Restart Planning Tool kit Presentation

Aboriginal Head Start On Reserve (AHSOR)

August 2019

Healthy, self-determining and vibrant First Nations children, families and communities
On Friday, June 26, 2020 Dr. Shannon McDonald, FNHA Acting Chief Medical Officer, and Dr. Bonnie Henry, BC’s Provincial Health Officer, held a live press conference from the Victoria Legislature. Together they released data and reporting on cases of COVID-19 within First Nations, and provided an overall update on the novel coronavirus (COVID-19) and how it has affected First Nations communities and Indigenous people in BC.

- 0-10 years old: no known cases
- 10-18 years old: 6 youth tested positive non resulted in a hospital stay
- It is more likely for children to receive COVID from adults

FNHA News and Events
Stay connected and up to date by visiting our website and other social media links such as Facebook, Instagram, etc.

Head Start and Restart Planning Toolkit
The following information is intended to assist our communities during this phase of the restart. For those of you who may be considering reopening programs/services during the COVID-19 pandemic, we are providing some important restart operational information and resources. This supportive information is community-based and community-led, to be used at your own stage of decision making and stage of readiness.

Your Regional Head Start Advisor are here to support you as you proceed.

FNHA Resources
Other Restart Planning tips to consider

Head Start Operations and Staffing
Once you have thoroughly read through the above and discussed with your multi-disciplinary teams, including your community’s leadership, there are some other things to consider:

- Hold ongoing discussions with your Head Start staff to inform and support the planning for the restart.
- Keep updated on the latest information, such as BC Centre for Disease Control:
  - [http://www.bccdc.ca/health-info/diseases-conditions/covid-19/childcare-schools](http://www.bccdc.ca/health-info/diseases-conditions/covid-19/childcare-schools)
- As information becomes readily available, consider how you will ensure staff are up-to-date on an ongoing basis, along with equipping them with knowledge to implement any necessary changes.
• Ensure you inform staff by providing them with new/updated protocols and procedures. This will assist in their ability to be well-informed and equipped with expectations.
• Create a strategy for how you will support individuals within the team.
• Each individual may be experiencing various levels of emotions and may require additional support. For example, these communities may have a mental health benefit plan while others may stay connected with external resources.
• Reopening date — Identify what staff need to be aware of to communicate with parents prior to the families returning.
• Identify what may or may not be available and how you will proceed.
• Daily schedule — Anticipate what interruptions may occur, and plan how to adhere to the above procedures.

Head Start Families and Your Community

• Reopening date — Identify what needs to be communicated and who/when will be informing/taking to the families prior to return date.
• Identify how families/community will stay informed and supported (e.g., posting your re-opening date, what to expect while you re-open, availability, resources to support awareness, health and safety info).
• Support families/community in knowing they are not alone.
• Post and share resources on how to physical distance and wash hands.
• Consider how to continue or further utilize the Head Start Outreach Delivery Model to connect those who may not be able to access the program/department, how to link families to available resources and/or resource kits.

Many communities recently experienced how flexible Head Start is when they shifted their existing Preschool Delivery Model into an Outreach Model. Staff worked from home, developed and distributed resource kits to the families in their community. The beauty of Head Start is that it’s a flexible program that can be adapted to meet the needs of your community.

Head Start Delivery Models

Communities made different choices about how to best use their Head Start funds, taking into account their community size, number of children, existing services and capacity, isolation factors and transportation challenges. As well as family and community needs and priorities, and availability of qualified staff. Some communities use Head Start funds to supplement and enhance existing programs and link with other funding sources, while others used funds to create programs where none existed before.
There are four common Head Start delivery models:

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<th>Model Description</th>
<th>Examples</th>
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<td>Community/Center-Based: The model is very flexible and</td>
<td>For example: Early Childhood Education and Wellness; Early Childhood</td>
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<td>works well in urban communities where the focus is on</td>
<td>Learning; Family Literacy Centers; Early Childhood Education and</td>
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<td>meeting the needs of children and families.</td>
<td>Wellness; Family Literacy Centers; Early Childhood Education and</td>
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When reviewing and discussing the assumption Planning Tools or Guides, you will have already analyzed the risks to your programs. We know the next step is to implement the Head Start Outreach Delivery Model and land-based learning.

**Head Start Outreach Delivery Model**

- Implementing an Outreach Delivery Model and Developing Outreach Resource Kits

- How to design and prepare for the program
- How to develop procedures or policies such as guidelines
- How to develop and prepare resource kits for families
- How to support and inform families

**Developing Outreach Resource Kits**

- Create activity bags for various age groups
- Share helpful resources such as printable handwashing tips
- Provide nutritious meals
- Go on a nature walk - learn the names of the plants, foods, and resources in your community
- Provide linkages to other community supports
Land-based Learning Program

Each season sustained and preserved First Nations communities for many generations, for example: elements such as Life-Cycles, Directions and Seasons of Spring, Summer, Fall and Winter. Each territory varies in traditional beauty all its land, water, forests, mountains or terrain.

As communities take a closer look at their seasonal (natural) calendars and overall planning for program development, they may be searching for ways to rekindle new concepts.

Exploring your Program “Connections to Land-based learning”

- Getting started
- Administration: budgeting, staffing, planning, training
- Hours of operation, schedules, materials
- Building curriculum and incorporating the 6 key components
- Community involvement

We suggest that you follow your community’s protocols while promoting awareness, inclusion and belonging.

For example, other community programs may assist in designing and/or building plans tables.

Do you have community members that are interested in developing a community garden, or maybe caning the garden? Reach out and find your community partners and collaborate.

Land-based learning has endless possibilities:

- There are many benefits and life skills to be learned through risky play:
  - Fostering problem solving
  - Building resiliency and persistence
  - Understanding consequences to action
  - Developing curiosity and wonder
Websites


