

Rosebud Sioux Tribe
Early Childhood Education Code



Prepared by
The Native American Rights Fund
1506 Broadway
Boulder, CO 80302

For the Rosebud Sioux Tribe
Under the Direction of
The Tribal Education Committee
And the Tribal Education Department

With Funding under a Grant to
The Native American Rights Fund
From the W.K. Kellogg Foundation
August 2002 – November 2005

SECTION ONE: Findings

- 1) The ECE population of the Tribe on or near the Reservation is about 2,000 children from ages birth through five years.
- 2) It is estimated that about 800 of these children currently are in ECE programs or receive ECE services.
- 3) Current ECE programs and services encompass early intervention, Head Start, pre-school, Lakota and English parent and family literacy, child care, maternal and child health, and other parent and family education.
- 4) Within the ECE population span of birth to five years, there is generally a division between the programs and services that are available for children from ages birth through two years, and the programs and services that are available for children beginning at age three years.
- 5) The ECE population and its families also are served by many non-education programs and services such as Women, Infants, and Children and Indian Health, and Social Services programs that provide valuable assistance and resources.
- 6) While many of the ECE programs and services are assessed by non-tribal governments, there is no comprehensive assessment of ECE programs and services by the Tribe.
- 7) There should be better linkage, alignment, and transition between the ECE programs and services that are available for children ages birth through two years, and the ECE programs and services that are available for children beginning at age three years.
- 8) There should be better coordination and collaboration among ECE programs and services and with non-education programs and services that assist the ECE population and their families.
- 9) ECE increases school readiness, improves ability to learn in the kindergarten and primary grades, and increases the likelihood of success in later grades.
- 10) Following the Head Start model, there should be better linkage, alignment, and transition between all ECE programs and services and the kindergarten and / or primary grades.

- 11) The Tribe needs to establish and maintain an education data base on its ECE population, and such data base should be linked or linkable to other student and service population data bases established and maintained by the Tribe.
- 12) To protect children and families, ECE programs and services need tribal guidance in confidentiality, information sharing, staff background checks, ethical behavior, and abuse (physical, substance, sexual) reporting.
- 13) Recent national reports state that accidental injury is the major cause of mortality for children under age three, and that children in licensed care centers under the leadership of well-trained directors have lower accident rates than do children in unlicensed care centers.
- 14) Lakota language is essential to maintaining the spiritual, cultural, physical, and mental wellbeing of each tribal member and the Tribe as a whole. The language and the resulting values and balance are being lost in the tribal communities. To reinstitute the essential values and balance, the Lakota language must be preserved and maintained, beginning at least at the ECE level. Additionally, research shows that Native tribal languages are best taught through immersion; accordingly, the Tribe's ECE population will benefit from use of a Lakota immersion method in ECE programs and services.
- 15) ECE programs and services will benefit from tribal standards or guidelines in content areas including tribal language and culture, readiness for English and Lakota literacy, readiness for mathematics and science, work-related social skills, arts, physical development, traditional parenting ways, and parent involvement in education with supportive curricula, teacher training, and assessments.
- 16) Starting with ECE, the Tribe and the TED can assist parents, tribal communities, educators, and administrators to understand and assist children to develop to their maximum potential and to learn and succeed in school.
- 17) Starting with ECE, the Tribe and the TED can assist parents, tribal communities, educators, and administrators to recognize the characteristics and benefits of high quality education programs and services.
- 18) Starting with ECE, the Tribe and the TED can assist parents, tribal communities, educators, and administrators to understand the importance of good attendance in schools and education programs, and can assist parents and families to ensure that their children have such attendance.
- 19) Starting with ECE, the Tribe and the TED can assist parents, tribal communities, educators, and administrators to establish high expectations for educational success for the Tribe.

- 20) The Tribe has an ongoing obligation to support and enhance ECE programs and services that contribute to positive and appropriate results for the ECE population of the Tribe.

SECTION TWO: Purposes

It is the purpose of this ECE Code to:

- 1) Make available to and encourage the use of by the entire tribal ECE population the ECE programs and services and related non-education programs and services that assist the ECE population;
- 2) Provide for comprehensive assessment of ECE programs and services by the Tribe;
- 3) Provide for better alignment and linkages of ECE programs and services that are available for children ages birth through two years and ECE programs and services that are available for children beginning at age three years.
- 4) Provide for better coordination and collaboration among the various ECE and non-education programs and services that assist the ECE population and their families;
- 5) Provide better alignment and linkages of ECE programs and services with the Kindergartens and primary grades into which the ECE population transitions;
- 6) Provide for the establishment and maintenance of a tribal ECE population data base that tracks the educational progress of the ECE population and assists the Tribe in reporting, decision making, planning, coordination, and providing ECE programs and services;
- 7) Provide for the establishment and implementation of tribal policies for ECE programs and services in confidentiality, information sharing, staff background checks, ethical behavior, and abuse (physical, substance, sexual) reporting;
- 8) Provide for compliance by ECE programs and services with the highest standards of health and safety applicable to ECE programs and services;
- 9) Provide for the establishment of standards or guidelines for ECE programs in content areas including tribal language and culture, readiness for Lakota and English literacy, readiness for mathematics and science, work-related social skills, arts, physical development, traditional parenting ways, and parent involvement in education;

- 10) Provide for the establishment of standards for ECE curricula, teacher training, and assessment processes and instruments that support the content standards;
- 11) With respect to Lakota language instruction, provide for the establishment of standards for model curricula and instructional materials for and training in a Lakota immersion method for use in ECE programs and services; and
- 12) Provide for the establishment of high standards for tribal students with respect to school and education program attendance, and high expectations for their educational success beginning with ECE programs and services.

SECTION THREE: Policies

It is the policy of the Tribe to:

- 1) Reach all of the ECE population and their families and ensure that as much of the ECE population as possible receive ECE programs and services;
- 2) Develop and maintain a centralized data base for the ECE population which will enable the Tribe to track individuals' education progress and assist the Tribe in reporting, decision making, planning, coordination, and providing ECE programs and services;
- 3) Establish and operate an ECE Advisory Committee that assists and advises the TED in ECE issues;
- 4) Establish and implement a written protocol on confidentiality and information sharing among ECE programs and services, applicable non-education programs and services assisting the ECE population, applicable local schools, other educational institutions, and educational programs, and relevant state and federal agencies;
- 5) Establish and implement written policies and procedures on requiring background checks, substance abuse testing, ethical behavior, and reporting of abuse (physical, substance, sexual, etc.) for ECE programs and services;
- 6) Ensure compliance by ECE programs and services with the highest standards of health and safety applicable to ECE programs and services;
- 7) Develop ECE curricula, standards, and assessments in tribal language and culture, readiness for English and Lakota literacy, readiness for mathematics and science, work-related social skills, arts, physical development, traditional parenting ways, and parent involvement in education;

- 8) Provide model curricula, instructional materials, and training in a Lakota language immersion method for use in ECE programs and services;
- 9) Provide general training, technical assistance, and support materials for ECE educators, administrators, other staff, and parents and families of the ECE population;
- 10) Develop written policies and procedures for parent and community involvement in and parent training for ECE programs and services;
- 11) Establish high expectations for good school and education program attendance and for education success for tribal students starting with the ECE population.
- 12) Provide administrative direction and coordination and financial assistance to support and enhance the provision of ECE programs and services that contribute to positive and appropriate results for the ECE population of the Tribe.

SECTION FOUR: DEFINITIONS

As used in this Code, the following terms have the following meaning:

- 1) Early Childhood Education. "Early Childhood Education (ECE)" means any and all educational, developmental, transitional, and child care programs and services offered for children of the Tribe who are under the age of six years, regardless of who is the provider of such programs or services and regardless of where the programs and services are provided or located.
- 2) Parent. "Parent" includes biological, surrogate, and adoptive parents, legal guardians, and other persons acting in place of parents including grandparents and stepparents.
- 3) Tribe. "Tribe" means the Rosebud Sioux Tribe, also known as the Sicangu Oyate Lakota.
- 4) Tribal. "Tribal" means of the Tribe.
- 5) Tribal Council. "Tribal Council" means the elected governing body of the Tribe.
- 6) Tribal Education Code. "Tribal Education Code" means the Education Code of the Tribe.
- 7) Tribal Education Committee. "Tribal Education Committee" means the Education Committee of the Tribe.

- 8) Tribal Education Department. "Tribal Education Department (TED)" means the Education Department of the Tribe.

SECTION FIVE: Data base and Comprehensive Assessment of Programs

A) Data base.

- 1) The TED will establish and maintain an education data base on the ECE population.
- 2) The TED will use the ECE data base to track individuals' education progress and to assist it in reporting, decision making, planning, coordination, and providing for ECE programs and services.
- 3) The ECE data base will be linked or linkable to other student and service population data bases established and maintained by the Tribe.
- 4) The TED will regularly compile, organize, and analyze the ECE data base information, and will use this information to report and present the needs and school readiness of the ECE population in relation to the purposes of this Code.

B) Comprehensive Assessment of ECE Programs.

- 1) The TED shall review the methods or instruments used to assess ECE programs and services on the Reservation.
- 2) The TED shall develop a comprehensive tribal assessment instrument for ECE programs and services. The comprehensive tribal assessment instrument shall include but not be limited to areas of the organization, staffing, administration, and operations of ECE programs and services.
- 3) The TED shall regularly assess ECE programs and services, including the school readiness of the children served as reported by each program and service, and shall use the results of such assessment to recommend needed changes or improvements.

SECTION SIX: CONFIDENTIALITY, BACKGROUND CHECKS, ABUSE REPORTING, AND HEALTH AND SAFETY

A) Confidentiality.

- 1) The TED will establish and maintain a data base of all laws, regulations, and policies pertaining to confidentiality and applicable to ECE programs and services.
- 2) Consistent with applicable laws, regulations, and policies, the TED will develop a written protocol on confidentiality and information sharing among ECE programs and services, pertinent non-education programs and services assisting the ECE population, pertinent local schools, other educational institutions, educational programs, and relevant state and federal agencies.
- 3) ECE programs and services will provide regularly to the TED their applicable laws, regulations, and policies regarding confidentiality.
- 4) ECE programs and services will adhere to Tribal protocol on confidentiality and information sharing.

B) Background Checks and Drug Testing.

- 1) The TED will establish and maintain a data base of all laws, regulations, and policies regarding background checks and drug testing applicable to ECE programs and services.
- 2) Consistent with applicable laws, regulations, and policies, the TED will develop a Tribal policy on background checks and drug testing for ECE programs and services. The Tribal policy on background checks and drug testing may include requirements for ECE program and services staff; reporting by ECE programs and services to the TED; the use by ECE programs and services of local, state, regional, or national background check systems, registries, reports, and records to ensure compliance with applicable background check and drug testing laws, regulations, and policies; and, the use by the TED of local, state, regional, or national background check systems, registries, reports, and records.
- 3) ECE programs and services will provide regularly to the TED their applicable laws, regulations, and policies regarding background checks and drug testing.

- 4) ECE programs and services will provide evidence to the TED of compliance with all applicable background check and drug testing laws, regulations, and policies, and will comply with Tribal policy on background checks and drug testing.

C) Abuse Reporting.

- 1) The TED will establish and maintain a data base of all laws, regulations, and policies regarding the reporting of abuse (physical, sexual, and substance) applicable to ECE programs and services.
- 2) Consistent with applicable laws, regulations, and policies, the TED will develop a Tribal policy on abuse reporting for ECE programs and services.
- 3) ECE programs and services will provide regularly to the TED their applicable laws, regulations, and policies regarding abuse reporting.
- 4) ECE programs will provide evidence to the TED of their compliance with applicable abuse reporting laws, regulations, and policies, and will comply with Tribal policy on abuse reporting.

D) Health and Safety.

- 1) The TED may establish and maintain a data base of all health and safety laws, regulations, and policies applicable to ECE programs and services.
- 2) Upon reasonable request, ECE programs and services will provide evidence to the TED of compliance with applicable health and safety laws, regulations, and policies.
- 3) Consistent with applicable laws, regulations, and policies, the TED may develop a Tribal policy on health and safety for ECE programs and services.
- 4) ECE programs and services shall comply with Tribal policy on health and safety.

E) The TED shall have the authority to report in good faith any incidents or evidence of non-compliance with this section on confidentiality, background checks, drug testing, abuse reporting, and health and safety to the appropriate authorities, including law enforcement authorities, and to the Tribal Council. The TED may provide and / or require follow-up to its reporting.

SECTION SEVEN: Advisory Committee

The TED shall establish an ECE Advisory Committee which will:

- 1) Be composed of members selected by ECE program and service directors for three year staggered terms. The members shall represent the major ECE programs and services, non-education programs that serve the ECE population, and parents and community members; and in addition there shall be one representative each of Sinte Gleska University and of the Tribal Education Committee.
- 2) Develop and use operating procedures that are approved by the TED. Such operating procedures at a minimum shall provide for: a) regular and alternate delegates of each Advisory Committee member; b) regular meetings of the Advisory Committee; and, c) regular reporting and other communication by the Advisory Committee to the TED.
- 3) Assist the TED in ensuring compliance by ECE programs and services with applicable laws, regulations, and policies regarding confidentiality, background checks and drug testing, abuse reporting, and health and safety.
- 4) Assist the TED in analyzing ECE student data and program assessments.
- 5) Assist the TED in ECE coordination, collaboration, planning and improvement including establishing effective linkages with and transitions to kindergartens and / or primary grades.
- 6) Assist the TED in identifying needed standards, curricula, assessment, and joint staff and parent training for ECE programs and services.
- 7) Assist the TED in keeping current on ECE information and trends at the tribal, state, and federal levels.
- 8) Assist the TED in establishing and maintaining cooperative relations with state and federal agencies and non-education programs and services that assist the ECE population.
- 9) Review and make recommendations on partnerships and/or Memoranda of Agreement with tribal and non-tribal agencies.

- 10) Assist the TED in disseminating ECE information.
- 11) Recommend changes and improvements in implementing the ECE portions of the Tribal Education Code.

SECTION EIGHT: Coordination, Collaboration, Alignment, and Transition

A) Coordination and Collaboration.

- 1) The TED will foster and support coordination, collaboration, and improved services among ECE programs and services and with non-education programs and services that assist the ECE population.
- 2) ECE programs and services will regularly communicate and share information amongst themselves and will coordinate and / or collaborate amongst themselves on specific tasks and training to benefit the ECE population.
- 3) ECE programs and services will regularly communicate and share information with non-education programs that serve the ECE population and will coordinate and /or collaborate with non-education programs that serve the ECE population and their families.

B) Alignment and Transition.

- 1) ECE programs and services that serve children ages birth through two years will align their content and missions to provide for an effective transition of those children and their families to ECE programs and services that are available for children beginning at age three.
- 2) ECE programs and services will align their curricula and instruction with and provide effective transition for children and parents to their respective Kindergartens and / or primary grades.
- 3) Local schools and other educational institutions shall provide for effective alignment and transition with their respective ECE programs and services.

SECTION NINE: Staff Training and Development

- A) Responsibilities of the TED. The TED shall annually assess and may provide training for ECE programs, services, and staff in annually identified general areas. The TED shall provide or make available appropriate ECE training, technical assistance, and/or support materials for programs and services, educators, administrators, and other staff, in Lakota language/literacy/culture, school readiness,

and good attendance and high expectations. The TED shall carry out this responsibility specifically by:

- 1) Identifying existing training, technical assistance, and support materials that are available for ECE educators, administrators and other staff;
- 2) Identifying any gaps, including needs identified by the Advisory Committee and in coordination/collaboration meetings, that should be addressed by training to improve or ensure quality ECE programs and services;
- 3) Determining whether and how the additional training, technical assistance, and support materials can be provided or otherwise met (checking all sources including federal grants, Sinte Gleska University, state colleges, other state resources, private contractors etc.);
- 4) Developing and implementing an annual plan for providing the needed training, technical assistance, and support information.

B) Responsibilities of ECE Programs and Services. The ECE Programs and Services will:

- 1) Annually provide information to the TED on the general training, any Lakota language/literacy/cultural training, school readiness training, and the good attendance / high expectations training that their programs will provide.
- 2) Annually work with the TED to identify ECE training and resource gaps, other training needs, and potential sources for the needed training.
- 3) Annually participate in and provide assessment feedback after ECE training and technical assistance that is provided or arranged for by the TED.
- 4) Coordinate/collaborate by sharing their training and resources with other ECE programs and services.

C) Responsibilities of ECE staff. ECE staff will

- 1) Annually provide information on their training needs to their ECE program or service director and/or to the TED.
- 2) Participate in training that is arranged or provided by their ECE program or service or the TED.
- 3) In addition, ECE staff shall meet ECE job requirements that are established by their programs and services and/or by the TED.

SECTION TEN: Standards, Curriculum, and Assessment

- A) Responsibilities of the TED. The TED generally shall provide ECE standards, curricula, and assessment for ECE programs and services in tribal culture and language, readiness for Lakota language/literacy, readiness for mathematics and science, work-related social skills, arts, physical development, and traditional Lakota parenting ways. The TED shall carry out this responsibility specifically by:
- 1) Identifying existing standards, curricula, and assessment in these areas that are available from ECE programs and services.
 - 2) Identify any gaps, including needs pointed out by the Advisory Committee and in coordination/collaboration meetings.
 - 3) Determine whether and how the needed standards, curricula, and assessment can be provided or otherwise met (checking all sources including federal grants, Sinte Gleska University, state colleges, other state resources, private contractors, etc.).
 - 4) Developing and implementing an annual plan for developing or otherwise providing standards, curricula, and assessment in the identified content areas.
- B) Responsibilities of ECE Programs and Services. ECE Programs and Services will:
- 1) Annually provide information to the TED on the standards, curricula, and assessment for specific content areas that their programs or services will provide, and on the school readiness of the children that they serve.
 - 2) Annually work with the TED to identify their priority needs and potential sources for any needed standards, curricula, and assessment.
 - 3) Annually use and provide evaluation feedback on standards, curricula, instruction, and assessment materials that is provided or arranged for by the TED.
 - 4) Coordinate/collaborate by sharing their standards, curricula, instruction, and assessment materials with other ECE programs and services.
- C) Responsibilities of ECE staff and parents. ECE staff and parents or families will

- 1) Annually provide information on their instructional needs to their ECE program or service director and/or the TED.
- 2) Use and provide evaluation on the standards and curricula that is provided by their ECE program or service or the TED.

SECTION ELEVEN: Parental Involvement and Training

A) Responsibilities of the TED. The TED shall assist ECE programs and services in their parent involvement and training generally and shall provide for specific training in traditional family and child rearing practices and in home activities that will reinforce instruction in tribal ECE curricula areas. The TED shall carry out this responsibility specifically by:

- 1) Identifying existing general and tribal specific parent training and instruction that is available from ECE programs and services for parents.
- 2) Identifying any gaps, including needs pointed out by the Advisory Committee and in coordination/collaboration meetings that should be addressed by parent training to improve or ensure high quality parenting and parent involvement.
- 3) Determining whether and how the additional training, technical assistance, and support materials can be provided or otherwise met (checking all sources including federal grants, Sinte Gleska University, state resources, other tribes, Indian organizations, private contractors, etc.).
- 4) Developing and implementing an annual plan for providing the needed parent involvement and high quality parenting training, technical assistance, and support information.

B) Responsibilities of ECE Programs and Services. ECE Programs and Services will:

- 1) Annually provide information to the TED on the general and tribal specific ECE training that their programs and services will provide.
- 2) Annually work with the TED to identify ECE parent training and resource gaps, their other training needs and potential sources for the needed training.
- 3) Annually participate in and provide assessment feedback after ECE parent training and technical assistance that is provided or arranged for by the TED.
- 4) Coordinate/collaborate by sharing their parent training and resources with other ECE programs and services.

C) Responsibilities of parents. Parents of the ECE population will:

- 1) Annually provide information on their parent training needs to their ECE program or service director and/or to the TED.
- 2) Participate in parent training that is arranged or provided by their ECE program or service and / or by the TED.
- 3) Provide assessment feedback on the parent training and parent involvement activities that are provided.

SECTION TWELVE: APPROPRIATIONS AUTHORIZATION

The Tribe authorizes such amounts as may be appropriated for the TED to carry out this ECE Code, including funds for staffing and related support.