

Anti Bias Plan

Abbreviations used in service area plans

Board of Directors	Board
Policy Council	PC
Executive Director	Ex. Dir.
Program Director	Prog. Dir.
Fiscal Director	Fiscal
Human Resource/Fiscal Assistant	HR
Maintenance/Custodians	Custodian
Data Encoder/Program Assistant	Tech.
Executive Secretary/Receptionist	Secretary
Program Nutrition Specialist	Nutrition
Program Health and Safety Specialists	H & S
Program Behavioral/Mental Health Specialist	MH
Program Family and Community Partnership Specialists	FCP
Education Managers	Ed. Mgr.
Program Disabilities/Transition Specialist	Disabilities
Assistant Cook	Asst. Cook
Cook	Cook
HS Teachers	Teacher
HS Teacher Assistants	T. Asst.
HS Home Visitor and EHS Home Visitor	HV
Disabilities/Transition Coordinator	Dis. Coor.
Transportation Coordinator	Trans. Coor.
Mental Health Consultant	MHC
Management Team (Directors, Managers, All Specialists)	Management Team

Principle	Implementation	Responsible	Time Frame	Documentation
<p>1. Each individual is rooted in culture.</p>	<p>A. All teaching teams will be aware of the various cultures represented in their classrooms/units from their home visits and interactions with the parents.</p>	Education Staff	Fall	Application, enrollment forms, class lists
	<p>1).Through the application, enrollment paperwork, and class lists, teachers are informed of the child and families cultural background. Home visits give teaching team the opportunity to observe family cultures on a first hand basis.</p>	Enrollment Team, Ed Staff	Enrollments and ongoing	
	<p>B. All education staff should receive training in how to identify the cultures represented in their classrooms/units and how they can respect all cultural backgrounds.</p>	Education Staff	Ongoing	Training Plan
	<p>C. All teaching staff will expand cultural awareness beyond the classroom experiences by taking field trips, seeking out resources, and inviting visitors to the classrooms who can enlighten the children with their cultural heritage.</p>	Education Staff	Ongoing	Lesson Plans
	<p>1). Parents or guests with a variety of cultural backgrounds will be invited to share their culture in the classrooms and/or at socials.</p>	Prog. Dir.	Beginning of school year and as needed with new hires	Pre-service records
	<p>2). At least once per year, cultural training will be provided for staff</p>	All Staff		Ongoing
<p>D. Training on the anti-bias plan will be done annually at pre-service</p>	All Staff	Ongoing	Observations	
<p>E. Involve staff of various cultures to spend time in the classroom, sharing their cultural backgrounds with the children.</p>	Prog. Dir.	Annually	Inservice Sign in Sheet	
<p>F. Staff are encouraged to interact and engage in dialogue with each other.</p>				

<p>4. Addressing cultural relevance in making curriculum choices is a necessary, developmentally appropriate practice.</p>	<p>5). Special Needs staff for service plans 6). Transition staff for support purposes 7). Administrative staff for policy making</p>	<p>Dis Coord Dis Coord. Directors</p>		<p>Child's File Child's File Policies & Proc.</p>
	<p>C. Persons with special needs will be invited into the classroom for exposure to disabilities and handicaps.</p>	<p>Ed Staff, Dis. Coord.</p>	<p>Ongoing</p>	<p>Lesson Plans</p>
	<p>A. Ed. staff will identify the cultures represented in their class or unit.</p>	<p>Education Staff</p>	<p>Ongoing</p>	<p>Lesson Plans Classroom checklist</p>
	<p>B. Thematic units will be relevant and reflective.</p>	<p>Education Staff</p>	<p>Ongoing</p>	<p>Lesson Plans</p>
	<p>C. Cultural relevance will be seen in the physicals, cognitive, social, emotional, and creative developmental domains.</p>	<p>Education Staff</p>	<p>Ongoing</p>	<p>Lesson plans, Assessments</p>
	<p>D. The environment will include opportunities for hands on activities and exploration, diverse and appropriate materials, reflective of and relevant to the cultures of the families served and materials, puzzles, posters, books & stories reflecting differing abilities and cultures.</p>	<p>Ed Staff</p>	<p>Daily</p>	<p>Lesson Plans, Classroom & HV checklists</p>
	<p>E. Schedules will allow for adequate time, many choices, and opportunities for problem solving.</p>	<p>Ed Staff</p>	<p>Ongoing</p>	<p>Lesson Plans Class Schedule</p>
	<p>F. Education staff will identify the varied learning styles of their students and teach accordingly.</p>	<p>Dis Coord, Ed Staff</p>	<p>Ongoing</p>	<p>Lesson Plans, Assessment, Portfolio</p>
	<p>G. The environment will be adapted to help meet the goals of children with special needs.</p>	<p>Ed Staff, Dis Coord</p>	<p>Ongoing</p>	<p>Lesson plans, IEP</p>
	<p>H. IEP/IFSP goals will be addressed by individualizing the curriculum. Progress will be monitored by use of the Creative Curriculum, ongoing observations and assessments.</p>			<p>Lesson plans, IEP/IFSP Assessments</p>

<p>5. Every individual has the right to maintain his or her own identity while acquiring the skills required functioning in our diverse society.</p>	<p>A. Education staff will promote self awareness by :</p> <ol style="list-style-type: none"> 1). Teaching “All About Me” 2). Exploring similarities and differences 3). Service providers explain use of adaptive equipment to class. 	<p>Ed Staff, Dis Coor Disabilities</p>	<p>During program year</p>	<p>Lesson Plans</p>
	<p>B. Staff will promote self esteem by:</p> <ol style="list-style-type: none"> 1). Treating the child as an individual to promote their self esteem 2). By using multi-cultural, gender equitable, anti-bias puppets and materials in the classroom. 3). Inviting visitors of different cultures, race, sex, handicap, etc. to come into the classroom, to help or to do projects, or share experiences. 4). Disability dolls and presentation. 	<p>Ed Staff</p>	<p>Ongoing</p>	<p>Lesson Plans</p>
	<p>C. Staff will utilize parents or other family members in the:</p> <ol style="list-style-type: none"> 1). Classroom 2). Socialization 3). Home activities 4) Program volunteers 	<p>All Staff</p>	<p>Ongoing</p>	<p>Family In-Kind</p>
	<p>D. All staff will support and respect cultures and individual right of other staff members.</p>	<p>All Staff</p>	<p>Ongoing</p>	<p>Observation</p>
	<p>E. All staff will participate in continuing education of cultures diversity and disabilities.</p> <ol style="list-style-type: none"> 1). Provide training to Ed. Staff during the referral process. 	<p>All Staff</p>	<p>As Needed</p>	<p>Training Plan</p>
<p>6. Effective programs for children with limited English speaking ability require continued development of the</p>	<p>A. When an enrolled child’s primary language is other than English, a bilingual staff member or volunteer will be available to:</p> <ol style="list-style-type: none"> 1). Help in the classroom or home visit 	<p>Ed Staff, HR</p>	<p>As Needed</p>	<p>Child’s File</p>
				<p>Receipts for Ads</p>

<p>primary language while the acquisition of English is facilitated.</p> <p>7. Culturally relevant programming requires staff who reflects the community and families served.</p>	<p>2). Assist in communication with the family 3). Assist the family in meeting needs within the community.</p> <p>B. Children using sign language for communication will be assisted by staff or volunteers as interpreters. 1). Sign language will be used accurately and appropriately</p> <p>A. Job openings will be advertised through a variety of media to recruit applicants of all cultures.</p> <p>B. Applicants must meet the minimum qualifications for the jobs they apply for.</p>	<p>All Staff</p> <p>HR</p> <p>HR</p>	<p>As Needed</p> <p>Application</p> <p>Application and Resume</p>	<p>Application Files</p> <p>Application Files</p>
<p>8. Multicultural programming for children enables children to develop an awareness of, respect for, and appreciation of individual cultural differences. It is beneficial to all children.</p>	<p>A. Children will be exposed to diversity: 1). Changes within themselves 2). Within their own classroom 3). Within their surrounding community</p> <p>B. Adults will act as advocates for children by addressing inappropriate responses or behaviors resulting from cultural differences. 1). Intervention will be immediate and appropriate 2). Problem solving by the children is encouraged and supported 3). Adults will honestly answer questions regarding diversity</p> <p>C. Anti-bias is integrated into the curriculum by: 1). The environment through books, videos, art, music, and material 2). Activities and visitors in the classroom and field trips into the local community</p>	<p>Education Staff</p> <p>All Staff</p> <p>Education Staff</p>	<p>Ongoing</p> <p>As Needed</p> <p>Ongoing</p>	<p>Lesson Plans</p> <p>Observation</p> <p>Lesson Plans</p> <p>Nutrition Activity form</p>

<p>9. Culturally relevant and diverse programming examines and challenges institutional and personal biases.</p>	<p>3). Relevant and appropriate thematic units of study 4). Nutrition activities involving a variety of foods 5). Opportunities for a variety of literacy experiences, including books checked out from the Lending Library</p>	All Staff	Ongoing	<p>Lending Library In-kind</p>
	<p>D. Parents will be informed of anti-bias emphasis through: 1). Parent committee meetings 2). Newsletter articles 3). Home Visits 4). Conferences</p>	Prog. Dir.	Pre-service	<p>PC Minutes Newsletter HV Checklist Conf. Checklist</p>
	<p>A. Anti-bias training will be provided for staff.</p>	All Staff	Ongoing	<p>Training Plan Observation</p>
	<p>B. Staff will model positive behavior that is accepting and respecting to all children and adults.</p>	Education Staff	Ongoing	<p>Lesson Plan</p>
	<p>C. Multi-cultural toys, dolls, and materials will be integrated into the classroom.</p>	Education Staff	Ongoing	<p>Lesson Plan</p>
	<p>D. Children are encouraged to participate in non-sexist activities in the classroom.</p>	Ed Staff	Ongoing	<p>Classroom observation Checklist</p>
	<p>E. Staff will encourage an “everyone is special” attitude in the classroom.</p>			
	<p>F. Program staff will become active advocates for children and adults by: 1). Promoting “no name calling” 2). Address instances where children are interacting with other children in a biased manner 3). Identifying and reacting to adults’ biased actions and statements</p>	All Staff	Ongoing	<p>Observation</p>
<p>G. Children will be taught how to stand up for themselves</p>	All Staff	Ongoing	<p>Observation</p>	

<p>10. Culturally relevant and diverse programming and practices are incorporated in all components and services.</p>	<p>when confronted with biased situations by:</p> <ol style="list-style-type: none"> 1). Encouraging the use of words rather than actions to express themselves 2). Empowering children with words to express their feelings 3). Children will be challenged to consider fairness and empathy in classroom conflicts. <p>H. Themes and activities based on holidays will be reviewed with families to ensure backgrounds of families served are respected.</p> <p>A. Education component will promote these principles:</p> <ol style="list-style-type: none"> 1). In the classroom through the environment and curriculum 2). With families 3). With component and other program staff 4). In the community <p>B. Family Service and parent Involvement:</p> <ol style="list-style-type: none"> 1). Will provide parent training to include a cultural awareness activities, e.g. A nationality night. 2). Publicizing various events in the community through flyers in the Partner Pouch. <p>C. Nutrition Staff will:</p> <ol style="list-style-type: none"> 1). Provide menus for snack and lunch that provide for variety and include ethnic foods. <p>D. Health staff will:</p> <ol style="list-style-type: none"> 1). Provide flexibility in health care issues, when possible, to allow for differing practices among ethnic communities. 	<p>Ed Staff</p> <p>Ed Staff,</p> <p>FCP</p> <p>Nutrition</p> <p>H&S</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Lesson Plans Cultural Intake Form</p> <p>Lesson Plans Classroom In-kind</p> <p>Child's File</p> <p>Menus</p> <p>Child's File</p>
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<p>E. Mental Health will:</p> <ol style="list-style-type: none"> 1). Provide for choice in selecting professional services to meet family comfort levels. 2). Promote expression of feelings for children 3). Promote behavior modification that is sensitive to family backgrounds and practices. 	<p>MH</p>	<p>Ongoing</p>	<p>Child's File</p>
<p>F. Administrative services will:</p> <ol style="list-style-type: none"> 1). Consider the cultures of staff and families in policy making 2). Receptionist will treat each person coming into the office of calling on the telephone with mutual respect and acceptance 	<p>Ex. Dir. Prog. Dir Secretary</p>	<p>Ongoing</p>	<p>Observation</p>
<p>G. Home Base staff will:</p> <ol style="list-style-type: none"> 1). Individualize home visits to meet the needs of each family 2). Promote the anti-bias approach of the program with each family 	<p>Home Base Staff</p>	<p>Ongoing</p>	<p>Lesson Plans, Home Visit Plans, Socialization Plans</p>
<p>H. Transportation staff will:</p> <ol style="list-style-type: none"> 1). Provide flexibility when possible to meet the needs of the family 2). Advocate anit-bias principles of fairness and empathy on the bus 	<p>Bus Driver Bus Monitor</p>	<p>Ongoing</p>	<p>IEP, Transition Plans, Training Plan</p>
<p>I. Special Needs Staff will:</p> <ol style="list-style-type: none"> 1). Be a resource for parents and staff 2). Advocate for the child and family during IEP process 3). Publicize special needs events through he "Partner Pouch" and newsletters 4). Encourage a parent training on dealing with children with special needs 	<p>Disabilities Dis. Coor.</p>	<p>Ongoing</p>	<p></p>