

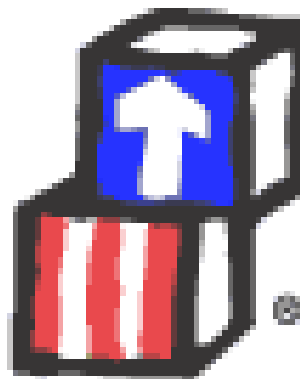
Table of Contents

PRVO, Inc. HS/EHS - Statement of Insurance.....	1
A Brief History Of PRVO, Inc.	2
Mission Statement, Goals & Philosophy	3-4
Head Start/Early Head Start Centers.....	5
Emergency Evacuation Sites.....	6
Head Start Management Team.....	7
Child Care Regulations Summary For Parents.....	8
Head Start/Early Head Start - “A Special Place For Special Children”.....	9
Transportation Policy	10
Procedures on Delivering Children Home From School	11
Meal Schedules.....	12-13
Education, Curriculum, Assessments, Outcomes & Screenings	14-16
School Visitors.....	16
Head Start Daily Schedule of Activities.....	17-19
Head Start Daily Schedule of Activities (Columbia & East Marion Centers Only)	20-22
Early Head Start Flexible Schedule of Activities	23
Exclusion Guidelines for Sick Children	24-25
Parent Rights	26
Transition Plan	27-33
Financial Literacy	34
Parent/Grandparent Involvement.....	35
Parent Committee	36
Parent Committee Officers Responsibilities.....	37
Policy Council.....	38
Positive Discipline & Guidance Procedures.....	39
Child Abuse and Neglect.....	40
Attendance Procedure	41
Absenteeism Procedure.....	42
Attendance Accounting Procedure	43
Recruitment.....	44
Selection/Enrollment Process (Preschool).....	45-46
Selection/Enrollment Process (Early Head Start)	47-49
Job Vacancies and Staff Development	50
PRVO, Inc. – Employment Application.. ..	51-53
Grievance Procedure for Parents or Community Complaints.....	54-55

Pearl River Valley Opportunity, Inc.

STATEMENT OF INSURANCE

Pearl River Valley Opportunity, Inc. maintains liability insurance to cover the general public and accident insurance to cover children in case of an accident at a Head Start/Early Head Start Center.



A Brief History Of PRVO

The “War On Poverty” was officially declared by President Lyndon B. Johnson in his message to Congress, January 12, 1964. In that Message he outlined the nature of the Federal Anti-Poverty Programs and the Community Services Administration, formerly called the Office Of Economic Opportunity. Pearl River Valley Opportunity, Inc. (PRVO), a non-profit Mississippi Chartered Corporation is an out-growth of this act of the President and Congress.

Community leaders, such as Rev. L. Z. Blankinship, Sr., Mr. J. O. Cagle, Rev. I. C. Pittman and Mr. S. L. Richmond, pioneered the birth of PRVO by organizing the community and mobilizing public and private resources to obtain a Charter to operate as a non-profit community organization. The purpose of PRVO was and still is to assess the needs of the community it serves through the involvement of the poor and apply for grant funds from public and private sources to establish programs focused on these needs.

PRVO became a reality in May, 1966 when the Office of Economic Opportunity awarded the Corporation a small research and development grant and funds to operate an eight-week “Summer Head Start Program” in Lamar, Marion and Walthall Counties. Sufficient documentation resulted from the planning Grant to enable PRVO to be designated as a multi-purpose Community Action Agency and additional funds were awarded to operate year round Head Start and Neighborhood Youth Corps Programs.



Mission Statement

Pearl River Valley Opportunity, Inc. Head Start/Early Head Start, a community based resource, is dedicated to providing a comprehensive, culturally sensitive early childhood development program of high quality for low income children and families, including children with significant disabilities. Our mission is to impact communities through partnerships and resources to create more social and economic self-sufficient families and prepare children for the next level of placement.

OPERATIONAL PERIOD: July 1, 2010 - June 30, 2011

GOALS:

- 1) **PRVO Head Start/Early Head Start** will establish and maintain systems to plan, govern, and manage all required operations of the program.
- 2) **PRVO Head Start/Early Head Start** will implement and maintain developmental appropriate practices to achieve desired outcomes for 1174 Head Start and 60 Early Head Start enrollees.
- 3) **PRVO Head Start/Early Head Start** will revise and implement a systematic process to recruit, select and maintain enrollment for 1174 Head Start and 60 Early Head Start participants within the defined service areas.
- 4) **PRVO Head Start/Early Head Start** will maintain an organized method of assisting families to assess their needs and obtain services that promote financial literacy and maximum self-sufficiency.
- 5) **PRVO Head Start/Early Head Start** will maintain its technological capabilities which will enable the program to provide continuous quality services.
- 6) **PRVO Head Start/Early Head Start** will partner with other entities to create a culturally diverse learning environment.
- 7) **PRVO Head Start/ Early Head Start** will seek additional funds and explore community partnerships to provide full-year/full-day services for targeted Head Start families.
- 8) **PRVO Head Start/Early Head Start** will collaborate with institutions of higher learning and other organizations to provide training for professional and career development objectives.
- 9) **PRVO Head Start/Early Head Start** will seek additional funds and explore community partnerships to acquire human resources, facilities, equipment and supplies designed to improve the quality of services.
- 10) **PRVO Head Start/Early Head Start** will ensure that facilities, materials, and equipment support the delivery of high quality services to children and families, and comply with federal, state and local regulations.
- 11) **PRVO Head Start/Early Head Start** will acquire National Association for the Education of Young Children (NAEYC) accreditation for all centers no later than 2011.

Our approach is based on the philosophy that:

PRVO Head Start/Early Head Start believes in providing high quality services to meet the needs of children, families, communities and staff. Services will be of a comprehensive nature and will include child health services, education, child safety, nutrition, mental health, disabilities, and family and community services. Our program provides an enriching environment with a variety of developmentally appropriate activities to enhance and advance the child's physical, social, emotional, and cognitive abilities.

We believe that parents are a child's first teacher.

We believe, given the opportunity and creating an environment conducive to learning, that all children can learn.

We believe in strengthening our families by reinforcing their sense of security, encouraging goal setting, and linking families to appropriate resources.

We believe in being committed to exploring staff and families' ideas to improve program services.

We believe in giving the children, parents and staff, the freedom to voice their concerns, express their beliefs, explore their ideas, and be creative and innovative.

We believe that missions, goals, objectives, and outcomes should be clearly understood.

We believe in teamwork throughout the organization.

We believe staff must be recognized for excellence in performance.

We believe in respect for each other and appreciation for contributions each can make.

We believe that staff should have an equal opportunity for advancement within the organization.

We believe every employee must be competent and exemplify the best practices in their profession.

We believe in implementing a program of services to ensure that healthcare needs of the entire family are met.



PRVO HEAD START CENTERS

***Head Start and Early Head Start Site**

<p>Lamar County</p>	<p><i>Lumberton Center</i> Jeanette Holder, Center Administrator I 504 5th Avenue Lumberton, MS 39455 601-796-3113</p>	<p><i>Sumrall Center</i> Jackie Brumfield, Center Administrator I 101 Center Avenue Sumrall, MS 39482 601-758-3297</p>
<p>Marion County</p>	<p><i>Hub Center (HS & EHS)*</i> Arlene Averett-Brewer, Center Administrator 431 Old Hwy 13 South Columbia, MS 39429 601-736-7882 or 601-736-7503</p>	<p><i>Kokomo Center</i> Debora Green, Center Administrator 325 Kokomo Road Kokomo, MS 39643 601-736-5065</p>
	<p><i>Columbia Center</i> Edna Burkett, Lead Teacher 501 Dale Street Columbia, MS 39429 601-731-1295</p>	<p><i>East Marion Center</i> Angela Swanigan, Teacher 527 East Marion School Road Columbia, MS 39429 601-441-1394</p>
<p>Walthall County</p>	<p><i>Lexie Center (HS & EHS)*</i> Shirley Lenoir, Center Administrator 130 E. Lexie Road Tylertown, MS 39667 601-876-4625</p>	<p><i>St. Paul Center</i> Debora Green, Center Administrator 225 St. Paul Road Tylertown, MS 39667 601-876-4261</p>
<p>Pike County</p>	<p><i>Magnolia Center (HS & EHS)*</i> Denise Webb, Center Administrator 1139 Reo Lane Magnolia, MS 39652 601-783-5803</p>	<p><i>Pleasant Grove Center</i> Denise Webb, Center Administrator 2051 Pleasant Grove Road McComb, MS 39648 601-684-2684</p>
	<p><i>Utopian Homes Center</i> Laurenia Quinn, Center Administrator 1112 Warren Street McComb, MS 39648 601-684-9279</p>	<p><i>Westbrook Center</i> Laurenia Quinn, Center Administrator 411 St. Augustine Street McComb, MS 39648 601-684-9854 or 601-249-0906</p>
	<p><i>Yale Center</i> Shirley Lenoir, Center Administrator 9030 Hwy 48 East Magnolia, MS 39652 601-783-5811</p>	<p><i>Kennedy Center</i> Laurenia Quinn, Center Administrator</p>
<p>Stone County</p>	<p><i>Stone County Center (HS & EHS)*</i> Yevonne Bowens, Center Administrator 167 Thelma Andrews Road Wiggins, MS 39577 601-928-3000 or 601-928-5263</p>	

Emergency Evacuation Sites

Lamar County

LUMBERTON CENTER
 Tabernacle Baptist Church
 706 7th Avenue
 Lumberton, MS 39455
 (601-796-3263)

SUMRALL CENTER
 First Baptist Church
 169 Center Avenue
 Sumrall, MS 39482
 Phone: (601) 758-4738

Marion County

KOKOMO CENTER
 New Damascus MB Church
 279 Kokomo Road
 Kokomo MS 39643
 (601) 736 8338

HUB CENTER
 Hub Community Church
 477 Joe Magee Road
 Columbia, MS 39429
 (601) 736-2700

COLUMBIA CENTER
 First Baptist Church
 900 High School Avenue
 Columbia, MS 39429

EAST MARION CENTER
 Leslie Peters Field
 East Marion School
 Columbia, MS 39429

Pike County

WESTBROOK CENTER
 Rose Hill Baptist Church
 645 Argyle Street
 McComb, MS 39648

UTOPIAN CENTER
 Westbrook Center
 411 St. Augustine Street
 McComb, MS 39648

PLEASANT GROVE CENTER
 Oak Grove Church
 Pleasant Grove Road
 McComb, MS 39648

MAGNOLIA CENTER
 Obadiah Community Center
 234 Robb Street
 Magnolia, MS 39652
 601-783-3712

YALE CENTER
 Rosehill Missionary Baptist Church
 Highway 48
 Magnolia, MS 39652
 601-783-3702

KENNEDY CENTER

Stone County

STONE COUNTY CENTER
 Bethlehem Baptist Church
 552 S. Magnolia Drive
 Wiggins, MS 39577
 601-928-3664

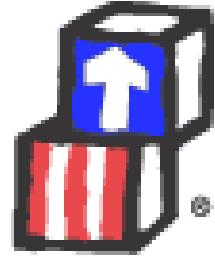
Walthall County

LEXIE CENTER
 Antioch Baptist Church
 131 Ginntown Road
 Tylertown, Ms. 39667

ST. PAUL CENTER
 Fairview Missionary Baptist Church
 30 Fairview Church Loop
 Tylertown, MS 39667

**HEAD START/EARLY HEAD START
MANAGEMENT TEAM**

PRVO Central Office - 601-736-9564



- Director John E. Hales
Ext. 125*
- Administrative Assistant/Program Manager.....Nealy Parker
Ext. 127*
- Bookkeeper..... Melody Albritton
Ext. 124*
- Personnel Administrator Lillie McGowan
Ext. 153*
- Early Head Start Specialist /Program Manager..... Sherrone McDonald
Ext. 115*
- Disability - Mental Health Specialist Evelyn Lee
Ext. 120*
- Early Childhood Development and Education Specialist Ferlisa Shaw
Ext. 160*
- Family/Community Partnership SpecialistAlexis Tarbin
Ext. 133*
- Family/Community Partnership Assistant..... Sandra Jenkins
Ext. 145*
- Systems Administrator Connie Cook
Ext. 156*



Head Start/Early Head Start is

“A Special Place For Special Children”

Pearl River Valley Opportunity, Inc. Head Start/Early Head Start works collaboratively with the public school system, Early Intervention Programs and other community agencies to provide a comprehensive program for children with special needs. Head Start/Early Head Start extends its services to all children with disabilities, including those with significant disabilities.

Head Start/Early Head Start provides individualized care and guidance to children by helping them reach their full developmental potential. Each child is considered a unique person with previous experiences, current needs and potential for future growth.

The Head Start/Early Head Start approach is well suited to helping children who have special needs:

- › Health Impairment
- › Emotional/Behavioral Disorders
- › Speech or Language Impairments
- › Mental Retardation
- › Hearing Impairment, Including Deafness
- › Orthopedic Impairment
- › Visual Impairment, Including Blindness
- › Developmental Delay
- › Autism



› Traumatic Brain Injury

PEARL RIVER VALLEY OPPORTUNITY, INC.
HEAD START/EARLY HEAD START
Transportation Policy



It is the policy of Pearl River Valley Opportunity, Inc. Head Start to provide safe transportation to enrolled children who otherwise would not be able to attend their assigned center on a regular basis. PRVO's transportation services include parental involvement and cooperation, safe transportation, qualified bus drivers and a safe learning environment. Transportation services are provided FREE of charge.

Exclusions

Transportation is not guaranteed to and from the center for children living within a five (5) mile radius of the center. If a parent lives within the five mile radius or has a documented disability, he or she will need to meet with the Center Administrator and Family Service Worker to discuss the option that best meets the parent's needs.

Early Head Start does not provide transportation to and from the center. Transportation will be provided when emergency evacuations from the center are deemed necessary.

Parental Involvement/Hand-to-Hand Contact

Parents, staff and children will be involved in transportation/pedestrian safety activities within the first thirty (30) days of Head Start services. Parents or other designees are required to bring their child to the pick-up/drop-off point **making hand-to-hand contact** with the Bus Attendant and child each day. If either the pick-up or drop-off point needs to be changed, or if the child will no longer need transportation services, the parent must contact the Center Administrator and inform her of a need to change. A Status Change Form will be completed by the assigned Family Service Worker to acknowledge the change. The Center Administrator will immediately inform the Bus Attendant of the new transportation arrangements. Parents are informed of this policy during enrollment and are required to sign appropriate documentation.

Safe Transportation

All buses used to transport Head Start Children will be agency-owned and meet all Department of Transportation standards. Buses are to be inspected, serviced and maintained as required. Pearl River Valley Opportunity, Inc. will maintain adequate insurance coverage and documentation of coverage on all buses used to transport Head Start children.

Qualified Drivers

All drivers will maintain, at a minimum, a valid Class "C" commercial driver's license with Passenger (P) and Safety (S) endorsements. The driver will have primary responsibility for maintaining and driving the bus in a safe manner.

Safe Learning Environment

PRVO, Inc. Head Start will ensure that there is one (1) Bus Attendant for every twenty-five (25) children (or a portion thereof) transported to provide a safe learning environment while on the bus route. Each Attendant will

be responsible for: (1) receiving and greeting each child assigned to the pick-up/drop-off point, (2) seating each child in height/weight safety restraint, (3) safe-guarding each child in emergency situations, (4) continuing the learning process while on the bus and (5) ensuring that no child is left behind on the bus.

**PEARL RIVER VALLEY OPPORTUNITY, INC.
HEAD START/EARLY HEAD START**

Phone: 601-736-9564

P. O. Box 188 - Columbia, Mississippi 39429

Fax: 601-736-6268

I M P O R T A N T

TO : All Head Start Parents

SUBJECT : **Program Procedure On Delivering Children Home From School**

• Effective Date: August 1, 1994

• Policy Council Approval Date: June 27, 1994

• Revision Date: May 23, 2006

• Revision Date: June 29, 2007

• Revision Date: June 5, 2008

PURPOSE:

To establish a procedure that will be utilized by Head Start Staff when parents interrupt the operation of the Head Start Program. Interruptions include, but are not limited to, parents not being at drop-off point or home to receive their child(ren), or having an authorized person to receive child(ren) after school.

EARLY HEAD START DOES NOT PROVIDE TRANSPORTATION.

Parents have a right to file a grievance through The Grievance Procedure For Parent And Community Complaints identified in the Parent Handbook.

PROCEDURE:

1. If there is no adult or authorized person to receive the child when delivered to drop-off point or home, the driver will return the child to the center. A second attempt to deliver the child home will be considered if it is on the return route to another delivery.
2. When a child is returned to the center, the Center Administrator will attempt to contact the parent to pick up the child. If the Center Administrator is unavailable, the Family Advocate/Family Service Worker will do so.
3. The child will remain with the Center Administrator or Lead Teacher until he/she is placed in the custody of the parent. If the Center Administrator or Lead Teacher is unavailable to remain with the child, the Family Advocate or Family Service Worker will do so.
4. The Bus Attendant will notify the Center Administrator, the Center Administrator will notify the Transportation Coordinator. Accurate documentation will be maintained at the center.
5. After the first violation, the Center Administrator will send a letter to the parent/guardian noting the importance of compliance, and the number of violations allowed. A home visit will be made by the Family Service Worker or Family Advocate to discuss rules and regulations.
6. After the second violation, the Center Administrator, upon concurrence of the Head Start Director, will notify the appropriate authorities of failure of compliance. The Department of Human Services or the Police Department will be notified.
7. If the violation occurs a third time, the Head Start Director will suspend all services to the family until such time an agreement can be reached on how the child will be received at home.
8. If a fourth violation occurs, the child will be dropped from the Head Start Program.

9. A record of all violations will be maintained by the Center Administrator.

MEAL SCHEDULE 2010 - 2011

*Lamar, Marion, Pike, Stone & Walthall County Centers
Parents share input in planning meals through the
Menu Planning Committee*

“All Meals Are USDA Approved”

Breakfast.....9:00 A.M. - 9:30 A.M.
Lunch11:30 A.M. - 12:00 P.M.
P.M. Supplement.....2:00 P.M. - 2:15 P.M.

“Early Head Start Children Are Fed on Demand”

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

Columbia Head Start

Breakfast.....8:10 a.m. 8:40 a.m.
Lunch10:40 a.m. - 11:10 a.m.
P.M. Supplement.....1:10 p.m. - 1:25 p.m.

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East Marion Head Start

Breakfast.....8:10 a.m. 8:40 a.m.
Lunch10:40 a.m. - 11:10 a.m.
P.M. Supplement.....1:10 p.m. - 1:25 p.m.

Local, State and Federal standards for all aspects of food handling will be followed and all Head Start Centers must meet sanitation specifications. Head Start center licenses will be displayed at all Centers. The Performance Standards will be adhered to in the operation of a quality feeding program for all children.



1. All Head Start/Early Head Start children will be served two (2) meals and a nutritious snack each day.

Meal Schedule 2010 - 2011 Continued

2. All food will be served in a family-style manner, which involves the children in learning experiences related to meal services.
3. Children and Staff, including Volunteers, will eat together sharing the same menu, socializing in a relaxed atmosphere.
4. Food likes and dislikes, and food allergies will be discussed with parents in order to meet the needs of the children.
5. Children will not be allowed to bring food to the Centers.
6. Chairs, tables, and eating utensils are suitable for size and developmental levels for the children.
7. No person or persons shall be served in the Head Start Centers other than the required staff, which includes Teachers, Aides, Volunteers, Cooks and others who specific job requires their eating with the children in a family style manner.
8. All Cooks or kitchen workers **must** have up-to-date physicals and wear clean white uniforms. Hair nets and comfortable shoes must be worn at all times while cooking or handling food.
9. Teachers and Aides will be responsible for setting the tables and serving the food. Children will participate in meal service by helping to set tables and clean up. This is a learning experience for the children.
10. **Early Head Start** infants are held while fed until they can physically sit unassisted.
11. Breast feeding is strongly encouraged and supported in **Early Head Start**. Should a mom desire, a private area in the classroom is made available for breast feeding.
12. Staff is trained in proper storage and handling of breast milk.
13. Staff is trained in proper mixing and storage of formula.
14. Starter food is fed from a dish, not the jar, and unused food is discarded.
15. Bottles, nipples, formula, and starter foods are provided by **Early Head Start**.
16. Meals are not provided for Early Head Start Home-Based enrollees

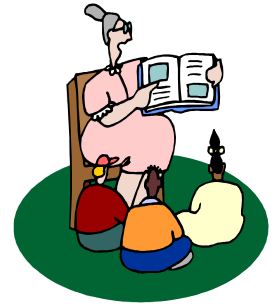


Nutrition-Education Seminars are held periodically throughout the year for parents, staff and volunteers. Parents are urged to attend these sessions.

Pearl River Valley Opportunity, Inc. Head Start/Early Head Start

Education

Our Head Start/Early Head start program is designed to meet each child's individual needs. Our goal is to develop the whole child by providing a variety of learning experiences to foster physical, intellectual, social, and emotional growth. Activities implemented are child-initiated/teacher directed (Head Start); child-initiated/teacher supported (Early Head Start).



Curriculum

We utilize the *Creative Curriculum 4th Edition* in our Head Start classrooms. This curriculum is based on a firm foundation of research and responds to new requirements for addressing academic content. All classrooms are designed based on the *Creative Curriculum Interest Areas* (Learning Centers) to include a minimum of eight (8) and maximum (11) areas (centers) to expand children's learning in all developmental and domain areas. Activities are documented on Weekly Lesson Plans.

Activities are implemented in our Early Head Start classrooms by utilizing the *Creative Curriculum of Infants, Toddlers and Twos, 2nd Edition*. The curriculum enhances the developmental level of children ages 0-3.

To meet the requirement for our EHS Home-Based and Pregnant Women enrollees, we implement activities from *Partners For A Health Baby Home Visiting Curriculum*.

Assessments

Your child's teachers will do ongoing assessments with your child in all areas of development throughout the year. They will be based on developmentally appropriate activities planned for the classroom, taking into consideration each child's age and interests.

As your child's primary teacher, you are an important part of the assessment process. Your insights and input help us with our assessment documentation. This data will be compiled at three points throughout the year and you will receive the results to better help you understand the progress your child is making.

While your child is in Head Start, he/she will have the opportunity to be introduced to many educational skills. The basis of the Head Start Educational Plan comes from the eight domains of learning that are used in all Head Start Classrooms. During Head Start, your child will be introduced to skills in the following eight domain areas:

1. **Language** - The Language domain covers vocabulary, speaking skills and assisting non-English speaking children to begin to learn the English language.
2. **Literacy** - The Literacy domain covers all activities that prepare children to learn to read and understand books and other written material.

3. **Mathematics** - The Mathematics domain covers all skills related to numbers, shapes and recognizing things in our environment.

Assessments Continued:

4. **Science** - The Science domain covers discovering how our world works and exploring aspects of our life.
5. **Creative Arts** - The Creative Arts domain covers activities in art, music and creative movement.
6. **Physical Health** - This domain covers physical activities that strengthen and coordinate the large and small muscles in our bodies as well as discussions about health and nutrition.
7. **Social and Emotional** - This domain has activities that help the child feel comfortable in school and with other children. This domain helps children discover appropriate behavior in a social setting.
8. **Approaches to Learning** - This domain concentrates on helping each child discover how he/she learns best and can complete activities in a satisfactory manner.

Outcomes

The teaching team will observe and assess your child's progress throughout the year, there is a formal assessment given to your child three (3) times during the year. The assessment tool utilized is called the *Learning Accomplishment Profile - Diagnostics (LAP-D)*. The results of these assessments are called *LAP-D Outcomes*. You will hear more about LAP-D Outcomes as your child progresses throughout the school year. For questions regarding LAP-D Outcomes please contact your child's teacher or our Early Childhood Development Specialist at 601-736-9564.



Early Head Start

Early Head start enrollees are assessed three times during the year. The purpose of the assessment is to assist teachers and parents in understanding individual skill development in six domains: gross motor, fine motor, cognitive, language, self-help, and social/emotional. We are not required to complete Outcome Reports for EHS enrollees, but the information is used to plan and implement individualized developmentally appropriate activities. During Early Head Start, your child will be introduced to skills in the following six domain areas:

1. **Gross Motor** - This domain addresses physical activities the enrollee demonstrates that strengthens and coordinates the large muscles.
2. **Fine Motor** - This domain addresses physical activities the enrollee demonstrates that strengthens and coordinates the small muscles.
3. **Cognitive** - This domain addresses the ability to comprehend or respond to various activities.
4. **Language** - The Language domain covers vocabulary, speaking skills for infants and toddlers.
5. **Self-Help** - This domain addresses activities infants and toddlers demonstrate as signs of independence.

6. **Social/Emotional** - This domain addresses activities that help the child feel comfortable in school and with other children.

Early Head Start Continued

All children are assessed three (3) time per year (pre - October; Mid - January and Post - May). All Four (4) year old children are assessed on literacy skills using the PRVO Literacy Assessment Checklist.

LAP-D - Learning Accomplishment Profile - Diagnostics
ELAP - Early Learning Accomplishment Profile

Screening

Screening generally refers to a one-time administration of a tool or procedure. Our teaching staff conducts a one-time observation and testing of all first year Head Start and Early Head Start children. By given the Screening Tests, the teacher will be able to identify developmental problems early, so that the child can receive services in a timelier manner. The screeners that are administered are listed below:

- Battelle Developmental Inventory, 2nd Edition - Head Start/Early Head Start
- Conner's Teacher Rating Scales - Revised - Head Start
- Ages and Stages - Early Head Start

NAEYC Accreditation

The Early Childhood Program believes strongly in providing high quality programs for you and your child. We will be working on maintaining or obtaining Accreditation from the National Association for the Education of Young Children (NAEYC). We welcome any input that you may have to help us improve your child's program. We continually strive to provide a high quality program that meets all of the standards set forth by NAEYC. This is an exciting process for all of us and we want to assure you that your child is receiving the best care possible.

The following centers are currently Nationally Accredited by NAEYC: Hub, Kokomo, Lumberton, Stone, Utopian, Westbrook, Yale, Columbia, Lexie and East Marion.

Our other Head Start/Early Head Start sites will begin the accreditation process during the upcoming year.



School Visitors

Visitors are always welcome in our centers! To keep your child and the other children safe, the staff monitors who enters and exits the building. If you are a visitor, you must go to the office to sign-in and pick up an ID badge. Please return the badge to the office and sign out before you leave the building.



Head Start Daily Schedule Of Activities

Child-Initiated/Teacher-Directed

(All Centers Except Columbia & East Marion Centers)

8:00 A.M.

Staff Arrive - Make preparations for children - Make available manipulatives and other materials for "choice" activities.

8:30 A.M.

Children Begin Arriving. Teachers greet and perform a visual Health Check to assigned children. Health Checks are completed in a manner not noticeable to the children. It helps to identify if there are sick children arriving.

Free Choice Activities for those children present. This gives the children an opportunity to walk into a free, colorful and exciting environment. This also helps the children to feel good about themselves as individuals and part of the group.

8:55 - 9:00 A.M.

Personal Hygiene: using the restroom and hand washing. This encourages the awareness of cleanliness as a part of the daily routine and is taught in sequence to promote analytical thinking.

Bathroom, tissue, soap, water and paper towels are needed.

9:00 - 9:30 A.M.

Nutritious Breakfast to meet the early morning nutritional needs of each child. It also increases knowledge of good table manners and correct eating practices.

Materials/Supplies: Tables, chairs, plates, eating utensils, milk, juice, napkins and well balanced meals are needed.

9:30 - 9:45 A.M.

Toothbrushing: To promote the awareness of good oral hygiene practices; also taught in sequence to enhance analytical thinking.

9:45 - 11:20 A.M.

Supervised Indoor/Curriculum Activities & Free Choice Activities (large, small and independent activities). These are developmentally appropriate activities and experiences based on the needs of the children guided by the adult staff.



Purpose: For enhancing language, literacy, cognitive, social, art and physical development skills and concepts. These activities may help to stimulate and increase imagination. When several children congregate in one area, some may be redirected to other areas of their choice.

Materials: Books, manipulatives, scissors, crayons, pencils, paper, blocks, music, water table, housekeeping, other identifiable interest centers, and a play alone or quiet area.

Daily Schedule Of Activities Continued

9:45 - 11:20 A.M. (Continued)

Supervised Curriculum/Outdoor Activities and Free Choice Activities (Teachers should use the outdoor classroom approach). These activities allow for physical development of both large and small muscles while outside. It also contributes to a sense of security as they begin to control their environment.

Equipment/Materials: Balls, wheel toys, constructed playground equipment, books, manipulatives, water table, sand table, scissors, crayons, pencils and paper.



Supervised Outdoor Activities and Free Choice Activities. A maximum of ten (10) children are assigned to each adult. Children who need to return for bathroom purposes must be accompanied by an adult. Other co-workers must be informed when this occurs.

Creative Center - Play alone, quiet area or free choice activities

11:20 - 11:30 A.M.

Personal Hygiene - Clean up in preparation for lunch.

Materials: Water, soap, paper towels - To enhance cleanliness.

11:30 A.M. - 12:00 P.M.

Lunch - All Centers - Staff and children will relax and enjoy their meal, served in a family style manner by adults. They will discuss the various foods being served. This is done to meet the nutritional needs of the children and enhance language development. Children experience different types of foods, colors, tastes, etc.

Materials: Tables, chairs, plates and eating utensils will be used.

12:00 - 12:15 P.M.

Personal Hygiene/Tooth Brushing

12:15 - 12:45 P.M.

Supervised Indoor/Curriculum Activities and Free Choice Activities (large, small and independent activities). These are developmentally appropriate activities and experiences based on the needs of the children guided by the adult staff.



Purpose: For enhancing language, literacy, cognitive/intellectual, social, art and physical development skills and concepts. These activities may help to stimulate and increase imagination and language development. When several children congregate in one area, some may be redirected to other areas of their choice.

Materials: Books, manipulatives, scissors, crayons, pencils and paper, blocks, music, water table, housekeeping, and other identifiable interest centers, and a play alone or quiet area.

Daily Schedule Of Activities Continued

12:45 - 1:15 P.M.

Rest Period - Allows the children to settle down and listen to soft music in a relaxed atmosphere. (Teacher may take breaks and plan).

1:15 - 1:50 P.M.

Supervised Curriculum/Outdoor Activities and Free Choice Activities (Teachers should use the outdoor classroom approach). These activities allow for physical development of both large and small muscles while outside. It also contributes to a sense of security as they begin to control their environment.



Equipment/Materials: Balls, wheel toys, constructed playground equipment, books, manipulatives, water table, sand-table, scissors, crayons, pencils and paper.

Supervised Outdoor Activities. A maximum of ten (10) children are assigned to each adult. Children who need to return for bathroom purposes must be accompanied by an adult. Other co-workers must be informed when this occurs.

Creative Center - Play alone, quiet area or free choice activities

1:50 - 2:00 P.M.

Personal Hygiene - Clean up after playing outside in preparation for snack.

2:00 - 2:15 P.M.

Snack - Enrollees will receive a light snack before heading home. Children will be allowed to participate in serving snacks to promote self-help skills.

2:15 - 2:25 P.M.

Prepare For Home - Bus Attendants and classroom staff will escort children to their respective bus. Bus Attendant(s) will acknowledge to Center Administrator or designee that all assigned children are accounted for.

2:30 P.M.

Depart For Home - All buses will depart at the same time or upon instructions from Center Administrator or designee.

2:35 - 3:00 P.M.

Teachers do paper work - Meetings where needed

Complete:

- Anecdotal Notes
- Parent Progress Reports
- Prepare Lesson Plans
- Activity Tables For Next Day
- Review Enrollee's Folders for Needed Information

Performance Standards: 1304.21(a)(3)(ii); 1304.22(e)(1)(2); 1304.21(a)(3)(i)(A & C); 1304.21(1)(1)(iv);
1304.21(a)(3)(i)(B); 1304.21(a)(4)(iii); 1304.21(a)(5)(1); 1304.21(a)(1)(v); 1304.23(b)(1)(ii); 1304.21(a)(4)(ii);
1304.22(e)(1)(2)

Head Start Daily Schedule Of Activities

Child-Initiated/Teacher-Directed

(Columbia & East Marion Centers)

7:30 a.m.

Staff Arrive - Make preparations for children - Make available manipulatives and other materials for "choice" activities.

8:00 a.m. - 8:10 A.M.

Children Begin Arriving. Teachers greet and perform a visual Health Check to assigned children. Health Checks are completed in a manner not noticeable to the children. It helps to identify if there are sick children arriving.

Personal Hygiene: using the restroom and hand washing. This encourages the awareness of cleanliness as a part of the daily routine and is taught in sequence to promote analytical thinking.

8:10 a.m. - 8:40 a.m.

Nutritious Breakfast to meet the early morning nutritional needs of each child. It also increase knowledge of good table manners and correct eating practices.

8:40 a.m. - 9:00 a.m.

Toothbrushing: To promote the awareness of good oral hygiene practices; also taught in sequence to enhance analytical thinking.

9:00 a.m. - 9:30 a.m.

Supervised Indoor/Curriculum Activities & Free Choice Activities (large, small and independent activities). These are developmentally appropriate activities and experiences based on the needs of the children guided by the adult staff.

Purpose: For enhancing language, literacy, cognitive, social, art and physical development skills and concepts. Provide opportunities for children to be creative, explore, experiment and learn through meaningful play. These activities may help to stimulate and increase imagination. When several children congregate in one area, some may be redirected to other areas of their choice.

Creative Center - Play alone, quiet area or free choice activities.

Materials: Books, manipulatives, scissors, crayons, pencils, paper, blocks, music, water-table, housekeeping, other identifiable interest centers, and a play alone or quiet area.



Daily Schedule Of Activities Continued (Columbia & East Marion Centers)

9:30 - 10:00 a.m. (Continued)

Supervised Curriculum/Outdoor Activities and Free Choice Activities (Teachers should use the outdoor classroom approach). These activities allow for physical development of both large and small muscles while outside. It also contributes to a sense of security as they begin to control their environment. A maximum of ten (10) children are assigned to each adult. Children who need to return for bathroom purposes must be accompanied by an adult. Other co-workers must be informed when this occurs.



Equipment/Materials: Balls, wheel toys, constructed playground equipment, books, manipulatives, water table, sand table, scissors, crayons, pencils and paper.

10:00 a.m. - 10:30 a.m.

Supervised Indoor/Curriculum Activities and Free Choice Activities (large, small and independent activities). These are developmentally appropriate activities and experiences based on the needs of the children guided by the adult staff.

10:30 a.m. - 10:40 a.m.

Personal Hygiene - Clean up in preparation for lunch.

Materials: Water, soap, paper towels - To enhance cleanliness.

10:40 a.m. - 11:10 a.m.

Lunch - Staff and children will relax and enjoy their meal, served in a family style manner by adults. They will discuss the various foods being served. This is done to meet the nutritional needs of the children and enhance language development. Children experience different types of foods, colors, tastes, etc.

Materials: Tables, chairs, plates and eating utensils will be used.



11:10 a.m. - 12:10 p.m. - Personal Hygiene

Supervised Indoor/Curriculum Activities and Free Choice Activities (large, small and independent activities). These are developmentally appropriate activities and experiences based on the needs of the children guided by the adult staff.

Purpose: For enhancing language, literacy, cognitive/intellectual, social, art and physical development skills and concepts. These activities may help to stimulate and increase imagination and language development. When several children congregate in one area, some may be redirected to other areas of their choice.

Materials: Books, manipulatives, scissors, crayons, pencils and paper, blocks, music, water table, housekeeping, and other identifiable interest centers, and a play alone or quiet area.

Daily Schedule Of Activities Continued - (Columbia & East Marion Centers)

12:10 p.m. - 12:40 p.m.

Supervised Curriculum/Outdoor Activities and Free Choice Activities

(Teachers should use the outdoor classroom approach). These activities allow for physical development of both large and small muscles while outside. It also contributes to a sense of security as they begin to control their environment. A maximum of ten (10) children are assigned to each adult. Children who need to return for bathroom purposes must be accompanied by an adult. Other co-workers must be informed when this occurs.



Equipment/Materials: Balls, wheel toys, constructed playground equipment, books, manipulatives, water table, sand-table, scissors, crayons, pencils and paper.

12:40 - 1:10 P.M.

Personal Hygiene - Clean up after playing outside, prepares for rest.

Rest Period - Allows the children to settle down and listen to soft music in a relaxed atmosphere. (Teacher may take breaks and plan).

1:10 p.m. - 1:25 p.m.

Snack - Enrollees will receive a light snack before heading home. Children will be allowed to participate in serving snacks to promote self-help skills.

1:25 p.m. - 1:50 p.m.

Supervised Indoor/Curriculum Activities and Free Choice Activities (large, small and independent activities). These are developmentally appropriate activities and experiences based on the needs of the children guided by the adult staff.

1:50 p.m. - 2:00 P.M.

Prepare for Home

2:00 p.m.

Departure

2:00 p.m. - 2:30 p.m.

Teachers do paper work - Meetings where needed

Complete:	Anecdotal Notes	Parent Progress Reports
	Prepare Lesson Plans	Activity Tables For Next Day
	Review Enrollee's Folders for Needed Information	

Performance Standards: 1304.21(a)(3)(ii); 1304.22(e)(1)(2); 1304.21(a)(3)(i)(A & C); 1304.21(1)(1)(iv); 1304.21(a)(3)(i)(B); 1304.21(a)(4)(iii); 1304.21(a)(5)(1); 1304.21(a)(1)(v); 1304.23(b)(1)(ii); 1304.21(a)(4)(ii); 1304.22(e)(1)(2)

Early Head Start Flexible Schedule Of Activities

Child-Initiated/Teacher-Supported

Early A.M. - Arrival/Greetings (6:00 - 9:30 a.m.)

Daily Health Inspection - To be done in the presence of the parent/guardian.

Routine Care: Diapering/Toileting, Feeding, Washing Hands, Brushing Teeth, Holding, Rocking, Napping

Free Play

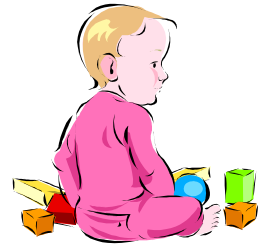
Mid-Morning (9:30 a.m. - 12:00 Noon)

Routine Care: Diapering, Toileting, Napping, Feeding, Holding, Rocking

Outdoor Play

Curriculum goals and objectives

Activity and Learning Centers



Afternoon (12:00 Noon - 2:00 P.M.)

Routine Care: Diapering, Toileting, Teeth, Holding and Rocking



Napping, Feeding, Brushing

Indoor and Outdoor Play

Activity and Learning Centers

Late Afternoon (2:00 p.m. - 6:00 p.m.)

Routine Care: Diapering, Toileting, Napping, Feeding, Holding and Rocking

Indoor and/or Outdoor Play

Departure



*** Napping, eating, diapering and comforting occur on demand throughout the day in Early Head Start in order to promote trust and security between the infant/toddler and caregiver.**

P.S. Reference: 1304.23 (a) (3) 1304.40 (e) (3) 1304.20 (d)
 1304.23 (b) (1) (vii) 1304.51 (c) (1)

Exclusion Guidelines

For Sick Children

Some important symptoms of illness to look for:

- √ **Fever of 101 (oral) on second reading at least one hour from first reading.**
(Child needs to be observed at home before returning to school)
- √ **Vomiting** with a fever/More than one time within 10-20 minutes
(Child must remain home until vomiting and fever subsides)
- √ **Diarrhea** (more than one abnormally loose bowel movement)
(Child must remain home until bowels return to normal)
- √ **Severe Coughing** (the child makes high-pitched “croupy” or “whooping” sounds after coughing)
- √ **Labored or rapid breathing**
- √ **Yellowish tint to the skin or eyes** (jaundice)
- √ Tearing, irritation and redness of eyelid lining followed by swelling and discharge of pus (**Conjunctivitis, also called “Pink Eye”**), 5-7 Day Illness
- √ **Chicken Pox** (Child remains contagious 6 days after fever begins)
- √ **Measles**
- √ **Mumps** (Child remains contagious 9 days)
- √ **Rubella** (Child remains contagious 2-4 days after fever begins)



For any of the above illnesses, if child is at school, parent will be notified and asked to take the child home.

Parent must bring or send a written statement from the doctor if the child returns before the allowable days indicated above.

- √ **Impetigo** (infected areas of the skin with crusty, bright yellow drainage, dry or gummy areas). Child can return after 24 hours of treatment with a written consent from the Doctor. (Infected areas must be kept covered).
- √ **Tinea Capitis** (Ringworm of the scalp - Treatment is usually medication by mouth. Parents must bring or send a written statement from the doctor upon child’s return to school.
- √ **Tinea Corporis** (Ringworm of the trunk, face and limbs). Ringworm of the body is common. It appears on the arms, chest and abdomen and more rarely on the face. It starts as a tiny red spot, which slowly grows in a circular fashion, clearing in the center as it enlarges. The edges remain reddish and scaly. No scabs, pus or crust is formed as in Impetigo.

Exclusion Guidelines For Sick Children - Continued

Treatment:

Ringworm of the body can be easily treated with over the counter medications such as Tolnaftate (Tinactin) and Clortrimazole (Lotrimin). Ask your pharmacist for help. The first treatment renders children noncontiguous, so they can stay in school during treatment. However, parent must bring or send proof that child is being treated. Child may return to school next day after treatment begins.

For either Impetigo or Ringworm, a letter will be sent to the parent explaining the need for medical treatment for the child.

For any of the symptoms below without a fever, parents will be contacted to see if they are aware of the symptoms and to obtain any information they may have about the child's condition.

Symptoms:

- ◇ Unusual spots or rashes
- ◇ Sore throat or difficulty in swallowing
- ◇ Unusually dark or tea-colored urine
- ◇ Headache and stiff neck
- ◇ Unusual behavior (crankiness, listlessness, crying more than usual, obvious general discomfort)
- ◇ Loss of appetite
- ◇ Severe itching of body or scalp or constant scratching of the scalp

MEDICATION

Medication will not be routinely given to children at school. However, if a child must have medication during school hours to function normally, such as medication for seizures, we can arrange for such medication to be given providing we have:

1. A written consent from the parent or guardian.
2. Written instructions from the child's physician.
3. Medication labeled with child's name, dosage, type of medication, date, and name of physician.
4. A completed health plan that involves parent/guardian and all appropriate staff.
2. Training appropriate staff.



A record shall be maintained for any prescribed medication administered showing the date, time and signature of the person designated to give/administer the medication. The record shall be maintained in the child health record for a period of ninety (90) days after the last dosage.

***Head Start/Early Head Start
PARENT RIGHTS***

All Parents Have The Right:

1. To take part in major policy decisions affecting the planning and operation of the program.
2. To help develop adult programs which will improve living for you and your family.
3. To be welcomed in the classroom.
4. To choose whether or not to participate without fear of endangering your child's right to be in the program.
5. To be informed regularly about your child's progress in Head Start/Early Head Start.
6. To always be treated with respect and dignity.
7. To expect guidance for your child from Head Start/Early Head Start Teachers and Staff, which will help his or her total individual development.
8. To learn about the operation of the program, including the budget and the level of education and experience required to fill various staff positions.
9. To be informed about all community resources concerned with health, education, and the improvement of family life.



Pearl River Valley Opportunity, Inc. Head Start/Early Head Start

Transition Plan

45 CFR 1304.4(c) Transition Services

As children enter and leave PRVO's Head Start/Early Head Start program, transition planning assures there is smooth and uninterrupted delivery of services. Transition is a major life change. Adjustments can be stressful, but having a working relationship with parents, teachers, and school administrators can reduce the amount of stress and anxiety experienced by the parent as well as the child.



Benefits of Transition Activities for Children

- Your child will have increased self-confidence
- Improved relations with other children and adults
- Increased Motivation and Openness to new experiences

Benefits of Transition Activities for Parents/Guardians

- You will have an increased confidence that your child will achieve in the new setting
- A sense of pride and commitment in your on-going involvement

Improved self-confidence in your own ability to communicate with and influence the educational system.

Transition into Head Start/Early Head Start including Expectant Mothers

Parents are assisted to understand what to expect in new environments and staff assist children and parents throughout the program by completing the following:

- Encouraging children and parents to visit the new program, before the school begins. Parents and children may visit, take part in sample activities, and meet staff and other children and parents



- Providing orientation information about parental rights and opportunities for parent participation so that they are prepared for active involvement in the activities and committees
- Supporting parents so they will be well prepared for the changes they will face with the next placement of their child.

Encouraging parents to attend socializations, seminars and parent meetings as it relates to being advocates for their children and parents rights and responsibilities

Transition from Head Start into Kindergarten



Head Start coordinates with the schools or other agencies to ensure that individual Early Head Start or Head Start children's relevant records are transferred to the school or next placement in which a child will enroll to or from earlier placements to Early Head Start or Head Start

Head Start/Early Head Start will:

- Encourage outreach communication between Head Start staff and their counterparts in the schools and other child care settings including principals, teachers, Special Educational Directors, Early Interventionists, social workers and health staff to facilitate continuity of programming.
- Initiate meetings involving Head Start teachers and parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children.
- Initiate joint transition-related training for Head Start staff and school or other child development staff.
- Provide education and training about transitions throughout the school year, supporting parents in being prepared for the changes they will face.
- Follow-up with assistance to support parents in their efforts to be advocates for their children.
- Have an "Open Door" policy for communication with families during this process. Staff will assist parents with communicating with school personnel addressing issues such as differences in language or background, so parents are recognized as the primary educator for their children and parents can participate in decisions concerning their child's education.

Include transition activities within the classroom for children:

- transitioning to kindergarten
- Provide summer transition bags with activities for the child
- Provide transition booklets to parents that include a family transition checklist and tips on social and emotional preparation, bus safety rules, and effective communication between parent, child and teacher.



Transition From Early Head Start To Next Placement

To ensure the most appropriate placement and services following participation in Early Head Start, transition planning must begin for each child and family at least six months prior to the child's third birthday. The Transition Conference must take into account: The child's health status and developmental level, progress made by the child and family while in Early Head Start, current and changing family circumstances, and the availability of Head Start and other child development or child care services in the community. The transition conference will include the child's parent/guardian, Early Head Start teacher, Head Start lead teacher and any other persons the parent deems necessary to attend. Center Administrators will attend conferences upon request.

Early Head Start staff will:

- Encourage parents/ children to visit Head Start Classrooms for a minimum of 30 minutes as needed to become familiar with the new setting
- Provide education and training about transitions throughout the school year, supporting parents in being prepared for the changes they will face

Follow-up with assistance to support parents in their efforts to be advocates for their children.

Preparing for the First Day of a New Placement



Early Head Start



PRVO Head Start/Early Head Start is a Federally funded program and is free of cost to all eligible families. Children with severe disabilities and homeless families are encouraged to apply.

Formula, Nutritious meals, snacks, breast-feeding areas, diapers, wipes and all educational supplies are provided for Early Head Start enrollees while at center. Transportation is not provided for Early Head Start.

Parents are the child's first teacher and are encouraged to volunteer in the classrooms and attend parent meetings, seminars, activities and socializations monthly. Early Head Start operates from the months of September through the end of June.

Early Head Start follows the same calendar as Head Start with the exception that Early Head Start operates through June 30th. During the month of June, comprehensive services will continue for all infant/toddlers.

Parents Are Asked To:

- Supply a change of clothes as sometimes children may soil or wet clothing. (Diaper bags and/or infant's and toddler book bags are not allowed. The center will provide a place to store extra clothing.)
- Supply a School/Work Schedule to your Family Advocate and update information as it changes.
- Pick up and Drop Off children according to schedule provided
- Provide transportation for Early Head Start Enrollee
- Have Identification Available for verification of pick up and drop off of infant/toddler
- Use hand to hand contact when picking up or delivering infant and or toddler's to Early Head Start Teacher and or Assistant

Never leave children (sibling) unattended in vehicles while dropping

- off Early Head Start enrollees
- Sign infant and toddler in and out daily at the Early Head Start
- Maintain all Well Baby Examinations and Immunizations appointments and provide a copy of the required examinations to your Family Advocate
- Notify your Family Advocate if changes occur with your child's health status
- Provide your Family Advocate with Doctor Statement if your child has a health impairment, allergy/ disability or special need or any restrictions as it relates to everyday activities
- Provide teacher and or assistant information as it relates to Daily Health Inspection
- Participate in Parent teacher Conferences and Home Visits with your infant/toddler's teacher and Family Advocate
- Update addresses and phone numbers as changes occur
- List all emergency contacts with phone numbers in case the parent/guardian cannot be reached
- Send your infant/toddler to school daily
- Supply truthful family members (people supported by income provided), household members (all persons in home not supported by income provided) income verification, and or school work verification schedules and understand you may be terminated from the program if falsified information has been supplied
- Have an active role in the education and development of your infant and toddler



Head Start



PRVO Head Start/Early Head Start is a Federally Funded program and is free of cost to all eligible families. Children with severe disabilities and homeless families are encouraged to apply.

Parents are the child's first teacher and are encouraged to volunteer in the classrooms, on field trips and attend parent meetings, seminars and activities monthly. Head Start operates from the months of September through May.

Nutritious meals, snacks and all educational materials are provided by the Head Start/Early Head Start. Transportation is provided, but is not required for enrollees living outside of the 5 miles

radius from the Head Start center. Pick-up and Drop off points reduce the ride time for enrollees to less than 30 minutes. If a family is having difficulty with the transportation then a transportation meetings is scheduled on a case-by case basis to accommodate the family. Transportation is not provided for families living within the 5 mile radius of the Head Start/Early Head Start Center.

Parents Are Asked To:

- Supply a change of clothes as sometimes children may soil or wet clothing. (No children's book bags or Sippy Cups are needed)
- Update information as it changes such as phone numbers and addresses to your Family Service Worker
- List all emergency/release to contacts and update list as needed with your Family Service Worker
- Submit all required health documents to your Family Service Worker such as (Dental Examinations, Medicaid Screenings, Physical Exams, Current Immunization Records)
- Maintain appointments for health related services
- Provide your Family Advocate with Doctor Statement if your child has a health impairment, allergy/ disability or special need or any restrictions as it relates to everyday activities
- Sign Children in and Out of the Head Start Center Daily
- Never leave children (siblings) unattended in vehicles while dropping off Head Start/Early Head Start children at school
- Follow Pick-up and Delivery Procedures for Bus Use
 - ✓ Children living outside of a 5 mile radius may utilize the bus for transportation at pick-up and drop off points designated in the communities
 - ✓ Parents must use hand to hand contact with Bus Attendants
 - ✓ Only have authorized persons that are listed on Release to/Emergency Contact forms to pick up and drop off children
 - ✓ Have Identification Available so Bus Attendants can verify identification
 - ✓ Be on time to Pick up and Drop Off your child or children at your designated pick up point, otherwise he/she will be returned to the Head Start Center and a conference will be held with the Center Administrator and Family Service Worker
- Participate in Parent Teacher Conferences and Home Visits with your child's Teacher and Family Advocate
- Send your child to school daily
- Supply truthful family members, (people supported by income provided), household members (all persons in home not supported by income provided) and proper income verification and understand you may be terminated from the program if falsified information has been supplied
- Have an active role in the education and development of your child



Kindergarten



Parents are asked to:

- Complete registration for children during the scheduled time frame for the district
 - Have needed documents such as Birth Certificate, Parent/Guardian Papers, proof of residency as requested by school district
 - Provide the school with names and telephone numbers of persons to contact in case of emergency
 - Keep the names of school personnel(teachers, principals) and telephone numbers
 - Meet your child's teacher and staff at your child's school
 - Make transportation plans (will your child walk, ride the bus)- You need to know your child' s bus number, and route
 - Meal Plans (Will your child bring lunch, or purchase lunch at school)
 - Find out prices of lunches if your child will eat lunch at the school. Also Free and Reduced Lunch Applications need to be completed prior to the start of school (you may receive this in the mail or may retrieve an application from your child's school)
 - Have all school supplies needed as school districts list requests
 - Find out school procedures on arriving late to school or absence policy
 - Attend Parent Orientation and become an active participant in your child's education
-

Parent Participation and Transition of Children into Head Start and from Head Start for Children with Disabilities



Head Start/Early Head Start Staff Will:

- Support parents of children with disabilities entering from infant/toddler programs
- Provide Information to parents on how to help with the development of their child with disabilities
- Provide Opportunities for parents to observe large group and individual activities described in their child's IEP
- Provide follow-up and assistance in activities to reinforce activities at home
- Refer parents to groups of parents of children with similar disabilities who can provide peer support
- Inform parents of their rights under IDEA
- Inform parents of resources which may be available to them from SSI Program, the Early and Periodic Screening, Diagnosis and Treatment (EPSDT), and other sources
- Identify needs of siblings and other family members
- Provide information in order to prevent disabilities in younger siblings
- Build parent confidence, skill and knowledge in accessing resources and advocating to meet the special needs of their children

Parents Will:

- Notify the school of the child's planned enrollment prior to the date of enrollment
- Notify school personnel of changes with child's status
- Provide all documentation needed to insure services for child
- Attend IEP/IFSP meetings as scheduled for the well being of the child

PS: 1308.21

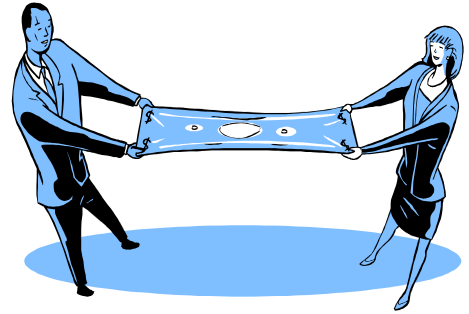
Financial Literacy

The term **Financial Literacy** services means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in family, and that:

(A) Interactive literacy activities between parents and their children;

(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; and

(C) Parent literacy training that leads to economic self-sufficiency and financial literacy.



Definition of Financial Literacy

- Being knowledgeable, educated and informed on the issues of managing money and assets, banking, investments, credits, insurance, and taxes;
- Understanding the basic concepts underlying the management of money and assets
- Using that knowledge and understanding to plan, implement and evaluate financial decisions



PRVO Head Start/Early Head Start has established Partnerships with Adult Education Partners that have extensive knowledge and expertise of the field. We will also utilize the Money Smart Curriculum that will be available at all Head Start/Early Head Start Centers during Seminars and activities.

Parent/Grandparent Involvement In Head Start/Early Head Start

Parents are welcome at Head Start/Early Head Start Centers as visitors and are encouraged to observe children as often as possible and to participate with children in group and other program activities.

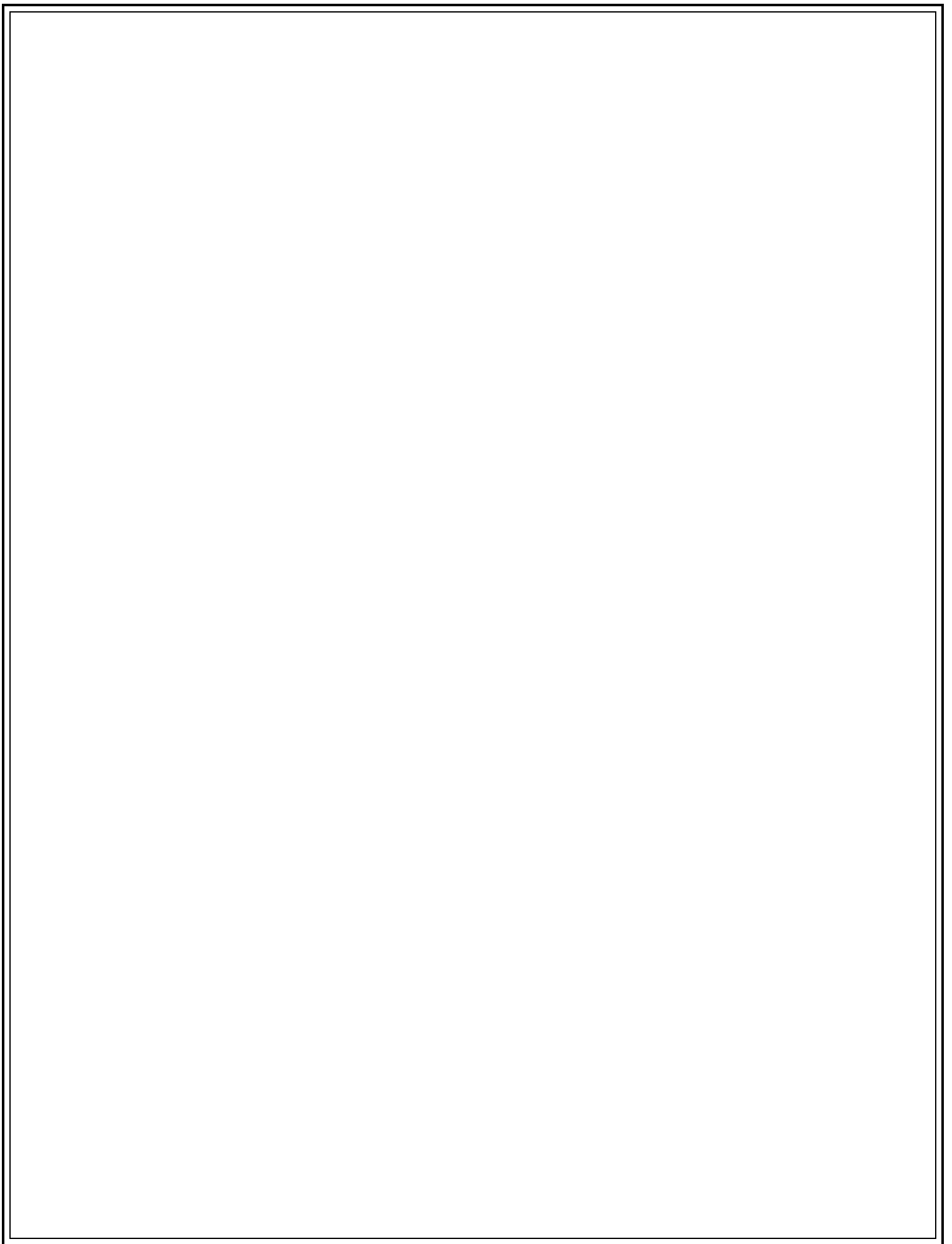


Parents are encouraged to work with their children in the home in collaboration with the center staff to support the child's Head Start/Early Head Start experience. Parents are also encouraged to select and initiate activities and become involved at the center and in the community.

PRVO, Inc. Head Start/Early Head Start:

- Supports parents as the primary educator, nurturer, and advocate for their children.
- Provides every parent an opportunity for a significant experience in Head Start/Early Head Start.
- Ensures that parents are involved in program policy making and decisions.





Head Start/Early Head Start Parent Committee

All parents with children enrolled at each center shall meet and organize a Parent Committee. The Parent Committee Bylaws state that no person shall be elected to serve on the Policy Council having an immediate family member as a paid employee in the Program. The Parent Committee shall consist of one hundred percent (100%) parents.



PURPOSE:

The **PURPOSE** of the Parent Committee is to plan, conduct and participate in informal, as well as, formal programs and activities for parents and staff.

The Head Start/Early Head Start Parent Committee may review and recommend requirements for paid staff and volunteers to work in Head Start Centers, announce job openings, and recommend candidates for center level positions to the Head Start Director.

This Committee must be comprised exclusively of the parents of children currently enrolled at the Head Start/Early Head Start Center.

This Committee shall have a chairperson, co-chairperson, secretary, assistant secretary and treasurer.

This Committee shall hold regularly scheduled monthly meetings, provide minutes of said meetings and provide a list of all officers to the Head Start Director or designee.

Election for said Committee shall be held annually, providing said elections are well publicized and open to all Head Start/Early Head Start Parents.

Parent Committee Officers Responsibilities

The Parent Committee officers shall be Chairperson, Vice-Chairperson, Secretary, Assistant Secretary and Treasurer. (*Parents who are staff members may not hold an office.*)

Chairperson:

The *Chairperson* presides at all meetings and works closely with the Family Services Staff and/or Center Administrator/Lead Teacher to plan agendas, meetings, sending correspondence to parents, parent activities, etc.



Vice-Chairperson:

The *Vice-Chairperson* assumes the role of the Chairperson in his/her absence.

Secretary:

The *Secretary* takes clear and accurate minutes of the meetings, reads minutes of last meeting, and sends correspondence approved by the Chairperson and Center Administrator/Lead Teacher.

Assistant Secretary:

The *Assistant Secretary* assumes the role of the Secretary in his/her absence.

Treasurer:

The *Treasurer* shall keep records of financial transactions of the committee, and submit reports to the committee as appropriate. The treasurer must work closely with the Chairperson and Center Administrator/Lead Teacher.

Policy Council

The Policy Council has specific responsibilities as it relates to Head Start/Early Head Start operations. Policy Council consists of two types of representatives, parents of currently enrolled children and community representatives. One (1) parent member is elected by parents at each center. Two (2) parents will also be elected to represent Early Head Start. One (1) person per county is recommended to serve as a Community Representative. One (1) person from PRVO's Board of Directors will be elected to serve as a liaison. The composition is twenty-two (22) members.

The Policy Council suggests ideas for program improvements and receives a report on action taken by the administering agency with regards to its recommendations. The Council also approves or disapproves any action taken by Head Start. Other functions include:

1. Serving as a link to the Parent Committee, Head Start/Early Head Start Program and Community.
2. Assisting Parent Committees in communicating with parents enrolled in all program options to ensure that they understand their rights, responsibilities, and opportunities in Early Head Start and Head Start and to encourage their participation in the program.
3. Assisting in recruiting volunteer services from parents, community residents, and community organizations, and assist in the mobilization of community resources to meet identified needs.
4. Assisting Parent Committees in planning, coordinating and organizing program activities for parents with the assistance of staff and ensuring that funds set aside from the program budget are used to support parent activities.
5. Establishing and maintaining procedures for working with the agency to resolve community complaints about the program.
6. Attending the Governance Training provided for Policy Council and Executive Board Members annually (usually during the month of November).



HEAD START/EARLY HEAD START

Positive Discipline & Guidance

One of the most important phases of a child's educational development is that of learning acceptable behavior, cooperation, respect and self-discipline. It is difficult for a child to maintain the proper attitude to develop intellectually without these characteristics. In order to run a successful classroom, clear and concise rules, limits, and expectations concerning classroom behavior and discipline are explained to the children. Teachers use a variety of methods in the classroom to encourage proper behavior. "Redirection" and "setting boundaries" are the two most used Methods of discipline.

Corporal punishment (spanking) is not used in our Head Start/Early Head Start Program nor is it allowed in our buildings.

The following behavior is prohibited by Head Start/Early Head Start Staff:

1. Corporal punishment, including hitting, spanking, beating, shaking, pinching, and other measures that produce physical pain.
2. Withdrawal or the threat of withdrawal of food, rest, or bathroom opportunities.
3. Abusive or profane language.
4. Any form of public or private humiliation, including threats of physical punishment.
5. Any form of emotional abuse, including rejecting, terrorizing, ignoring, isolating or corrupting a child.

The Classroom Staff Will:

1. Direct children toward behaviors that are age appropriate and acceptable.
2. Implement activities that will build self-esteem in children daily.
3. Develop a list of simple rules that are understood and practiced by children daily.
4. Let children know what behavior will be acceptable or unacceptable.
5. Involve parents when and where necessary regarding unacceptable behavior.
6. Give choices only if choices are there: Instead of, "would you like to ----- now" Say, "It's time for us to ----- now."

Child Abuse and Neglect



Physical Abuse

Physical abuse is generally defined as "any no accidental physical injury to the child" and can include striking, kicking, burning, or biting the child, or any action that results in a physical impairment of the child.

Neglect

Neglect is frequently defined as the failure of a parent or other person with responsibility for the child to provide needed food, clothing, shelter, medical care, or supervision such that the child's health, safety, and well-being are threatened with harm.

Sexual Abuse/Exploitation

All States include sexual abuse in their definitions of child abuse. Some States refer in general terms to sexual abuse, while others specify various acts as sexual abuse. Sexual exploitation is an element of the definition of sexual abuse in most jurisdictions. Sexual exploitation includes allowing the child to engage in prostitution or in the production of child pornography.

Emotional Abuse

Definitions of emotional abuse or mental injury to a child is injury to the psychological capacity or emotional stability of the child as evidenced by an observable or substantial change in behavior, emotional response, or cognition or as evidenced by "anxiety, depression, withdrawal, or aggressive behavior."

Parental Substance Abuse

- Prenatal exposure of a child to harm due to the mother's use of an illegal drug or other substance.
- Manufacture of a controlled substance in the presence of a child or on the premises occupied by a child
- Allowing a child to be present where the chemicals or equipment for the manufacture of controlled substances are used or stored
- Selling, distributing, or giving drugs or alcohol to a child
- Use of a controlled substance by a caregiver that impairs the caregiver's ability to adequately care for the child

Abandonment

In general, it is considered abandonment of the child when the parent's identity or whereabouts are unknown, the child has been left by the parent in circumstances in which the child suffers serious harm, or the parent has failed to maintain contact with the child or to provide reasonable support for a specified period of time.

Standards for Reporting

Generally speaking, a report must be made when an individual knows or has reasonable cause to believe or suspect that a child has been subjected to abuse or neglect. These standards guide mandatory reporters in deciding whether to make a report to child protective services. Parents, Staff, and all residents are all mandated reporters for any abuse of a child or vulnerable adult. Reporting may be completed anonymously, but information pertaining to the suspected abuse is needed. Representatives from the Department of Human Services investigate suspected abuse.

Persons Responsible for the Child

In addition to defining acts or omissions that constitute child abuse or neglect, several States' statutes provide specific definitions of persons who can be reported to child protective services as perpetrators of abuse or neglect. These are persons who have some relationship or regular responsibility for the child. This generally includes parents, guardians, foster parents, relatives, or other caregivers responsible for the child's welfare.

PEARL RIVER VALLEY OPPORTUNITY, INC.
POST OFFICE BOX 188 - COLUMBIA, MS 39429

**HEAD START/EARLY HEAD START
POLICIES AND PROCEDURES**
Enrollment/Recruitment/Attendance

SUBJECT: ATTENDANCE

Performance Objective: Head Start/Early Head Start children are expected to attend classes daily. Regular attendance is strictly enforced.

Effective Date: September 1, 1994

Policy Council Approval Date: June 27, 1994

OPERATIONAL PROCEDURE:

1. When a monthly average daily attendance rate falls below 85 percent, the program analyzes the causes of absenteeism. The analysis includes a study of the pattern of absence for each child, including the reasons for absences as well as the number of absences that occur on consecutive days.
2. If the absences are a result of illness or if they are well documented absences for other reasons, no special action is taken. If, however, the absences result from other factors, including temporary family problems that affect a child's regular attendance, the program initiates appropriate family support procedures for all children with four or more consecutive unexcused absences. These procedures include home visits or other direct contact with the child's parents. Contact is made with the family and the benefits of regular attendance is emphasized, while at the same time staff remains sensitive to any special family circumstances influencing attendance patterns. All contact with the child's family as well as special family support service activities provided by staff is documented.
3. In circumstances where chronic absenteeism persists and it does not seem feasible to include the child in either the same or a different program option, the child's slot is considered an enrollment vacancy.
4. Parents have a right to file a grievance through **The Grievance Procedure For Parents and Community Complaints** identified in the Parent Handbook.

**Pearl River Valley Opportunity, Inc.
Head Start/Early Head Start**

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***HEAD START/EARLY HEAD START
POLICIES AND PROCEDURES***
Enrollment/Recruitment/Attendance

SUBJECT: ABSENTEEISM

◇ Effective Date: September 1, 1994

◇ Policy Council Approval Date: June 27, 1994

◇ Revision Date: June 5, 2008

Performance Objective: Head Start/Early Head Start children are expected to attend classes daily. Regular attendance is strictly enforced.

Operational Procedure:

1. Parents of Head Start/Early Head Start children are oriented at registration about enrollment and attendance policies. The importance of regular attendance is stressed to the parents upon enrollment. Parents receive a copy of the policies.
2. Re-orientation of the enrollment and attendance policies occurs at the beginning of classes and ongoing reminders are instituted as needed.
3. After three (3) consecutive days of absence, a child's parents are contacted by center staff.
4. After five (5) absences from the center, a letter is distributed to the parent specifying the attendance policy.
5. After ten (10) absences, a conference with parents is called. Parents are informed that failure to attend such conference may result in the child being dropped from the program.
6. After fifteen (15) consecutive or intermittent days of absence, the child is dropped from the program. Children absent due to illness are not counted in the Average Daily Attendance criteria.
7. Centers maintain documentation of all such activities.

PEARL RIVER VALLEY OPPORTUNITY, INC.
POST OFFICE BOX 188 - COLUMBIA, MS 39429

HEAD START/EARLY HEAD START POLICIES AND PROCEDURES
Enrollment/Recruitment/Attendance

SUBJECT:
ATTENDANCE ACCOUNTING
Performance Objective: Accounting of attendance is completed daily.

Effective Date: September 1, 1994

Policy Council Approval Date: June 27, 1994

OPERATIONAL PROCEDURE:

1. Monthly reports to the Head Start/Early Head Start office provide information on the enrollment and attendance of all children in the program.
2. Head Start/Early Head Start centers maintain an attendance register for each class as a primary source document for audit purposes.
3. A code for marking present, excused absence, and unexcused absence is used consistently throughout each center.
4. Attendance documents contain the teacher's original signature and a statement of verification by the teacher.
5. Daily contact with parents by phone or at home is required to ascertain the reasons for all absences. The reason for the absence is noted, signed by the contact person, and kept on file.
6. A child is in attendance when present in the program for any part of a day, or is considered excused when absent because of the following:
 - A. Illness of the child.
 - B. Illness of the parent.
 - C. Quarantine.
 - D. Family emergency requiring the parent and child to travel away from home.
 - E. Time spent away from home with a parent or other relative, as required by a court of law, or that is in the clear interest of the child.Above items are limited to 15 consecutive class days.
7. When an excused absence exceeds the above limitations, the child shall be dropped from the program and replaced with a child on the "Waiting List". The child dropped from the program may be reinstated when an opening occurs.
8. Absence for reasons other than the ones listed above or any absence not verified is considered Unexcused.
9. A child will be dropped from the program for persistent absences. The decision to drop a child is reached only after a meeting of the child's Teacher, appropriate staff and the Parent.

RECRUITMENT

Head Start/Early Head Start

Recruitment of eligible Early Head Start (six (6) weeks to 3 years) and Head Start Preschool children (three (3) years old to school age) continues throughout the year. However, special efforts are made annually from January through April to complete as many applications as possible for the upcoming school year. We encourage homeless families to apply. Head Start/Early Head Start is for all children, including those with significant disabilities. A Head Start Preschool child must be three (3) on or before September 1 to be eligible for registration. Children with a diagnosed disability including those with significant disabilities will be granted special entrance consideration if their third (3rd) birthday falls after September 1.

The following information must be presented at the time an application is taken:

Parents/Guardians who will be registering for the first time must bring the following documents:

- (1) Copy of Child's Certified Birth Certificate (Long Form Preferred)
- (2) Copy Of Income Verification For Prior Year (Any of the following will be accepted):
 - Prior Year W-2 or Income Tax Return
 - Signed statement from employer for wages earned in the prior year
 - Signed statement from public agency for public assistance received for the prior year (TANF, Social Security, Child Support, V.A. Benefits, Etc)
- (3) Copy of Family's Insurance Card
- (4) Copy of Child's Medicaid or CHIP Card (If Applicable)
- (5) Social Security Card or number of all household members
- (6) Proof Of Guardianship (If Applicable)
- (7) School and/or Work Schedule (Early Head Start Only)

Parents/Guardians whose children are currently enrolled are required to update their child/children's application. Please contact Family Service staff in January at the center your child/children attend.

Registration CANNOT be finalized until all required documents are submitted.

Interested parents/guardians should go to the Head Start Center nearest them to complete applications. Applications must be completed by April in order to be screened during the month of May.

Head Start/Early Head Start is a federally funded program which offers services at no cost to families. Eligibility is based on federal income guidelines and policies.

***Important Note:
Recruitment for expectant mothers in the first trimester (1-3 months) will be held
during the month of August***

Pearl River Valley Opportunity, Inc. Head Start does not discriminate on the basis of race, color, sex, handicap, religion or national origin in its recruiting, selection and enrollment of applicants.

PEARL RIVER VALLEY OPPORTUNITY, INC.
Head Start/Early Head Start

Selection/Enrollment Process
(Preschool)
2010 – 2011

This process is established to ensure that children will be enrolled in a consistent manner throughout the service area. The process takes into account the following: (1) Returning children shall be allowed to remain in the program until kindergarten; (2) Early Head Start children, three (3) years old by September 1, will transition into Head Start; (3) Families who have the greatest need should always receive preference; (4) Ten percent (10%) of funded slots will be reserved for children professionally diagnosed with disabilities; (5) Full enrollment should always be accomplished by the first day of operation; and (6) The recruitment process and selection process must always be completed before the enrollment process can begin.

SELECTION:

- (1) Determine the number of returning children with diagnosed disabilities
- (2) Coordinate with the Disability/Mental Health Specialist to verify diagnosed children who will be returning.
- (3) Determine the number of new children with disabilities. If the number of disability children does not meet the ten percent (10%), you must reserve the appropriate number of slots.
- (4) Determine the number of Early Head Start children who will be three years old by September 1 and will transition into Head Start.
- (5) All returning children will be recommended.

Selection/Enrollment Process

Page 2

☞ All other children will be selected in the following manner based on available slots:

- (1) All four (4) year olds (by 9/1/2010) who are below the poverty guidelines will be recommended.
- (2) All three (3) year olds (by 9/1/2010) who are below the poverty guidelines will be recommended.
- (3) All three (3) and four (4) year olds who are above the poverty guidelines, will be determined for enrollment during the month of May.

☞ The minutes must identify the following:

- (1) All returning children
- (2) Number of children in items 1, 2, and 3
- (3) Number of returning children with disabilities
- (4) Number of new children with disabilities
- (5) Children Recommended For Home Based
- (6) Non-English Speaking Children Recommended
- (7) Number of slots reserved (if any).

ENROLLMENT:

- (1) Parents of all children recommended will receive letters of acceptance.
- (2) Parents of all children placed on the Waiting List will received letters.
- (3) Waiting lists will be utilized to fill vacancies as they occur. (Recruitment will continue throughout the school year.)

NOTE: In cases where families receive identical number of assigned points, the family with the greatest need will be given preference. If all other factors are equal, the family with the lowest income will be the determining factor.

Pearl River Valley Opportunity, Inc.
Head Start/Early Head Start

Selection/Enrollment Process
(Early Head Start)
2010 – 2011

This process is established to ensure that children will be enrolled in a consistent manner throughout the service area. The process takes into account the following: (1) Early Head Start returning children shall be allowed to remain in the program until transition into Head Start; (2) Early Head Start children, three years old by September 1, will transition into Head Start; (3) Infants of Expectant Mothers who are working and/or in school will be given preference for Center Based Slots; (4) Infants of Expectant Mothers who are not working or in school will be given preference for Home-Based Slots; (5) Infants of Expectant Mothers or new enrollees that have an diagnosed disability can be considered for center based slots; (6) Ten percent (10%) of funded slots will be reserved for children professionally diagnosed with disabilities (this includes Early Head Start & Head Start); (7) Full enrollment should always be accomplished by the first day of operation; and (8) The recruitment process and screening process must always be completed before the enrollment process can begin.

SELECTION:

- (1) Determine the number of returning children with diagnosed disabilities. Coordinate with the Disability/Mental Health Specialist to verify diagnosed children who will be returning.
- (2) Determine the number of new children with disabilities. If the number of disability children does not meet ten percent (10%), you must reserve the appropriate number of slots. **(This includes Early Head Start and Head Start)**
- (3) All returning children will be recommended (Center Based, Family Childcare Home and Home-Based Option)
- (4) Determine the number of MIHOW mothers who have delivered that are working or in school.
- (5) Coordinate with Expectant Mothers to determine if she accepts placement of child for Center Based or Home-Based settings.
- (6) Infants of Expectant Mothers who are working and/or in school will be given preference for Center Based.
- ☞ All other children will be accepted according to the Eligibility Priority Criteria Rating.
- ☞ All children above the poverty guidelines, will be determined for enrollment during the month of May.

☞ The minutes must identify the following:

- (1) All returning children
- (2) Number of returning children with disabilities
- (3) Number of new children with disabilities
- (4) Non-English Speaking Children Recommended
- (5) Number of Expectant Mothers who accepts placement of infants delivered
- (6) Number of new children accepted according to the Eligibility Priority Criteria Rating (Center Based, Family Childcare Home and Home-Based Option)
- (7) Number of slots reserved (if any).

ENROLLMENT:

- (1) Parents of all children recommended will receive letters of acceptance.
- (2) Parents of all children placed on the Waiting List will received letters.
- (3) Waiting lists will be utilized to fill vacancies as they occur. (Recruitment will continue throughout the school year.)

NOTE: In cases were families receive identical number of assigned points, the family with the greatest need will be given preference. If all other factors are equal, the family with the lowest income will be the determining factor.

Vacancy in Expectant Mothers Program:

When a slot becomes vacant in the Expectant Mothers Program we fill the open slot according to the following: (1) if the slot is vacant due to the mother dropping or another issue (such as a miscarriage) that affects the enrollee, we immediately began recruiting for another mother that is in the first trimester to fill the vacant slot. (2) If the slot becomes vacant due to the mother delivering, then we do not fill the slot with another MIHOW mother because the newborn becomes the enrolled slot. We provide home-based services to the mother and newborn until further placement. If the mother declines home-based services, the infant will be placed on the waiting list until a center- based slot becomes available. Referrals to local child care centers will be given to the parent to assist during this period.

Expectant Mothers Waiting List:

We do not maintain a waiting list for MIHOW. MIHOW enrollees are accepted based on the condition of being in their first-trimester (one to three months). Therefore, due to the limited number of mothers identified in their first trimester and because the potential applicant would possibly be (4) four or more months before being accepted we do not maintain a waiting list. This would prevent them from qualifying for our MIHOW program.

EHS Schedule Plan for Parents (center based only):

During interviews, Family Advocates will discuss with the parent a daily arrival/pickup schedule for their infant/toddler enrolled in Early Head Start. The schedule will be solely based on the work/school schedule of the parent. Family Advocates will complete the Schedule Plan form and attach a current copy of the school schedule or employment letter to the form. If a parent becomes unemployed during the school year, then he/she will be placed on a standard 8:00 a.m. – 3:00 p.m. schedule until he/she becomes gainfully employed or enrolls in school. Parents should notify their Family Advocate within 48 hours of any change in employment status, hours worked, or class schedule, at which time the Schedule Plan Form will be modified.

***Example: Parent's work schedule: 10:00 a.m. – 4:00 p.m., then the daily schedule for the infant/toddler: 9:30 a.m. – 4:30 p.m. Consideration will be given to a parent who has special circumstances such as working or attending school out of town. Teachers will be provided a copy of the schedule plan form for each infant/toddler in their class.**

**Family Advocates will randomly select EHS parents during the year to resubmit current employment letters. If a parent fails to comply the infant/toddler will be automatically placed on the standard 8:00 a.m. – 3:00 p.m. schedule.

Head Start/Early Head Start

JOB VACANCIES

Parents are a vital resource of Head Start and Early Head Start. Parents are encouraged to become familiar with the Head Start/Early Head Start philosophy, services, and the needs of their community. The agency is an important place that provides employment opportunities for parents as well as enhancing additional skills for parents seeking employment. Parents employed by Head Start/Early Head Start serve as role models and mentors for other parents. Current and former Early Head Start and Head Start parents receive preference for employment vacancies for which they are qualified.

Therefore, we encourage parents to take advantage of skill development or on-the-job training as part of the agency's parent involvement activities.

Job vacancies will be posted at the center where your child is enrolled, posted at your local employment agency, mailed to each Center Committee Chairperson and Policy Council members, and submitted to local family/health clinics and department of Human Services for posting.



STAFF DEVELOPMENT

Parents are encouraged to participate in all Staff Development trainings along with regular staff and volunteers (September, December and March). Notice of the exact date of staff development will be posted at the center your child attends. PRVO strives to assist staff and volunteers in acquiring or increasing their knowledge and skills required to fulfill their job responsibilities. Please contact the Center Administrator at the center where your child is enrolled if you plan to attend scheduled Staff Development trainings. Your name will be included in the list of participants and you will receive a certificate of attendance.

Grievance Procedure For Parents or Community Complaints

A. The term “grievance” means a program related dispute or a parent’s expressed feeling of dissatisfaction with aspects of his/her relationship with program policies, procedures and working relationship with staff.

B. Parents Right To File A Grievance

1. Parents/Community has the right to express their grievances without fear of restraint, interference, coercion, discrimination, reprisal, or retaliatory action. This principle also applies to any parent taking part in the presentation of a grievance, either as a witness, or as a parent representative.
2. It is the obligation of Pearl River Valley Opportunity, Inc., Head Start/Early Head Start to hear promptly and courteously all grievances registered in good faith by parents, and to try to clarify misunderstandings and make reasonable adjustments of any complaints that rise in day to day relationships. All problems will be settled, whenever possible, at the lowest level.

C. Procedure To Follow In Filing Grievance

1. The parent/community shall discuss the grievance with the Family/Community Partnership Specialist. If the grievance cannot be settled at this level, or the parent is not satisfied with the results of the discussion he/she (the parent) will:
 - a. Present the grievance in writing to the Director. The Director will notify the Executive Director and the Policy Council Chairperson of the complaint and proceed as outlined.
 1. Establish a grievance file, which will be maintained until such time as the grievance is settled.
 2. Will consult with both the parent and the Family/Community Partnership Specialist to gather all relevant information concerning the nature, circumstances desired and results of the grievance, and in addition, will determine the outcome of the discussion of the grievance.
 3. Act as mediator while grievance is being settled.
 - b. Will secure a written response to the grievance from the Family/Community Partnership Specialist. If the grievance cannot be settled by the Head Start/Early Head Start Director to the satisfaction of the parent or representative, the Head Start/Early Head Start Director will advise the parents of their rights to appeal the decision to the Executive Director. Again, the Head Start/Early Head Start Director will act as mediator by presenting the grievance and its settlement to this point. If the grievance cannot be settled by the Executive Director, or if the parent is not satisfied with the decision he/she may:
 1. Appeal the decision of the Executive Director by having all grievances and settlements presented to the Policy Council and again the Head Start/Early Head Start Director will act as mediator by presenting the grievance and settlement to the Policy Council.
 - c. Parent/Community may attend Policy Council Meetings upon the request of the Council.
 1. Parents appealing grievance decisions to the Policy Council shall have the right to be heard before the Policy Council upon request to the Council. This right shall include the right to present statements and evidence, to answer questions, and to be represented by representatives of the parents.
 2. Hearings shall be presided over by the Chairperson of the Policy Council. The hearing will be informally conducted and technical rules of evidence shall not apply. A quorum

**Grievance Procedures for Parents or
Community Complaints Continued**

c.2 Continued

must be present. The Policy Council shall have the right to call its own witnesses. A summary of the proceedings shall be given to parent/representative. If either party

desires to submit an exception to the summary, a signed statement will be accepted for the records. A copy of the summary, together with any exception taken hereto, shall be made available to the parent.

3. If the parent is not satisfied with the decision of the Policy Council, he/she may:

a. Submit a grievance in writing. It must contain sufficient details to identify and clarify the basis for the grievance and will specify the relief requested by the parent. It should contain the following information.

1. The specific action of the incident on which the grievance is based, the date the action or incident occurred (if known), and the date the parent first learned of the action (if applicable).
2. The reason on which the parent bases his/her belief that the action was unjustified or that he/she was treated unfairly; and/or the specific policy (Organization's Regional Office, other controlling agency) or written agreement provision which was violated, and how it affected the parent.
3. Corrective action desired by the parent.
4. A brief summary of the results of the parent's attempt to obtain satisfactory adjustment.

D. Grievance File

1. Will be initiated by the Head Start/Early Head Start Director upon his/her involvement with the grievance and maintained until satisfactory adjustment.
2. Will be independent, separate and distinct. The file will contain the parent's original grievance, the written replies, subsequent appeals to higher authorities, and any other actions, correspondence or information related to the grievance and to the decisions concerning these.
3. This file shall be the official mechanism through all steps in the grievance and appeal procedure.

E. Response To Grievance

1. The Director will ensure that all grievances will be settled at the lowest level possible. Also, that the parent shall receive satisfactory adjustment.
2. The Policy Council shall ensure that all grievances shall be settled within a period of 30 working days from the date of filing to the determination of the Policy Council (if needed).
3. Appeals to the Board of Directors will be conducted on nights of regularly scheduled Board Meetings.