox"/> Chopped <input type="checkbox"/> Ground <input type="checkbox"/> Pureed			
11. Foods to be Omitted and Appropriate Substitutions:			
Foods To Be Omitted		Suggested Substitutions	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
12. Adaptive Equipment to be Used:			
13. Signature of State Licensed Healthcare Professional*	14. Printed Name	15. Phone Number	16. Date

*For this purpose, a state licensed healthcare professional in California is a licensed physician, a physician assistant, or a nurse practitioner.

The information on this form should be updated to reflect the current medical and/or nutritional needs of the participant.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW Washington, D.C. 20250-9410; fax: (202) 690-7442; or email: program.intake@usda.gov. This institution is an equal opportunity provider.

INSTRUCTIONS

1. **School or Agency:** Print the name of the school or agency that is providing the form to the parent.
2. **Site:** Print the name of the site where meals will be served.
3. **Site Phone Number:** Print the phone number of site where meal will be served.
4. **Name of Child or Participant:** Print the name of the child or participant to whom the information pertains.
5. **Age of Child or Participant:** Print the age of the child or participant. For infants, please use date of birth.
6. **Name of Parent or Guardian:** Print the name of the person requesting the child or participant's medical statement.
7. **Phone Number:** Print the phone number of parent or guardian.
8. **Description of Child or Participant's Physical or Mental Impairment Affected:** Describe how the physical or mental impairment restricts the child or participant's diet.
9. **Explanation of Diet Prescription and/or Accommodation to Ensure Proper Implementation:** Describe a specific diet or accommodation that has been prescribed by the state healthcare professional.
10. **Indicate Texture:** If the child or participant does not need any modification, check "Regular".
11. **Foods to be Omitted:** List specific foods that must be omitted (e.g., exclude fluid milk).
Suggested Substitutions: List specific foods to include in the diet (e.g., calcium-fortified juice).
12. **Adaptive Equipment to be Used:** Describe specific equipment required to assist the child or participant with dining (e.g., sippy cup, large handled spoon, wheel-chair accessible furniture, etc.).
13. **Signature of State Licensed Healthcare Professional:** Signature of state licensed healthcare professional requesting the special meal or accommodation.
14. **Printed Name:** Print name of state licensed healthcare professional.
15. **Phone Number:** Phone number of state licensed healthcare professional.
16. **Date:** Date state licensed healthcare professional signed form.

Citations are from Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act (ADA) of 1990, and ADA Amendment Act of 2008:

A person with a disability is defined as any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment.

Physical or mental impairment means (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; speech; organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or (b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major bodily functions have been added to major life activities and include the functions of the immune system; normal cell growth; and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

"Has a record of such an impairment" means a person has, or has been classified (or misclassified) as having, a history of mental or physical impairment that substantially limits one or more major life activities.

Bishop Indian Head Start
School-Wide/or Classroom Newsletter

1302.50 Family engagement.

1302.51 Parent activities to promote child learning and development.

<http://www.bishoppaiutetribe.com/headstart.html>

Policy: Classroom and Schoolwide Newsletters are sent home on a monthly basis to provide updated information regarding activities related to about classroom, program and community.

Procedure

1. BIHS support staff, department managers, and teachers will be responsible to contribute information towards the school wide newsletter. Approval by the BIHS Director or Health and Disabilities Manager will be obtained prior to publication.
2. A draft will be forwarded to the BIHS Director by the 15th of the preceding month for editing. The Health and Disabilities Manager will format and produce school wide newsletter. The Health and Disabilities Manager will consult with BIHS Staff to select what inserts from the schoolwide newsletter should be submitted to the Bishop Paiute Tribal Newsletter. The classroom newsletter will be format and produced by the lead teacher in each classroom.
3. Suggestions for content include:
 - ❖ Field trips
 - ❖ Family engagement events and projects; including events in the community
 - ❖ Summary of the past event, announcement of the next event, committee meetings and decisions, family involvement highlights and opportunities and Policy Council information
 - ❖ Classroom Monthly Education Themes / curriculum ideas/plans
 - ❖ Family Literacy
 - ❖ Expressions of appreciation and or volunteer recognition
 - ❖ Schedule changes
 - ❖ Information on current job openings in Head Start and other locations.
 - ❖ Monthly Paiute Vocabulary Words taught in the classroom
 - ❖ Wellness, Nutrition and Safety Information
 - ❖ Parent/ Guardian and Community Trainings
 - ❖ Attendance/Punctuality and School Readiness Information
 - ❖ Child Passenger and Transportation Information
4. The monthly schoolwide and classroom newsletters will be distributed to BIHS families. The schoolwide newsletter is posted on the BIHS webpage and hardcopies of all current year schoolwide newsletters will be kept in a Newsletter Binder and posted on the Health Manager Bulletin Board. Classroom teachers distribute their own classroom newsletter to their students' parents/guardians and post on their classroom parent wall. A copy of each teachers' monthly newsletter is kept in their teacher binder.
 - ✚ BIHS newsletters is a source of communication to all BIHS Stakeholders that not only documents our program serve outcomes but helps our BIHS team to reflect resources needed to support school readiness.