



PARENT HANDBOOK

2020 - 2021

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



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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 School.



Please visit PRVO's Social Media for updates and notifications:

Facebook: www.facebook.com/prvohsehs

Website: www.prvoinc.org

Follow us on Instagram @pearlrivervalleyheadstart

Follow us on Twitter @complete_hsehs

Follow our YouTube @PRVO Complete Schools

CACFP Statement

This Head Start receives support from the Child and Adult Care Food Program to serve healthy meals to your children. Meals served here must meet USDA's nutrition Standards.

Learn More About CACFP at USDA's website: <https://www.fns.usda.gov/>

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

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.



Head Start/Early Head Start Mission Statement

Pearl River Valley Opportunity, Inc. Head Start/Early Head Start, a community-based resource, exists to provide a comprehensive, culturally sensitive early childhood development program of high quality for low income children and families, including children with significant disabilities. We will impact communities through partnerships, resources and programs designed to promote school readiness, foster parent engagement and encourage self- sufficiency.

Vision Statement: To be the model early childhood development program for children and families.

Goal #1: PRVO, Inc. Head Start will enhance its educational services to improve the vocabularies of enrolled children to maximize their potential to enter kindergarten with a solid foundation for reading success.

Goal #2: PRVO, Inc. will improve communication to enhance child and staff safety.

Goal #3: PRVO will enhance its processes to aggregate and analyze data for program planning and decision-making.

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 and Early Head Start Schools

| | | |
|---------------------------|---|---|
| Forrest County | <p>Charles Johnson - HS/EHS Patricia Mitchell, School Administrator 201 West Central Avenue Petal, MS 39465 769-223-6473 (HS) 601-602-2669 (EHS)</p> | <p>Earl Travillion – HS/EHS Patricia Mitchell, School Administrator 316 Travillion Drive Hattiesburg, MS 39401 769-390-7968</p> |
| | <p>Grace Christian - HS Windy Shorts, School Administrator 2207 West 7th Street Hattiesburg, MS 39401 601-554-3903</p> | <p>Hawkins HS/EHS Windy Shorts, School Administrator 526 Forrest Street Hattiesburg, MS 39401 601-336-4437 (EHS) 601-596-6494 (HS)</p> |
| | <p>Lillie Burney – HS Windy Shorts, School Administrator 901 Ida Avenue Hattiesburg, MS 39401 601-582-5291</p> | <p>North Forrest – HS Patricia Mitchell, School Administrator 702 Eatonville Road Hattiesburg, MS 39401 601-318-8225</p> |
| | <p>Rowan – HS Windy Shorts, School Administrator 500 Martin Luther King, Jr. Avenue Hattiesburg, MS 39401 601-583-0960</p> | <p>Thames – HS Windy Shorts, School Administrator 2900 Jamestown Road Hattiesburg, MS 39401 601-554-3906</p> |
| | <p>W. H. Jones - HS/EHS Lawanda Lenoir, School Administrator 5489 Hwy 42 Hattiesburg, MS 39401 601-582-0689</p> | <p>Woodley – HS Windy Shorts, School Administrator 2006 O'Ferrall Street Hattiesburg, MS 39401 601-554-3907</p> |
| | | |
| Lamar County | <p>Lumberton – HS/EHS Clifton Anderson, School Administrator 504 5th Avenue Lumberton, MS 39455 601-796-3533 or 601-796-3543</p> | <p>Clifton Preston, Sr. - HS/EHS Felicia Harness, School Administrator 101 Center Avenue Sumrall, MS 39482 601-758-3297</p> |
| | <p>Oak Grove - HS/EHS Felicia Harness, School Administrator 70 Leaf Lane Hattiesburg, MS 39402 601-264-0690</p> | |
| | | |

| | | |
|------------------------|--|---|
| Marion County | Hub - HS/EHS Sandra Hilbert, School Administrator 431 Old Hwy 13 South Columbia, MS 39429 601-736-7882 or 601-736-7503 | East Marion - HS Felicia Harness, School Administrator 527 East Marion School Road Columbia, MS 39429 601-810-1913 |
| | West Marion - HS School Administrator 2 West Marion Drive Foxworth, MS 601-810-2345 | Columbia – HS Sandra Hilbert, School Administrator 501 Dale Street Columbia, MS 39429 |
| Pike County | Magnolia - HS/EHS Ramona Landry, School Administrator 1139 Reo Lane Magnolia, MS 39652 601-783-5803 or 601-783-3208 | Kennedy - HS Barbara Ratcliff, School Administrator 207 S. Myrtle Street McComb, MS 39648 601-249-3558 |
| | Utopian Homes - HS Barbara Ratcliff, School Administrator 1112 Warren Street McComb, MS 39648 601-684-9279 | Westbrook - HS/EHS Barbara Ratcliff, School Administrator 411 St. Augustine Street McComb, MS 39648 601-684-9854 or 601-249-0906 |
| | Yale - HS Shelia Ashley 9030 Hwy 48 East Magnolia, MS 39652 601-783-5811 or 601-783-2445 | |
| Stone County | Stone County - HS/EHS Clifton Anderson, School Administrator 167 Thelma Andrews Road Wiggins, MS 39577 601-928-3000 or 601-928-5263 | |
| Walthall County | Lexie - HS/EHS Shelia Ashley, School Administrator 130 E. Lexie Road Tylertown, MS 39667 601-876-4625 or 601-876-2006 | St. Paul - HS Ramona Landray, School Administrator 225 St. Paul Road Tylertown, MS 39667 601-876-4369 |





Head Start/Early Head Start Management Team

Columbia Central Office - 601-736-9564

Hattiesburg Administrative Office - 601-545-8110

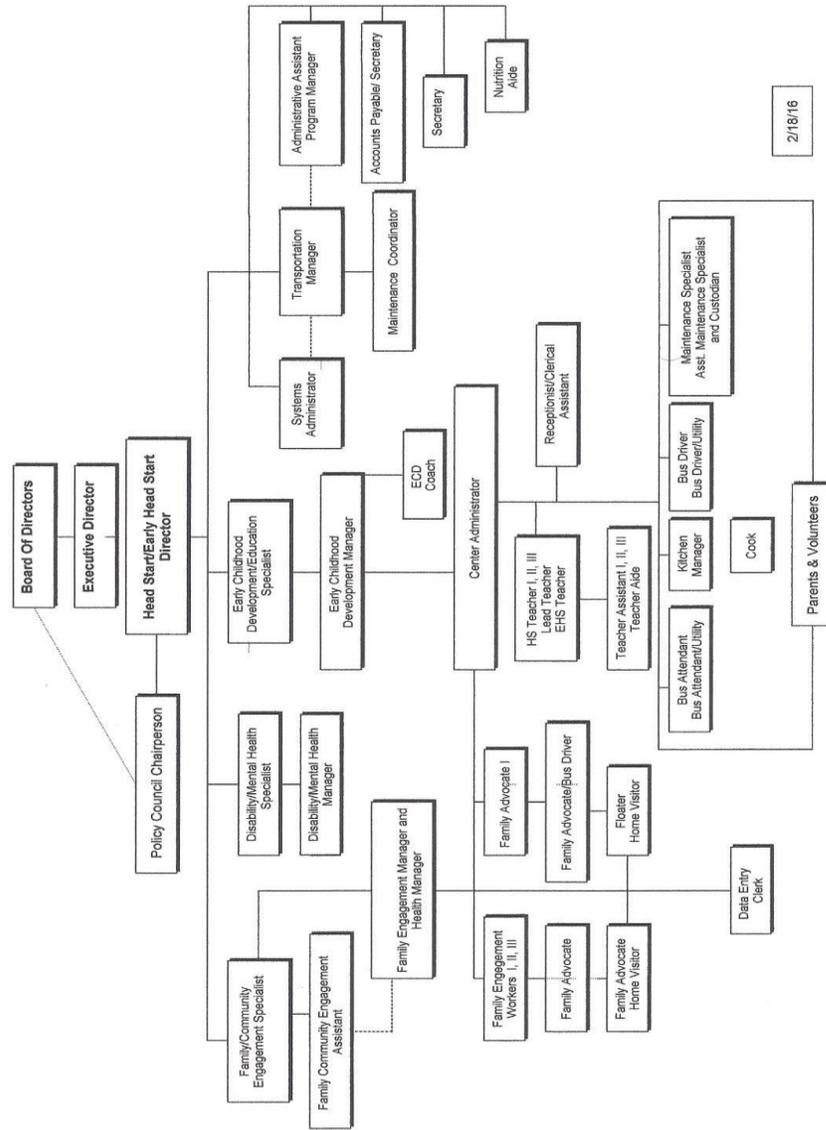
Sherrone McDonald, Head Start/Early Head Start Director

Ext. 125 – Columbia

Ext. 130 - Hattiesburg

| | |
|--|---|
| <p style="text-align: center;"><i>Administrative Assistant/Program Manager</i> Nealy Parker <i>Ext. 127- Columbia</i></p> | <p style="text-align: center;"><i>Bookkeeper</i> Melody Albritton <i>Ext. 163- Columbia</i></p> |
| <p style="text-align: center;"><i>Personnel Director</i> Pamela Everett <i>Ext. 121- Columbia</i></p> | <p style="text-align: center;"><i>Data/Compliance Specialist</i> LaQuana Ginn <i>Ext. 135 - Columbia</i></p> |
| <p style="text-align: center;"><i>Disability/Mental Health Specialist</i> Kim Newell <i>Ext. 158- Columbia</i> <i>Ext. 126 - Hattiesburg</i></p> | <p style="text-align: center;"><i>Disability/Mental Health Specialist</i> Gay Magee <i>Ext. - Hattiesburg</i> <i>Ext. 119 - Columbia</i></p> |
| <p style="text-align: center;"><i>Early Childhood Development/Education Specialist</i> Angela Simon <i>Ext. 120- Columbia</i> <i>Ext. 128 – Hattiesburg</i></p> | <p style="text-align: center;"><i>Facilities/Transportation Specialist</i> Bernard Nelson <i>Ext. 137 – Columbia</i></p> |
| <p style="text-align: center;"><i>Family/Community Engagement Specialist</i> Tonya Galloway <i>Ext. 133- Columbia</i> <i>Ext. 125 - Hattiesburg</i></p> | <p style="text-align: center;"><i>Family/Community Engagement Assistant</i> Sandra Jenkins <i>Ext. 145- Columbia</i> <i>Ext. 124 - Hattiesburg</i></p> |
| <p style="text-align: center;"><i>Systems Administrator</i> Michelle Peters <i>Ext. 156- Columbia</i> <i>Ext. 139 - Hattiesburg</i></p> | <p style="text-align: center;"><i>Transportation Manager</i> Natissa Thompson <i>601-736-6077- Columbia</i></p> |
| | |

Pearl River Valley Opportunity Head Start/Early Head Start Organizational Chart





MISSISSIPPI STATE DEPARTMENT OF HEALTH

CHILD CARE REGULATIONS SUMMARY FOR PARENTS

Dear Parents,

The **Regulations Governing Licensure of Child Care Facilities** require that child care providers supply you with a summary of the Child Care Regulations that govern the licensure of child care facilities.

The Child Care Regulations are the rules and regulations that each child care facility in Mississippi must follow in order to maintain their Child Care License. You, as a parent, are entitled access to these regulations. Among the subjects covered in the Child Care Regulations are:

- Licensing Requirements
- Buildings & Grounds
- Rights of Entry & Violations
- Health, Hygiene, Safety
- Facility Policies & Procedures
- Nutrition & Meals
- Personnel Requirements
- Discipline & Guidance
- Records
- Transportation
- Reports
- Diapering & Toileting
- Staff Requirements
- Swimming & Water Activities
- Program Activities
- Feeding of Infants & Toddlers
- Children with Special Needs
- Night Care
- School Age Care
- Summer Day Camp & School Age Programs
- Hourly Child Care
- Hearings, Emergency Suspensions, Legal Actions & Penalties
- Release of Information
- Rest Periods
- Equipment, Toys, Materials

APPENDICES

Appendix A – Child Abuse & Neglect Reporting

Appendix C – Nutritional Standards

Appendix E – Dishwashing Procedure

Appendix G – Diaper Changing Procedure

Appendix I – Communicable Disease/Conditions & Return of Child Care Guidelines

Appendix B – Reportable Diseases

Appendix D – Playground Safety Standards

Appendix F – Hand washing Procedure

Appendix H – Cleaning & Disinfection Procedure

A full copy of the Child Care Regulations should be located in the Director's office of your child care facility. It should be available for your examination upon request. You may also access the Regulations at www.healthymms.com (from the left menu, select *Licensure*, then *Child Care & Youth Camps*.) You may direct your questions to your local licensing officials, or you may contact the Child Care Licensure office in Jackson at (601) 364-2827.

Should you have a complaint concerning a child care facility, contact your local licensing official

Head Start/Early Head Start

VirtualStart 2020-2021

PRVO Head Start/Early Head Start will begin the 2020-2021 school year by implementing a 100% virtual learning option due to COVID-19. PRVO's virtual program called, *Virtual Start*, will provide the complete services that address the wellbeing of the entire family through virtual platforms. Although educational and family services will be virtual, PRVO will continue to work with dental, medical, mental health and education providers to serve families and meet Head Start's high quality standards. Parent participation and availability will be key in ensuring that the program services are successful in the virtual model. Please note that the information below is subject to change at any time.

Virtual Start Weekly Schedule

- Four Year olds: Four year old children will participate in two Zoom classes each week. Read-a-loud sessions will be scheduled on Fridays. Zoom classes will last no more than 30-45 minutes for each child/parent.
- Three year olds: Three year old children will participate in individual or small group Zoom meetings weekly.
- EHS: Virtual visits will occur weekly with the parent and the EHS Teacher. Activities shared with the parent will be based on The Creative Curriculum for Infant, Toddlers and Twos. With parental input, infants and toddlers will be assessed using Teaching Strategies Gold.

Virtual Start Curriculums/Assessment

Teachers will utilize the following curriculums:

- Creative Curriculum for Preschool; Creative Curriculum for Infants, Toddlers and Two's
- Ready Rosie Family Engagement Platform
- Opening the World of Learning (Early Learning Collaboratives)

All Curriculums are aligned with the Head Start Outcome Framework and the Mississippi Early Learning Standards. All Head Start/Early Head Start children will be assessed with the Teaching Strategies Gold Assessment three times per year and MKAS (collaboratives).

Parental Dress Code For Pick-Up/Drop-Off At Schools



Parents, Guardians and Authorized Persons must dress in a manner for the school environment that is neither a distraction nor a safety issue to themselves or others and must abide by PRVO's policies and procedures as written.

We respectfully request that parents and designated persons who drop off children to and from school follow all policies and procedures regarding parental dress with the expectation of the following:

- No sleepwear to be worn (loungewear, pajamas, gowns, boxer shorts, etc.)
- No beach wear
- No clothing with holes, cuts or ill-fitting sweatpants or warm-ups that reveals any inappropriate area
- No clothing with profanity, obscene language or gestures
- No exposure of under garments
- No men's hats will be permitted inside building

School Administrator/Lead Teacher will have complete and final judgment on all matters concerning interpretation of the standardized dress policy. Matters concerning appearance and dress not specifically covered in the policy shall be within the discretion of the administration.

Policy and Procedures:

1. Family Engagement Staff will discuss with parent the dress code policy during the enrollment process.
2. Each parent will receive a copy of the Parent Handbook with policy outlined.
3. Dress code policy and procedure will be discussed during Parent Orientation.
4. Parents not adhering to dress code policy and procedure must meet with School Administrator/Lead Teacher to address concerns. Parents will be requested to vacate the premises and upon return be in full compliance of the dress code policy.

Child Abuse and Neglect

Physical Abuse

Physical abuse is generally defined as "any non 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.

Hours of Operation and Calendar COVID-19

In response to COVID-19 and to prevent the spread of COVID-19 in schools, PRVO Head Start and Early Head Start will limit any nonessential visitors, volunteers, and activities involving external groups and organizations as possible. The program will stagger arrival and drop-off times and/or locations to limit the contact with parents as much as possible and adhere to social distancing recommendations. Ideally, the same parent or designated person should drop off and pick up the child every day.

PRVO will start the school year with virtually services only and determine at later date if other options will be considered. If centers reopen for in person services, the hours and dates of operation may vary and will be at the programs discretion to ensure the health and safety of children and adults

PRVO HS/EHS schools operate Monday – Friday. Months and times vary by location. Parents will receive a school calendar that indicates starting date, ending date and holidays.



Hours That A Child Can Be Left At The School

Head Start - PRVO Head Start Schools operate for six hours per day and vary by location. Six hours is the maximum number of hours that children in Head Start can attend each day. PRVO encourages parents to bring and pick up their child on time each day. It is important for your child's success that he/she receives the full six hours of planned activities every day.

Early Head Start - EHS schedules will be based on parent work or school hours that are documented on official letterhead. **Work schedule must contain employer's name, contact phone number and hours worked.** The number of hours that a child will be allowed to stay in the school will be based on work/school schedules not to exceed the EHS Operational timeframe.

Updated parent work or school schedules may be requested by the Center Administrator or Family Engagement Worker anytime during the year. Work verifications must be on the employer's letter head and include days worked and hours worked. School Schedules must be official and signed and stamped by an employee in the registrar's office (online copies of schedules will not be accepted). Parents in school must be attending on campus classes (high school or college). **Parents attending online classes only will be placed on an 8:00 a.m.-3:00 p.m. schedule.** If a parent's schedule changes during the year, he/she must report the new information to their Family Engagement Worker within 48 hours so that their schedule is changed. If a parent becomes unemployed or is not attending school at any time during the year, he/she will be placed on a standard 8:00 a.m. – 2:00 p.m. schedule until the parent becomes employed again and submits an official work schedule, at which time the child's schedule will be adjusted if needed.



Note: COVID may affect the hours of operation provided to EHS parents.

PRVO, Inc. does not discriminate on the grounds of race, religion, color, sex, familial status, age, national origin, or handicap in any program or employment.

Communication With Parents

Effectively communicating with parents is a key factor in developing strategies to strengthen parent engagement. At some point, all Head Start staff members communicate with families, which make this information useful in increasing productive parent/staff interaction.

When parents feel included and heard, their support can contribute a dynamic source of energy. We encourage parent participation with program planning. Communication with parents may be through notes, flyers, phone calls, emails, agency's webpage, Facebook and Instagram and One Call Now.



COVID-19

In response to COVID-19 and to prevent the spread of COVID-19 in schools, PRVO Head Start and Early Head Start will limit any nonessential visitors, volunteers, and activities involving external groups and organizations as possible. Parents will be seen in the schools by appointment only, must adhere to social distancing recommendations and wear masks while on premises. The agency has provided lock boxes in designated locations to receive documents from parents. Parents can also scan and email documents to Family Engagement Workers. PRVO will continue to make health and safety of children a priority. Due to COVID-19 changes will be allowed over the phone. **Parents will be asked identifying information prior to changes being made.** Family Engagement Workers will document authorizing person, time and changes made in family's case notes.

If you have any questions concerning your child, school, policies/procedures, assessments, etc. please contact your Family Engagement Worker at any time and they can assist you with your needs.

PERFORMANCE STANDARDS

The Head Start Program Performance Standards require:

- Provide effective two-way communication on program services, activities, policies, and resources.
- Create methods for enhancing parents' knowledge and understanding of their children's needs in terms of education, development, nutrition, health, and disabilities.
- Communicate with parents about community resources and other agencies that can better serve the needs of Head Start families.
- Include parents in the design and implementation of the communication process within the Head Start program in order to further their involvement in the program.
- Work with other community agencies to develop strategies for improving services to Head Start families.



To Parents of all Pearl River Valley Opportunity, Inc. Head Start/ Early Head Start Students:

Pearl River Valley Opportunity, Inc. Head Start/ Early Head Start will utilize an automated parent notification service called *One Call Now*. The partnership with *One Call Now* is another demonstration of the School's commitment to you and your child's education and safety.

Calls you receive from the school will be listed on caller-ID as: **877-698-3261**. Once you have this number listed in your cell phone contacts, you may want to identify it as *One Call Now*.

When you receive a call from *One Call Now*, you should hear a 1-2 second tone followed by a general greeting (example: Please hold for an important message from Pearl River Valley Opportunity, Inc. Head Start/ Early Head Start). After the message has played you can press the # button to repeat the message.

If you receive a message and need to listen to it again at a later time or entire message was not recorded on your answering machine or voice mail, you can call into the *One Call Now* system from the phone that you missed the call on and be prompted to press 1 to listen to your group's last message. Simply call the toll free number **877-698-3261** from the phone that you missed the call, the system will recognize the number and prompt you to press 1 to listen to the last message from your group. If the number you are calling from is not currently on the list, it will ask you to input your primary 10-digit phone number. Then you will be prompted to press 1 to listen to the last message from your group.

The school will use *One Call Now* to inform parents of school closings, early release, and important news. Also, school will use this service for informational messages to parents about upcoming events and activities.

The most important thing parents can do is verify the accuracy of their contact information. We must have updated phone numbers and email addresses for *One Call Now* to work effectively and efficiently. Call the school to verify your information is correct.

Parents may also opt-in to receive text messages on their cell phones. To opt-in, text the word **ALERT** to **22300**. Within a few days of this letter going out, we plan to send out an opt-in phone call to the entire list of cell phones. This call will give parents the instructions on how to opt-in for future text messages.

Pearl River Valley Opportunity, Inc. Head Start/ Early Head Start has always been committed to the safety and security of our students. The *One Call Now* notification system is a valuable and welcome addition to our overall school safety program.

Thank you.

Transportation Policy

It is the policy of Pearl River Valley Opportunity, Inc. Head Start to provide safe transportation to enrolled children with or without disabilities who otherwise would not be able to attend their assigned school 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 school for children living within a five (5) mile radius of the school. If a parent lives within the five mile radius or has a documented disability, he or she will need to meet with the School Administrator and Family Engagement Worker to discuss the option that best meets the parent's needs.

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

COVID-19 – TRANSPORTATION

In response to COVID-19 and to prevent the spread of COVID-19 on the bus and at school, the transportation department has made changes to transportation procedures as follows:

1. Parents will be asked to stay in vehicle and Bus Attendant will direct them to bring child to bus to load.
2. Parents are asked to wear face mask (If needed the School Administrator will provide)
3. Parent will wait till child has been checked for health concerns.
4. If there is a health concern, parent will be asked to take child home and will have follow up by FEW.
5. Parent/designee should be the same person to avoid contact with others.
6. At drop off same procedure will be followed for receiving children. Parent stay in car until directed by Bus Attendant.
7. Parents are asked to wear face mask.

Please Note: If transportation services are not utilized within the first ten (10) days, transportation services may be dropped and the child will be placed on the waiting list for future transportation services). If schools resume normal in person operations, PRVO will make a determination whether or not it is safe to resume transportation services to enrolled children during the 2020-2021 school year.

Transportation Policy Continued

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 Engagement Worker to acknowledge the change. The School Administrator will immediately inform the Bus Attendant of the new transportation arrangements. Parents are informed of this policy during enrollment.

Parents will be asked to show ID (Driver's License or another form of picture ID) the first few weeks of school or until the bus attendant and/or driver becomes familiar with each parent or authorized individual. If parent or other designee is not at pick up point at the designated time or an unauthorized person tries to pick up child or no one is at pick up point to receive child, the Bus Driver will return the child to the school and the Bus Attendant will document and report this incident to the Center Administrator and Family Engagement Worker. Children will not be release to unauthorized persons. After three valid offenses, transportation services may be suspended for an allotted time period until an agreement or corrective action has been made. Each incident will be recorded in the child's comprehensive file. Please contact your Family Engagement Worker to update the persons that are authorized to pick up your child. Due to COVID-19, ***changes will be allowed over the phone due to safety concerns.*** Parents will be asked to provide identifying information in order to make changes.

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 School Bus (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.



Release of Children Policy

Purpose/Policy

PRVO will establish a procedure that will be utilized by Head Start and Early Head Start Staff to ensure the safety and well-being of children who are released to authorized adults. An adult is considered to be anyone eighteen (18) years or older. PRVO Head Start/Early Head Start will require that individuals who are authorized to pick up children are to be at **least 18 years of age**. This will apply to individuals picking up children at the schools as well as at pick up and drop off locations.



Procedure:

1. All authorized persons must be at least **18 years of age**.
2. All authorized persons must show valid picture ID
3. Person must be listed on child's Release Of Information Form
4. Parents will be asked to stay in vehicle and Bus Attendant will direct them to bring child to bus to load at the pick up and drop off locations.
5. Parents are asked to wear face mask at pick up and drop off locations and when picking children up from school. (If needed the School Administrator will provide)
6. Parent will wait till child has been checked for health concerns.
7. If there is a health concern, parent will be asked to take child home and will have follow up by FEW.
8. Parent/designee should be the same person to avoid contact with others.
9. At drop off same procedure will be followed for receiving children. Parent stay in car until directed by Bus Attendant.
10. Parents are asked to wear face mask.
11. All persons must complete the Sign In/Out or Pick-Up/Drop-Off Transportation Form daily (Bus Transportation/Classroom)

Attendance/Absenteeism Policy



COVID-19

Virtual Services – Teachers will take attendance at weekly Zoom meetings. In addition, parent participation in other platforms such as Ready Rosie and Teaching Strategies Gold will be considered in our efforts to document attendance. Parents will not be penalized nor dropped from the program for missing Zoom sessions. PRVO will encourage parents to continue participation and family engagement workers will communicate by phone, email, or Zoom on a regular basis to determine any barriers or COVID related issues that may prevent participation.

Purpose/Policy

PRVO will establish an attendance policy to ensure the children are at school ready. Regular attendance will be promoted throughout the agency and support the overall learning and educational experience of each child. Consistent attendance provides for a healthier and more stable learning environment. All parents will receive periodic attendance reminders through One Call Now.

Procedure

The procedures below will occur for all families regardless of the reason for the absence, including medical reasons. All medical excuses will be filed in the child's comprehensive file.

1. One (1) Absence – Family Engagement Workers will contact each family on day of absence and document in the child's comprehensive file and ChildPlus the reason the child was absent. Staff will also remind parent of the attendance policy. Staff will encourage parents to contact the program if child will be absent and provide an expected date of return.
2. Three (3) absences (consecutive or nonconsecutive) – Family Engagement Workers contact the parents to complete home visit (visit may be conducted virtually) to check on the family's well-being and offer assistance as needed in order for the child to return to school. Family Engagement Worker will provide parents with information on the benefits of child's regular attendance. Documentation of the home visit or direct contact will be documented in the child's comprehensive file and ChildPlus data system.
3. Five (5) absences (consecutive or nonconsecutive) – Family Engagement Staff will contact Central Office to send a letter to the family documenting the number of days the child has been absent regardless of reason and the importance of attending school each day. Family Engagement Staff will also conduct a home visit (visit may be done virtually) and review attendance policy with parent.
4. Ten (10) absences (consecutive or nonconsecutive) – Family Engagement Workers will schedule a conference with parents that will include parent, Center Administrator and Family Engagement Worker. Staff will reiterate the attendance policy and advise that the child will be dropped due to attendance after 15 days of absences. Staff will also work with parents to address any barriers.
5. Fifteen (15) Absences (consecutive or nonconsecutive) – Family Engagement Staff will contact Central Office to send a letter to the family documenting number of days missed and that child may be dropped due to excessive absences.

A child may be dropped from the program after 15 consecutive or nonconsecutive absences that are not medically related during the school year. A child who misses (15 consecutive or nonconsecutive days) that are not medically related within the first 60 days may be dropped from the program. Absences not supported by an official doctor's statement (signed and on clinic letterhead) will count towards the 15 days.

MEAL SCHEDULE 2020 - 2021

Parents share input in planning meals through the Menu Planning Committee

Due to COVID 19

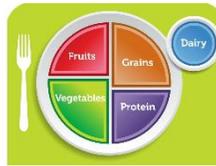
PRVO will provide hot meals or bulk meals for children enrolled in *Virtual Start*. Meal delivery will vary by school. Parents must communicate their interest in receiving meals by notifying their School Administrator.

Parents of children with food allergies should contact their family engagement worker so that special accommodations can be made.

No outside food is allowed in the schools including during special events, holidays and birthdays. All food served to children must be purchased by PRVO and prepared by PRVO kitchen staff.

All Schools **Not Located** Within The Buildings Of The Public School Systems
in
Forrest, Lamar, Marion, Pike, Stone & Walthall Counties

“All Meals Are USDA Approved”



Breakfast -----Varies By School
Lunch-----Varies By School
P.M. Supplement-----Varies By School



All Schools **Located Within** The Buildings of the Public School Systems
Will Follow A Schedule That Is In Partnership With the
Local School District Schedules



“Early Head Start Children Are Fed on Demand”



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

Meal Schedule 2020 - 2021 Continued

1. All Head Start/Early Head Start children will be served two (2) meals and a nutritious snack each day.
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. Whole milk will be served to children ages **12-24 months**. Children ages **2-5 years** and above will be served 1% milk.
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 uniforms. In schools with multiple kitchen staff, uniforms must be color coordinated each day. Hairnets 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 breastfeeding.
12. Staff is trained in proper storage and handling of breast milk.
13. Staff is trained in proper 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, diapers and wipes 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.

Good nutrition today means a stronger tomorrow!

Building for the Future

with CACFP

This Head Start receives support from the Child and Adult Care Food Program to serve healthy meals to your children.



Meals served here must meet USDA's nutrition standards.

Questions? Concerns?

PRVO Head Start/EHS
756 Hwy 98Bypass
Columbia, MS 39429
601-736-9564 Ext. 119

Learn more about CACFP at USDA's website:

<https://www.fns.usda.gov/>

USDA is an equal opportunity provider, employer and lender.

United States Department of Agriculture
Food and Nutrition Service FNS-317

Exclusion Criteria For Sick Children



Small children can become ill very quickly. The child care provider should observe each child's health throughout the time the child is in their care. If the child care provider observes signs and symptoms of illness that would require removal from the facility, he/she should contact the parents/guardians to have the child picked up and continue to observe the child for other signs and symptoms. **If the child is not responding to you, is having trouble breathing, or is having a seizure or convulsion, call 911.** **Whenever there is a contagious outbreak in the school, School Administrator must notify the licensure official, HS/EHS Director, parents, ECD Manager and staff and within 24 hours. Also, notice of the outbreak will be posted throughout the school and a note provided to parents.**

The following conditions require **EXCLUSION** from child care:

Fever: Defined as 100°F or higher taken UNDER THE ARM, 101°F taken ORALLY, or 102°F taken RECTALLY. For children 4 months or younger, the lower rectal temperature of 101°F is considered a fever threshold.

Diarrhea: Three or more episodes of diarrhea in a 24-hour period, that is runny, watery, or bloody. According to CDC recommendations, a child who is not toilet trained and has diarrhea should be excluded from child care settings regardless of the cause.

Vomiting: Two or more times in a 24-hour period

Rash: Body rash WITH A FEVER

Sore Throat: Sore throat with fever and swollen glands

Severe Coughing: The child gets red or blue in the face or makes high-pitched whooping sound after coughing.

Eye Discharge: Thick mucus or pus draining from the eye

Jaundice: Yellow eyes and skin

Irritability: CONTINUOUS irritability and crying

Coronavirus - COVID-19 - There are many types of human coronaviruses including some that commonly cause mild upper-respiratory tract illnesses. Coronavirus Disease 2019 (COVID-19) is a respiratory disease caused by the SARS-CoV2 virus. COVID-19 can cause illness ranging from mild to severe and in some cases, can be fatal. Symptoms typically include fever, cough, and shortness of breath. Some people infected with the virus have reported experiencing other non-respiratory symptoms. Other people, referred to as asymptomatic cases, have experienced no symptoms at all. Symptoms of COVID-19 may appear in as few as 2 days or as long as 14 days after exposure.

Exclusions Criteria For Sick Children Continued

How COVID-19 Spreads • The virus is thought to spread mainly from person-to-person.

- o Between people who are in close contact with one another (within about 6 feet).
- o Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- o These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- o Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

Symptoms

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell

Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea.

When to Seek Emergency Medical Attention

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*The prior list does not include all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.

Call 911 or call ahead to your local emergency facility if you experience any of the above symptoms. Notify the operator that you are seeking care for someone who has or may have COVID-19.

A child that is sent home and suspected of having COVID-19 must be tested and stay in quarantine for 14 days. They must provide proof of negative results upon return.

“Flu” (Influenza) - Influenza is an acute (sudden onset) viral disease of the respiratory tract characterized by fever, headache, muscle aches, joint pain, malaise, nasal congestions, sore throat and cough. **Mode of Transmission:** Direct contact with nose and throat secretions of someone who has influenza; airborne spread by these secretions coughed into the air. **Return To Child Care:** The child may return to child care when FREE OF FEVER and feeling well.

Key Points To Prevent The Spread Of Flu In Child Care Settings:

1. Basic infection control in child care settings should always be promoted and maintained.
2. Encourage students, parents, and staff to get a yearly flu vaccine
3. Stay home when sick
4. Separate ill children and staff
5. Hand Hygiene
6. Respiratory etiquette
7. Routine Cleaning

Exclusions Criteria For Sick Children Continued

Varicella-Zoster (Chickenpox) – Chickenpox is a highly infectious viral disease that begins with small red bumps that turn into blisters after several hours. **Notification:** Notify parents/guardians and staff members that a case of chickenpox has occurred, especially those parents whose child is taking steroid medications, being treated with cancer or leukemia drugs or has a weakened immune system for some reason. **Return To Child Care:** Once the diagnosis has been made, determine the day the blisters first appeared. Exclude until all sores have dried and crusted (usually six (6) days). ***A physician's statement of return date must be submitted to the Center Administrator prior to child's return to the center.***

Diarrheal Diseases: Diarrheal diseases are generally transmitted or spread by ingesting food or water or by putting something in the mouth such as a toy that has been contaminated with the feces (stool) of an infected person. **Notification:** Notify parents/guardians of children in the involved room of the illness. Ask that any child with diarrhea, severe cramping or vomiting be evaluated by a physician and that parents should inform staff of diarrheal illness in their child. **Outbreak:** Most diarrheal diseases are reportable to the Mississippi State Dept. of Health. When there are two (2) or more cases of a diarrheal disease in one room, more extensive notification may need to be done and stool specimens may need to be collected. **Return To Child Care:** In most cases, a child may return to child care after a diarrheal illness once he or she is FREE OF FEVER for 24 hours and the diarrhea has ceased. ***A physician's statement of return date must be submitted to the Center Administrator prior to child's return to the center.***

Fifth Disease - This is an infectious disease characterized by a "slapped-faced" (redness) appearance of the cheeks followed by a rash on the trunk and extremities. **Mode of Transmission:** Person-to-person spread by direct contact with nose and throat secretions of an infected person. **Notification:** Notify parents/guardians and staff members that fifth disease is occurring in the child care facility. **Return to child care:** Children with fifth disease may attend child care if they are FREE OF FEVER, since by the time the rash begins they are no longer contagious. The rash may come and go for several weeks. ***A physician's statement of return date must be submitted to the Center Administrator prior to child's return to the school.***

Hand-Foot and Mouth Disease - This is a common childhood disease caused by a strain of coxsackievirus. Some children have mild to no symptoms. Some children may have painful blisters in the mouth and on the palms of the hands and the soles of the feet. **Mode of Transmission:** The virus can be spread through saliva from the blisters in the mouth and from the fluid from the blisters on the hands and feet. It is also spread through the feces or stool of an infected person. **Notification:** Notify parents/guardians and staff that there are cases of hand-foot-and-mouth disease in the child care facility so that they can be alert to the signs and symptoms. **Return to child care:** Children who drool and have blisters in their mouths, or who have weeping or active lesions/blisters on their hands, should be excluded from child care until the lesions are crusted and dry and the child is free of fever for 24 hours. ***A physician's statement of return date must be submitted to the Center Administrator/Lead Teacher prior to child's return to the school.***

Head Lice - This is infestation of the scalp by small insects called lice. Treatment may be accomplished with prescription or over-the-counter medicines applied to the scalp. **Mode of transmission:** Direct contact with an infested person's hair (head-to-head) and, to a lesser extent, direct contact with their personal belongings, especially shared clothing and headgear. **Notification:** Notify the parents/guardians that a case of head lice has occurred. Check the other children in that room for head lice and if found, notify their parents/guardians that the child needs treatment. **Return To Child Care:** The child may return to child care after the first treatment has been given and the child is free of lice (live) and nits by visual inspection. ***Proof of treatment must be submitted to the Center Administrator/Lead Teacher prior to child's return to the school.***

Exclusions Criteria For Sick Children Continued

Impetigo - This is a contagious bacterial infection characterized by spreading pustular lesions (sores with pus) and children should be evaluated for medical treatment. **Mode of Transmission:** Skin-to-skin contact with sores
Return to child care: The child may return to child care 24 hours after treatment has been started if free of fever and the lesions are not draining. **A physician's statement of return date must be submitted to the Center Administrator/Lead Teacher prior to child's return to the school.**

Measles - Measles is a serious viral infection characterized by a rash (red, flat lesions) starting on the head and neck, which enlarge and coalesce (run together), and spread to the trunk, then to the extremities. Other symptoms include a high fever, conjunctivitis (red, inflamed eyes), cough and nasal congestion. The Health Department **MUST** be notified on first suspicion. **Mode Of Transmission:** Direct contact with nose and throat secretions of an infected person; may be airborne by droplets of these secretions coughed into the air. **Notification:** Notify staff and parents/guardians that a case has occurred. **Measles is a Class 1 reportable disease and there will be a follow-up investigation by the Health Department.** **Return To child care:** The child may return to child care when free of fever and the rash is fading (this usually takes 5 days). **A physician's statement of return date must be submitted to the Center Administrator/Lead Teacher prior to child's return to the school.**



Meningitis - Meningitis is an inflammation or infection of the meninges (the membranes that cover the brain and spinal cord). Signs and symptoms include severe headache, fever, vomiting, stiffness and pain in the neck, shoulders and back, drowsiness, etc.) **Meningitis is a reportable disease to the MSDH**
Mode of transmission: These germs are most commonly spread by direct contact with nose and throat secretions from an infected person. **Notification:** Notify arents/guardians that a case has occurred and to have their children evaluated by a physician should they have any of the signs or symptoms listed above. **Return to child care:** The child may return to the center whenever he or she has been released by his/her personal physician. **A physician's statement of return date must be submitted to the Center Administrator/Lead Teacher prior to child's return to the school.**

Mumps - Mumps is an infectious disease that is characterized by swelling and pain of the salivary glands.
Mode of transmission: person-to-person spread by direct contact with the saliva of an infected person. **Return to child care:** The child may return to child care 9 days after the beginning of the salivary gland swelling. **A physician's statement of return date must be submitted to the Center Administrator/Lead Teacher prior to child's return to the school.**

"Pink Eye" (Conjunctivitis) - This is an infectious disease characterized by redness of the eye(s), excessive tearing, itching, and discharge. Some cases may require antibiotics; therefore, the child should see a physician.
Mode of transmission: Contact with discharges from the eye, nose or throat of an infected person. Also, from contact with fingers, clothing and other articles that have been contaminated with the discharge. **Return to child care:** Children may return to child care after they have seen a physician and when the redness/discharge is improving. **A physician's statement of return date must be submitted to the Center Administrator/Lead Teacher prior to child's return to the center.**

Pinworms - Pinworms are tiny worms that live in the large intestine and can cause anal itching, sleeplessness and irritability. **Mode of transmission:** Pinworms can be spread when an uninfected person touches the anal area of an infected person and then put their hands/fingers in their mouth. They can also be spread when an infected person scratches the anal area and then contaminates food or other objects that are touched or eaten. **Return to child care:** The child may return to child care 24 hours after they have received the first treatment. **A physician's statement of return date must be submitted to the Center Administrator/Lead Teacher prior to child's return to the center.**

Exclusions Criteria For Sick Children Continued

Ringworm - Ringworm is a skin infection caused by a fungus that can affect the scalp, skin, fingers, toe nails and feet. Ringworm on the body can be successfully treated with several over-the-counter medicines. **Ringworm of the scalp characterized by inflammation, redness, and hair loss and does not respond to over-the-counter medicines; therefore, the child should be seen his/her physician. Mode of transmission:** Direct skin-to-skin contact or indirect contact (toilet articles such as combs and hair brushes, used towels, clothing and hats contaminated with hair from infected persons) **Notification:** When the lesions (red, circular places) are found, notify the parent/guardian that the child needs treatment. **Return to child care:** The child may return to child care after the treatment has been started. Treatment for ringworm of the scalp and nails usually lasts for several weeks. **A physician's statement of return date must be submitted to the Center Administrator/Lead Teacher prior to child's return to the center for Ringworm of the scalp.**

Scabies - Scabies is a disease of the skin caused by a mite that is usually found around finger web, wrists and elbows. The rash may appear on the head, neck and body of infants. Scabies requires treatment by prescription drugs. **Mode of transmission:** Direct skin-to-skin contact with an infected person. **Notification:** Notify parents/guardians and staff that scabies has occurred in the facility so that they can be alert to sign and symptoms and seek treatment. **Return to child care:** The child may return to child care 24 hours after the treatment has been completed. **A physician's statement of return date must be submitted to the Center Administrator/Lead Teacher prior to child's return to the center.**



“Staph” (Staphylococcal infections) - Staph commonly causes skin infections that look like pimples; though all pimples and skin infections are not caused by staph. Staph can cause more serious skin infections that are swollen, painful and have purulent (pus) drainage. Those more serious infections require medical evaluation and treatment. **Mode of transmission:** Direct skin-to-skin contact with a draining lesion/sore or purulent (pus) discharge. Staph may also be spread by contact with articles soiled with discharge or drainage. **Return to child care:** Children who have a minor staph infection of the skin such as a pimple may attend child care. Those who have a more serious staph infection that requires medical treatment should not return to child care until 24 hours after treatment has been started and is free of fever. Lesions that are oozing and are on exposed skin surfaces should be covered with a leak-proof bandage. **A physician's statement of return date must be submitted to the Center Administrator/Lead Teacher prior to child's return to the center.**

“Strep Throat” (Streptococcal Pharyngitis) and Scarlet Fever - Strep Throat is a disease characterized by sore throat, fever, and tender, swollen lymph glands in the neck. The child should see a physician to obtain prescription medication. Scarlet Fever is an infection with a rash. It is most commonly associated with strep throat. In addition to symptoms of Strep Throat, the person with scarlet fever has an inflamed, sandpaper-like rash and sometimes a very red or “strawberry” tongue. **Mode of transmission:** Direct or indirect contact (e.g., contaminated hands, drinking glasses, straws) with throat secretions of an infected person. **Return to child care:** the child may return to child care 24 hours after treatment has been started if free of fever. **A physician's statement of return date must be submitted to the Center Administrator/Lead Teacher prior to child's return to the center.**

Whooping Cough (Pertussis) - Pertussis or whooping cough is a contagious disease characterized by upper respiratory tract symptoms with a cough, often with a characteristic inspiratory (breathing in) whoop. **Mode Of transmission:** Direct or indirect contact (contaminated articles) with nose and throat secretions of an infected person. **Notification:** Notify parents/guardians that a case has occurred. **Pertussis is a Class 1 reportable disease to MSDH.** MSDH will conduct an investigation to determine those who may need preventive treatment. **Return to child care:** The child may return to child care 5 days after their treatment has begun. **A physician's statement of return date must be submitted to the Center Administrator/Lead Teacher prior to child's return to the center.**

Medications and Health Concerns



Children with special dietary needs or identified allergies must provide a statement from their physician stating the child's restrictions, and instructions for School Staff. A Health Plan will be completed to address child's needs and outline the procedure for all staff members and training will be provided. Substitutions will be made in food preparation in order to make certain the wellness of the child is maintained and doctor's instructions will be followed at all times by school staff. We ask parents to update school staff if health concerns or conditions change so appropriate measures can be taken to ensure child's health and safety.

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 asthma, seizures, or allergies, we can arrange for such medication to be given providing we have the following items:

1. A written consent from the parent/guardian of known allergy
2. Written instructions from the child's physician to include medications name, dosage, frequency and side effects if any
3. Medication labeled with child's name, dosage, type of medication, date and name of physician
4. Storage of medication must be out of reach of children **AT ALL TIMES**
5. A completed health plan that involves parent/guardian and all appropriate staff
6. Training appropriate staff members of special procedures

A record shall be maintained for any prescribed medication administered showing the date, time and signature of the person designated to administer the medication. The record shall be maintained in the child's classroom and may be reviewed by parent/guardian at any time.

Health plans may be updated at any time due to changes in doctor's instructions or changes in medication frequency or dosage. Please speak with your Family Engagement Worker if any changes occur. Health plan meetings can be conducted virtually, if necessary.

COVID-19

Symptoms of asthma and COVID-19 may overlap, including cough and shortness of breath. Therefore, students experiencing acute asthma attacks should not be attending school without approval by a healthcare provider. During this COVID-19 pandemic, asthma treatments using inhalers with spacers are preferred over nebulizer treatments whenever possible. During the COVID-19 pandemic nebulizer treatments at school will be reserved for children who cannot use or do not have access to an inhaler. During this COVID-19 pandemic, if a nebulizer treatment is necessary at school for a student, the number of people present in the room will be limited to the student and the staff member administering treatment. Staff who administer asthma medication to students will use good hand hygiene, including washing hands with soap and water for at least 20 seconds before and after administration.

Medication Administration Procedures:

Parent Will:

1. Obtain written instructions from child's physician and submit to Family Engagement Worker
2. Provide emergency/rescue medication (i.e., Epi-Pens, Inhalers, Seizure Related Medications, etc.) to the Bus Attendant and appropriate center staff at pick-up/drop-off locations daily.
3. Retrieve emergency/rescue medication (i.e., Epi-Pens, Inhalers, Seizure Related Medications, etc.) from the Bus Attendant and/or appropriate center staff during pick-up/drop-off locations daily.
4. Complete the transportation form indicating that medication was provided and/or received by the appropriate staff.

Family Engagement Staff Will:

1. Submit written instructions to Family/Community Engagement Specialist and Health Manager/Health Advocate
2. Contact parents **IMMEDIATELY** if emergency/rescue medication is not received by appropriate center staff daily.
3. Document in child's comprehensive file/ChildPlus each occurrence that parent does not submit emergency/rescue medication.

Health Manager/Health Advocate Will:

1. Complete parent consent form to include:
 - a. Name of medication as physician has written
 - b. Dosage
 - c. Date and time to be administered.
2. Review consent form with parent and obtain written parental consent.
3. Receive medication in original prescription container, labeled with child's name, dosage, type of medication, date, and name of physician.
4. Develop health plan with parent(s) and appropriate staff.
5. Explain to parent the importance of providing emergency/rescue medication to appropriate Head Start staff on a daily basis.
6. Train appropriate staff on administering medication or treatment, possible side effects and record-keeping while adhering to all safety guidelines.
7. Periodically monitor administering of medication and medication record log.



Teaching Staff Will:

1. Wash hands, following hand washing procedures.
2. Administer medication or treatment as prescribed by physician.
3. Record date, time and dosage, name of medicine given and signature of person administering medication.
4. File record of documentation.
5. Report any changes in child's behavior or allergic reaction to the School Administrator/Lead Teacher.
6. Keep medication out of reach of children at all times.
7. Keep medication accessible at all times. (Field Trips, playground, cafeteria, etc.)
8. Obtain parental signature indicating the receipt of the emergency/rescue medication daily.
9. Provide parental signature indicating the parent's receipt of the emergency/rescue medication daily.
10. Provide emergency/rescue medication (i.e., Epi-Pens, Inhalers, Seizure Related Medications, etc.) to the Bus Attendant daily.
11. Retrieve emergency/rescue medication (i.e., Epi-Pens, Inhalers, Seizure Related Medications, etc.) from the Bus Attendant daily.

Bus Attendant Will:

1. Obtain parental signature indicating the receipt of the emergency/rescue medication daily.
2. Provide parental signature indicating the parent's receipt of the emergency/rescue medication daily.
3. Keep medication out of reach of children at all times.
4. Keep medication accessible at all times.
5. Retrieve emergency/rescue medication (i.e., Epi-Pens, Inhalers, Seizure Related Medications, etc.) from the teacher daily to transport on bus with child.
6. Provide emergency/rescue medication (i.e., Epi-Pens, Inhalers, Seizure Related Medications, etc.) to the teacher daily.
7. Provide emergency/rescue medication (i.e., Epi-Pens, Inhalers, Seizure Related Medications, etc.) to the parent daily.
8. Retrieve emergency/rescue medication (i.e., Epi-Pens, Inhalers, Seizure Related Medications, etc.) from the parent daily.
9. **IMMEDIATELY** inform appropriate Head Start Staff if child reports to school without their emergency/rescue medication.



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:

- Attention-Deficit Hyperactivity Disorder (ADHD)
- Autism
- Developmental Delay
- Emotional/Behavioral Disorders
- Health Impairment
- Hearing Impairment, Including Deafness
- Intellectual and Developmental Disabilities (IDD)
- Orthopedic Impairment
- Speech or Language Impairments
- Traumatic Brain Injury
- Visual Impairment, Including Blindness

What is IDEA?

Individuals With Disabilities Education Act (IDEA) is for parents of children with disabilities. **IDEA** governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. Children and youth (ages 3-21) receive special education and related services under **IDEA Part B**.

The Program for Infants and Toddlers with Disabilities (Part C of IDEA) is a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, ages birth through age 2 years, and their families.

What Is IDEA? Continued

The following are the six major principles of the IDEA, focusing on students' rights and the responsibilities of public schools to children with disabilities:

- **Free Appropriate Public Education**
 - The IDEA emphasizes special education and related services, which should be designed to meet a child's "unique needs and prepare them for further education, employment, and independent living."
- **Appropriate Evaluation**
 - An appropriate evaluation must be implemented by a team of knowledgeable and trained evaluators, must utilize sound evaluation materials and procedures, and must be administered on a non-discriminatory basis.



- **Individualized Education Plan**
 - The IEP is a written document, developed by an IEP team, which draws upon existing evaluation information in order to meet a student's unique educational needs.
- **Least Restrictive Environment**
 - Under the IDEA, a student is guaranteed placement in the Least Restrictive Environment (LRE) possible. Therefore, an IEP team must explore a number of alternatives for enabling a student to participate in the general education classroom.
- **Parent Participation**
 - Parents have the right to equal participation in this process, and are entitled to notification of a planned evaluation, access to planning and evaluation materials, and involvement in all meetings regarding their child's placement.
- **Procedural Safeguards**
 - Safeguards protect parental access to information pertaining to placement and transition planning; and procedures are put in place to resolve disagreements between parents and schools regarding the placement of a student.

Under IDEA, you have the right to:

- Under the IDEA procedural safeguards, parents have a right to review all educational records pertaining to their child, receive notice prior to meetings about their child’s evaluation, placement, or identification, and to obtain an Independent Educational Evaluation (IEE) for consideration at such meetings.



Mental Health

Head Start embraces a vision of mental wellness. The objective of **45 CFR 1304.24** is to build collaborative relationships among children, families, staff, mental health professionals, and the larger community, in order to enhance awareness and understanding of mental wellness and the contribution that mental health information and services can make to the wellness of all children and families. PRVO will offer mental health services via telehealth using zoom.

You are your child’s first--- and most important--- teacher. Starting right from birth you influence your child’s:

Emotional development - The way you interact with your child in the first years of life will shape how your child:

- Feels about him or herself
- Feels about the world
- Expresses his or her feelings

Social development - You are a role model for your child. What you say and do will teach your child how to get along with others.

Readiness for school - Healthy development is important for a child’s school readiness. A child who is ready is:

- More likely to have success in school
- Less likely to have academic, social and emotional problems---problems that may follow him or her into adult life.



EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

The Parent's Role in School Readiness

"School Readiness is Everybody's Business"

Head Start defines **school readiness** as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Head Start is a leader in the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development, including physical, cognitive, and social and emotional development, all of which are essential to children getting ready for school.

PRVO has established school readiness goals for infants, toddlers and preschoolers to ensure that children are ready for kindergarten and families are advocates for their child's education.

Based on the established goals, teaching staff will work with children individually to teach school readiness skills such as letter and number recognition, beginning and ending sounds, sorting, counting, and other skills needed for entering kindergarten.

Family Engagement Staff will engage parents by assisting with career and personal goals, developing strong parent-child relationships and helping parents to provide a supportive home environment. All Head Start Staff have a vital role to play in ensuring that children transitioning from Head Start to Kindergarten are "ready" to continue learning.

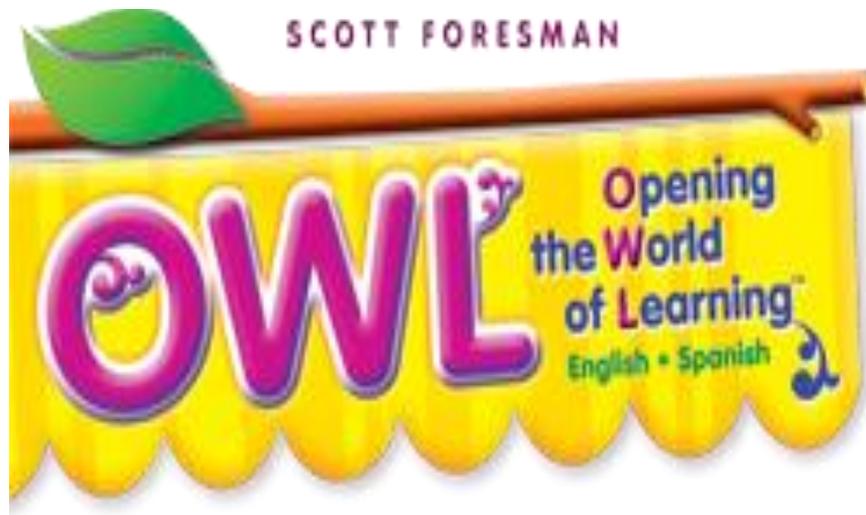
To promote school readiness, parents must:

- ❖ Be their child's first teacher
- ❖ Be actively involved in their child's education
- ❖ Be good communicators
- ❖ Be willing to learn new ideas from staff and other parents
- ❖ Be ready to share their ideas and experiences with others
- ❖ Be willing to serve on various committees and attend meetings

(45 CFR Chapter XIII Head Start Regulation Part 1307.2 and 1307.3 (b)(1)(i), as amended).

Pearl River Valley Opportunity, Inc. has developed goals based on the five essential domains of school readiness identified by the National Education and Goals Panel that are included in the Head Start Early Learning Outcome Framework. Our goals are evidence based, measurable and were developed based on collaborations with local public schools, The Infant/Toddler Framework, the Mississippi Early Learning Standards, Common Core State Standards, the Creative Curriculum for Preschoolers, the Creative Curriculum for Infants, Toddlers and Two's, the Classroom Assessment Scoring System (CLASS) and Teaching Strategies Gold Assessment. Input from staff and parents were also considered in the development of the school readiness goals. The identified school readiness goals are for all enrollees (birth to five).

The Early Learning Collaboratives will use



OWL is built upon a foundation of critical content area concept development. The literature ties to the concepts and vocabulary. OWL also provides daily English language development lessons designed to support English Language Learners. These lessons are tied to the key concepts and vocabulary of the day's instruction. The environment and interactions must be thoughtful and purposeful. All parts of the day should be considered opportunities for learning, and the teacher should know the curriculum content, instructional strategies, and individual children well enough to be responsive in a variety of situations.



This is an exciting year! We will be partnering with the educational resource ReadyRosie to share powerful games and expert videos that support you and your child in his/her learning. Through our partnership with ReadyRosie you will have free access to their learning website and tools.

ReadyRosie is an **evidence-informed** and **research-based** family engagement and early learning resource. Learn more below about the evidence base, the expected outcomes, and ongoing academic research on the impact of ReadyRosie with families and children. Ask your teacher to connect you to ReadyRosie!

- Our family partnership this year will provide the ReadyRosie learning website and app so you can enjoy powerful learning games and expert videos that support you and your child in his/her learning.
- ReadyRosie is a free tool that provides meaningful activities and you can do at home with your child.
- The best part is that each activity/ game is modeled in a 2-minute video, so you and your child can watch together and then do the activity!
- You also get videos of experts in the field of child development to answer those questions you might have.

Hi Families,

This is an exciting year! We will be partnering with the educational resource ReadyRosie to share powerful games and expert videos that support you and your child in his/her learning. Through our partnership with ReadyRosie you will have free access to their learning website and tools.



ReadyRosie

How It Works



After you accept the invitation, each week you will:

- 1 **Watch** videos modeling games and conversations that support what we are learning in school.
- 2 **Do** the activities with your child and have fun learning together!
- 3 **Share** your experiences and expertise with me as I partner with you in your child's learning journey!



Accept Your ReadyRosie Invitation Today!

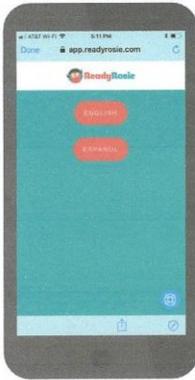
Keep an Eye Out!

You will receive a text or email that will say "[Your Child's] teacher is inviting you to join ReadyRosie."

Tap Here Twice



Registration Is Easy!



STEP ONE:
Choose Preferred Language



STEP TWO:
Enter Your First and Last Name



STEP THREE:
Choose How You Want to Receive Notifications:
Text / Email / Both
Enter Mobile Number and Create a Password



STEP FOUR:
You're In! You Will Now Receive Weekly Messages with Activity Ideas!

Having trouble getting registered?
Email: support@readrosie.com, or ask your child's teacher for help.

Head Start Early Learning Outcomes Framework

| | CENTRAL DOMAINS | | | | |
|--------------------------|------------------------|----------------------------------|--|---|---|
| | APPROACHES TO LEARNING | SOCIAL AND EMOTIONAL DEVELOPMENT | LANGUAGE AND LITERACY | COGNITION | PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT |
| ▲ INFANT/TODDLER DOMAINS | Approaches to Learning | Social and Emotional Development | Language and Communication | Cognition | Perceptual, Motor, and Physical Development |
| ● PRESCHOOLER DOMAINS | Approaches to Learning | Social and Emotional Development | Language and Communication Literacy | Mathematics Development Scientific Reasoning | Perceptual, Motor, and Physical Development |

| Head Start Child Development Early Learning Framework Domain | School Readiness Goals |
|--|--|
| Physical Health and Development | By the end of Early Head Start or Head Start: Children will demonstrate gross motor manipulative skills and fine motor strength and coordination. |
| Social and Emotional Development | By the end of Early Head Start or Head Start: Children will learn to regulate emotions, sustain positive relationships with adults and peers and develop a positive self-identity. |
| Approaches to Learning <ul style="list-style-type: none"> • Creative Arts Expression • Approaches to Learning | By the end of Early Head Start or Head Start: Children will demonstrate an interest in various materials and activities and demonstrate independence, curiosity and an eagerness to learn. |
| Language and Literacy <ul style="list-style-type: none"> • Literacy and Knowledge Skills • Language Development | By the end of Early Head Start or Head Start: Children will demonstrate alphabet knowledge, phonological awareness, oral language and knowledge of print and its uses. |
| Cognition and General Knowledge <ul style="list-style-type: none"> • Logic and Reasoning • Mathematics Knowledge and Skills • Science Knowledge and Skills • Social Studies Knowledge and Skills | By the end of Early Head Start or Head Start: Children will demonstrate the ability to observe, remember, and connect new and known experiences to gain a better understanding of the world around them. |

Creative Curriculum System for Preschool



We utilize the ***Creative Curriculum 5th Edition*** in our Head Start classrooms. This curriculum is based on a firm foundation of research and responds to new requirements to address preparing children for kindergarten. 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.

The Creative Curriculum for Preschool contains:

Six **Teaching Guides** provide daily support for the entire school year, offering comprehensive, detailed plans that each span several weeks and guide teacher's moment-by-moment through the day.

Intentional Teaching Cards™ provide playful and engaging activities with directions to help teachers individualize each activity to meet the unique needs of every learner.

Mighty Minutes™ help teachers turn every minute of the day into learning opportunities, intentionally promoting language, literacy, math, science, social studies, and physical skills during "in-between" times.

The **Teaching Strategies Children's Book Collection** features beloved classic tales, contemporary works by award-winning authors and illustrators, and original nonfiction titles for use during high-quality read-alouds.

Book Discussion Cards™ explain how to read and talk about selected books in the Teaching Strategies Children's Book Collection, helping teachers make the most of repeated, interactive read-alouds with children.

The **Teaching Strategies Children's eBook Collection (DVD)** features English and Spanish titles in the Children's Book Collection that have been adapted for the eLearning environment.

Creative Curriculum for Infants, Toddlers and Two's

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

- Volume 1: The Foundation, which outlines the research behind the curriculum and discusses the five central components of nurturing care and teaching.
- Volume 2: Routines and Experiences, which discusses the five routines and eight experiences that are essential to the development and learning of children birth to age 3, explaining how to plan intentionally while maintaining the flexibility to respond to the changing interests and abilities of young children.
- Volume 3: Objectives for Development & Learning: Birth Through Kindergarten, which explains the skills, knowledge, and behaviors that matter most to the continuing development and learning of very young children. A tool to help teachers observe children effectively.

Partners for a Healthy Baby Home Visiting Curriculum

For parents who choose to keep their child at home, we provide educational services in the child's home environment. In order to meet the requirement for our EHS Home-Based and Pregnant Women enrollees, we implement activities from the Partners for a Healthy Baby curriculum. Home-based enrollees receive the same quality services through weekly, 90-minute home visits.

Teaching Strategies GOLD Assessment (Head Start and Early Head Start)

Teaching Strategies Gold is an authentic, research-based, observational assessment system for children birth through kindergarten. It is designed to help teachers get to know children well – what they know and can do, their strengths, needs and interests. It measures the knowledge, skills and behaviors that are most predictive of school success. It also focuses on skills valued in state early learning standards (MS Early Learning Guidelines). The system is web-based, which allows flexibility in accessing data from any Internet connected device, at any point in time.

The primary purpose of Gold is to help teachers:

- Observe and document children's development and learning
- Support, guide and inform planning and instructions
- Identify children who might benefit from special help, screening or further evaluation
- Report and communicate with family members
- Collect and gather child outcome data as one part of a larger accountability system
- Provide reports to administrators to guide program planning and professional development

Teaching Strategies GOLD Assessment Continued:

Thirty-six objectives are organized into nine areas of development and learning. The first four are the major areas of child development and learning. The other five areas are usually identified in early learning standards. The tenth area, English Language Acquisition helps follow a child's progress in acquiring receptive and expressive skills in English:

- Social & Emotional Development –assesses children ability to understand their own feelings, regulate their emotions and behaviors, sustain positive relationships and participate in group situations
- Physical – assesses children's ability to develop gross motor (large muscle) and fine motor (small) skills.
- Language – assesses children's ability to listen and understand increasingly complex language, to use language to express thoughts and needs and to use appropriate conversational and communication skills
- Literacy – assesses children's ability to develop phonological awareness, knowledge of the alphabet, knowledge of print and its use, comprehend and respond to books, and demonstrate emerging writing skills
- Cognitive – helps children to remember and connect experiences, use classification skills and use symbols and images to represent something not present
- Mathematics – assesses children's ability to use number concepts and operations, describe spatial relationships and shapes, compare and measure and demonstrate knowledge of patterns
- Science and Technology – assesses children's ability to use scientific inquiry skills, demonstrate knowledge of the characteristics of living things, knowledge of the Earth's environment and use of tools and other technology to perform tasks
- Social Studies – explores knowledge about self, basic understanding of people and how they live, change related to familiar places or people, and simple geographic knowledge
- Arts - explores the visual arts, musical concepts and expression, dance and movement, and drama through actions and language
- English Language Development – assesses dual language learners and their ability to demonstrate progress in listening to and understanding English and their progress in speaking English

Your child's teacher conducts 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.

Reference: Heroman, C., Burts, C. Berke, K, Bickart, S. (2010). Teaching Strategies Gold Objectives for Development and Learning

Child Outcomes

Teachers and Teacher Assistants will observe and assess your child's progress throughout the year. After each assessment, you will receive a child outcome report from your child's teacher. The Development and Learning Report is a special, individualized report just for your child. It outlines skills that your child has achieved as well as skills that are suggested to ensure your child's school readiness. For questions regarding GOLD assessments, please contact your Center Administrator or PRVO's Early Childhood Development Specialist at 601-736-9564.

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 timely manner. The screeners that are administered are listed below:

- Battelle Developmental Inventory, 2nd Edition – Head Start/Early Head Start
- Behavior Assessment System for Children (BASC)
- Ages and Stages Social/Emotional– Early Head Start

Classroom Requirement

All Head Start and Early Head Start classrooms have qualified staff with Bachelor Degrees in Early Childhood Education, Associate Degrees or CDA Credentials. All Teachers in the Collaborative centers must have Bachelor Degrees in Early Childhood and Teachers Assistants must have Associate Degrees in Early Childhood Education. All EHS Teachers have an Associate in Early Childhood Education or higher. Children are placed into classrooms according to the following indicators: **child's age, disability/mental health status and gender**. Classroom assignments are completed by center staff and parent requests cannot be guaranteed.

The Head Start ratio is 1 Teacher to 10 children. Early Head Start ratio is 1 Teacher to 4 children.



School Visitors



Parent participation is always welcome at our schools! Contact your local school administrator to find out how you can become more involved. 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. Please return to the office to sign out before you leave the building.

COVID19 Update: In response to COVID-19 and to prevent the spread of COVID-19 in schools, PRVO Head Start and Early Head Start will limit any nonessential visitors, volunteers, and activities involving external groups and organizations as possible. All visitors must wear a mask to enter any of our school buildings. The mask must be worn during the entire visit.



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."

Head Start Daily Schedule Of Activities

Child-Initiated/Teacher-Directed

(Daily Schedule Will Vary By School)

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.

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.

Daily Schedule Of Activities Continued



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.

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

Daily Schedule Of Activities Continued

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.

1:15 - 1:50 p.m. Continued

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

Early Head Start Flexible Schedule Of Activities

Child-Initiated/Teacher-Supported



Early A.M. - Arrival/Greetings (7:30 a.m. - 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, Napping, Feeding, Brushing Teeth, Holding and Rocking

Indoor and Outdoor Play

Activity and Learning Centers

Late Afternoon (2:00 p.m. - 5:30 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.**

Transition Plan

1302.(70-72) 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.

Transitional Services for Dual Language Learners

- Working with public school system/next placement to facilitate the transition of children learning two languages to actively support the home language of children.
- Working with the public school system/next placement to ensure resources are available to the child and family in the school setting
- Working with the parents to encourage being advocates for their children and continue to participate in activities, planning and meetings
- Working with parents to help in the continued support of the home language and link with resources for continued support

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

Transition in Head Start/Early Head Start Including Expectant Mother Continued:

- 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 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.



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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 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.)
Due to health and safety concerns, all children's soiled clothing must be picked up by parent/guardian no later than three (3) days after notification. Soiled clothing not picked up within designated timeframe will be discarded.
 - Supply a School/Work Schedule to your Family Advocate and update information as it changes regularly
 - 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 (siblings) unattended in vehicles while dropping off Early Head Start enrollees**
 - Follow dress code, attendance and tardy policies
 - 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 Engagement Worker if changes occur with your child's health status
 - Provide your Family Engagement Worker 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 meeting 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 School.

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)
Due to health and safety concerns, all children's soiled clothing must be picked up by parent/guardian no later than three (3) days after notification. Soiled clothing not picked up within designated timeframe will be discarded.
- Update information as it changes such as phone numbers and addresses to your Family Engagement Worker regularly
- List all emergency/release to contacts and update list as needed with your Family Engagement Worker
- Submit all required health documents to your Family Engagement Worker such as (Dental Examinations, Medicaid Screenings, Physical Exams, Current Immunization Records)
- Maintain appointments for health-related services
- Provide your Family Engagement Worker with a 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 School 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 the center and 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

Head Start Continued

- 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
- Follow dress code, attendance and tardy policies
- Participate in Parent Teacher Conferences and Home Visits with your child's Teacher and Family Engagement Worker
- 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

Dual Language Learners

Dual language learners are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.



The Head Start Act, as amended in 1998, and the accompanying Head Start Program Performance Standards require that programs support children in the acquisition of their home language and English as well as provide the full spectrum of comprehensive Head Start services to families in culturally appropriate and respectful ways.

Dual Language Learners Continued:

Head Start/Early Head Start will ensure:

- ▶ Parents will be Invited to become integrally involved in the development of the program's curriculum and approach to child development and education;
- ▶ Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being; and
- ▶ Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.
- ▶ Teachers must demonstrate an understanding of the child's family culture
- ▶ Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background.
- ▶ Increase family access to materials, services, and activities essential to family and literacy development. Assisting parents as adult learners to recognize and address their own literacy goals.
- ▶ Communication with parents must be carried out in the parents' primary or preferred language or through an interpreter, to the extent feasible.

Disability Services

- ▶ A child should not be classified as having a speech or language impairment whose speech or language differences may be attributed to:
(1) cultural, ethnic, bilingual, or dialectical differences or being non-English speaking
- ▶ Provide interpreters, if needed, and offer the parents a copy of the IEP in the parents' language of understanding after it has been signed
- ▶ Valid and reliable instruments appropriate to the age range must be used. If they do not exist for the language and cultural group to which the child belongs, observation and professional judgment are to be used instead.

Standards of Conduct

- ▶ Program must ensure that all staff, consultants, and volunteers abide by the program's standards of conduct. These standards must specify that: -- They will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability;
- ▶ Equipment, toys, materials, and furniture owned or operated by the program must be: -- Supportive of the cultural and ethnic backgrounds of the children

Parent Family Community Engagement - The goal of the Parent Family Community Engagement framework is to increase positive child outcomes by engaging and empowering parents, along with community partners and staff, to become actively involved in their children’s education. Parent and family engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children.



The partnership between parents and Head Start/Early Head Start staff is fundamental to children’s current and future success and their readiness for school. This relationship ensures success when staff understands the value of information and how to share such information effectively, and when they have the attitudes and skills that support genuine partnerships (**ECLKC**)

Nurturing Parenting Parent Curriculum - The Nurturing Parenting Parent Curriculum is a research evidenced based curriculum that offers community and family focused education. The information presented strengthens the personal empowerment of our families and promotes self-worth. The curriculum focuses on educational components of nurturing and enhancing resiliency among our families. It teaches parents to choose healthier parenting options. The curriculum is designed for children 0 to 5years old. Meetings are held once a month at your child’s center. Expected outcomes include: reduced use of corporal punishment, reduction of problem behavior in child and improved family well-being. The curriculum’s objectives are to increase parent-child attachments, increase parental knowledge related to child development and to empower families to be self-sufficient.



Home Visits - The purpose of home visits is to help parents and staff learn more about each other and the behavior and development of the children in different environmental settings. During the Covid19 pandemic, home visits will be scheduled virtually at a time that is convenient to the family and will involve the Family Engagement Worker as well as your child’s Teacher.

Family Partnership Agreement - Staff must engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports.

This process must be initiated as early after enrollment as possible. Families are provided opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them.



COVID19-Routine contact with families will be made via phone, email, and/or virtual meetings.

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Family Wellbeing

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 Schools during Seminars and activities.*

Head Start Act (2007)
Section 637

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.

COVID-19: Parents have a right to be updated on all precautionary measures that Head Start/Early Head Start is taking to provide a safe and healthy learning environment for their child.

Head Start/Early Head Start Record Release



Parents Rights

1. Parents have the right to inspect their child's comprehensive file
2. Parents will need to make a written request to review child's file
3. Parents will be allowed to review child's file within fifteen (15) days of written request.
4. Parents will be required to sign in on the Documentation Form with Name, Date and Reason For Reviewing Record
5. Staff will maintain children's comprehensive files in a secured location.
6. Staff will remain present as parent reviews file.
7. Staff will not destroy or alter any record that has a request to inspect

Right To Obtain Copy Of Record

1. Parents can request in writing their desire to obtain a copy of child's record.
2. Parents will sign a Release of Information Form
3. Staff will provide parent a copy of court or third party requested documents, free of charge.

*****Files will be kept for two (2) years after child's enrollment has ended in the program.**

Policy Council

(Lamar, Marion, Pike, Stone and Walthall Counties)

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-three (23) 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 in the interview process for new employees.
- 3 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.
- 4 Assisting in recruiting volunteer services from parents, community residents, and community organizations, and assist in the mobilization of community resources to meet identified needs.
- 5 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.
- 6 Establishing and maintaining procedures for working with the agency to resolve community complaints about the program.
- 7 Attending the Governance Training provided for Policy Council and Executive Board Members annually.



***** Due to Covid19, meetings will be conducted virtually or via conference call. When meetings are held in person, all attendees must wear mask and practice social distancing. Hand sanitizer will be available for use. Masks and gloves will be provided for each in-person meeting.**

Policy Council

(Forrest County)



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 school. One (1) parent will also be elected to represent Early Head Start. Two (2) people are recommended to serve as Community Representatives. One (1) person from PRVO's Board of Directors will be elected to serve as a liaison. The composition is fourteen (14) 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 in the interview process for new employees.
- 3 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.
- 4 Assisting in recruiting volunteer services from parents, community residents, and community organizations, and assist in the mobilization of community resources to meet identified needs.
- 5 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.
- 6 Establishing and maintaining procedures for working with the agency to resolve community complaints about the program.
- 7 Attending the Governance Training provided for Policy Council and Executive Board Members annually.

***** Due to Covid19, meetings will be conducted virtually or via conference call. When meetings are held in person, all attendees must wear mask and practice social distancing. Hand sanitizer will be available for use. Masks and gloves will be provided for each in-person meeting.**

Head Start/Early Head Start Parent Committee



All parents with children enrolled at each school 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 Schools, announce job openings, and recommend candidates for school level positions to the Head Start/Early Head Start Director.

This Committee must be comprised exclusively of the parents of children currently enrolled at the Head Start/Early Head Start School. The Committee shall have a chairperson, co-chairperson, secretary, assistant secretary and treasurer. The 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 ACTIVITIES

Each year parent committee chairpersons, Family Engagement Workers and School Administrators collaborate to create a Parent Activity Plan. The plan includes educational activities planned monthly for parents and guardians, effective December – November of each year.

Each school has funds based on the number of children enrolled. After activities have been established for each school, funds are requested by the Parent Chairperson to aid in delivery of activities. The School Administrator and Parent Committee Chairperson are responsible for funds, and must submit receipts to the Central Office upon concluding the approved activity. Parent activities are a fun way for parents to bond socially and gain education on various topics of interest.

Due to Covid19, meetings will be conducted virtually or via conference call. When meetings are held in person, all attendees must wear mask and practice social distancing. Hand sanitizer will be available for use. Masks and gloves will be provided for each in-person meeting.

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 Engagement 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 School Administrator/Lead Teacher.

Social Media Policy (Parents)

Pearl River Valley Opportunity, Inc. Head Start/Early Head Start has developed a **Social Media Policy** for its parents. This is to guarantee compliance with legal restrictions as well as privacy and confidentiality agreements. The objective of this policy is to set boundaries for families with regard to online postings and to empower families to use social media tools. Social media includes, but is not limited to, blogs, podcasts, social networks, photo/video sharing websites and discussion forums.

PRVO, Inc. realizes that many of our parents and families are members of Facebook and other Social Media websites. While we recognize that this can be a fun and easy way to share information with family and friends, there are times when the need exists to exercise caution, including when it involves photos and/or videos of children and staff in the Head Start/Early Head Start classrooms. We ask that you respect the privacy of others and understand that taking photos or videos could put children or families in jeopardy if they have chosen not to be photographed or videoed and have not given permission.

Parents Can:

- ✓ Only take photographs/videos of their child.
- ✓ Only post photographs/videos of their child to social media networks

Parents Should Not:

- Post derogatory information related to the Head Start/Early Head Start Program on social media networks
- Resort to social media to resolve an issue if a conflict arises (*Please contact your Center Administrator to discuss and resolve the issue/concern.*)

If you are interested in following our program, you can become a fan of our agency's Facebook Page.



End Of The Program Year Close-Out Activities



PRVO seeks to make closeouts simple and stress free for parents and children. Closeouts should be developmentally appropriate for young children and should be a celebration of what they have learned and accomplished in Preschool. Closeouts should also be a time to encourage children to continue their educational journey to Kindergarten and beyond. Head Start is not the end....it's a great beginning!

Guidelines regarding closeout programs are as follows:

- 1) Closeout programs must be held at schools in individual classrooms.
- 2) Closeout programs must last no more than 20-25 minutes and must occur during school hours. The exact time of the program can be determined by the parent committee at each school with input from the School Administrator. No more than two (2) closeout programs should occur at one time.
- 3) Closeouts should not occur during meal or nap time.
- 4) Cap and gowns should not be purchased for closeout programs. T-shirts are the preferred choice due to the fact that they can be worn many times after the transition program ends and are usable keepsakes for children.
- 5) Balloons/gifts for individual children **will not** be allowed in schools during closeout programs. These items should be presented to your child outside of the school (after the program) or at home.
- 6) Closeout programs must occur no more than two days before the last day of school. For example, if the last day of school is May 18, then the closeout can occur on May 16, 17 or 18.
- 7) PRVO will provide closeout certificates for children transitioning to Kindergarten, as well as transition bags.

PRVO will not be responsible any costs associated with the purchase of T-shirts or any other costs associated with closeout programs.

Due to Covid19, meetings will be conducted virtually or via conference call. When meetings are held in person, all attendees must wear mask and practice social distancing. Hand sanitizer will be available for use. Masks and gloves will be provided for each in-person meeting.

Parent Activity Funds



Each year parent committees are allocated a specific amount from the Parent Activity Fund to develop and implement parent projects and activities. Funds are allotted in the program budget to provide parents the opportunity and experience in planning, developing and implementing their own projects.

Parent Activity Funds are to be used for the educational activities of parents ONLY.

These funds are not to be used to supplement children's activities. (i.e. Easter Egg Hunts, Easter Baskets, Christmas Bags, children's dances or social events, etc.)

All parents of currently enrolled children are members of their child's center parent committee. We encourage parents to be an active participant in meetings and activities.

Procedures for using and requesting Parent Activity Funds:

The Parent Committee Chairperson must meet with the members of the parent committee, Center Administrator and Family Engagement Staff to discuss and plan activities for each month and complete a Parent Activity Plan. The committee will determine the amount of funds needed for each month's activity. This amount cannot exceed the yearly allotted amount for the center.

The committee submits a Parent Activity Plan to the Family/Community Engagement Specialist.

- The Parent Activity Fund **must not** be used for activities that are *solely* for entertainment. Entertainment can be defined as cost of amusement, diversion, social activities, movies, ceremonials, and incidental cost relating thereto, such as meals, lodging, transportation, and gratuities.
- Parent Activity Funds **cannot** be used to reimburse parents for their personal purchase of fuel, meals and/or materials to be used for parent's personal use.

To Request Parent Activity Funds:

(All requests must be submitted at least two (2) weeks prior to the date of activity)

1. The Parent Committee Chairperson will submit a written statement detailing the date of activity, Topic of Activity, description of activity and the amount of funds requested to the Center Administrator for review and approval. The Center Administrator or designee will submit the request to the Family/Community Engagement Assistant.
2. The Family/Community Engagement Assistant will request for payment to Accounts Payable.
3. PRVO Bookkeepers will print check and issue in the names of the Parent Committee Chairperson and Center Administrator.
4. The Parent Committee Chairperson and Center Administrator will purchase needed items and keep ALL receipts to be submitted back to PRVO bookkeepers by timeframe allotted.
5. After the completion of the activity, ALL receipts and/or refund will be submitted to bookkeepers.

Due to Covid19, meetings will be conducted virtually or via conference call. When meetings are held in person, all attendees must wear mask and practice social distancing. Hand sanitizer will be available for use. Masks and gloves will be provided for each in-person meeting.

Recruitment

APPLY TO ENROLL

Recruitment of eligible Early Head Start (eight (8) 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 age 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) Proof of Child's Age
- (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
 - Check Stubs (Most Recent two stubs)
 - 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) Immunization Form 121
- (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 Engagement staff in January at the school your child/children attend.

Registration CANNOT be finalized until all required documents are submitted.

Interested parents/guardians should go to the Head Start School 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.

Homeless families, foster children and children with severe disabilities are encouraged to apply.

Important Note: Recruitment for expectant mothers will begin during the month of June

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

Selection/Enrollment Process (Preschool)

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 (**regardless of income status**); (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; **homeless and foster children will receive priority**; (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 diagnosed disabilities (**child must have an Eligibility Ruling through local LEA or School District**). 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.
 - (6) Determine number of non-English speaking children will transition into Head Start.
- **All other children will be selected in the following manner based on available slots:**
- (1) Homeless and Foster children are categorically eligible regardless of family's income
 - (2) Determine the number of children with Diagnosed Disabilities that are above the poverty guidelines
 - (3) All four (4) year olds (by 9/1) who are below the poverty guidelines will be recommended.
 - (4) All three (3) year olds (by 9/1) who are below the poverty guidelines will be recommended.

- (5) 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 receive 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.

Due to Covid19, changes or loss in income and other individual circumstance may be taken into consideration.



Selection/Enrollment Process (Early Head Start)

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 Pregnant Women Program mothers who are working and/or in school will be given preference for Center Based Slots; (4) Infants of Pregnant Women Program mothers who are not working or in school will be given preference for Home-Based Slots; (5) Families who have the greatest need should always receive preference; (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 and Home-Based Option)
 - (4) Determine the number of Pregnant Women Program mothers who have delivered that are working or in school.
 - (5) Coordinate with Pregnant Women Program mothers to determine if she accepts placement of child for Center Based or Home-Based settings.
 - (6) Infants of Pregnant Women Program 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.
- Determine the number of children with Diagnosed Disabilities that are above the poverty guidelines
- 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

Selection Continued

- (5) Number of Pregnant Women Program mothers who accepts placement of infants delivered
- (6) Number of new children accepted according to the Eligibility Priority Criteria Rating (Center Based 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 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.

Due to Covid-19, changes or loss in income and other individual circumstances may be taken into consideration.

Vacancy in Pregnant Women Program:

When a slot becomes vacant in Pregnant Women 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 Pregnant Women Program 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.

Pregnant Women Program Waiting List:

We do not maintain a waiting list for Pregnant Women Program. Pregnant Women Program enrollees are accepted based on their trimester and available slots.

Staff Development

Parents are encouraged to participate in our annual pre-service training along with regular staff and volunteers in September. 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.

Due to Covid19, meetings will be conducted virtually or via conference call. When meetings are held in person, all attendees must wear mask and practice social distancing. Hand sanitizer will be available for use. Masks and gloves will be provided for each in-person meeting.



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.

**Application for Employment
Pearl River Valley Opportunity, Inc.**

County: _____

****"We are an equal opportunity, employment agency. We are dedicated to a policy of non-discrimination in employment or any basis including Race, creed, color, age, sex, religion, disabilities, or national origin."**

PERSONAL

| | | | |
|--|------------|-------------------------------|---|
| Last Name | First Name | Middle | Date |
| Street Address | | | Home Telephone () |
| City, State, Zip | | | Business/Cell Telephone |
| Have you ever applied for employment with us? () yes () No If yes: Month _____ and year _____ Location: _____ | | | Email Address |
| Position Desired | | | Pay Expected |
| Apart from absence for religious observance, are you available for full-time work? () Yes () No If not what hours can you work? | | | When will you be available to begin work? |
| Are you legally eligible for employment in the United States? Yes () No () | | | |
| Other special training or skills (language, machine operation, etc.) | | | |
| In case of emergency notify: Name: | | Address _____ Phone: _____ | |
| Referred by: | | | |

EDUCATION

| Circle Highest Grade Completed | Name of School | Location | Year | Graduated? |
|---------------------------------|----------------|----------|------|----------------|
| Grade School 1 2 3 4 5 6 7 8 | | | | () Yes () No |
| High School 1 2 3 4 | | | | () Yes () No |
| College 1 2 3 4 | | | | () Yes () No |
| Trade School 1 2 3 4 | | | | () Yes () No |
| Degree Awarded | | | | Date: |
| License of Certification | | | | Date: |

EMPLOYMENT

****Please give accurate, complete full-time employment record. Start with your present or most recent employer.**

1

| | |
|--|--|
| Company Name | Telephone () |
| Address | Employed-(State month and year) From: To: |
| Name of Supervisor | Weekly pay Start: Last |
| State job title and describe your work | Reason for leaving |

EMPLOYMENT**2**

| | |
|--|--|
| Company Name | Telephone () |
| Address | Employed-(State month and year) From: To: |
| Name of Supervisor | Weekly pay Start: Last |
| State job title and describe your work | Reason for leaving |

EMPLOYMENT**3**

| | |
|--|--|
| Company Name | Telephone () |
| Address | Employed-(State month and year) From: To: |
| Name of Supervisor | Weekly pay Start: Last |
| State job title and describe your work | Reason for leaving |

MILITARY

| | | |
|---------------------------------|-------|---------------------------------|
| U. S. Military or Naval Service | Rank: | National Guard () Reserves () |
|---------------------------------|-------|---------------------------------|

**Membership in Professional or Civic Organizations
(Exclude those which may disclose your race, color religion or national origin)**

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REFERENCES

| Name | Address | Occupation | Telephone |
|------|---------|------------|-----------|
| | | | |
| | | | |
| | | | |

Signature

I certify that the information contained in this application is correct to the best of my knowledge, and I understand that falsification of this application in any detail is grounds for disqualification from further consideration or for dismissal, from employment in accordance with Pearl River Valley Opportunity, Inc.' rules and regulations, and understand that my employment and compensation can be terminated, with or without cause, and with or without notice, at any time, at the option of either Pearl River Valley Opportunity, Inc. or myself. I further understand that no personnel recruiter or interviewer or other representative of the agency, other than the agency director or program director, has any authority to enter into any agreement for employment for any specified period of time.

I also understand that depending on the type of job for which I have applied, Pearl River Valley Opportunity, Inc. may conduct pre-employment drug and/or alcohol testing in accordance with the applicable state and federal laws regulating such testing. Further, I understand that if I am hired, I may be requested to submit to reasonable suspicions (for cause), random and follow-up testing and that if I test positive or if I refuse to take the test or sign the necessary testing forms, I will be subject to discipline including immediate termination. I also recognize that a confirmed positive test result or a refusal to take a test or sign the necessary forms before testing, may affect my eligibility for workers' compensation and unemployment insurance benefits, as well as the agency's fringe benefits.

Signature: _____

Date: _____

For Employer's Use Only

| |
|------------------------|
| Reference Check |
|------------------------|

| | |
|------------------------------------|---|
| References Checked? () Yes () No | Background Check? () Yes () No Fingerprints () Yes () No |
|------------------------------------|---|

| |
|---|
| Former Employers Checked () Yes () No |
|---|

| |
|---------------------|
| Test Results |
|---------------------|

| Test | Raw Score | Rating | Analysis and Comments |
|------|-----------|--------|-----------------------|
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|----------------------------|
| Interviewer Results |
|----------------------------|

| Interviewer's Name | Comments |
|--------------------|----------|
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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. PRVO will make arrangements to provide an interpreter for parents, whose primary language is not English, during the grievance process, if requested.
- 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.
 - (i.) Establish a grievance file, which will be maintained until such time as the grievance is settled.
 - (ii.) 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.
 - (iii.) 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:
 - (i) 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.
 - (i) 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.

Grievance Procedure For Parents or Community Complaints

C. Procedure To Follow In Filing Grievance Continued

- 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 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.
 - (i) 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).
 - (ii) 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.
4. Corrective action desired by the parent.
5. 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 and 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.

Resource Card for Families

School: _____

Address: _____

Phone: _____

School Administrator: _____

Lead Teacher: _____

Classroom Teacher: _____

Teacher Assistant: _____

Family Engagement Worker: _____

Phone: _____

Bus Driver: _____ Bus #: _____

Bus Attendants: _____

Pick-Up Point: _____

Drop-Off Point: _____

Website: www.prvoinc.org

www.facebook.com/prvohsehs

Parents/Guardians please complete Resource Card and remove from this booklet. Please post at your home for contact information as it relates to your child.