

Institute of Community Services

Early Head Start/Head Start

P.O. Box 160, 210 West Valley Avenue
Holly Springs, MS 38635



Parent Policies & Procedures Handbook

2022 ~ 2023

Dear Parents:

Please get vaccinated for all adult immunizations. It is important to keep vaccinations up-to-date. Vaccinations help protect yourself and others.

With the current health situation of the pandemic, and/or unforeseen circumstances, some operational changes may occur on information, schedules, procedures, and requirements. Thank you for working with us.

Important Information

Complete this page for your personal reference.

Name of Center _____

Center Director _____

Telephone Number _____

My Child's Teacher _____

Assistant Teacher _____

Room _____

My Child's Bus Driver _____

Bus Number _____

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Revised July-August 2022

(All information is correct as of the date of posting.)

The Institute of Community Services, Inc. is an equal opportunity employer/provider. No persons shall be discriminated against because of race, religion, color, sex, gender, age, disability, homelessness or national origin.



To Early Head Start/Head Start

Welcome to Institute of Community Services, Inc. (ICS) where you and your child will prepare for kindergarten and beyond. There are many opportunities for you to get involved. We encourage you to become involved in your child's Early Head Start/Head Start classroom.

ICS Mission Statement

ICS enriches and strengthens children, families, and communities for future success.

Purpose, Scope and Philosophy

Early Head Start and Head Start are federal programs which provide a full range of developmental and social service programs for low income, pre-school age children (3-5 yrs), infant and toddlers, pregnant women, and their families including behavioral health, disabilities, nutrition, child development, health, social services, family and community partnership services.

The Institute of Community Services (ICS), Inc. has a basic philosophy that each child is an individual and learns at his or her own rate of development. We believe that all children should participate in activities or experiences that will enable them to achieve their highest potential and acquire skills in preparation for kindergarten.

Age and developmentally appropriate, culture-and gender-sensitive, and individualized indoor and outdoor activities are planned for preschool children in a safe, healthy, and nurturing learning environment. Staff persons have the experience, qualifications and backgrounds that are reflective of the population served.

The ICS, Inc. Central Office is located at 210 West Valley Avenue, Holly Springs, Mississippi 38635. Visit our web site www.ics-hs.com or Facebook page at <https://www.facebook.com/Institute-of-Community-Services-Inc-751718621521436/>

Key Central Office Personnel

Eloise McClinton	Executive Director	662-252-1582 ext. 136
Angela Mayfield	Executive Assistant	662-252-1582 ext. 152
Marjorie Taylor	Administrative Assistant	662-252-1582 ext. 117
Karen Pigues	Early Head Start Director	662-252-1582 ext. 123
Natalie Hankins	Parent Engagement Director	662-252-1582 ext. 118
Lela Stevens	Parent Engagement Secretary <i>Golden Triangle Area</i>	662-252-1582 ext. 163
Kimberly Taylor	Golden Triangle Director	662-329-4820 ext. 230
Iris Hill	Parent Engagement Advocate	662-329-4820 ext. 229

Important Dates

Month	Date Open	Date(s) Closed	Note
August 2022	Monday, 8 th		First Day of Class
September		Monday, 5 th	Labor Day
November		Friday, 11 th	Veteran’s Day
		M-F 21 st – 25 th	Thanksgiving
December		Tuesday, 20 th	Christmas
January 2023	Tuesday, 3 rd		Classes Resume
		Monday, 16 th	MLK’s Birthday

*Dates are subject to change. You will be notified in advance.

**Early Head Start will follow the same schedule although it is a full year program.



Emergency Broadcasting System / **Inclement Weather**

ICS has an “Emergency Broadcasting System.” This is an automated call to inform you of center closings due to inclement weather and other emergency situations. If you see the 1-800-679-0847 number on your caller identification service, this is a message from us.

Early Head Start and Head Start centers abide by the school district’s decision to keep schools open or to close them due to inclement weather conditions. Please listen to the radio. If your local school district cancels school, your Early Head Start/Head Start center will also be canceled.

Note: Closing of Early Head Start/Head Start sites located in day cares will be based on day care provider’s directions.

Early Head Start & Head Start Centers

County	Center	Director	Phone	Home Phone
Benton	*Ashland	Ollie Tallie	224.0316	662.224.4759
Benton	*Hickory Flat	Shanthi Collins	333.1304	662.544.0635
Clay	*Clay	Theresa Caine	494-4985	662.425.1314
DeSoto	*Brown	**Cynthia Dennis	TBA	901.857.0442
DeSoto	Eloise McClinton	Kim Bloodworth	536.2322	901.598.3072
DeSoto	*Hernando	Alice Harris	429.1517	662.469.4256
DeSoto	Walls	Verneka Bradley	781.2030	
Grenada	*Grenada	Ella Ford	226.6852	662.934.7200
Lafayette	*Mary Cathey	Catherine Hubbard	234.3230	662.609.7664
Lowndes	*Coleman	Talisha Woods	245.1570	662.648.7288
Marshall	*Erma Rogers	Lizzie Blackmond	838.6290	662.292.2044
Marshall	ICS/HS/CO *EHS ONLY*	Rosie Williamson	252.5686	901.644.9448
Marshall	Marjean Myatt	Tonetta Marion	252.1335	901.603.7887
Noxubee	*Noxubee	Loretta Williams	726.4336	662.418.2669
Oktibbeha	*Oktibbeha	Albertina Bell	324.1508	662.567.2948
Panola	*Batesville	Katherine Townes	563.8166	662.688.1819
Panola	*Crenshaw	**Arteal Brown	382.7381	
Quitman	Quitman	Sylvia Lantern	326.8796	662.609.6908
Tallahatchie	*Eva Covington	Kimberly Winters	647.5232	662.688.6901
Tallahatchie	West Tallahatchie	Sharon Herron	375.8396	662.625.0258
Tate	*Clen Moore	Phyllis Sanford	622.7496	662.934.5806
Tunica	*Tunica	Jennifer B.G. Gordon	363.3469	662.647.1665

*EHS located at HS Center

** Acting Center Director

**Parents with concerns may leave a message with the Parent Engagement Department.
662.252.1582 ext. 118**

Blended Partnership Sites



County	Site	Director	Phone
Clay	Eastside Elementary	Jacqueline Gray	662.494.4691
Clay	West Clay Elementary	Lucy McKellar	662.494.2350
Lowndes	Caledonia Elementary	Roger Hill	662.356.2050
Lowndes	Cook Elementary	Billie Smith	662.241.7180
Lowndes	Fairview Elementary	Melinda Robinson	662.241.7140
Lowndes	Franklin Academy Elem	Shanike McKinney	662.241.7150
Lowndes	New Hope Elementary	Angela Wilcox	662.244.4760
Lowndes	Sale Elementary	Aaron Lee	662.241.7260
Lowndes	Stokes Beard Elementary	Tanesha Jennings	662.241.7270
Lowndes	Tender Loving Care (TLC)	Tammy Forrester	662.241.4898
Lowndes	West Lowndes Elementary	Robert Sanders	662.244.5050
Marshall	Holly Springs Primary	Sherna Jones	662.252.1768
Marshall	Kids World	Teresa Abels	662.838.2871
Panola	Batesville Elementary	Amy Sutton	662.563.4596
Panola	Pope Elementary	Jay Cossey	662.563.3732
Tallahatchie	Charleston Elementary	Bridney Jones	662.647.2679
Tunica	Dundee Elementary	Yakima Moore	662.363.1810
Tunica	Robinsonville Elementary	Angela Ellington	662.357.1077
Tunica	Tunica Elementary	Natasha Bates	662.363.1442

*Partnerships may be added or deleted during the school year.

Early Head Start

ICS, Early Head Start provides child and family development services for low-income pregnant women and families with infants and toddlers ages birth to three. The program provides early, continuous, intensive, and comprehensive child development and family support service. The purpose of the program is to promote school readiness by enhancing children's physical, social, emotional, and intellectual development to support parents' efforts to fulfill their parental roles and helping parents move towards self-sufficiency.

The program serves 320 children and expectant families in Ashland, Batesville, West Point, Coldwater, Columbus, Crenshaw, Byhalia, Charleston, Grenada, Hernando, Hickory Flat, Holly Springs, Southaven, Oxford, Macon, Starkville, and Tunica, MS.

- . EHS classrooms are staffed with two qualified teachers with a 1:4 ratio
- . EHS uses Research Based-Creative Curriculum for Infants Toddlers & Two's in the classroom.
- . EHS conducts Quarterly Lap Assessments (Lap BK)
- . EHS conducts Developmental Screenings on all enrolled children (Battelle)
- . EHS conducts Social-Emotional Screenings on all enrolled children using ASQ-SE
- . EHS implements language, literacy, cognitive, social, and physical activities
- . EHS provides diapers, formula, and any other supplies needed for children
- . EHS schedules and routines are individualized
- . EHS provides a separate playground for infants and toddlers
- . EHS well baby check-ups are done according to the EPSDT Schedule
- . EHS assists expectant families with acquiring prenatal, postpartum, mental health, medical & dental services for a healthy pregnancy and birth outcomes
- . EHS provides training to expectant families on fetal development including risk from smoking and alcohol use, labor & delivery, postpartum recovery including depression

A typical day in the Early Head Start classroom for infants and toddlers includes arrival, departure, feeding, diapering, routines, developmentally appropriate activities for early learning, indoor and outdoor play, and nap time. The operating schedule may vary from center to center based on individual needs of parents. Listed on page 8 is the daily schedule for centers.



Acceptance and Storage of Child's Personal Belongings

Parents are encouraged to bring a change of clothing for each child which is stored in their personal cubby. Formula, diapers and all food are supplied by the agency. Parents are encouraged to breast feed for at least the first year of life. Mothers may breast feed at the center or bring breast milk to the center. It will be stored and labeled according to MSHD requirements.

Emergency Medical Care

Infants and toddlers who experience a medical crisis or an accident are attended to immediately, and the parent is notified. Staff is certified in First-Aid/CPR as required by federal/state regulations. Accident reports are completed as required by MS Department of Health.

Minor accidents are treated on site in accordance with our accident procedures. Minor head or eye injuries and major injuries are treated by a physician. The parent is either contacted to carry the child or the EHS staff gets immediate care with another staff person notifying the parent. In these instances, parents are requested to meet the staff at the emergency care site.

Other individuals identified by the parent are contacted when unable to reach the parent. Parents' preferences for exemptions from medical care based on appropriately documented medical and religious grounds are strictly adhered to.

Each center has posted evacuation plans and practice evacuation drills regularly. Information on emergency relocation sites can be secured from the site director. Parents are notified as part of the procedures when emergency relocation is necessary.



Early Head Start Daily Routines

(Breakfast, lunch, and snack is served at a designated time for toddlers; Infants are fed on demand)

~Routines~

(Learning Experiences)

Hellos & Good-byes

Diapering & Toileting

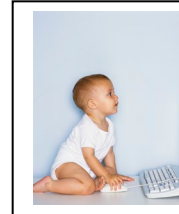
Getting Dressed

Eating & Mealtimes

Sleeping – Naptime

8:15 am – 9:30 am ARRIVAL

- Greetings for children and families
- Help children with goodbyes and separation from parents
- Children wash hands upon entry
- Solicit and share information through conversation with parents
- Teacher observation
- Help children take off & place belongings in their cubbies
- Check diapers and change as needed
- Guided play (*teachers help children to choose activities, manipulative, or toys*)
- Toileting as needed at a regular time daily
- Children wash hands prior to breakfast
- Infants are fed on demand



BREAKFAST SERVED (9:00 am Daily)

- Toddlers encouraged to feed themselves w/caregiver support
- Caregiver/Teacher serves food and sits with children as breakfast is eaten (*quite conversation with children*)
- Caregiver assist with clean up
- Children are taught to wash hands effectively (20 seconds) and brush teeth with assistance as needed
- Infants gums are wiped (*disposable oral swabs*)
- Caregiver/Teacher help children to develop independence of self skills

9:30 am – 11:30 am INDOOR PLAY

- Guided and free play
- Playing with toys, imitating and pretending
- Enjoying stories and browsing books
- Caregiver/Teacher reads individually or in small groups
- Music/movement
- Exploring with sand/water, reaching grasping, push & pull

OUTDOOR PLAY (*minimum of 30 minutes*)

- Extended outdoor classroom activities
- Supervised play on equipment, exploration of outdoors, play with balls, free movement & painting, sand/water, wheel toys, climbing, grasping, pushing, pulling, crawling
- Teachers supervise play, interact, and observe
- Expand children's activities and vocabulary
- Help the children make choices

ROUTINES

- Help children take off and store their outerwear as needed
- Diapering and toileting as needed
- Caregiver/Teacher will assist children with washing hands
- Caregiver/Teacher will clean and sanitize tables



11:30 am LUNCH

- Caregiver/Teacher serve meal
- Sit and eat same meal with children
- Encourage conversation about experiences, events, the meal, and other things of interest
- Children assist with clean up
- Diapering, toileting, and hand washing
- Oral Health - Tooth brushing and gum wiping

12:00 pm – 2:00 pm SLEEPING – NAPTIME (*Napping may be individualized*)

- Individual cots/cribs are provided (placed 6 feet apart due to COVID-19)
- Caregiver/Teacher will help children to relax;
 - Read story, play soft music, engage children in quiet nursery rhymes, provide quiet activities, or toy for children who do not sleep

2:00 pm – 2:30 pm DIAPERING, TOILETING, HANDWASHING, SNACK SERVED

- Caregiver/Teacher sits with children and discusses day's events, snacks, and other interests – what's happening next
- Dressing – Caregiver/Teacher will help children to put on outer wear before going outside (if needed)

2:30 P.M – 3:45 P.M. OUTDOOR PLAY (*minimum of 30 minutes*)

- Extended classroom activities and outdoor play on playground equipment

DIAPERING, TOILETING, HANDWASHING

- Experiences – playing with toys, imitating and pretending, enjoying books, music/movement, grasping, crawling
- Guided – individual and free choice

DEPARTURE

- Check for diapering and toilet needs
- Dressing – help children put on outer wear, secure bags
- Caregiver/Teacher will help children and families reconnect, greet families, share information from daily activity forms, and share special experiences.

CAREGIVER/TEACHER PLANNING

- As time allows during the day plan and evaluate daily activities, reflect with colleagues how the day went, discuss teacher observation, children's interest and accomplishments

Transition activities will occur between routines and experiences.

ICS does not provide transportation to children who are enrolled in Early Head Start.

Child Development

The child development education program partners with parents to offer children a quality, comprehensive, preschool experience in a nurturing, caring and safe environment. The major focus of the child development area is to provide children with effective learning experiences that support positive early learning outcomes and success in school and life.

Learning activities are planned at the child's developmental level and are appropriate for each child's age and needs. Individual strengths and needs are assessed through multiple measures and through learning expectations established by parents and staff. The Head Start program provides six hours of activities for children each day. The daily schedule provides a balance between active and quiet experiences. In this environment, children have many opportunities to solve problems, take turns, take initiative, assume responsibility, develop their creativity, develop communication skills, and share. Through learning centers, outdoor learning, small groups, and individual learning, children become aware that they can be successful.

Every phase of the child's learning and development is being measured to ensure that Head Start works to improve child outcomes. The Learning Accomplishment Profile (LAP: B-K) is used three times per year to measure the individual progress of children based on teacher observation. In addition, the Star Early Literacy Assessment is administered three times yearly to measure children's progress toward kindergarten readiness. Our kindergarten benchmark is a scale score of 530 on the Star Assessment.

The ICS Head Start agency is committed to providing high-quality and comprehensive services to adequately address all domains of a child's development which include five central domains: (1) Approaches to Learning; (2) Social and Emotional Development; (3) Language and Literacy; (4) Cognition to include (a) Mathematics Development and (b) Scientific Reasoning, and (5) Perceptual, Motor, and Physical Development. The domain structure captures important developmental differences and guides effective teaching practices that support strong child outcomes.



**YOU ARE YOUR CHILD'S FIRST TEACHER.
READ TO YOUR CHILD DAILY FOR AT LEAST TWENTY MINUTES.**

Head Start Daily Schedule

Time Period	Activity
8:00 – 8:30	Cleaning and setting up environment
8:30	Arrival and hand washing / sanitizing Free play at tables Preparation for breakfast Breakfast /clean-up
9:30 – 10:30	Morning Meet Story Time: Encourage children to select a book of interest or a book from the Learn Every Day Unit – Social Emotional Activities Literacy / Language Development: Small group and individualized instruction for implementation of learning activities for mastery of skills/concepts, child outcomes related to thematic unit while others involved in centers Learning Center Activities: Theme-related activities will be available in all centers. Activities are child-initiated or planned with teacher-child interaction.
10:30 – 10:45	Temperature Check, hand washing / sanitizing
10:45 – 11:15	Physical Health and Development: Outdoor play, Music and Movement Children should play at designated times and areas, (i.e. A, B, C – no mixed groups); children should play in assigned areas with their groups
11:15 – 11:30	Clean-up / sanitizing tables / hand washing / preparation for lunch
11:30 – 12:00	Lunch
12:00 – 12:45	Clean-up, toileting and hand washing Learning Center Activities: Numeracy and science skill/concept development theme related activities, individualized and small group, computer and skill related Creative Expressions: Art, music, small group and individualized Story Time: Encourage children to select a book or read a book from the week’s theme – small group (Toothbrushing)
12:45 – 1:00	Toileting and hand washing All activities are to be implemented with CDC guidelines in mind. Children’s hands should be sanitized after each activity.
1:00 – 1:45	Rest Time / Preparation for snacks
2:00 – 2:25	Snacks – hand sanitizing; daily review and share time
2:30	Dismissal

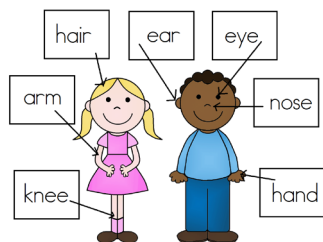
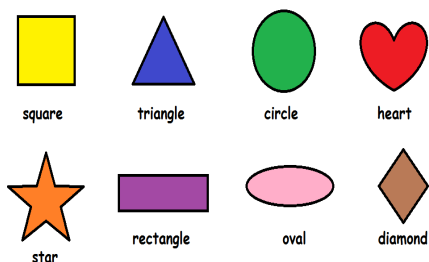
School Readiness Goals

The Head Start Act of 2007 calls for each agency serving preschool children to establish school readiness goals. Children will not enter school ready to learn unless families, schools, and communities provide the environments and experiences that support the physical, social, emotional, language, literacy, and cognitive development of infants, toddlers, and preschool children.

ICS defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. They have foundations in receptive and expressive language, literacy, the cognitive skills in mathematics, science, social studies, critical thinking and reasoning skills, and social, emotional, and physical development skills. Comprehensively, ICS children develop health, wellness, and nutritional skills that prepare them for kindergarten.

For parents and families, school readiness means they are engaged in the long-term lifelong success of their child. ICS recognizes that parents are their child's first teacher and advocate. ICS collaborates with parents in establishing school readiness goals and sharing information about their child's progress.

In order to help prepare children to be successful when they enter school, parents should ensure that their child can master the following skills:




Days of the Week	Months of the Year <small>Table of Contents</small>	
Week	Year	Year
Sunday	January	July
Monday	February	August
Tuesday	March	September
Wednesday	April	October
Thursday	May	November
Friday	June	December
Saturday		
	Winter	Spring
	Summer	Fall

Reading

Says alphabet	Recognizes capital letters	Recognizes lowercase letters
Matches capital and lowercase letters	Identifies initial sounds	Identifies a letter, number, and word
Writes first name independently	Writes using lines correctly	Identifies title and tells purpose
Identifies spine and tells purpose	Knows what an author does	Knows what an illustrator does
Names two kinds of letters (uppercase and lowercase)	Answers simple questions about what happened in a story read aloud	With assistance, recognizes rhyming words
Identifies front cover of a book and tells the purpose	Identifies back cover of a book and tells purpose	Identifies how to read a book (left to right)


Math

Knows shapes	Identifies numbers 0 - 10	Writes numbers 0 – 10
Sorts objects by size, color, and shape	Says days of the week	Says months of the year
Names current month	Names current year	Tells about two dimensional shapes
Knows positional words: in/out, up/down, above/below, on/off, in front of/behind, top/bottom/middle	Counts to 20	


Social Studies

Names family members	Respects person space of others	Waits your turn
Raises your hand	Tells what makes a good friend	Says please and thank you
Tells why rules are important	Names school and teacher	<i>Please</i> <i>Thank you</i>

Science

Knows 8 basic colors	Names 5 senses	Names outside body parts
Differentiates between humans, plants, and animals	Follows safety rules	

Developmental

Holds pencil/crayon correctly	Practices scissor/cutting skills	
Sits still/quietly while listening to a short story	Follows 2-3 step directions “Get your shoes and put them on.”	

The following goals are developed for **Early Head Start** which serves infants and toddlers.

Essential Domains	ICS Early Head Start Readiness Goals
Language Development	<p><i>Children demonstrate improved communication, language, and emergent literacy skills.</i></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> ➤ Listen to and understand increasing complex language ➤ Use language to express thoughts and needs ➤ Develop conversation and communication skills ➤ Show progress in speaking, listening to, and understanding English (<i>Dual language learners</i>)
Literacy Knowledge & Skills	<p><i>Children will:</i></p> <ul style="list-style-type: none"> ➤ Discern sounds and patterns of spoken language ➤ Develop knowledge of the alphabet ➤ Understand that speech can be recorded in print and that words in print can be spoken ➤ Comprehend oral language and simple text ➤ Demonstrate emergent writing skills
Cognition & General Knowledge	<p><i>Children will demonstrate improved general cognitive skills.</i></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> ➤ Be able to remember and connect experiences ➤ Group and organize objects based on a specific criteria ➤ Engage in symbolic thinking ➤ Explore spatial relationships ➤ Use number concepts and operations, compares, and measures
Physical Health & Development	<p><i>Children demonstrate improved physical health and development</i></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> ➤ Develop control of their bodies and muscles to meet more of their physical needs (<i>e.g. feeding- motor / dressing- development</i>) ➤ Develop proficient movement skills – a combination of unstructured play through and planned movement experiences ➤ Develop an awareness that regular physical activities affect learning and health
Social & Emotional Development	<p><i>Children demonstrate improved social behavior, emotion regulation, and emotional well-being.</i></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> ➤ Develop self-awareness and autonomy ➤ Regulate their behaviors and emotions ➤ Form and sustain positive relationships ➤ Interact and cooperates with individuals and small groups ➤ Demonstrate an understanding to emotional cues of others and respond appropriately
Approaches to Learning	<p><i>Children demonstrate improved positive approaches toward learning, including improved attention skills.</i></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> ➤ Demonstrate an increasing capacity to concentrate and persist ➤ Use different methods to engage and solve problems ➤ Show flexibility in thinking ➤ Show curiosity and motivation

These goal statements are developed for **Head Start** which serves preschoolers.

Essential Domains	ICS School Readiness Goals
Language Development	<ol style="list-style-type: none"> 1. Children will comprehend and use increasingly complex and varied vocabulary. 2. Children will use different grammatical structures or rules for using language. 3. Children will engage in communication and conversation to express ideas and needs with adults and peers. 4. Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.
Literacy Knowledge & Skills	<ol style="list-style-type: none"> 1. Children will develop an awareness that language can be broken down into pieces of sound, words, beginning and ending sounds of words, and syllables. 2. Children will associate letter names with correct sound. 3. Children will demonstrate print concepts and early decoding. 4. Children will demonstrate familiarity with writing implements and emerging skills to communicate through written representations, symbols, and letters.
Cognition & General Knowledge	<ol style="list-style-type: none"> 1. Children will use a range of math strategies, such as counting, matching, problem-solving, sorting to compare quantity in sets of objects and describe the comparisons with terms such as more, less, greater than, fewer, or equal to. 2. Children will engage in exploring their environment through observation, manipulation, asking questions, making predictions, and developing generalizations and hypotheses. 3. Children will find multiple solutions to questions, tasks, problems, and challenges in the natural and physical world.
Physical Development & Health	<ol style="list-style-type: none"> 1. Children will demonstrate control of large muscles for movement, navigation, and balance. 2. Children will control small muscles for such purposes as using utensils, self-care, building, drawing, writing, and exploring. 3. Children will demonstrate health, safety, and nutritional practices.
Social & Emotional Development	<ol style="list-style-type: none"> 1. Children will demonstrate positive social-emotional skills including social relationships. 2. Children will recognize and regulate emotions, attention, impulses, and behavior. 3. Children will adapt to new environments with appropriate emotions and behaviors.
Approaches to Learning	<ol style="list-style-type: none"> 1. Children will demonstrate an interest in varied topics and activities, desire to learn creativeness, and independence in learning. 2. Children will begin and finish activities with persistence, cooperation, and attention. 3. Children will demonstrate interest and engage in large and small group experiences.

Guidance and Disciplinary Practices

The following disciplinary practices will NOT be permitted in the Early Head Start/Head Start centers:

1. Corporal Punishment (use of physical force as a disciplinary measure) which includes but is not limited to spanking, pulling of hair, pinching, slapping, hitting, kicking, pulling arm, etc.
2. Isolation
 - a) A child will not be kept in the center or classroom when the other children go outside.
 - b) A child will not be placed behind cubbies, in a vacant room or restroom or locked in such a room.
3. Restrictions
 - a) A child will not be restricted from eating due to inappropriate behavior.
 - b) A child will not be restricted from participating in any activity due to inappropriate behavior.
4. Shouting or yelling, threatening or shaming a child will not be permitted.
5. Reinforcers – Food or candy will not be used as a reinforcer or reward.

The following disciplinary practices will be employed in our Early Head Start/Head Start centers:

1. Positive reinforcement, i.e., praise child (children) for desired or appropriate behavior; praise the entire group for desired behavior.
2. Classroom expectations made by children and teacher in pictorial format should govern the classroom. When a child exhibits inappropriate behavior, i.e., running or hitting, we will positively state the rule that was broken. Example: "We walk inside." "We touch caringly."
3. To govern the number of children who can play in a given interest area, a design will be used to denote the center and the number of children who can enter that area at one time. Each child who plays in that area must wear the design.
4. "Time-out" that enables the child to regain self-control and keeps the child in visual contact with a caregiver shall be used selectively, taking into account

the child's developmental stage and the usefulness of "time out" for the particular child. "Time out" means that the child is given time away from an activity which involved inappropriate behavior. Isolation from a caregiver is not acceptable. "Time out" is not allowed for children younger than three years of age.

Source: Miss. Code Ann 43-20-8

* *Time – out is inappropriate for children under 3 years old.* *

5. Rewards/Reinforcers. Stars, colored chips, stickers, and smiling faces will be used to modify behavior.
6. Conversations during meal times should be engaging and meaningful.
7. At all times we talk positively and in low tone of voice to the children.

Parent Conferences

Two parent conferences per year are required. During the first parent conference, teachers explain the results of the screenings and the first LAP-3 assessments. Parents and the teacher review the objectives for the individualized curriculum, encourage parent participation, and secure input on planning for the children. During the second parent conference, teachers discuss the summary of results for the child's achievements. Activities for parents to conduct at home are also discussed.

Educational Home Visits

Two educational home visits are required for each enrolled child. The first home visit will begin one week after enrollment.

During the first home visit, teachers introduce themselves, explain the requirements of the education program; and secure input from parent(s) on planning for their child. The second home visit will reflect the child's achievement and growth, suggested home activities, summer activities for continuation of learning, and information relevant to readiness for kindergarten, if applicable. Home visits may be made in the afternoon during school hours or after school hours.

*Parent Conferences and Educational Home Visits may also be done virtually or through some other form of media due to environmental factors.



Active Supervision

Active supervision is a proactive strategy being implemented throughout our centers and on buses to ensure that our children are kept safe. These strategies allow children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times. Programs that use active supervision take advantage of all available learning opportunities and never leave children unattended. Below are six strategies of Active Supervision.

<p>Set Up the Environment Staff set up the environment so that they can supervise children and be accessible at all times. When activities are grouped together and furniture is at waist height or shorter, adults are always able to see and hear children. Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that staff can observe.</p>	<p>Position Staff Staff carefully plan where they will position themselves in the environment to prevent children from harm. They place themselves so that they can see and hear all the children in their care. They make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Staff stay close to children who may need additional support. Their location helps them provide support, if necessary.</p>
<p>Scan and Count Staff are always able to account for the children in their care. They continually scan the entire environment to know where everyone is and what they are doing. They count the children frequently. This is especially important during transitions, when children are moving from one location to another.</p>	<p>Listen Specific sounds or the absence of them may signify reason for concern. Staff who are listening closely to children immediately identify signs of potential dangers. Programs that think systemically implement additional strategies to safeguard children. For example, bells added to doors help alert staff when a child leaves or enters the room.</p>
<p>Anticipate Children’s Behavior Staff use what they know about each child’s individual interests and skills to predict what he/she will do. They create challenges that children are ready for and support them in succeeding. But they also recognize when children might wander, get upset, or take a dangerous risk. Information from the daily health check (e.g., illness, allergies, lack of sleep or food, etc.) informs staff’s observations and helps them anticipate children’s behavior. Staff who know what to expect are better able to protect children from harm.</p>	<p>Engage and Redirect Staff use what they know about each child’s individual needs and development to offer support. Staff wait until children are unable to solve problems on their own to get involved. They may offer different levels of assistance or redirection depending on each individual child’s needs.</p>

“Active Supervision Is Everybody’s Business”

Procedures for Field-Trips

1. Each child will wear an identification tag with the center name and code and center telephone number.
2. There will be one adult per 5 children.
3. Parents may go on the field trips with their child. They may ride the bus, if space is available, or drive their cars. However, the child must stay with the group. Parents will not be paid travel for driving their cars.
 - a) The child will not be permitted to go to different locations alone with the parents. Note: This is an ICS trip and the agency is responsible for the child.
 - b) The parent(s) are asked to refrain from purchasing balloons, toys, candy or other souvenirs for their child.
The agency will not purchase souvenirs for the children.
4. The child must ride the bus on field-trips. If a child rides the bus to the center on the day of the field-trip, he or she must ride the bus to the field-trip site.
5. The agency will provide lunch for each child.
6. There must be signed parental permission before any child is allowed to leave the center on a field-trip.
7. Virtual field trips will also be done within classrooms.



*With the current health situation of the pandemic, some changes may occur on information, schedules, procedures, and requirements.

Visitors to the Early Head Start/Head Start Centers
All parents and other guests are required
to show valid ID and sign in upon arrival to the building.

Parent Engagement

Ways You Can Volunteer and Get Involved...

See page 41 on Volunteers. ICS has an open-door policy. Parents are welcome to visit the center any time and participate in the following activities:

- Attend parent meetings
- Serve on the Policy Council
- Serve on advisory or parent committees
- Serve on the self-assessment team
- Help prepare and serve snacks
- Assist with classroom or center activities
- Help arrange, clean, or prepare classroom or other areas within the center
- Contact your center director for other ways to volunteer



Parent Meetings/Communication



PARENTS are encouraged to attend parent meetings. They are held bi-monthly at your center to give you information about what is happening at Early Head Start/Head Start and in your community. Parent meetings help parents to:

- Meet new people and have fun
- Share information and solve problems
- Plan activities for parents and children
- Hear about Policy Council and other meetings
- Talk with staff
- Share program improvement ideas

Parent Committee

This committee provides parents the opportunity to assist in the development of activities that address their interests and needs and that support the education and healthy development of their children. All parents or guardians are automatically considered members of the parent committee at his/her center. Each parent committee will elect a chairperson to provide leadership to the group.

Parent Education Opportunities

Early Head Start/Head Start has community partnerships to support parents in furthering their education and employment readiness skills:

- GED classes
- Education training programs directly related to employment
- High school completion

Centers have information on the following resources:

- Financial Aid/Scholarships
- Child Care
- Career Planning/Job Search Skills
- Work and volunteer experience



Dads Are Important



The ICS Fatherhood Program seeks to provide the following:

- Training and various services to fathers and other males to help them become responsible fathers
- Assistance and coordination to help organize and plan activities that will enhance the education of children, family life, community involvement, political involvement, and economic involvement

Education: Father presence/involvement leads to ...

- Decrease (by half) in high school dropout rate of children
- Higher student grades (fathers or stepfathers)
- Lower likelihood of repeating a grade (10% vs. 20%)
- Higher parental involvement in schools (approx. 50 % of single parent or stepfamilies have highly involved parents; 62% for biological two-parented households)
- More frequent reading to 3-5-year-old child by family member (61% vs. 48%)

Children who feel a closeness to their father are: twice as likely as those who do not to enter college or find stable employment after high school, 75% less likely to have a teen birth, 80% less likely to spend time in jail, and half as likely to experience multiple depression symptoms.

High levels of father involvement are correlated with higher levels of sociability, confidence, and self-control in children. Children with involved fathers are less likely to act out in school or engage in risky behaviors in adolescence.

Children with actively involved fathers are: 43% more likely to earn A's in school and 40% less likely to repeat a grade than those without engaged dads.

Non-Federal Matching Share (In-Kind)



We keep track of how many hours of volunteer time parents give to our program. This is important. We need over \$7 million worth of volunteer hours or donated items each year to count toward required non-federal match requirements.

- *Time spent at home supporting your child's learning goals can count toward in-kind. Please assist your child with all learning materials brought home (or even on car rides) and document time spent monthly on the Volunteer/Parent/Child/Interaction Form. Return the completed form to the teacher.



Policy Council



Policy Council is the program-wide parent decision-making group that usually meets monthly. Parents and community members help make program decisions, hire staff and approve the budget. Parents and staff share ideas and concerns. Training is provided yearly. If you are interested in learning more about the Policy Council, ask your center director.

What Does the Policy Council Do?

- Work in partnership with management staff and the Board to develop, review, and approve agency policies, goals and funding applications
- Serve as a link with program parents
- Assist in recruiting volunteer services from parents and community
- Help to plan, design and evaluate ICS's program
- Work with management and Board to resolve community concerns
- Approve budgets and grant applications, hiring and termination of staff, and review policies and procedures for personnel.

You cannot serve on the Policy Council if you are an employee or you have a close relative employed by ICS.

Grievance Procedures for Parents/Community Persons

POLICY:

It is the policy of the **INSTITUTE OF COMMUNITY SERVICES, INC.** To address grievances or concerns by parents or community people that are related to Head Start in a timely manner. Parents or other residents of the community will be provided an opportunity to present their grievances or concerns to management and the policy groups as the appeal procedure permits.

COMMENT:

A grievance is defined as dissatisfaction expressed by parents or community residents with the manner in which the Head Start program is delivering services to children and families we serve. Examples of such actions may be the closing and relocating of Head Start centers, selection of target areas to be served, and alleged discrimination in selection and enrollment because of race, sex, creed or national origin.

Step 1: Center Director

Whenever parents or community residents believe they have reasons to be dissatisfied, they should bring this matter to the attention of the center director who will investigate the grievance, discuss it with the appropriate parties involved, and attempt to resolve it. After a grievance has been registered, it is the responsibility of the center director to advise the parent of the process for getting their grievance addressed if they are not satisfied with the resolution proposed by the center director.

Step 2: Parent Engagement Director

If the parents or community residents are not satisfied with the proposed solution by the center director, the parent may request that the parent engagement director hear his/her grievance. The Parent Engagement director will review and access the grievance, discuss it with the appropriate parties involved, and attempt to resolve it. (*Written information will probably be needed for clarity.*)

Step 3: Executive Director

If the parents or community residents are not satisfied with the proposed solution by the Parent Engagement director, the parents or community residents may request that the executive director hear their grievance. The request must be in writing and submitted to the executive director. The grievance is considered settled on the Parent Engagement director's level if such a request is not presented to the executive director by the dissatisfied parent.

The executive director will hear the grievance, review all available facts and information, and issue a decision within ten (10) days following the hearing.

Step 4: Policy Council Grievance Committee

If the dissatisfied parent or community resident is not satisfied with the solution reached by the executive director, they may request a hearing before the ICS Policy Council Grievance Committee. The request must be in writing and presented to the chairpersons of the grievance committee within two weeks following the decision of the executive director. The appeal is considered settled on the basis of Step 3 if such a request is not presented to the grievance committee. The grievance committee will meet with the dissatisfied parent or community resident, hear the grievance, conduct a thorough review or analysis of the appeal, and develop a proposed decision for review and action taken by the agency's policy council which will accept or reject the grievance committee's recommendation. Their vote is final. In the event the grievance committee is unable to reach a decision within one month, the committee will advise the dissatisfied parent or community resident of the status of their grievance and a possible time line for reaching a solution to the grievance.

Step 5: Policy Council

The agency's policy council will review the record as presented by the grievance committee. The policy council will consider the recommendation made by the grievance committee but is not bound to vote to uphold the grievance committee's decision. After the policy council's review of the record, they will vote to affirm or reject the grievance committee's recommendation, and their vote is final.

Step 6: Board of Directors

There will be no appeals to the board of directors of a policy council decision relative to an appeal except in cases where it is alleged and proven in writing that the agency violated its grievance procedures.

Allegations of a procedural error must be in writing and presented to the board chairperson within two weeks after receiving the policy council's decision.

If the board of directors notes that a procedural error exists, they will forward their ruling to the policy council for implementation. The board of directors will only review and send back for further action. The merits of all appeal decisions rest with the policy council, not the board.



Parent Activity Funds

Parent activity funds are available to parents when approved by ACF. ACF prohibits expenditure of parent activity funds solely for entertainment purposes. Entertainment expenditures are defined as the cost of amusement, diversion, social activities, ceremonials, and incidental costs relating thereto, such as meals, lodging, transportation and gratuities. It should be noted that the restriction on expenditures applies to activities which are solely for entertainment. Expenditures for project-related purposes are allowable even though entertainment may play an incidental part in the activities. Therefore, programs are required to justify the expenditure of parent activity funds on the basis of project-relatedness. For example, a visit by a parent group to a museum can be justified if parents utilize the experience to provide educational activities for their children in the community.

Usually ICS parents use these funds in April and May, or when requested, but the parents need to consider how they want to use these funds several months before the event occurs. Parents may want to raise money to supplement the parent activity fund money since it is a limited amount.

Each center is allocated a certain amount from the fund. The allocation is based on the number of children enrolled in the center. Currently the amount is \$3.00 for each child in the center.

Parent activity trips are usually scheduled for **Saturdays** so that more parents are able to go and to avoid taking the children out of the classroom. Each center may have one parent activity trip. This trip is may be shared by the parents and their children.

The use of parent activity funds for the purchasing of supplies, equipment, payment of salaries, and maintenance cost for the Head Start operation is strictly prohibited.

The procedure for using the funds will be as follows: The parent committee will decide on the activity and will submit the planned activity and proposed date to the center director. Be as specific as possible and indicate all information needed on the form. The parent committee, through their chairperson and the center director, will submit a signed requisition for funds to the parent engagement department. Upon approval of the request by the parent engagement director, financial officer and the executive director, purchase of the service requested will be authorized.

The purchasing officer will be responsible for the timely procurement of the requested services. All funds and receipts will be retained at the central office. Be sure to get the request form to the finance department four weeks before your event, or you may not receive permission to use the funds.

All parent events must be taken by the end of May. A financial report, including original receipts and any money not used, must be submitted 3 days after the event to the finance department.

Requests for parent events must be made four weeks prior to trip/event.

Parents' Rights and Responsibilities

- Parents have the right to information about their child and their child's education. **Parents have the responsibility to seek and keep this information.*
- Parents have the right to review their child's records. **Parents have the responsibility for asking questions when they do not understand.*
- Parents have the right to be full partners in their child's education. **Parents have the responsibility for becoming and remaining active members of the partnership.*
- Parents have the right to stand up for their child to be sure he or she gets an appropriate education. **Parents have the responsibility for basing their actions on accurate information.*
- Parents have the right to make comments or recommendations about their child's education. **Parents have a responsibility for doing so.*
- Parents owe it to their children to make an effort to understand school rules, policies, and budget, and make their views known about important educational issues.
- Parents have a duty to attend all parent-teacher conferences, meetings, and school events.
- Parents have a duty to keep a good working relationship with their child's teacher.
- Parents have a duty to secure special assistance if their child needs it.

Parents' Responsibilities with Paperwork & Information

- To ensure that their child's application is complete and accurate.
- To provide requested paperwork at enrollment prior to class attendance.
- To notify the center director or family services staff when the child will be absent.
- To ensure that their child attends Head Start or Early Head Start every day he or she is able.
- To notify the center/site if the family moves, changes telephone numbers, address, or has any other pertinent changes.
- To keep their child's shots up-to-date.
- To have an authorized age eligible person at home when the child will be arriving home.
- To notify the center director if the child will be coming late.
- To pick up their child, if a car rider, on time.
- To only send persons to pick up your child who are authorized for pick up in writing on agency forms that have been signed by the parent.
- To complete any needed permissions and paperwork during the school year.

Parental Rights 1303.23

(a) Inspect record.

1. A parent has the right to inspect child records.
2. If the parent request to inspect child records, the program must make the child records available within a reasonable time, but no more than 45 days after receipt of request.
3. If a program maintains child records that contain information on more than one child, the program must ensure the parent only inspects information that pertains to the parent's child.
4. The program shall not destroy a child record with an outstanding request to inspect and review the record under this section.

(b) Amend record.

1. A parent has the right to ask the program to amend information in the child record that the parent believes is inaccurate, misleading, or violates the child's privacy.
2. The program must consider the parent's request and, if the request is denied, render a written decision to the parent within a reasonable time that informs the parent of the right to a hearing.

(c) Hearing.

1. If the parent requests a hearing to challenge information in the child record, the program must schedule a hearing within a reasonable time, notify the parent, in advance, about the hearing, and ensure the person who conducts the hearing does not have a direct interest in its outcome.
2. The program must ensure the hearing affords the parent a full and fair opportunity to present evidence relevant to the issues.
3. If the program determines from evidence presented at the hearing the information in the child records is inaccurate, misleading, or violates the child's privacy, the program must either amend or remove the information and notify the parent in writing.
4. If the program determines from evidence presented at the hearing that information in the child records is accurate, does not mislead, or otherwise does not violate the child's privacy, the program must inform the parent of the right to place a statement in the child records that either comments on the contested information or that states why the parent disagrees with the program's decision, or both.

(d) Right to copy of record. The program must provide a parent, free of charge, an initial copy of child records disclosed to third parties with parental consent and, upon parent request, an initial copy of child records disclosed to third parties, unless the disclosure was for a court that ordered neither the subpoena, its contents, nor the information furnished in response be disclosed.

(c) Right to inspect written agreements. A parent has the right to review any written agreements with third parties.



Nutrition

Breakfast, lunch, and snacks are served each day to children who are enrolled in the Head Start centers at no cost to parents. Parents may not bring or send food, drinks, or candy to the center for their child's or other's consumption.

If you feed your child breakfast at home and you do not want your child to eat breakfast at school, please send a note to your center director. ICS participates in the USDA/CACFP and all meals are planned to meet nutritional requirements.

The nutrition service area works with county extension agents, the local Health Department, and other nutrition professionals to provide training of local interest to parents. If your child has a diagnosed food allergy or a special dietary need for medical reasons or religious preference, a doctor's statement or a **notarized statement** from your clergy will be needed to alter menus. Statements should indicate what foods may be safely substituted so that we can ensure the child receives adequate nutrition to support his/her growth and learning.

If you are an Early Head Start parent and you breast feed your infant, you may call the Early Head Start Center to make arrangements for you to come out to feed your baby or for the center to receive and store your pumped breast milk. If your baby is on formula, the formula recommended by your doctor is what will be fed to your child. Upon changes in formula by the doctor, a statement from the doctor should be submitted to the Family Services worker or caregiver/teacher. The Early Head Start Center will make daily reports of the foods that your infant or toddler ate at the center.

Disabilities

EHS/Head Start works in cooperation with community professionals, school districts, and special education providers, to provide services and support to children with special needs, and a minimum of 10% of Head Start program enrollment is comprised of children with special needs. Head Start conducts a child development screening during the first forty-five (45) days following enrollment. Parents and Head Start staff work together to determine whether a referral for a more in-depth evaluation is warranted. Head Start Supports parents in the special education process around development and implementation of the Individualized Family Service Plan (IFSP) for infants and toddlers, or the Individualized Education Program (IEP) for children ages three to five. For all children, Head Start provides individualized programming and services

responsive to each child's development and unique needs. If you have concerns or think your child may need extra assistance, please talk to your child's teacher.

Behavioral Health

Infant and early childhood behavioral health refers to the ability of babies and very young children to experience emotions, develop relationships and learn. Head Start Behavioral Health Consultants conduct classroom and group socialization observations monthly to enhance children's learning environments, provide staff and parent workshops around child behavioral health, and are available for individual meetings with families to offer help in addressing parents' concerns and providing appropriate referrals if needed.

Organizational Goals

- Improve the social-emotional wellness of at-risk children and parents by providing an array of prevention, early intervention, and behavioral health services.
- Improve caregivers' and parents' use of positive parenting strategies while strengthening their ability to provide an environment that promotes healthy outcomes for their children.

The focus on teacher-child-parent interactions and approaches to promote social-emotional competence serves to enhance the program's effectiveness in preparing young children for academic success.



Transition

ICS provides practices and activities that help children and parents to move from home to Early Head Start, from Early Head Start to Head Start, and from Head Start to kindergarten. ICS creates opportunities for parents to advocate for their children.

Children need to use a computer/tablet internet. Some good websites are as follows: *PBS Parents*, *ABC Mouse*, and *Starfall A, B, C's*.

Health Services

Emergencies or Sudden Illness

- ICS will call 911 in case of emergency or take the child to the local emergency room or clinic, if we have written permission. Ambulance transportation might occur.
- The parent will be contacted as soon as possible and may carry the child if preferred and if the wait may occur without endangering the child.
- When immediate medical care is needed, the parent will be asked to meet staff at the emergency care site.
- Employees trained in CPR and First Aid will assist when able.
- When unable to reach the parent, emergency contact persons provided by the parent are contacted to act in the place of the parent. **Please keep these telephone numbers current.**
- Staff will contact parents/guardians in a timely manner on any serious occurrences involving their child. Serious occurrences are not limited to but include an accident or any injury requiring extensive medical care or hospitalization, death, arrest, alleged abuse/neglect, major burns, or other emergency situations. Suspicion of child abuse or neglect will be reported immediately to CPS in accordance with state law.
- In Blended Partner sites procedures may follow the partner's practices. The partner site may require parent transport.
- In all cases child safety will be put first.
- In cases where a certified religious practitioner must be used due to family religious practice, the parents must provide in writing the necessary plan of action during enrollment and registration.
- Needed accident documentation will occur and be provided for center files, computer documentation and Central Office.
- Staff will enter written documentation in records of any oral report made to the child's parent or guardian about any serious occurrence involving the child.
- If staff cannot contact the parent/guardian immediately, it will be documented in the child's record.

Please contact Health Services if further information is needed.

Child Health History

Parents need to share important health history information and documentation.

- Physical problems
- Medical concerns & conditions especially if a chronic medical condition such as asthma or sickle cell, etc.
- Development issues
- Emotional problems/concerns
- Any other specialized needs or conditions of the child
- Any adjustments or accommodations necessary for the child to be able to participate effectively
- Any special precautions for diet, medication, activity, or allergies

Sick Child & Contagious Child Procedures

Children should not attend the program if ill or if a contagious disease is known or expected. At the center if a child is suspected of being ill, temperature will be checked, parent calls made and, when needed, the child will be removed from the classroom to isolate the illness. When the child needs to return home, parents will be asked to pick up their child. In emergency situations the center may help with transportation. If the child has a serious contagious condition then the parent will need to bring in a doctor's note assuring that the child is no longer contagious and may return to classes. If a MS State Dept. of Health Reportable Disease is suspected the Center Director will report or have Family Services report the concern to the local health officer or public health nurse. The agency Health Manual contains the list of Reportable Contagious Diseases. All parents will be notified of any such reportable disease in their center as soon as possible as required by the MS State Dept. of Health.

Sick children may be excluded, isolated or grouped together in the everyday environment. The choice selected depends on the nature of the illness and on available staff and facilities.

For the protection of your child, per MS Child Care, and their classmates, parents must keep their child at home if the following symptoms are present:

- Vomiting – two or more times in a 24-hour period
- Diarrhea – frequent (three or more episodes in a 24-hour period), runny, watery, or bloody stools. A child who is not toilet trained and has diarrhea should be excluded from the child care setting regardless of the cause.
- Fever of 100 F degree under the arm, 101 F degree orally, or 102 F degree taken rectally, or more with illness – 99.6 for Early Head Start, 100.4 or greater by kiosk or handheld thermometer.
- Rash – body rash with a fever
- Sore throat – with fever and swollen glands
- Severe coughing
- Discharge from the eyes (thick mucus or pus draining from the eye) or pinkeye
- Jaundice – This is yellow eyes and skin.
- Irritability – Continuous irritability and crying for this probably shows the child is in pain or coming down with an illness and should be seen by a doctor.
Small children can become ill very quickly. It is best if parents keep their child at home if the child has the following:
- Head or ear pain
- Rash that is unexplained or contains fluid
- Runny nose with greenish mucous
- Difficult or rapid breathing
- Outbreak of head lice/nits – once treated the child may attend
- Severe itching of the body or scalp

***INFORMATION MAY CHANGE
DUE TO MSHD & CDC GUIDELINES. ***

Prescribed Medication

Only prescription medication can be given by staff. The parent must complete the ICS "Authorization to Administer Prescribed Medication form" with center Family Services. Over the counter medicine can only be given when prescribed by a doctor. Whenever possible, give medications at home. As a safeguard the medication **must** be brought to the center by the parent in its original package which shows the physician's instructions for dosage and storage. If enrolled in a Blended Partner Site, public school medication procedures will be followed.

Hand Washing & Hygiene

- MS Child Care requirements will be followed for children and staff.
- Children are taught good hand washing procedures.
- Staff members receive training on new hand washing and hygiene procedures.
- Handwashing procedures are to be posted above each sink in the center.

Immunization Records Requirements

- All enrolled children must have a completed series of immunizations (shots).
- The required record is Form #121 issued by the MS State Dept. of Health. A completed, accurate physician issued MS Form #121 is acceptable as well.
- Parents who use a private physician are encouraged to also have the immunizations entered into the state's Dept. of Health database. Then if records are lost, the doctor retires or such catastrophes as a fire occur, your child will have a record and not need to repeat immunizations. Just take the record to your local Health Dept. for entry.
- The MS State Dept. of Health Immunization Exemption Form #122 is only acceptable if there is an approved exemption from the shot records.
- Parents may be able to access the MSDH website to access or print immunizations through Mississippi Immunization Information Exchange (MIIX).

Medical and Dental Appointments

We must follow COVID guidelines as outlined by the medical professionals. With parent permission, medical and dental examinations are arranged with the local health care providers for each child who has not had a recent physical or dental examination. ICS must use private medical/dental insurance, MEDICAID or CHIP first for payment of these services. When needed, parents can ask for support services such as transportation and help with appointment scheduling. Children with MEDICAID need to use MEDICAID transportation for appointments when available. We ask that all parents agree to the following:

- Have a licensed health care provider for your child
- Take your child for well-child check-ups whenever required
- Keep an up-to-date vaccination record for child on file



Staff Health and Safety

- Staff person showing symptoms or otherwise suspected of having upper respiratory, gastrointestinal, skin, or other infections will be excluded from work until either free from symptoms or certified by a physician not to be infectious.
- All staff must comply with the agency's physical examination, shot requirements and participate in OSHA (Occupational State and Health Administration) training and on blood borne Pathogens.
- Centers conduct fire drills and weather-related drills.

Family Services/ERSEA

Recruitment, intake information, enrollment and family social services are major tasks. A family's strengths are assessed, goals planned and areas for training identified.

Community resource information is obtained and available to help parents. The overall goal is to strengthen families and move them toward self-sufficient and self-advocacy. This means helping you be the best you can be and helping you take care of yourself, your family and other responsibilities.

Selection of families for enrollment is based upon income guidelines that come from Congress and the ICS selection criteria point scale. Early Head Start also has its Family Services staff tasked with recruitment and selection.

- Once families have been selected, the family services section is responsible for providing supportive services to the families based upon the family's specific needs. Supportive services does not mean taking over or intruding upon parental responsibilities.
- ICS wants parents to remain the most important people in your child's life and continue being the first teachers. Parental involvement and hands-on parenting are both encouraged by ICS.

Confidentially

The information regarding your family/child obtained by the family services staff is private and treated with respect. It is not released without written consent of the legal parent/guardian unless by legal order. The agency and staff will protect information shared that is private, personally identifying whether verbally shared or written. "Need to know" determines information sharing and disclosure within the agency, and with consultants and formal partner programs. Information may be used for eligibility documentation, reporting requirements, services, referrals, need

determinations, strength assessment, goal work, outcome progress, service coordination, and planning.

Recruitment

* Due to Covid-19 recruitment practices are subject to change.

A variety of recruitment activities are used to include the following:

- On-site recruitment at local Head Start centers.
- Local recruitment days which are publicized locally and held at easy access public areas.
- Agency website and social media
- Publicizing the recruitment through the local newspapers and over the radio.
- Publicizing the recruitment through the company's newsletter.
- Soliciting referrals from other agencies who provide services to children.
- Partnering with early intervention and Early Head Start agencies to identify eligible high need and high-risk families.
- Posting publicity flyers and posters.
- Utilizing parent resources and community resources to publicize the campaign by word-of-mouth.
- Partnering with community agencies, such as CPS, doctors, schools, the Department of Health, etc.

Family Services leads the way on recruitment of eligible children, but parents on the recruitment and screening committees are also key in the selection and giving input. Center Directors also play a large role as do all staff. Recruitment is everyone's job at ICS. Applications are taken year-round. A major recruitment campaign occurs yearly starting in January. Blended Partners should ideally have next year's planned children identified by April 1 each year.

Head Start Enrollment Policy Information

- Parents must provide documentation of the total family income **before** a child can be enrolled. This proof of income can be in the form of a wage and tax statement (W-2), pay stub, a written statement from the employer, or agency certification (welfare/TANF, social security, Veterans Administration, etc.) There are exceptions to this policy.
- Children from the low-income level families will be given priority for enrollments. Public Assistance (TANF, SSI, or SNAP only), foster children and homeless families are always income eligible and given priority. Children with diagnosed disabilities are given priority. At this time, children with only one year before kindergarten receive priority points. Completed application forms need to be reviewed by ICS Family Services staff.
- ICS has online applications available to start the selection process. Go to the website www.ics-hs.com.

ITEMS NEEDED TO APPLY are as follows:

- ✓ Immunization Report 121 from the MS Dept. of Health or child's doctor
- ✓ Proof of the family's gross yearly income for the last tax year or past twelve months prior to application submission
- ✓ Copy of child's Medicaid, CHIP or other health/dental insurance card



Transportation

Support from parents, guardians, grandparents and Head Start staff continue to ensure that all ICS children receive the safest transportation available.

Transporting our children has changed because of COVID-19. Buses are cleaned, sanitized, social distancing in place, and less children may be riding the buses. Bus drivers, monitors, and children will be wearing masks and will have temperatures taken prior to getting on the buses. Parents may be asked to bring their child to the center.

As data is filtered in from the CDC and our State Department, other changes will be made for the health and safety of our children. Parents/Guardians are asked to provide support and assistance according to the following guidelines:

Authorized Release Persons

All children being transported in an ICS vehicle are only released to a parent or legal guardian, or other individual identified in writing by the parent or legal guardian. Identification may be requested or even required.

- An authorized person will be required to receive a child upon returning home.
- No one will be allowed to take a child off the bus unless arrangements have been made and the person has proper identification with them.
- Older siblings must be 18 years of age to receive a child if the parent or guardian has listed the sibling on the release information form.
- If an authorized person is not at the drop-off point or home to receive the child, the bus will take the child back to the Head Start center.

General Safety Rules

- The bus monitor will take each child's temperature before the child is allowed on the bus. If the child is a car rider, the child's temperature will be taken before he/she gets out of the car.
- If any Head Starts child's temperature is 100.4 degrees or above, the child cannot ride the bus or enter the building.

- Be on time. The bus cannot wait for tardy students.
- Be patient in the event the bus is off schedule due to unexpected events.
- The parent/guardian is not allowed on the bus. The parent/guardian must stay the distance of 10 feet from the bus at all times.
- Allow the bus monitor to place your child on the bus and to retrieve your child from the bus.
- When the bus has come to a complete stop, the stop signal arm and crossing arm are out, and the bus doors are open, watch your child get onto the bus.
- Do not send food, drinks, toys, medicine, umbrellas, etc. on the bus with your child.
- Give notes to monitor with child's name on the note.
- ICS will employ safety protocols; such as, social distancing, gloves, masks, etc.

Remind Your Child of Safe Riding Practices

- Stay seated in assigned seat with seatbelt and safety harness buckled.
- Keep hands in lap.
- Talk quietly (inside voices).
- Obey the bus monitor at all times.

Alternate Location Requests

Children may be transported to an alternate location at the request of their parent or other authorized person.

The following applies:

- The request must be made in writing and signed by an authorized person and received no later than 12:00 noon.
- There must be a bus route in the requested drop-off location.

Parent Phone Calls Regarding Changes in Transportation

Due to concerns regarding student safety, the ICS Head Start staff cannot accept messages over the telephone requesting that the child's mode of transportation to go home be changed.

Arrangements will need to be made in advance, with the normal mode of transportation only being altered under the following two conditions:

1. The child comes to school with a signed and dated note from the parent. The note would be given to the classroom teacher, who would then forward it to the office.
2. The parent personally comes into the school office and makes the request. The office will call the child so the message can be relayed to him/her. The parent will also be asked to put the request in writing.

IF THESE ARRANGEMENTS HAVE NOT BEEN MADE, THE CHILD WILL BE SENT HOME ACCORDING TO THEIR USUAL MODE OF TRANSPORTATION.

A Message for Parents about Traffic Safety

Here are some facts you should know:

- Preschool children are quick and often unaware of danger.
- Each year, many children are injured or killed when they suddenly dart into the path of a car.
- Most preschoolers are injured near their home or on their own street.
- Most crashes involving children happen between 3 p.m. and 6 p.m.
- Most crashes involving children occur in fair and warm weather.

This is how you can help prevent these tragedies:

- Supervise children at all times.
- Children should not be allowed to cross the street alone. It is best to hold your child's hand as you cross the street.
- Teach them who can help them cross the street safely.
- Teach by explaining. Explain to your child the safe way you cross a street. Say: "When I cross a street, I always stop at the curb. I look for cars. I look left for any traffic coming and then I look right for traffic coming that way. Then I look left again. When it is clear, I cross the street and keep looking left and right."
- Teach by example. When you cross a street with your child, always:
 - *Stop at the curb.
 - *Look LEFT-RIGHT-LEFT for traffic in all directions.
 - *Cross when it is clear.
 - *Keep looking for cars as you cross.
- Encourage your child. As you both safely cross the street together, praise the child for copying your safe actions or words. Practice what you teach at all times.

ICS does not provide transportation to children who are enrolled in Early Head Start.



Rules We Must Follow

With the current health situation of the pandemic, and /or unforeseen circumstances, some operational changes may occur.

Absenteeism Policy

- Family services staff must contact the family and determine the reason for absence if a child is absent for 3 consecutive days.
- Family services staff must file absentee form or other documentation on each child whose family has been contacted because of consecutive absenteeism.
- The total number of consecutive, unexcused absences a Head Start child *may* accumulate is 10.
- The total number of non-consecutive, unexcused absences a child *may* accumulate is 20.
- The child *may* be dropped for the 10th consecutive, unexcused day or the 20th non-consecutive, unexcused day, whichever comes first.
- If your child must be absent, call the center or send a note and tell the bus driver/monitor.
- Excused absences may be given for illness, transportation problems, hazardous weather conditions, family circumstances (determined by Family Services), medical appointments, temporary family situations (parent visitation), and cultural/religious activities.
- ICS has an automated unexpected absence call system to alert parents and support child safety.

Anti-Violence

It is the policy of ICS to provide an environment that is free of threats of violence or violent acts. This includes, but is not limited to threatening or hostile behaviors, physical abuse, vandalism, arson, sabotage, use of weapons, carrying weapons onto ICS property, or any other act, which is inappropriate in Head Start's environment. Offensive comments, actions, or behavior toward families, staff, or children will not be tolerated.

Additionally, children are not allowed to bring any weapons, alcohol, or use offensive language. It is the parents' responsibility to educate the child on offensive language, actions, or behavior. It is also the parents' responsibility to check your child's items and clothing for weapons and alcohol prior to the child entering the school bus and/or school.

Birthday Celebrations

ICS would like for each child to receive recognition on their birthday. Teachers will celebrate children's birthdays creatively, such as a special chair for the birthday child, make birthday cards, wear birthday hats; parents or friends may read a story or share a special talent. Due to health concerns, including allergies, choking, nutritional content, religious beliefs, and liabilities, no one will be allowed to bring foods, beverages, candy, or balloons for children into the classroom for holidays, birthdays, celebrations, or any other reason.

Cell Phones

ICS prohibits the use of cell phones in the center.

Child Abuse and Neglect Reporting

We act in the best interest of the child. As "child care givers," we are required by the MS Child Abuse Law to report any reasonable suspicion of abuse or neglect of a child. If any child abuse or neglect occurs on the premises, property or within ICS activities, the MS Dept. of Child Protective Services will be contacted by management and administrative staff. Parents or other family members suspecting or viewing neglect or abuse are to report directly to CPS (1-800-222-8000 is a 24-hour hotline) or 1-601-359-4001 or email to www.msabusehotline.mdhs.ms.gov or local law enforcement if needed. Child abuse and neglect and prevention training will be offered to parents. Medical neglect including oral health neglect may be reported. Staff are provided training on child abuse and neglect identification. The Head Start role in child abuse prevention tries to foster a helpful rather than punishing attitude, and advocate for and support our parents when possible.

Clothing and Shoes

- Clothing (outfits and/or coats) with long strings in/on them are not permitted to be worn by children.
- Shoes must be closed toe and closed heel. Flip-flops/slides are not permitted.

Communication

Everyone comes to Early Head Start/Head Start with their own beliefs, values and life experiences. We value the uniqueness of each person. The use of Zoom, Emails, and Face-Time may be used. We encourage everyone-children, parents, and staff-to talk to each other using the following rules:

- Show respect to others
- Be a good listener
- Honor differences
- Talk directly to the person and try to solve the problem



Custody Issues, Visitation & Restraining Orders

It is the parents' responsibility to provide ICS with needed court documents when custody issues, rights to child access, rights to educational and/or medical records exist. Without these documents ICS cannot legally restrict the other parent from picking up the child or information access. It is the parents' responsibility to remove names from the Emergency Contact list and/or Release Persons list in a timely manner. ICS recognizes the rights of custodial and non-custodial parents and legal guardians. Parents can be assisted at Head Start centers as a safe place for visitation if both parents agree to the setting. The parent without primary physical residency/non-custodial parent is not to use ICS as a place to expand visitation without the written consent of the other parent. If a non-custodial parent wishes to volunteer on non-custodial days then the volunteer setting will be other than the child's classroom/assigned location. Parents are reminded that pre-school is not required in MS nor is attendance mandatory so it is not a custody issue. If a parent has a restraining order the parent should provide it to both ICS and the local law enforcement agency.

Same-sex marriages are recognized in Head Start programs as long as the marriage is recognized in at least one U.S. state. Same sex spouses will be treated the same as different sex families in issues of custody and visitation. Family support and parent engagement activities are inclusive and supportive of single, coupled, and married families.

Early Arrivals, Late Arrivals and Late Departures

*Due to Covid-19 operating hours are subject to change.

ICS does not have before and after school care. Center hours are usually 8:30 am - 2:25 pm. The operation hours for Early Head Start are from 8:15 a.m. - 3:45 p.m. Children are expected to arrive on time and stay for the full day. Please call ahead if your child will be late to avoid conflicts.

Head Start parents transporting children must pick child up by 2:25 pm or the following procedures will occur.

- Parent notification will be attempted.
- If parents cannot be contacted, contact of the emergency contact/release persons will be attempted.
- Center Director or designated staff person will supervise the child until 3:30 pm.
- Family services may continue to contact release persons up until 3:45 pm. Late pick-ups will be documented.
- Patterns of neglect may require CPS notification. Enrollment in the program can be terminated, if needed, but our goal is to keep enrolled children participating.

Emergency Assistance

For parents in need, ICS has developed a system of communication for parents to use to secure emergency assistance after center hours. Once parent committees are set, a helper list will be developed. Each parent will be given instructions about

the assistance system. The ICS Resource Directory also has listings about assistance agencies. The internet is an excellent resource also.

Emergency Contact and Release Persons

ICS must have a list of emergency contact people to meet child care license regulations and to ensure the safety of your child. Children may only be picked up from the center by the parent/guardian or any adult listed on the child's Emergency Contact form. Do not send people to pick up your child who are not listed in your records. We do not accept phone calls for emergency pick-ups. Telephone records should be kept current. Identification may be required on release persons.

Emergency Preparedness

Staff and children practice fire drills and disaster drills, such as earthquake, lock-down, and bomb threat procedures. You may contact your center director for more information. (Please see the evacuation plan posted at the center.)

End of Year Ceremony

Each center sponsors a closing day activity which consists of "fun" type exercises to include physical education activities and creative art expressions. Some centers choose to have a cap and gown type ceremony. Ask at your parent meeting.

Food and/or Drinks

Parents may not bring or send food, drinks, or candy to the center for their child's or other's consumption. This is due to health concerns, including allergies, choking, nutritional content, religious beliefs, and liabilities.

Guidance and Disciplinary

No parent, employee, volunteer, or consultant can spank, pull hair, pinch, slap, hit, kick, pull arm etc. his or her child or any other child on the premises of ICS Head Start.

Insurance

All enrolled children at ICS are covered by the agency's student insurance policy. In addition, the center is covered by general and professional liability insurance. If an accident occurs, information is written including all pertinent information from eye-witnesses. Parents (or emergency contacts) will be notified as soon as possible and asked to join ICS staff at the hospital/clinic. Transportation will be arranged for the child if emergency care is needed at a clinic/hospital. Parent permissions are obtained. Accidents at centers and on buses are submitted for payment under agency accident coverage.

No Adults Available When the Child Arrives Home for Drop Off from the Bus

This is a safety issue. Parents need to cooperate with ICS. Parents not meeting

this requirement will be counseled, referrals made, and if necessary, children may be dropped from the program. Procedures listed under "Late Departures" for when no adults are available for pick-up of a child will be applied once the child is returned to the center. Parents must make every effort to be home for drop off or have another authorized person present. Patterns of neglect may require MSCPS notification.

Outside Play

Children will be expected to go outside for some time during the school day.

Play Structures (additional)

Due to health, safety and licensure, we are not allowed to add structures to our playgrounds. This **includes inflatables** such as bouncers and climbing apparatus. All structures for play must meet the American Safety Testing Materials (ASTM) standards and the Consumer Product Safety Commission (CPSC). These ratings indicate that structures are safe and appropriate for the age group that we serve.

Removal of Children

Parents may remove children from Head Start at any time during the school year without notice. However, we encourage parents to allow children to take advantage of the full year's experience.

Request for Records & Record Requirements

At a legal parent's/guardian's written request, designated portions of each child's and family's record shall be copied or summarized and provided to the parent or to another person designated in writing by the parent. Release of records may take up to 45 days. Records are retained for three years. ICS has moved toward paperless, using computer records mainly.

Storing Personal Belongings

Each child will be assigned a cubby to store his/her personal belongings. However, the cubby is not very large; therefore, we do discourage children from bringing items not required in the classroom. Parents are to provide a set of weather/season appropriate clothing to store in the cubby for emergencies. Parents send clothing in a large clear plastic bag with child's name on the bag.

Sun Safety

Enrolled children will be monitored for sun exposure. Mississippi Child Care Sun Safe Practices will be followed.

SUN
SAFETY!!



Tobacco Products

Smoking, vaping, the use of tobacco products in any form, alcohol, and illegal drugs, are prohibited on Head Start grounds.

Termination (Drop) Policy

See policy on Absenteeism, Records & Confidentiality, and Immunizations. Pregnant enrollees in Early Head Start must also comply with the policy on documentation and participation.

Use of Child’s Picture in Media Presentation/Publications

Parents must agree in writing before their child’s picture may be used in program media presentations and/or publications.

Unattended Child

No person at any time should leave a child unattended at the Head Start center, in your car or on agency grounds. If you transport a child to the center, you must sign the child in and leave the child with an authorized Head Start person. Parents are ultimately responsible for their child. Anyone who brings a child to a Head Start center and leaves the child unattended will be reported to Child Protective Services (CPS) for suspected child neglect.

Visitors to the Early Head Start/Head Start Centers


All parents and other guests are required to **show valid ID** and sign in upon arrival to the building.



Volunteers


Volunteers are allowed at the center, ONLY if they have scheduled their visit with the center director. All volunteers are required to be fully vaccinated, wear a mask at all times, practice social distancing, and follow agency protocols.

ICS RELOCATION SITES IN CASE OF EMERGENCY EVACUATION

Early Head Start, Head Start Center, or Partnership Site	Relocation Point (1- mile)	Relocation Point (5- miles)
Ashland Head Start Center 221 School Avenue Ashland, MS 38603	Ashland High School 17 School Street Ashland, MS 662.224.6247 / 662.224.6485	Ashland Elementary School 768 Lamar Road Ashland, MS 662.224.6622
Batesville Elem. School 110 College Street Batesville, MS 38606		South Panola High School 601 Tiger Drive Batesville, MS 662.563.4756
Batesville Head Start Center 160 Martin Luther King Drive Batesville, MS 38606	The Patton Lane Community Center 133 Patton Lane Batesville, MS 38606 662.934.0437	South Panola High School 601 Tiger Drive Batesville, MS 662.563.4756

Brown Head Start Center 742 Stateline Road East Southaven, MS 38671	Brown Missionary Baptist Church - Main 980 Stateline Rd. Southaven, MS 38671 662.342.6470	Brown Missionary Baptist Church 7200 Swinnea Rd. Southaven, MS 662.342.6470
Caledonia Elementary 99 Confederate Drive Caledonia, MS 39740		Caledonia Elementary, Safe Room 9509 Wolfe Road Columbus, MS 662.356.2050
Charleston Elementary 412 East Chestnut Street Charleston, MS 38921		Charleston Middle School 17 Oak Grove Road Charleston, MS 662.647.2115
Clay County H. Start Center 257 West Half Mile Street West Point, MS 39773	5 th Street Junior High School 6200 5 th Street West Point, MS 39773 662.494.2191	West Point High School 950 S Eshman Avenue West Point, MS 662.494.5083
Clen Moore H. Start Center 110 W. Central Avenue Coldwater, MS 38618	Coldwater High School 671 West Street Coldwater, MS 38618 662.622.5511	Coldwater Elementary School 340-C Peyton Road Coldwater, MS 38618 662.622.5561
Coleman Head Start Center 723 22 nd Street South Columbus, MS 39701	Fairview Elementary School 225 Airline Road Columbus, MS 39702 662.241.7140	New Baptist Temple Church 5937 Nashville Ferry Road Columbus, MS 39702 662.329.3321
Crenshaw Head Start Center P.O. Box 567 Crenshaw, MS 38621	Crenshaw Volunteer Fire Department 100 East Missouri Street Crenshaw, MS 38621 662.382.5353	Longtown Fire Department 4975 Hwy. 310 Crenshaw, MS 38621 662.519.6437
Dundee Elementary School 12910 Old Hwy 61 South Dundee, MS 38626		Tunica Elementary School 690 School Street Tunica, MS 38676 662.363.1442
Eastside Elementary School 139 East Broad Street West Point, MS 39773	Central School 634 E. Westbrook Street West Point, MS 39773	1 st Presbyterian East & Broad Street West Point, MS 39773
Eloise McClinton H. S. Center 2320 East Church Road Southaven, MS 38671	Brown Missionary Baptist Church 980 Stateline Road East Southaven, MS 38671 662.342.6407	DeSoto Central High School Central Parkway Southaven, MS 662.536.3612
Erma Rogers H. Start Center 241 South Fuller Street Byhalia, MS 38611	Nichols Chapel CME Church Corner of Oak Street Byhalia, MS 662.838.7556	Byhalia Middle School 172 Highway 309 Byhalia, MS 38611 662.838.2591
Eva Covington H. S. Center 1181 Teasdale Road Charleston, MS 38921	Charleston High School 411 E Chestnut Street Charleston, MS 38921 662.647.5359	Locopolis M. B. Church 4947-3 MS Hwy 32 Charleston, MS 662.647.0250
Fairview Elementary 225 Airline Road Columbus, MS 39702		Fairview Baptist Church 127 Airline Road Columbus, MS 39702 662.328.2924
Franklin Academy 501 North 3 rd Avenue Columbus, MS 39701		YMCA 602 2 nd Avenue North Columbus, MS 39701 662.328.7696
Grenada Head Start Center 1102 Telegraph Street Grenada, MS 38901	Faith Temple Full Gospel Church 1085 Fox Street Grenada, MS 38901 662.226.0011	Grenada High School 1875 Fairground Street Grenada, MS 662.226.1076
Hernando Head Start Center 1290 West Oak Grove Road Hernando, MS 38632	Oak Grove Central School 893 W. Oak Grove Road Hernando, MS 662.429.4180	Hernando High School 805 Dilworth Lane Hernando, MS 38632 662.429.4170
Hickory Flat Head Start Cent 58 Meadowbrook Drive Hickory Flat, MS 38633	Hickory Flat Attendance Center 26 Rebel Drive Hickory, MS 38633 662.333.7731	Potts Camp Attendance Center 7050 Church Avenue Potts Camp, MS 38659 662.333.6354
Holly Springs Primary (Pre-K) 405 South Maury Street Holly Springs, MS 38635		Holly Springs High School 165 North Walthall Street Holly Springs, MS 662.252.4371

ICS/HS/CO (EHS) 210 W. Valley Holly Springs, MS 38635	Holly Springs Multi-Purpose Bld. 325 N. Memphis Street Holly Springs, MS 38635 662.252.4807	Holly Springs High School 165 North Walthall Street Holly Springs, MS 662.252.4371
Joe Cook Elementary 2217 7 th Street North Columbus, MS 39701		Fairview Baptist Church 127 Airline Road Columbus, MS 662.328.2924
Kids World 19 Chase Street Byhalia, MS 38611		Henry Junior High School 309 Highway 309 North Byhalia, MS 38611 662.838.2591
Marjean T. Myatt H.S. Center 170 West Valley Avenue Holly Springs, MS 38635	Holly Springs Multi-Purpose Bld. 325 N. Memphis Street Holly Springs, MS 38635 662.252.4807	Holly Springs High School 165 North Walthall Street Holly Springs, MS 662.252.4371
Mary Cathey Head Start Cent 278 Hwy 314 West Oxford, MS 38655	Tobby Tubby Missionary Baptist Church 28 County Road 199 Oxford, MS 662.236.6761	Oxford High School 222 Bramlett Boulevard Oxford, MS 662.234.1562
New Hope Elementary 199 Enlow Drive Columbus, MS 39702		Lake Lowndes State Park 3319 Lake Lowndes Road Columbus, MS 662.328.9182
Noxubee Head Start Center 5260 Piney Woods Road Macon, MS 39341	Emmanuel Baptist Church 51 Cunningham Road Macon, MS 39341 662.726.4965	Noxubee County High School 16478 Hwy. 45 Macon, MS 662.726.4428
Oktibbeha Head Start Center 1617 Louisville Street Starkville, MS 39759	Springs Hill Baptist Church Hwy 25 South Starkville, MS 662.323.3154	Starkville High School 603 Yellow Jacket Drive Starkville, MS 662.324.4130
Pope Elementary		Pope Baptist Church 264 Front Street Pope, MS 38658 662.563.3271
Quitman Head Start Center 648 McDavid Street Lambert, MS 38643	Quitman County Elementary School Hwy 3 South Lambert, MS 38643 662. 326.7186	Madison Shannon Palmer H. School Highway 3 South Marks, MS 38646 662.326.5191
Robinsonville Elem (Pre-K) 7743 Old Hwy 61 North Robinsonville, MS 38664		Rosa Fort High School 1100 Rosa Fort Drive Tunica, MS 38676 662.363.1343
Sale Elementary (Pre-K) 520 Warpath Road Columbus, MS 39702		Fairview Baptist Church 127 Airline Road Columbus, MS 662.328.2924
Strokes-Beard Elem (Pre-K) 311 Martin Luther King Drive Columbus, MS 39701		Mitchell Elementary School 1315 South 15th Street Columbus, MS 39701 662. 241.7320
Tender Loving Care		New Hope Middle School 3419 New Hope Road Columbus, MS 39702 662.244.4740
Tunica Elem. (Pre-K) 690 School Street Tunica, MS 38676		Rosa Fort High School 1100 Rosa Fort Drive Tunica, MS 38676 662.363.1343
Tunica Head Start Center 1034 South Avenue Tunica, MS 38676	White Oak Community Center 1100 White Oak Road Tunica, MS 662.357.6871	Rosa Fort High School 1100 Rosa Fort Drive Tunica, MS 38676 662.363.1343
Walls Head Start Center 6479 Hwy 161 Walls, MS 38680	Walls Elementary School 6131 Delta View Road Walls, MS 38680 662.781.1280	Horn Lake High School 6341 Ridgewood Road Horn Lake, MS 662. 393.5760
West Clay Elementary	New Montpelier Baptist Church 296 Joe Stevens Road Cedar Bluff, MS 39741	New Covenant Baptist Church 14700 Hwy 46 Cedar Bluff, MS 39741

West Lowndes Elementary 1000 Gilmer Wilburn Rd. Columbus, MS 39701		West Lowndes Elementary 644 South Frontage Road Columbus, MS 662.244.5070
West Tallahatchie H.S.Center 10968 Sturdivant Glendora, MS 38928	Sony Boy W. Bed & Breakfast 19 Gipson Avenue Glendora, MS 38928 662.375-7456	West Tallahatchie High School 2104 High School Road Webb, MS 38966 662. 375.8829

The relocation sites will be used in case of a major disaster. The students, staff, and volunteers will be directed by the Civil Defense/Emergency Management if the above sites are no longer suitable to be used in an emergency.

With the current health situation of the pandemic, and/or unforeseen circumstances, some operational changes may occur on information, schedules, procedures, and requirements.

COVID Guidelines/Protocols for Operations and Quarantine

If a child or teacher test positive for Covid:

- ✚ The parents of the children in that classroom will be notified that there was a positive case within the classroom.
- ✚ **Only** the child or teacher who tested positive for Covid should quarantine for 5 days.
- ✚ **After** the 5 days of quarantine **and** the child or teacher is symptom free, they should return to the classroom wearing a mask and washing/sanitizing hands regularly.
- ✚ All other children and staff should continue to report to school daily.

PERSONAL IDENTIFIABLE INFORMATION (PII)

Disclosures with, and without, parental consent.

(a) **Disclosure with parental consent.**

(b) ICS is required to obtain a parent's written consent before it may disclose such PII from child records.

(2) The procedures to protect PII must require the program to ensure the parent's written consent specifies what child records may be disclosed, explains why the records will be disclosed, and identifies the party or class of parties to whom the records may be disclosed. The written consent must be signed and dated.

(3) "Signed and dated written consent" under this part may include a record and signature in electronic form that:

- (i) Identifies and authenticates a particular person as the source of the electronic consent; and,
- (ii) Indicates such person's approval of the information.

(4) ICS must explain to the parent that the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive and therefore it does not apply to an action that occurred before the consent was revoked.

(b) **Disclosure without parental consent but with parental notice and opportunity to refuse.** The procedures to protect PII allows ICS to disclose such PII from child records without parental consent if the program notifies the parent about the disclosure, provides the parent, upon the parent's request, a copy of the PII from child records to be disclosed in advance, and gives the parent an opportunity to challenge and refuse disclosure of the information in the records, before the program forwards the records to officials at a program, school, or school district in which the child seeks or intends to enroll or where the child is already enrolled so long as the disclosure is related to the child's enrollment or transfer.

(c) **Disclosure without parental consent.** The procedures to protect PII allows ICS to disclose such PII from child records without parental consent to:

(1) Officials within the program or acting for the program, such as contractors and sub recipients, if the official provides services for which the program would otherwise use employees, ICS determines it is necessary for Head Start services, and ICS maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement;

(2) Officials/staff within ICS, acting for the program, or from a federal or state entity, in connection with an audit or evaluation of education or child development programs, or for enforcement of or compliance with federal legal requirements of the program; provided ICS maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure, except when the disclosure is specifically authorized by federal law or by the responsible HHS official;

(3) Officials/staff within ICS acting for the program, or from a federal or state entity, to conduct a study to improve child and family outcomes, including improving the quality of programs, for, or on behalf of, the program, provided the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure;

(4) Appropriate parties in order to address a disaster, health or safety emergency during the period of the emergency, or a serious health and safety risk such as a serious food allergy, if the program determines that disclosing the PII from child records is necessary to protect the health or safety of children or other persons;

(5) Comply with a judicial order or lawfully issued subpoena, provided ICS makes a reasonable effort to notify the parent about all such subpoenas and court orders in advance of the compliance therewith, unless:

(i) A court has ordered that neither the subpoena, its contents, nor the information provided in response be disclosed;

(ii) The disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.

(iii) A parent is a party to a court proceeding directly involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5101)) or dependency matters, and the order is issued in the context of that proceeding, additional notice to the parent by the program is not required; or,

(iv) ICS initiates legal action against a parent or a parent initiates legal action against a program, then ICS may disclose to the court, also without a court order or subpoena, the child records relevant for the program to act as plaintiff or defendant.

(6) The Secretary of Agriculture or an authorized representative from the Food and Nutrition Service to conduct program monitoring, evaluations, and performance measurements for the Child and Adult Care Food Program under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, if the results will be reported in an aggregate form that does not identify any individual: provided, that any data collected must be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary of Agriculture and any PII must be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements;

(7) A caseworker or other representative from a state, local, or tribal child welfare agency, who has the right to access a case plan for a child who is in foster care placement, when such agency is legally responsible for the child's care and protection, under state or tribal law, if the agency agrees in writing to protect PII, to use information from the child's case plan for specific purposes intended of addressing the child's needs, and to destroy information that is no longer needed for those purposes; and,



(8) Appropriate parties in order to address suspected or known child maltreatment and is consistent with applicable federal, state, local, and tribal laws on reporting child abuse and neglect.

(d) *Written agreements*. When ICS establishes a written agreement with a third party, the procedures to protect such PII must require the program to annually review and, if necessary, update the agreement. If the third party violates the agreement, then the program may:

- (1) Provide the third party an opportunity to self-correct; or,
- (2) Prohibit the third party from access to records for a set period of time as established by the programs governing body and policy council.

(e) *Annual notice*. The procedures to protect PII must require ICS to annually notify parents of their rights in writing described in this subpart and applicable definitions in §1305, and include in that notice a description of the types of PII that may be disclosed, to whom the PII may be disclosed, and what may constitute a necessary reason for the disclosure without parental consent as described in paragraph (c) of this section.

(f) *Limit on disclosing PII*. ICS must only disclose the information that is deemed necessary for the purpose of the disclosure.

Disability/Behavioral Health Services

Procedural Safeguards

Procedural Safeguards refer to the formal protections, or safeguards, for the rights of children with disabilities and their parents according to the Individuals with Disabilities Education Act (IDEA), Federal regulations, and State laws and policies. According to the U.S. Supreme Court's interpretation of IDEA, the core principle of the IDEA is the cooperative process between parents and educational agencies and the importance of parental involvement in all decisions made for children with disabilities. This includes all decisions regarding the identification, evaluation, placement, and provision of special education and related services. In addition, IDEA upholds a parent's right to disagree with decisions and provides multiple avenues to resolve those disputes. Further protections address privacy of and the limited access to a child's educational records.

Procedural Safeguards Notice

Each Public Agency must ensure a copy of the *Procedural Safeguards Notice* is provided to each parent of a child with a disability at least once a year and in the following specific situations:

- After an initial request for an evaluation is sent to the Multidisciplinary Evaluation Team (MET) [See *Volume 1: Chapter 2: Evaluation and Eligibility*];
- After a request for a reevaluation;
- After the initial meeting of the Individualized Education Program (IEP) Committee;
- Upon the receipt of the first formal State or due process complaint in a school year;
- Upon a change of placement due to a disciplinary action; or
- After a request for a Procedural Safeguards Notice by the parent.

Confidentiality of Information

Personally Identifiable

Personally identifiable means information that has:

- (a) Your child's name, your name as the parent, or the name of another family member;
- (b) Your child's address;
- (c) A personal identifier, such as your child's social security number or student number; **or**
- (d) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

Access Rights

The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by the head start center or your school district under Part B of the IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an individualized education program (IEP), or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

Your right to inspect and review education records includes:

1. Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
2. Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
3. Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.

Record of Access

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.



BEHAVIORAL WELLNESS SERVICES: PARENT ENGAGEMENT/EDUCATION

Standard:

Staff will assist parents in better understanding their child's behavior and behavioral health issues.

Procedure:

1. Parent observation and information regarding their child's behavior and mental wellness will be solicited through;
 - a. Parent Information/Observation forms completed during screening or at the time of enrollment;
 - b. Completion of the child's health history;
 - c. Discussions during home visits and conferences.
2. Teachers will share information regarding their observation with parents during home visits and conferences, and at any time the child displays any atypical behavior. This will include separation and attachment issues.
3. During parent contacts, staff and behavioral health consultants will discuss and provide parents with literature, as well as specific techniques and/or recommendations on how to respond appropriately to their child's behavior.
4. Parents will receive information on how to strength nurturing, supportive, environments and relationships through training, printed materials and referral for counseling.
5. Parents will be helped to better understand behavioral health issues through literature/printed materials, individual consultations and group training. Referral to parenting classes or Behavioral Health counseling will be made according to the specific needs of each family.



DON'T HESITATE! JUST VACCINATE!

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. You will find that information below.

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

APPENDICES

Appendix A - Child Abuse and Neglect Reporting Statutes

Appendix B - Reportable Diseases

Appendix C - Nutritional Standards

Appendix D – Playground Safety Standards

Appendix E - Dishwashing Procedure

Appendix F - Handwashing Procedure

Appendix G - Diaper Changing Procedure

Appendix H- Cleaning and Disinfection Procedure

Appendix I - Communicable Disease/Conditions and Return to Child Care Guidelines

Appendix J – Rules and Procedures for State Level Administrative Hearings

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.healthymss.com (from the left menu, select *Licensure*, then *Child Care & Youth Camps*). You may direct your questions to the local licensing official, [Janay Pratt](mailto:Janay.Pratt@msdh.ms.gov) at 662-489-8916 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 the licensing official listed above, the Child Care Licensure office at 1-866-489-8734, email CC.ComplaintUnit@msdh.ms.gov, or by mail to: Mississippi State Department of Health, Child Care Facilities Licensure, P.O. Box 1700, Jackson, MS 39215

STATE OF MISSISSIPPI

CHILD CARE REGULATIONS SUMMARY FOR PARENTS

A full copy of the Mississippi Child Care Regulations is located in the Center Director’s office of your child’s Head Start Center. It is available for your examination upon request. You may also access the Regulations at www.HealthyMS.com. You may also direct your questions to your local licensing official for the county where you live (see listing of names and phone numbers below), or you may contact the Child Care Licensing Office in Jackson at 1-866-458-4948 (1-866-HLTHY4U).

Licensing Official(s):

Counties:

Northwest Public Health District I

Senatobia Child Care Licensure Office

Thelma Shegog, HPSS Thelma.Shegog@healthyms.com
100 Preston McKay Drive, Senatobia Office 38668
(662) 562-4428 (662) 562-0654 fax

Panola, *(Batesville)*, Quitman,
Grenada, Tallahatchie,

Senatobia Child Care Licensure Office

Tamika Pratcher, HPSS Tamika.Pratcher@healthyms.com
100 Preston McKay Drive, Senatobia, MS 38668
(662) 562-4428 (662) 562-0654 fax (769) 209-7453 Mobil

Tate *(Clen Moore)*, Desoto, Lafayette,
Tunica, Panola *(Crenshaw)*

Senatobia Child Care Licensure Office

Tina Thibaut, HPSS Tina.thibaut@msdh.ms.gov
100 Preston McKay Drive, Senatobia, MS 38668
(662) 562-4428 (662) 562-0654 fax (769) 209-5565 Mobil

Desoto *(Walls, Brown)*

Northeast Public Health District II

Bureau of Child Care Licensure

Kristen W. Taylor, Inspector Kristenw.taylor@msdh.ms.gov
615 E. Parker Dr., Boonville, MS 38829
(662) 728-3518 (662) 728-2005 fax (769) 209-7455 Mobil

Benton, Marshall

Tombigbee Public Health District IV

Columbus Child Care Licensure Office

Mary Hampton, HPSS Mary.Hampton@msdh.ms.gov
801 Lehmborg Road, Columbus, MS 39702
(662) 368-2032 (662) 241-7680 fax
Columbus Office

Lowndes

Starkville Child Care Licensure Office

Paulette Elliot, HPSS Paulette.Elliott@msdh.ms.gov
203 Yeates Street, Starkville, MS 39759
(662) 323-2024 (662) 324-9621 fax (769) 209-7454 Mobil
Starkville Office

Clay, Noxubee, Oktibbeha

Kimberly Clark, District Supervisor

kimberly.clark@msdh.ms.gov
(662) 562-4428 (662) 562-0654 fax

Updated 06/2022

Service Area Training Schedule for Parents

Center	September	October	December	February	April
Ashland	Orientation	Health Services & Literacy/Financial	Behavioral Health & Nutrition	Education & Family Services	Transition
Batesville	Orientation	Family Services & Health Services	Literacy/Financial & Behavioral Health	Nutrition & Education	Transition
Brown	Orientation	Behavioral Health & Nutrition	Education & Family Services	Health Services & Literacy/Financial	Transition
Clay	Orientation	Health Services & Literacy/Financial	Behavioral Health & Nutrition	Education & Family Services	Transition
Clen Moore	Orientation	Literacy/Financial & Behavioral Health	Nutrition & Education	Family Services & Health Services	Transition
Coleman	Orientation	Behavioral Health & Nutrition	Education & Family Services	Health Services & Literacy/Financial	Transition
Crenshaw	Orientation	Nutrition & Education	Family Services & Health Services	Literacy/Financial & Behavioral Health	Transition
Eloise McClinton	Orientation	Behavioral Health & Nutrition	Education & Family Services	Health Services & Literacy/Financial	Transition
Erma Rogers	Orientation	Education & Family Services	Health Services & Literacy/Financial	Behavioral Health & Nutrition	Transition
Eva Covington	Orientation	Family Services & Health Services	Literacy/Financial & Behavioral Health	Nutrition & Education	Transition
Grenada	Orientation	Health Services & Literacy/Financial	Behavioral Health & Nutrition	Education & Family Services	Transition
Hernando	Orientation	Literacy/Financial & Behavioral Health	Nutrition & Education	Family Services & Health Services	Transition
Hickory Flat	Orientation	Literacy/Financial & Behavioral Health	Nutrition & Education	Family Services & Health Services	Transition
Marjean Myatt	Orientation	Nutrition & Education	Family Services & Health Services	Literacy/Financial & Behavioral Health	Transition
Mary Cathey	Orientation	Education & Family Services	Health Services & Literacy/Financial	Behavioral Health & Nutrition	Transition
Noxubee	Orientation	Family Services & Health Services	Literacy/Financial & Behavioral Health	Nutrition & Education	Transition
Oktibbeha	Orientation	Health Services & Literacy/Financial	Behavioral Health & Nutrition	Education & Family Services	Transition
Quitman	Orientation	Literacy/Financial & Behavioral Health	Nutrition & Education	Family Services & Health Services	Transition
Tunica	Orientation	Nutrition & Education	Family Services & Health Services	Literacy/Financial & Behavioral Health	Transition
Walls	Orientation	Education & Family Services	Health Services & Literacy/Financial	Behavioral Health & Nutrition	Transition
West Tallahatchie	Orientation	Family Services & Health Services	Literacy/Financial & Behavioral Health	Nutrition & Education	Transition
EHS/C.O./H.S.	Orientation	Nutrition & Education	Family Services & Health Services	Literacy/Financial & Behavioral Health	Transition

Parent Committees

Center Directors obtain **complete information** on committee members at election time. Please provide parents' complete **names, mailing addresses, and phone numbers. This information will be needed at central office. SCAN and EMAIL all information to Parent Engagement.**

Center _____

Parent Bi-Monthly Meeting Date _____ **Time** _____
(Example: 2nd Monday at 6:00 pm)

Parent Volunteer Services Coordinators (2 persons)

With the assistance of the parent engagement staff, the parents volunteer service coordinators:

1. Recruit volunteers, solicit in-kind donations, volunteer at the center.
2. Encourage all subcommittees to function by reporting to the center committee.
3. Assist center staff with preparing monthly newsletters.
4. Assist in developing plans and strategies to operate a more effective parent involvement program in local centers.
5. Encourage parents to attend parent committee meetings, policy council meetings, and pre-service/in-service workshops.
6. Help set up carpooling for parent meetings, if needed.
7. Plan other special activities for parents and children.
8. Encourage parents to participate in education and community programs.

The committee meets as needed.

1. _____ Telephone _____

Address: _____

2. _____ Telephone _____

Address: _____

Fatherhood Coordinator (1 person)

Assist and helps to coordinate and plan activities that will enhance the education of children, family life, and community involvement.

1. _____ Telephone _____

Address: _____

Health Services Advisory Committee [HSAC] (at least one parent)

Assists the Health and Early Head Start staff in planning, implementing and evaluating the medical, dental and nutrition and behavioral health services. Two or three meetings are held each year usually in October/November and April. Parents and community health representatives serve on the advisory. It is divided into sub-committees for Behavioral Health/Disabilities, Health/Dental, Nutrition and Early Head Start.

1. _____ Telephone _____

Address: _____

Family Services Advisory Committee (1 to 3 members)

The committee may meet twice a year, usually in November/December and February/March, to review community needs, plan family services programs and projects, monitor community resources, and assist in improving available services. The advisory provides parents with a partnership, advocacy and outreach outlet. Professional social service representatives also participate. The meetings may be local or at the central office level. The committee consists of two subcommittees which are the following:

1. Recruitment and Screening Sub-Committee (3 members)

Assists the family services staff in recruiting, screening, and selecting children for center enrollment. Policy input is obtained from parent members and presented to the Policy Council. The committee meets at least once for a recruitment procedures overview and meets at the center level on selection. Members may be asked to attend an agency level selection meeting. If necessary, a summer time meeting will be held. Members are requested to help with recruitment by word-of-mouth and by posting flyers and posters.

2. Crisis Intervention/Emergency Assistance Sub-Committee (1 to 3 members)

Works hand-in-hand with the family services & outreach workers on emergency needs for enrolled families. Confidentiality training is required. Members must be willing to share telephone numbers for use in emergencies. Members will serve as emergency contact points in crisis situations if Family Services staff are unavailable.

THE SAME PERSON(S) SERVES ON ALL THREE COMMITTEES LISTED ABOVE.

**FAMILY SERVICES ADVISORY COMMITTEE
RECRUITMENT AND SCREENING SUB-COMMITTEE
CRISIS INTERVENTION/EMERGENCY ASSISTANCE SUB-COMMITTEE**

1. _____ Telephone _____

Address: _____

2. _____ Telephone _____

Address: _____

3. _____ Telephone _____

Address: _____

Education/Transition Advisory Committee (2 persons)

Serves as a link to schools, other child care providers, the community, and helps to initiate joint transition-related training of school or other child care staff and Head Start staff.

1. _____ Telephone _____

Address: _____

2. _____ Telephone _____

Address: _____

Education Parent Committee (1 person from each classroom)

Assists the education director in planning, implementing and evaluating activities performed by the education service area.

Suggested duties of the education committee:

- Coordinate educational activities of the center with the parent group.
- Assess the educational needs and plan educational programs to meet the needs of parents.
- Help teachers plan the educational activities.
- Report to the parent committee plans made by the education committee.
- Review educational material.
- Aid in the selection of classroom materials, such as toys, books, etc.

1. _____ Telephone _____

Address: _____

2. _____ Telephone _____

Address: _____

3. _____ Telephone _____

Address: _____

4. _____ Telephone _____

Address: _____

5. _____ Telephone _____

Address: _____

6. _____ Telephone _____

Address: _____

7. _____ Telephone _____

Address: _____

8. _____ Telephone _____

Address: _____

9. _____ Telephone _____

Address: _____

10. _____ Telephone _____

Address: _____

11. _____ Telephone _____

Address: _____

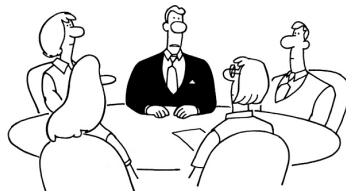
12. _____ Telephone _____

Address: _____

13. _____ Telephone _____

Address: _____

**MAKE A
DECISION**



"Whew! That was close!
We almost decided something!"



The SCHOOL READINESS JOURNEY – The Parent Partnership Path ICS Head Start Staff and Parents

As Parent or Legal Guardian of my Head Start or Early Head Start child, I hereby pledge to the following as an equal partner with ICS Head Start, Inc. (prenatal to five) to assist ICS and my child (ren) to possess the skills, knowledge, and attitudes necessary for success in school.

- I will notify the family service/outreach worker or center director of changes in my address, phone number, my child's medical issues, and Health Care Providers.
- I will notify staff of any illness or health change concerning my child.
- I will participate in parent trainings, activities, and events, when I can.
- I will support ICS and my child's learning by volunteering whenever and where possible.
- I will read and refer to the online ICS Parent Handbook.
- I will work on learning activities with my child and record this on the **Volunteer/Parent/Child Interaction Form** and return to teachers on a regular basis. Turning in this paperwork helps fund the program.
- I will be involved in completing the required two home visits and two parent/teacher conferences.
- I will talk with the teacher about how my child is doing at Head Start, on visits to the center and at home.
- I will become involved in curriculum development by sharing with my child's teacher what I want my child to learn and helpful teaching methods.
- I will strive to support my child's early childhood learning and get him/her ready for school. (school readiness)
- I will actively partner with ICS to set goals for myself, my family and my child for this school year.
- I will strive to become an advocate for my child as he/she moves onto and into kindergarten. (transition)
- If my child is enrolled in an online Virtual Learning program, I will encourage, support, and work with my child on learning the lesson.



