

MISSISSIPPI BAND OF CHOCTAW INDIANS

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Division of Early Childhood Education



# Parent Handbook

2011-2012

DIVISION OF EARLY CHILDHOOD EDUCATION

# Parent Handbook

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***Our Mission Statement:***

It is the belief of the Division of Early Childhood Education that education is more than academic achievement and must provide learning experiences for all Tribal members, from infants to elders. It must include not only the intellectual, but the democratic, moral, personal, physical, and social development of the Mississippi Band of Choctaw Indians.

The DOECE recognizes that true success and achievement will only be accomplished through the combined efforts of home and school. The DOECE accepts the primary responsibility for guiding the learning process while reinforcing the need for support and involvement from the parents and the community, for the first and most important teachers of our children are the parents.

The DOECE feels that its bilingual/cultural curriculum implementation and other provided services help to encourage and guide the child toward success in today's society, while instilling in them pride in themselves and their heritage.

***Vision Statement:***

To provide a comprehensive, inter-disciplinary approach to services including education, health, nutrition, social services, and parent involvement.

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Choctaw, MS 39350  
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# Welcome to the Choctaw Early Childhood Education Program!

**T**his handbook has been developed to answer many of the questions you have regarding the program and to give you an idea of the kind of experiences your children will have while in our early childhood programs!

**WE ASK THAT YOU READ AND KEEP THIS BOOK FOR FUTURE REFERENCE.**

We hope the more you know about the program and its value to you and your children, the more you will become involved in helping to accomplish your goals and ours. We appreciate the confidence you have placed in us by entrusting us with your child. It is our intention to provide an atmosphere where your child will receive loving care and guidance during these important, formative years. The learning experiences here will be happy, wholesome ones.

## What are the Early Childhood Programs?

The Choctaw Early Childhood Programs are comprehensive child development programs designed to provide a broad range of services to children ages 8 weeks to 5 years of age, their families, and the community. It requires that parents and the staff develop a partnership to make the best use of their talents, skills, and resources to benefit the children. We are committed to the principle that parents are the first and most important teachers of children and as such, your input and involvement is valuable to our program. Our goal is to assist you in providing for your child's medical, dental, nutritional and mental health needs while we help your child learn. It is also our goal to assist parents in identifying family needs and to locate services and resources, which will help you to meet your needs and lead to an overall improvement in the quality of your lives. We also focus on providing parenting skills education throughout the year. We make every effort to coordinate our work with families and all existing community resources.

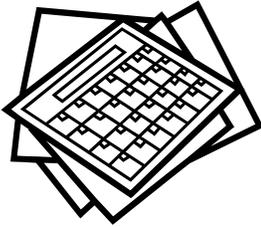
You are cordially invited to visit us at any time, ask questions, and make suggestions. The best assurance for success of your child's experiences is the close cooperation and understanding of parents and staff.

# Program Calendar Year 2010-2011

School Session Begins: August 8, 2011

School Session Ends: July 20, 2012

In-Service Training: TBA



## HOLIDAYS & Center Closings

<b>Friday, August 12, 2011</b>	Nanah Waiya Day
<b>Monday, September 5, 2011</b>	Labor Day
<b>Friday, September 23, 2011</b>	American Indian Day
<b>Friday, November 11, 2011</b>	Veterans Day
<b>Thursday, November 24, 2011</b>	Thanksgiving Day
<b>Friday, November 25, 2011</b>	Native American Heritage Day
<b>Monday, December 26, 2011</b>	Christmas Day (Observed)
<b>Monday, January 2, 2012</b>	New year's Day (Observed)
<b>Monday, January 16, 2012</b>	Martin Luther King, Jr. Day
<b>Monday, February 20, 2012</b>	President's Day
<b>Monday, May 28, 2012</b>	Memorial Day
<b>Wednesday, July 4, 2011</b>	Independence Day



**\*All Holidays are subject to change and will only be granted upon receiving written authorization from the Tribal Miko.**

### Closing of Centers:

The center will be closed for inclement weather, emergencies, and other situations as authorized by the Tribal Miko. In cases where the center will be closed on a planned schedule, notice will be given to the parents/guardians three (3) days in advance of the closing. In emergency situations, an announcement will be made on the local radio. The announcements will state the time and date the center will be closed and when the center will re-open. Emergency closing is not considered a holiday, nor is it counted against the total number of days your child can miss from early childhood.

## LICENSE

We operate in compliance with the regulations set forth by the Mississippi State Department of Health. Our license is posted and the director of the center can show a booklet of the state regulations to you.

## POLICIES

We abide by all state, federal, and tribal policies that effect the operation of our center. Copies of these policies are housed in the office at the center.

## DAYS AND HOURS OF OPERATION

The Head Start, Early Head Start, and Child Care centers are open Monday through Friday.



Bogue Chitto Early Childhood	7:00 a.m. to 5:30 p.m.
Bogue Homa Child Care	7:30 a.m. to 5:00 p.m.
Conehatta Early Childhood	7:00 a.m. to 5:30 p.m.
Crystal Ridge Child Care	7:00 a.m. to 5:00 p.m.
Pearl River Day Care	7:00 a.m. to 5:00 p.m.
Pearl River Head Start	7:00 a.m. to 5:00 p.m.
Pearl River EHS/IT	7:00 a.m. to 5:00 p.m.
Red Water Early Childhood	6:45 a.m. to 5:15 p.m.
Standing Pine Early Childhood	7:00 a.m. to 5:30 p.m.
Tucker Early Childhood	7:00 a.m. to 5:30 p.m.

## CENTER SCHEDULE

Parents are to abide by the center schedule with regard to bringing the child in and picking him/her up each day. Children need to be brought to the center daily before 8:30 a.m. unless prior arrangements have been made with the child's caregiver and/or the director. The centers serve breakfast from 8:00-8:30 a.m. according to the Child and Adult Food Program. If you bring in your child after 8:30 a.m. please feed them before they arrive at school or you may be given leftovers to take to the break room to give your child to eat. If you know that you will be in past the breakfast cut off, you may want to consider feeding your child before coming to the center. We understand that there are occasions that cause children to arrive at the center late. The center will make every effort to provide services to children.

1. We are asking that you call before 8:30 a.m. if your child is going to be late.
2. If a parent consistently fails to notify the center of late arrival or is continually late bringing a child to the center the center director will notify the parent in writing and request a meeting.

If the parent continues to bring the child to the center after 8:30 a.m., the center director will notify the parent in writing that we reserve the right to drop the child from the program. A certified letter will be sent home and a copy of the file will be forwarded to the division director for a final determination of the child's enrollment status.

#### WHEN A CHILD IS NOT PICKED UP FROM THE CENTER/LATE PICK-UP

It is the parent's responsibility to notify the center should you be late in picking up your child. If a child is not picked up by the time the center closes, Staff will begin calling the emergency contacts to determine whether one of these individuals can come immediately to pick up the child. If contact information is incorrect or none of the contacts are able to pick up the child, Law and Order will be notified and will help either locate a contact person or will notify Social Services to pick up the child. (CHILD CARE) The parent/guardian will be charged \$1.00 per minute for every minute after closing that they are late picking up the child. The parent/guardian must pay the late fee upon picking up the child or first thing the following morning. The adult picking up the child will be asked to sign a form indicating the time of pick-up. The center staff will bill the parent/guardian for the amount. Should the parent/guardian continuously disregard the pick-up and delivery time, the director will recommend termination. (HEAD START/EARLY HEAD START) The adult picking up the child will be asked to sign a form indicating the time of pick-up. Should the parent/guardian continuously disregard the pick-up and delivery time, the director will recommend termination.

#### Telephone Usage



The Center Staff, volunteers, visitors, etc., are not allowed to make long distance calls without obtaining prior approval from the Center Director. Under no circumstances will long distance calls be made for personal reasons.

The Director will check high billing for long distance calls. The Center Director will be responsible for ensuring that such an occurrence does not take place. Collect calls will not be accepted by the center.

Personal telephone calls are not to be made or received during the time children are in attendance at the center. Staff/parents must realize their first obligation is to the children. Should any calls be received, a message will be taken so that the calls can be returned after the children have gone home or during the staff break. We ask that parents make routine contact with the staff between 11:30 a.m. - 1:30 p.m. daily except in emergency situations.

TELEPHONE DIRECTORY

**EARLY CHILDHOOD ADMINISTRATION**

Division Director, Tanya Tullos 601-650-1722  
 Administrative Assistant, Patricia Hickman 601-650-1728  
 Budget Technician, Vacant 601-650-1715  
 Child Development Specialist, Kim Stuart 601-650-7355  
 Child Development Specialist, Ree Hickman 601-650-1709  
 Disability/Facilities, Vacant 601-650-1714  
 Elder/Culture, Glenda Denson 601-650-1721  
 Human Resources Assistant, Darlene Patrick 650-1718  
 Nurse/Health, Terrye Jackson 601-663-7664  
 Nutrition/Fitness, Delilah Gibson 601-663-7591  
 Technology/Enrollment, Jennifer Henry 601-650-1716  
 Transportation, Richard Cotton 601-650-1787  
 Receptionist, Vacant 601-650-1680

*Early Childhood Centers*

<b>CENTER</b>	<b>Center Director</b>	<b>SECRETARY</b>	<b>PHONE NUMBER</b>	<b>FAX NUMBER</b>
Bogue Chitto	Lola Jackson	Norma Willis	601-656-5835 601-656-7224	601-389-0025
Bogue Homa	Suzanne Nickey		601-425-4044	601-425-4094
Conehatta	Ann Jim Agnes King	Allison Smith	601-775-3845 601-775-8850	601-775-9234
Pearl River Day Care	Lisa Johnson Sharon Williams	Lisa Gurry	601-656-9221 601-656-9984	601-656-3506
PREHS/PRIT	Selma Johnson	Crystal Bell	601-389-2899	601-389-2899
Pearl River Head Start	Michelle Hickman Gwendolyn Hickman	Latricia Martin	601-650-1712 601-650-1719	601-650-1790
Red Water	Angela Chitto	Mia Tubby	601-298-9282 601-267-9261	601-298-9649
Standing Pine	Jessica Henry	Jenna Tubby	601-298-1580 601-298-1582	601-267-9097
Tucker	Royce Billy	Vacant	601-389-2053	601-389-2095

# Parent's Role and Responsibilities

Parents can contribute suggestions to improve the quality of their child's experiences in Early Childhood. We believe that parents possess special talents, skills, and knowledge, which will make early education a stronger program.

1. Parents know their child best, and this knowledge is a primary resource for Early Childhood staff.
2. Parents know the ways in which they want their child to grow and learn.
3. Parents know the community they live in and can address issues directly related to their child/children.

In partnership with parents, the local Early Childhood Program in your community will work to meet the needs of your children.

## How Can Parents Participate in the Program?

1. Parents should get involved in your local center parent committee, making decisions about the center and operations of the program.
  2. Parents should volunteer in the classroom, on field trips, on the bus route, and visit in the classroom and observe.
  3. Parents should share your skills and knowledge with teachers and children.
4. Parents should enhance your child's development by reinforcing concepts and skills being taught at your center.
  5. Parents should attend workshops, training and gatherings offered at your center/program.
  6. Parents should attend parent orientation and are encouraged to attend monthly parent meetings. A parent handbook is provided at the beginning of the year to help familiarize parents with all policies and regulations.

Parents can:

- assist the teacher in activities.
- help the children with nature walks.
- show the children how to set the tables at lunch time .
- help the cooks to wash pots and pans in the kitchen.
- cut pictures from magazines with his/her child at home.
- Collect and save newspapers, magazines, Popsicle sticks, plastic bottles, calendars, and advertisements to donate to the center.
- submit articles to the Monthly Parent Newsletter!
- Volunteer as often as possible in the classroom.

Early Childhood programs have always relied upon parents and interested community members to provide a wide range of services and support for the program. Parents have always been considered full partners in Early Childhood and are encouraged to volunteer a significant amount of time to a variety of activities.

### Activities you can do to contribute to the program.

Parent Could be Credited volunteer hours in the amount in parenthesis:

1. Attend Parent Meetings 1- 2 Hours/month (2)
2. Attend Parent Education Activities and training (1 - 2 hours a month) (2)
3. Volunteer in Classroom, center or kitchen 2-3 hours (8)  
a week (2x4) (Must have current health card)
4. Attend parent/teacher conference 30 - 1 hour a month (Every 3 months) (1)
5. Accompany child to Health or Dental Clinic (2)
6. Complete Education Activities at home with child. 1 - 2 hours a month (2)
7. Participate in a reading program with your child. 1 hour a week x 4 (2)
8. Participate or contribute to center activities such as:
  - Choctaw Celebration (4)
  - Field trips (6)
  - Choctaw cultural resource(1)
  - Library 1 hour trip (1)
  - Seasonal/Holiday activities (2)
  - Story Telling (1)
  - Accompany home visitation (1)
  - Christmas program (3)
  - Kindergarten transitional activities (3)
  - Pre registration meetings, kindergarten room visits (1)
  - RIF (Reading is Fundamental) 3 times a year. Read to the children, assist with book distribution, make games, or participate in activities with the children. (1)

Attend or participate in:

- Health Advisory/Revision Committee
- Program/Services Assessment
- Education Advisory/Revision Committee
- Policy council
- Social Services Advisory/Revision Committee
- Attend Literacy classes
- Disabilities Services Advisory/Revision Comm.
- Center committees
- Nutrition Advisory/Revision Committee
- Parent Involvement Advisory/Revision Committee
- Mental Health Advisory/Revision Committee
- Other

**\*\*Center Parent Committee:** Every parent of a child enrolled in the program is a member of this committee. They meet in the evenings and will make most of the decisions directly affecting the center operations. Please meet with the staff and share your ideas for improving service at your center. Early Childhood employees may not serve as an officer in the committee.

**Fund raising** is not allowed for early childhood programs. No Early Childhood staff members are engaged in these activities during the period when such staff members are employed. Funds may not be solicited, collected or tabulated during work hours or using Early Childhood-funded equipment, facilities or supplies during Early Childhood hours of operation.

According to early childhood standards **“Graduation” is not developmentally appropriate.** We invite families to participate in school activities all year long. Ideas that could be used this year are hold a family picnic, a carnival, a parent-child activity night, an art exhibit, or an end-of –the –year party. It must have an educational purpose.

## COMMUNICATING WITH PARENTS

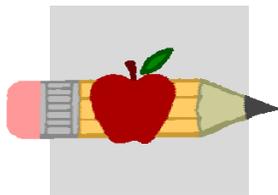


1. The Early Childhood Newsletters is one way we keep parents informed about upcoming activities. Information from all centers is compiled into a monthly newsletter that is sent out to all parents. Memos and flyers are also sent out for up-coming events or center activity changes. Parents are encouraged to attend all training and parent meetings that are conducted. Parents can contribute to the newsletter by the 3rd of each month.
2. Referrals are another means of communicating to parents for Medical or Dental follow-up needs that may not have been completed. Completed referrals are to be returned to Center Directors or the child’s teacher. Parents or guardians are responsible for accompanying their child for follow-up care when requested by a doctor. The signed referral with doctor’s recommendation if needed, must return with the child before the child can be accepted back to the center.
3. Home Visits - are scheduled at times of convenience to the parents. Visits to you by your child’s teachers will be an on-going activity to keep you informed of your child’s progress. This is a time of sharing between the teacher and the parent. Classroom staff will contact parents for the time and date it would be most convenient for visits to be made. (Staff is required to do home visits) It is the responsibility of Choctaw Head Start Staff to be available to parents for individual conferences regarding their children.

4. Conferences are a good time for parents and teachers to get together to share knowledge about the child. Early Childhood teachers generally try to set up conference schedules. If you have a change in your schedule once it is made, please contact your child's teachers as soon as possible.  
Be sure to stay involved with your child's classroom and the school throughout the school year. Parents, children, and the school all benefit when parents are actively involved with the school as much as possible. Do stay in touch with your child's teacher as the year goes on so that you know how your child is progressing.
5. Progress Reports:  
The Brigrance will be given to each child once a year. Progress reports will be sent out twice a year.
6. Home visits will be made to follow up on family needs, poor attendance reports, community assessment survey, permission slips, or other program related matters.
7. Early childhood programs between the ages of 8wks. - 2 years of age will provide daily Infant and Toddler Reports.
8. The Tribal website is our newest and most innovative way of providing communication. It provides information about program services, policies and procedures, training, etc., as well as general information about child development and other child related topics. Please visit the Tribal website at [www.choctaw.org](http://www.choctaw.org).

## HALLWAY BULLETIN BOARD

Please check the parent bulletin board for important notices. Located on each center's hallway bulletin board are the following:



- License
- Plan of activities
- Menus
- Transportation plans
- Evacuation/Disaster plans
- Discipline Policy

Daily schedules and lesson plans are available for your review in each classroom.

## Parent Committee Job Descriptions (Head Start/Early Head Start)

### PARENT COMMITTEE CHAIRPERSON

#### Roles and Responsibilities

1. Assists the center staff in the development and operation of every component, including curriculum.
2. Assists center staff in carrying out daily activities.
3. Plans, conducts, and participates in formal and informal programs and activities for center parents and staff.
4. Participates in recruiting and screening applicants for employment positions in the center.
5. Serves as a link between the Parent Committee, Division Director, Policy Council and Tribal Government, when necessary.
6. Provides ideas, recommendations and suggestions for program improvement.
7. Assists in communicating with parents and encourages their participation in the program.
8. Brings community problems of common concern to the attention of the Center Director and Division Director.
9. Collaborates with the Parent Committee Treasurer on the appropriate expenditure of Parent funds.
10. Attends training sessions for parents and makes recommendations for future training needs.
11. Presides over Parent Committee meetings.
12. Assists the Parents Committee Secretary and Head Start/Early Head Start staff in developing meeting agendas.
13. Assures that Parent Committee meeting minutes are recorded.
14. Assists the Center Director in planning and conducting parent activities.
15. Attends orientation for “Conducting meetings” and “Roles and Responsibilities for parents in Head Start/Early Head Start.”
16. Remains seated until a new Chairperson is elected by its membership or is appointed.
17. Have an agenda ready for each parent meeting.
18. All correspondence must be directed through the Parent Committee Chairperson for approval.
19. After the Chairperson’s approval, correspondence must be sent to the Center Director.
20. All correspondence approved by the center director must be initialed by the center director and copies sent to parents and center staff.

## PARENT COMMITTEE VICE-CHAIRPERSON

### Roles and Responsibilities

1. Assists the center staff in the development and operation of every component, including curriculum.
2. Assists center staff in carrying out daily activities.
3. Plans, conducts and participates in formal and informal programs and activities for center parents and staff.
4. Participates in recruiting and screening applicants for employment positions in the center.
5. Serves as a link between the Parent Committee, Division Director, Policy Council and Tribal Government, when necessary.
6. Provides ideas, recommendations and suggestions for program improvement.
7. Assists in communicating with parents and encourages their participation in the program.
8. Brings community problems of common concern, to the attention of the Center Director and Division Director.
9. Collaborates with the Parent Committee Treasurer in the appropriate expenditure of Parent funds.
10. Attends training sessions for parents and makes recommendations for future training needs.
11. Presides over Parent Committee meetings in the absence of the Chairperson.
12. Assists the Parent Committee Secretary and Head Start/Early Head Start staff in developing meeting agendas.
13. Assures that Parent Committee meeting minutes are recorded.
14. Assists the Center Director in planning and conducting parent activities.
15. Attends orientation for “Conducting meetings” and “Roles and Responsibilities for parents in Head Start/Early Head Start”
16. Remain seated until a new Vice-Chairperson is elected by its membership or is appointed.
17. In the event of the chairperson’s absence, the vice-chairperson will direct the meeting.
18. Responsible for organizing parent trainings/workshops and parent involvement activities.
19. All correspondence must be directed through the Parent Committee Chairperson for approval
20. All training and parent involvement must be presented to the Chairperson for approval.

## PARENT COMMITTEE SECRETARY

### Roles and Responsibilities

1. Assists the center staff in the development and operation of every component, including curriculum.
2. Assists center staff in carrying out daily activities.
3. Plans, conducts and participates in formal and informal programs and activities for center parents and staff.
4. Participates in recruiting and screening applicants for employment positions in the center.
5. Serves as a link between the Parent Committee, Division Director, Policy council and Tribal Government when necessary.
6. Provides ideas, recommendations and suggestions for program improvement.
7. Assists in communicating with parents and encourages their participation in the program.
8. Attends training sessions for parents and makes recommendations for future training needs.
9. Shall record all minutes of Parent Committee meetings.
10. Submits copies of Parent Committee meeting minutes to Center Director.
11. Reports any questionable costs to the Center Director.
12. Assures that Parent Committee meeting minutes are recorded.
13. Assists the Center Director in planning and conducting parent activities.
14. Attends orientation for “Conducting meetings” and “Roles and Responsibilities for parents in Head Start/Early Head Start.”
15. Remain seated until a new Secretary is elected or appointed by its membership.
16. Presides over Parent Committee meetings in the absence of Chairperson and Vice Chairperson.
17. All correspondence must be directed through the Parent Committee Chairperson for approval
18. All meeting minutes must be detailed with motions by whom it was motioned and seconded, and anything voted on by the committee or approved by the chairperson.
19. After the meeting has been called to order, the reading of the last meeting minutes must be read by the secretary.
20. All meeting minutes are to be readable and given to the Center Director so copies can be made for the parents and center staff.

## PARENT COMMITTEE TREASURER

### Roles and Responsibilities

1. Assists the center staff in the development and operation of every component, including curriculum.
2. Assists center staff in carrying out daily activities.
3. Plans, conducts and participates in formal and informal programs and activities for center parents and staff.
4. Participates in recruiting and screening applicants for employment positions in the center.
5. Serves as a link between the Parent Committee, Division Director, Policy Council and Tribal Government, when necessary.
6. Provides ideas, recommendations and suggestions for program improvement.
7. Collaborates with the Parent Committee Chairperson for proper distribution/expenditure of Parent Committee funds.
8. Maintains current status of Parent Committee funds.
9. Submits reports of the financial status of Parent Committee funds at all Parent Committee meetings.
10. Follows program banking control procedures by having the President, Secretary, and Treasurer sign form indicating the amount approved by the Parent Committee.
11. Reports any questionable costs to the Center Director.
12. Assures that Parent Committee minutes are recorded.
13. Assists the Center Director in planning and conducting parent activities when Parent Committee funds will be expended.
14. Attends orientation for “Conducting meetings” and “Roles and Responsibilities for Parents in Head Start/Early Head Start.”
15. Remains seated until a new Treasurer is elected or appointed by its membership.
16. All correspondence must be directed through the Parent Committee Chairperson for approval.
17. A reading of the bank balance and expenditures at each monthly meeting. This should include a balance sheet with detailed information on how the money was spent or if any monies were received through a donation.
18. All expenditures must be presented to the parent committee and voted on, approved, and recorded in the meeting minutes.
19. The Parent Committee Chairperson and the Treasurer must sign all checks.

## Head Start/Early Head Start

### Policy Council Officers Job Descriptions

#### POLICY COUNCIL CHAIRPERSON

1. Assists program staff in developing meeting agendas.
2. Chairs executive and regularly scheduled PC meetings.
3. Serves as a liaison between program staff and parent committee members.
4. Assist staff in planning and conducting Community Assessment annually.
5. Assists staff in planning and conducting the annual program self assessment.
6. Assist staff in developing long and short-range goals and objectives.
7. Attends PC members' orientation and training sessions.
8. Assists staff in refining, recruitment, selection, and enrollment priorities.
9. Sign all funding applications and amendments for submission to AIPB.
10. Sign revised PC bylaws and reimbursement policies.
11. Assists staff in developing confidentiality policies.
12. Provides input to the composition of the Policy council and the methods and procedure by which members are chosen.
13. Assists staff in developing program services, plans, missions, objectives, and management procedures and revisions.
14. Approve the agency's internal dispute resolution process.
15. Must be included in decisions to hire or terminate the Division Director or any person who is employed primarily for a Head Start Program.
16. Supervise the development of Job Descriptions for PC members.
17. Set the standards for Parent committee funds controls.
18. Assure that appropriate action is taken upon any requirements brought to the PC by the Division Director.
19. Maintain a working knowledge of the Head Start and Early Head Start Budget status monthly.
20. Maintain a working knowledge of the Head Start/Early Head Start program's policies on reporting suspected cases of child abuse and/or neglect.
21. Assure that the Vice-Chairperson will conduct all meetings that the Chairperson will not attend.
22. Serve on a sub-committee of the PC as deemed necessary by the membership.

#### POLICY COUNCIL VICE-CHAIRPERSON

1. Attend executive and regularly scheduled PC meetings.
2. Provide the services of the chairperson when he or she is unable to do so.
3. Assist program staff in developing meeting agendas.
4. Chair executive and regularly scheduled PC meetings.
5. Serve as a liaison between program staff and parent committee members.
6. Assist staff in planning and conducting Community Assessment annually.
7. Assist staff in planning and conducting the annual program self-assessment.
8. Assist staff in developing long and short-range goals and objectives.
9. Attend PC members' orientation and training session.
10. Assist staff in refining recruitment, selection, and enrollment priorities.
11. Sign all funding applications and amendments for submission to AIPB.
12. Sign revised PC bylaws and reimbursement policies.
13. Assist staff in developing confidentiality policies.
14. Provide input to the composition of the Policy Council and the methods and procedure by which members are chosen.
15. Assist staff in developing program services, plans, mission, objectives, and management procedures and revisions.
16. Approve the agency's internal dispute resolution process.
17. Must be included in decisions to hire or terminate the Division Director or any person who is employed primarily for a Head Start Program.
18. Supervise the development of Job Descriptions for PC members.
19. Set the standards for Parent committee funds controls.
20. Assure that appropriate action is taken upon any requirements brought to the PC by the Division Director.
21. Maintain a working knowledge of the Head Start and Early Head Start Budget status monthly.
22. Maintain a working knowledge of the Head Start/Early Head Start Program's policies on reporting suspected cases of child abuse and/or neglect.
23. Assure that the Vice Chairperson will conduct meetings when the Chairperson cannot attend.
24. Serve on a sub-committee of the PC as deemed necessary by the membership.
25. Other duties as assigned by the Chairperson.

#### POLICY COUNCIL SECRETARY

1. Attend executive and regularly scheduled Policy Council meetings.
2. Assure that the membership of the Policy council meets the requirements of the Head Start standards.
3. Assure that the agenda for Policy Council meetings are developed with the assistance of the Head Start Director, prior to meetings.
4. Provide a roll call of membership at each meeting.
5. Maintain accurate minutes of all meeting transactions.
6. Distribute meeting minutes to all members and the Division Director.
7. Notify members in writing, or the membership attendance requirements, when that member has been absent from two consecutive meetings.
8. Maintain up to date Policy Council By-Laws.
9. Attend Policy Council orientation and training sessions.
10. Assure that eligible members submit meeting reimbursement forms to the Division Director for payment at the close of each meeting.
11. Assist the Division Director in assuring that members are advised in advance, of meeting dates and times.
12. Assist the Division Director in assuring that written communication is delivered to Policy Council members.
13. Serve on sub-committees of the Policy Council as deemed necessary by the membership.
14. Adhere to program confidentiality policy for Policy Council Membership.
15. Give a one-month advance notice when issues require their membership resignation.

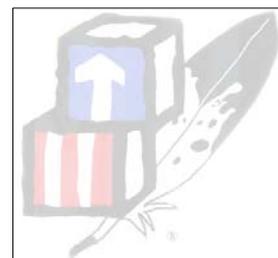
# Enrollment

The Division of Early Childhood Program serves children between the ages of 8 weeks and five years. Children with disabilities are encouraged and welcomed for enrollment! Children will be moved to the next age group after his/her birthday when a slot becomes available or when determined by the director and staff to be a developmentally appropriate transition. Notices will be sent home and parents are invited to participate in any transition activities. When vacancies occur in existing child care programs, as well as available slots in newly developed programs, the child with the highest rank in the priority list will be given the opportunity to fill the slot. Although the priorities are somewhat different among programs, they basically reflect the funding priorities of: at-risk families, foster children and/or date an application was received.

Enrollment procedures will consist of the following:

1. Complete enrollment form, which consists of:

- Basic child information
- Basic family information
- Family Composition and Resources
- Emergency Contact Listing
- Dispensing of Generic Medication
- Consents, Authorizations, and Releases
- Developmental Health History
- Child Prenatal/Birth History
- Bus Rules (Head Start)
- Permission for Other family members
- Parent Volunteer Interest Questionnaire
- Payroll deduction form (child care)
- Family Circumstances Survey
- Custody documentation
- Enrollment Information Authority to Release Information
- CCDF- verification of income (2 check stubs is applicable)
- Enrollment Information Certification and Signatures
- CCDF- verification of school enrollment and attendance



2. Presentation of the following documents must be completed before a child begins school:

- Birth Certificate
- Certificate of Degree of Indian Blood
- Social Security card
- Current immunizations (Form 121)
- TB skin test (infants under 1 year old and re-enrollees are excluded from taking the TB skin test).
- Income verification from parents (Head Start requires 1 check stubs)- (CCDF requires 2 check stubs if applicable)
- Physical and dental exams/histories
- Nutrition Assessment

Upon review of completed forms, and determination of eligibility, parents will be notified by letter of the child's acceptance or non-acceptance to the program. Enrollment is an on-going process. A waiting list is maintained at the center level. Applications will be accepted throughout the year.

Receipt of service is dependent upon (1) available slot and (2) priorities within the waiting list. The center will notify you as soon as a space becomes available. It is not necessary to call the center to find out when your child will be enrolled. Failure to complete application process may jeopardize your child's enrollment. Upon enrollment, any changes in your employment, family income, number in family, address, phone number, or people to contact in case of an emergency, or changes in who can pick up your child each day must be reported immediately.

Each year all parents will be required to update their child's file. Center staff will identify forms that require annual update. Notices will be sent home by the center staff informing them of the need, and to schedule the child's annual physical examination. Should this information not be updated, the child can be recommended for termination from the center.

## ATTENDANCE

"The program's standards require that each student be present at least 85% of the time"

A major part of funding for the Division of Early Childhood is based upon attendance. The program's standards require that each student be present at least 85% of the time. To be considered present your child must be in school at least 4 hours per day unless you have doctor's appointment. It is very important that your child be in attendance every day and arrives before 8:30 a.m. if at all possible. Lunch meal counts are conducted at 9:00 a.m. and daily educational activities begin at that time, as well.

Parents should notify the center director or center staff immediately when their child will be absent or late. If a child is absent for three consecutive days or is irregular in attendance, the center staff will contact the child's parents to discuss absentee problems. Should attendance continue to be low after the parent contact, another home visit will be made to inform the parents that if their child's attendance does not improve, the child could be dropped from the program.

When a child has been documented with 10 consecutive unexcused absences, the center's director will be responsible for notifying the parents that their child may be dropped from the program. Recommendation to drop a child must be approved by the DOECE Director.

## ABSENTEEISM

### ***Vacation Days***

A total of (10) ten vacation days will be allowed per twelve-month period. The family can utilize these days at any time during the school year and in agreement with the center's policy.

Three (3) days may be used due to death in the immediate family. A written statement outlining the circumstances must be provided. Immediate family includes child's parents, sibling, aunts, uncles, and grandparents.

Absence of ten consecutive program days for any reason other than illness documented by doctor's statement and/or advance notice of vacation plans will be noted and steps taken for termination.

A home visit will be conducted when a child is absent from the program for three consecutive days without contacting the center. After contact has been made, if the child is not sick and still does not return, the family will be notified that termination from the program is to be recommended.

## TRANSFERS AND TRANSITION

Parents wishing to transfer their child to another Center must first make contact with the center they wish to transfer to in order to ensure that a slot is available for their child. Transfers can only occur between like programs such as child care to child care or head start to head start. The parents must then complete a Transfer/Withdrawal form and submit it to the child's current center. The child cannot start at their new center until their record has been transferred to their new center. Additionally, if a slot is not available, the parent has the option to place the child on the wait list until a slot become available for the child.



When transitioning to Elementary school, parents are asked to complete the release of records information form. This will allow the center staff to make copies of the necessary document such as birth certificate, CDIB, SS Card, and send to the Elementary School of the parent's choice. The center staff will then deliver the records to the Elementary school, unless the parents wish to take the records themselves. The same process is completed for children transitioning from Early Head Start to Head Start.

Children transferring to Tribal Elementary schools are required to withdraw their child from the Early Childhood Program before they can begin Pre-K or Kindergarten.

Other transition activities will include a visit to the Tribal Elementary schools and visits from the Kindergarten and Pre-K teachers.

### Early Head Start Enrollment Priorities List

The Current Ranking System approved by the Policy Council on April 12, 2011.

<b>FIELD</b>	<b>CRITERIA</b>	<b>PTS</b>
Parents	Foster	5
Disabled	No disability	0
	Potential or Suspect	15
	DIAGNOSED – Early Intervention	20
Homeless	Homeless	10
Tribal Affiliation	AI/AN, Enrollment Member of Grantee Tribe	7
	AI/AN, Enrolled Member of another tribe	3
	Non-American Indian/Alaskan Native	0
Income	At or below poverty level	8
	Over Income	1
Other	Children in blended services	6
	Residing in Service Area	4

### Head Start Enrollment Priorities List

The Current Ranking System approved by the Policy Council on April 12, 2011.

<b>FIELD</b>	<b>CRITERIA</b>	<b>PTS</b>
Parents	Foster	5
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Homeless	Homeless	10
Tribal Affiliation	AI/AN, Enrollment Member of Grantee Tribe	7
	AI/AN, Enrolled Member of another tribe	3
	Non-American Indian/Alaskan Native	0
Income	At or below poverty level	8
	Over Income	1
Other	EHS Transfer to HS	10
	Children in blended services	6
	Residing in Service Area	4
Age	4 years or older	3
	3 years	2
	3 years old after September 1 cut-off	1

## HEAD START AND EARLY HEAD START FAMILY INCOME GUIDELINES FOR

2011/2012

### 2011 Poverty Guidelines for the 48 Contiguous States and the District of Columbia

Size of family unit	Poverty guideline
1	10,890
2	14,710
3	18,530
4	22,350
5	26,170
6	29,990
7	33,810
8	37,630

For family units with more than 8 members, add \$3,820 for each additional member. (The same increment applies to smaller family sizes also, as can be seen in the figures above.)

### SIGN IN AND OUT SHEETS

Parents/guardians are responsible for making arrangements either for bringing children to the center or picking them up before the program day ends. Sign In and Out sheets are provided and must be completed by the parent/guardian or other parent designed person that is at least 18 years of age by signing with whole name, no initialing. The only exception to this age requirement is if the child's parent is under 18 years of age.

## POLICY FOR THE RELEASE OF CHILDREN

The center must ensure that a child is released only to their parent or an adult designated by the parent. This information is found on the child's emergency contact list. Staff will not release your child to a person younger than age 18, unless that person is the parent. No child will be released to an unauthorized adult without a written note from the parent. The staff has the authority, in extreme circumstances, to refuse the release of a child to an adult who is inebriated or is exhibiting behavior that might jeopardize the child's safety. If the child's safety is in doubt, the staff will contact the Choctaw Police Department and the police officer will determine whether to release the child or instruct staff to call someone else to pick up the child.

In cases where a child's custody has been determined by the court, a copy of the court decree must be on file in the center. The non-custodial parent should complete an emergency contact form during their designated visitation time.

If legal papers are not filed in the child's folder, both parents listed on the birth certificate have access to picking up the child. In extreme cases where the center does not know the non-enrolling parent we will phone the enrolling parent to let them know of the pick-up situation.

If a parent calls to authorize the emergency release of a child, the center must verify that the caller is actually the parent. This message must be recorded in writing and the message must be passed to the teacher who will be releasing the child. This message should be filed in the child's folder in the office at the close of the day.

The center must follow a plan to verify the identity of a person authorized to pick up a child if the staff does not know this person. This form is available in the office of the Administrative Assistant or Center Director

### Verification of A Person Not Known to the Staff

Today's Date: \_\_\_\_\_ Time: \_\_\_\_\_

Name of child being picked up: \_\_\_\_\_

Person picking child up: \_\_\_\_\_

Driver's License ID Number: \_\_\_\_\_

Authorization: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

## ARRIVAL AND DEPARTURE PROCEDURES

It is the intent of the Early Childhood Division to ensure safety for you and your children, during arrival and departure to and from the center each day. In accordance with state regulations, the following policy and procedures will be followed.

1. All motor vehicle transportation provided by parents, legal guardians, or other designated by parents or legal guardians will include use of age appropriate seat restraints (car seats and/or seat belts).
2. All parents, legal guardians and other caregivers designated by parents or legal guardians transporting children to the facility shall sign children in and out of the center (a minor may not sign a child out of the center).
3. All parents, legal guardians and other caregivers, designated by parents or legal guardians shall drop off and pick up in designated areas only.
4. At no time will a parent; legal guardian or caregiver designated by the parent or legal guardian leave a child in a care with the keys or motor running. No minors shall be left in the car unattended for any reason.

# CCDF RULES AND REGULATIONS

## Who qualifies?

Low-income families who either work full-time or are enrolled in school (please see page 2 of this policy document for definitions.) Family circumstances will be re-determined annually by the center; however, should your financial or educational status change in the interim, you must notify your center director within ten (10) days. This includes changes in marital status, household size, household income, address, employment, education or training status for any household member. If a parent loses her/his job, the parent must notify us immediately. We will continue to provide child care for one month while the parent looks for work. An additional income verification must be conducted each time a child transfers from one center to another.

## Fees:

Fees (if any) are determined by a CCDF approved sliding fee scale and are based on income. It is the responsibility of the parent or guardian to inform the center (within 10 days) of any change in income or financial circumstances. The Early Childhood Division recommends payroll deduction as the most efficient and effective way to handle child care payments.

At the time of enrollment, the center staff will inform you of your co-pay, if any, and will develop a payment schedule that best suits your circumstances. Should you have difficulty, for any reason, meeting your payment obligation in a timely manner, please contact your center director within ten (10) days to develop an alternative plan.

All financial arrangements must be finalized before your child can be accepted into a child care program.

As a CCDF recipient, you will be required to sign a form that states that you understand and will comply with the CCDF policies.

## Child Care and Development Fund (CCDF)

### Child Care Development Checklist

Parent(s) Working- Please send ONE of the following:

1. 2 check stubs from the last 30 days if you work less than 40 hours a week.
2. 1 check stub if you are paid 40 hours a week
3. Copy of your Estimated Quarterly Tax Report, if you are self-employed

4. If you have just started a job and do not have check stubs, send a letter from your employer on company letterhead ( or a notarized statement from employer) stating when you began the job, your gross income, and number of hours per week you are scheduled to work.
5. You must provide your most current check stubs every 3 months.

Other Income-Submit a copy of your most recent check stub for child support, social security, or SSI.

Parent(s) in school-

1. College full time, not working- Current report card or verification of enrollment from the college. No work requirement. Must provide Mid-term grades.
2. College full time, working- Current report card or verification of enrollment from the college. In addition, copies of check stubs. No minimum number of work hours required. Must provide Mid-term grades.
3. College part time, working- Current report card or verification of enrollment from the college. In addition, copies of check stubs. Part time students must work at least 10 hours. Must provide Mid-term grades and check stubs every 3 months.
4. High School Student- Current report card or verification of enrollment and attendance from the school. Must provide verification of enrollment at nine weeks.
5. GED, part time- Verification of enrollment and attendance from the school. Part time students with the GED program must volunteer at least 10 hours in their child's child care center. Must provide letter from your Adult Education class stating that you are still currently enrolled.
6. Not Working- **DOES NOT QUALIFY FOR CCDF**. Distribution does not qualify as income.
7. Substitute Teachers- **DOES NOT QUALIFY FOR CCDF** because it is not a guaranteed job.
8. Foster Parents- Must show a need for Child Care; must follow same regulations as others; must be working or going to school full time.

## Child Care and Development Fund

### Eligibility and Priority Terminology

1. Attending (a job training or education program)- Enrolled as a full-time student where provisions for childcare subsidy are unavailable or childcare is necessary to enable parent or guardian to participate.
2. Indian child – A child with a minimum of ¼ degree of Indian blood who is a descendant of a member of a Federally recognized tribe.
3. Indian Reservation or service are – The following counties in east central Mississippi: Attala, Jasper, Jones, Kemper, Lauderdale, Leake, Neshoba, Newton, Noxubee, Scott, Smith, and Winston.
4. In loco parentis – The individual or agency who has assumed guardianship of the child/children enrolled for services must present a signed, notarized statement by the custodial parent giving temporary guardianship or a signed, notarized statement indicating that the child was abandoned by the parent/parents or other documentation from a legal agency.
5. Job training and educational program – A degree or certificate program conducted by an education or training program recognized by the Tribe.
6. Physical or mental incapacity – (If the Lead Agency provides such services to children age 13 and older) – Not applicable
7. Protective Services – Children in court ordered protective services or in custody of Choctaw Social Services or who are classified as foster children in custody of Choctaw Social Services.
8. Residing with – Full time occupant of a residence where the eligible parent or guardian has an acknowledged relationship with the child/children enrolled in services.
9. Special Needs Child- A child eligible for services categorically defined under State and Federally recognized condition, including children defined as “at risk”.
10. Working – An employee or self employed person working at least 30 hours a week or in the case of a two parent family, one parent employed full time and one parent working a minimum of twenty hours a week.
11. The Tribe – The Mississippi Band of Choctaw Indians

12. Choctaw child – a child with a minimum of ¼ degree of Indian blood who is a descendant of a member of the Mississippi Band of Choctaw Indians.
13. Teen Parent – a parent 19 years or less, attending school full time.
14. Foster Child – a child placed, by the Mississippi Band of Choctaw Indians Tribal Court into custody or foster care or a child who has been placed with a relative who has a notarized statement of delegation of parental authority or a notarized statement verifying abandonment of a child.

#### CCDF Enrollment Priorities List

1. Special needs children
2. Foster children
3. Parents in the following categories are given equal consideration for slots and their children are accepted in the order in which they appear on the waiting list:
  - a. Teen parents enrolled full-time in high school or college (verified by attendance records) OR
  - b. Teen parents enrolled less than full-time in school or GED classes who are willing to work as volunteers at the center OR
  - c. Non teen-age full time college students OR
  - d. Parents who are employed

#### FEES/INCOME –General Public and CCDF

The child's fee will be \$40.00 per week. All arrangements of fees should be completed before a child begins school. General public fees are due two weeks in advance of services being provided. Employees who work with the tribe are encouraged to pay their fees through payroll deductions. There will be no adjustment of fees. The general public fees, regardless of whether the child attends class or not, and for holidays and emergency closure, will be \$40.00 per week.

Some families are eligible for a reduced weekly fee through a Federal program (CCDF). Please contact the center director to determine eligibility. Some regulations apply only to families receiving a fee subsidy. Please see next session relating to CCDF Rules and Regulations.

The center will notify the family of any overdue payment. A period of 10 days is then allowed for payment of past due fees. If arrangements are not made with the center director and your bill is two months late and/or \$320 over due you will be notified that services will be terminated. All remaining fees must be paid in full when the child is dropped or terminated. If fees are not cleared up, they will be turned over for collection. A certified letter will be sent home and a copy of the file will be forwarded to the division director.

# TRANSPORTATION



Transportation to and from school and to dental/health follow up visits are provided **ONLY** to Head Start children. It is important that you check with your child's teacher or Center Director regarding the schedule for pick-ups and delivery of your child. A form will need to be signed that indicates designated daily drop-off by parent/guardian.

Please notify your Head Start center if pick-up or delivery of your child will change on any particular day. Parents must call or let the bus driver know by 1:30 p.m. of any destination change. Children will not be left at any location where there is not an adult to receive them. If this happens, the child will be returned to the Head Start Center, where parents are then expected to pick them up.

Bus driving duties are assumed by Head Start staff. All drivers are required to have a commercial driver's license and attend bus driver training that is conducted during in-service training.

Head Start Buses are not allowed to pull into the driveway due to the safety of the children.

The Head Start program carries transportation, student accident and liability insurance. For any questions, please contact the Tribal Risk Management Department.

## BUS RULES (Head Start and when child care goes on fieldtrip)

1. Head Start children will be returned to the place they were picked up. If there is to be a change in pick-up or delivery, **WRITTEN NOTICE** must be given to the driver in advance or notification must be given to the center by 1:30 p.m. There are no transportation services after 2:00 p.m.
2. Parents should notify the center when a child will not be attending class or riding the bus.
3. Should a child not ride the bus for 3 consecutive days; the parent will need to contact the center director in order to make transportation arrangements.
4. Parents should notify Head Start a week in advance when changing residences.
5. Children should be dressed and ready when the bus arrives.

6. The bus will stop briefly at the designated pick up/drop off, and then will continue on the route. If the child misses the bus, it is the parent's responsibility to take the child to school.
7. When a child is delivered home, the parent or an adult should let the driver know there is someone to receive the child.
8. If no one is home, the child will be returned to the center, and it will be the parent's responsibility to see that their child is picked up.
9. If a child has to cross the street to get on or off the bus, he or she must be accompanied by an adult (Parent or Monitor). The child must cross in front of the bus.
10. Only Head Start children and volunteers will ride the bus to and from the center.
11. There is no food, drink, or smoking allowed on the bus. (exception will be on fieldtrips for food and drink)
12. Toys should not be sent with the child.
13. There will be two adults on the bus at all times.
14. All bus passengers must wear seat belts.
15. The bus monitor may determine if a child is ill at the time he or she boards the bus. A sick child will be returned to the parent(s).
16. Parents who transport their child to Head Start must accompany the child into the building.
17. There is a daily sign in/sign out sheet that must be signed by those that drop-off/pick up their child at the center.
18. For safety's sake, buses will only be allowed to stop at designated drop-offs.
19. At no time will a child be left on the bus/van unattended by an adult.
20. Head Start buses are not permitted to turn or pull into a driveway as per the Federal Regulation Code 1310-20 (b) (3).
21. The Head Starts buses begin services at 7:00 a.m. (morning route) and 2:00 p.m. (afternoon route).

## Permission Slips

It is the policy to make parents aware of the activities in which their children will participate. We use permission slips to inform you about activities or services that are not part of the daily routine. In order for your child to participate in field trips or special events away from the center, signed permission slips per-trip must be on file at the center. They must be returned to the Center Director two (2) weeks prior to the trip. The Center Director or teacher must then make a follow-up three (3) days prior to the activity.

**(Head Start Only)** Permission slips are also required before a child receives any special services offered by Head Start, such as Children with Disabilities Services evaluations and therapy. They are also required in order for a child to be transported to the Hospital for follow up doctor appointments when the parent is unable to take their child. Only legal guardian will sign the documents unless otherwise stated.

## Field Trips

“Field trips should be fun and enjoyable learning experiences...” Each classroom is allowed field trips and only four (4) out of town trips. All field trip requests and notifications must be turned in with a written lesson plan and parent meeting minutes four weeks before the trip is to be taken and if money from Head Start/JOM is being requested, 3 weeks prior. Field trips should be fun and enjoyable learning experiences for the Head Start children, teachers, and parent/guardian volunteers. Activities should be relevant to the unit being studied for the week. The Child Development Specialist and the Division Director will review all lesson plans and field trips for approval. Early Head Start children must be 3 years old.

1. The objective of the field trip must be included with the written lesson plan.
2. Parents/guardians have the option to assist in planning the unit schedule activities with the classroom staff.
3. The cooks need to be informed 3 weeks in advance of the trip planned and must sign the field trip notification. (Example: cooks need to prepare breakfast early for children going on the field trips and they need to include in their weekly grocery shopping list the extra items needed to prepare sack lunches and snacks for the trip.)
4. Notification should consist of the number and names of children, staff, and parent volunteers who will be going on the field trip. All of the adults will need to evenly divide the number of children between them in order to easily keep track of all the children during the entire trip. A count of all children will

be done when boarding the bus for home, or the adults will need to find a designated place to do a head count or roll call before leaving the area.

5. For two of the out of town trips, the Head Start/JOM program may provide funds for the admission fee only for children, staff, and parent volunteers based on the notification received and for one of the out of town trips lunch will be paid (maximum \$6.00 per person) for children, staff, and up to three (3) parent volunteers. The program can only pay for three (3) parent volunteers. Any Parent/Guardian who does not have their name on the Notification forms will be responsible for their own food, admission, etc.
6. The Head Start Program provides funds for daily nutrition meals; therefore, sack lunches will be prepared by the cooks. We recommend one alternative could be to use the Parent Program Fund (from the budget) to pay for a meal (upon availability and approval of the DOECE Budget Technician). The Parent's Program Fund must be approved in the parent meeting and the minutes must be attached to the Field Trip Request Form.
7. During field trips, all children are under the authority of the program staff whether parents accompany them or not and staff should have permission slips, emergency contacts, and sign out sheets with them.
8. Permission slips must be signed by the legal Parent/guardian. All signed slips must be turned in to the Center Director two weeks prior to the trip.
9. If the children are to be served an early breakfast on the day of a field trip, staff must give the parents notification three days in advance.
10. If there is not enough room on the bus for the volunteers, they can go in their own vehicle, but mileage cannot be reimbursed by the Head Start Program.
11. Volunteers should sign in on the In-kind Contribution form, available at the center director's office.
12. All information must be completed in sufficient time in order for field trips to be taken.
13. Receipts and any left over money must be turned in back into DOECE or center administration staff (depending on where funds were gotten) within three days of returning from the field trip.
14. Receipts for Head Start must be turned in to DOECE or center secretaries (depending on where funds were gotten) within three days of returning from the field trip. The parent committee is required to keep records of receipts. Any monies left over should be turned in to the appropriate people with receipts and reconciliation form.

15. If you have to get an outside bus driver or volunteer bus driver (other than the bus drivers from your center) that volunteers less than 120 hours, please attach a copy of their CDL and where it states they have had 1 hour of training in child abuse, etc.
16. The program is not allowed to purchase gifts; etc.-the fieldtrip money is to be used for what is stated on the request form and nothing extra. Please do not send money with your child, teachers cannot handle money or be held responsible.

#### FIELD TRIP TRANSPORTATION (Child Care)

When transportation to and from the center is required, in each case:

- All drivers will be appropriately licensed
- All vehicles will have current safety inspection stickers, licenses, and registration.
- Insurance will adequately cover the driver, vehicle, and children
- All children will be seated comfortably in the vehicle
- All children will be properly restrained according to their ages and weight
- No children will be transported in the front seat of a vehicle equipped with passenger-side air bags
- An adult besides the driver will ride in the vehicle
- Good order is maintained in the vehicle
- A responsible person is present if the child is delivered home or back to the facility
- Children board or leave the vehicle from the curbside of the street and/or are safely conducted across the street.

#### INSURANCE

Children are covered under the Mississippi Band of Choctaw Indians' comprehensive insurance policy.

# Division of Early Childhood Education Educational Experience

Our Programs are designed to provide your child with a variety of learning experiences, which promote the child's physical, social, emotional, and intellectual development. As we prepare our centers to receive your children, we think of them in two ways. First, we see them as a distinctive group, each with his/her own natural gifts and skills. Each one stands out being different in appearance, size, level of development and personality characteristics. Secondly, we see them as a group of youngsters who share certain distinct characteristics. We know from experience that they are eager to learn and need to be active.

Our classrooms reflect these understanding by way of child size furniture/equipment, arrangement of a variety of appropriate learning centers and culturally appropriate materials, and space utilization to enable a child to participate actively, independently and successfully.

Our classroom staff is bilingual and continually receives training in a variety of child development topics and activities.

When you visit your child at the center, you will observe activities, which challenge your child's physical development, build his/her sense of worth as an individual, and stimulate his/her mind. You will also see children in motion from one area to another working or playing, alone, in small or large groups, and you will hear teachers guiding them to make choices. Their goal is to match your child's abilities with the appropriate tasks, activities and experiences they feel he or she needs.

Please feel free to come visit and donate your time to your child's learning experiences in the classroom. A daily schedule and lesson plans are available for you to review in each classroom/center.



## Preschool Weekly Lesson Dates 2011-2012

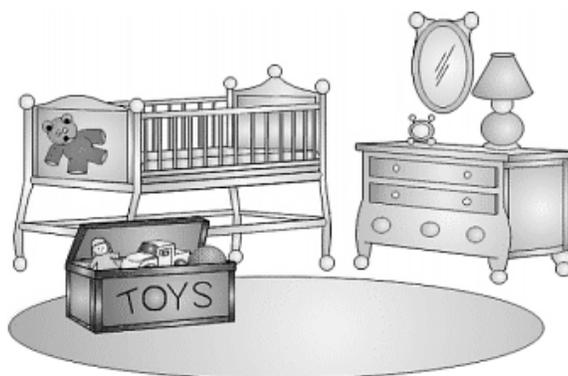
<p><b>AUGUST: HOME</b></p> <p>08/01/11: What's My Name (Child Care Only)                      08/08/11: What will I wear /RIF [Open House]                      08/15/11: My body &lt;Fire Drill&gt;                      08/22/11: I'm healthy                      08/29/11: Safety &lt;Tornado Drill&gt;</p>	<p><b>SEPTEMBER: AT SCHOOL</b></p> <p>09/05/11: I am special &lt;Fire Drill&gt;                      09/12/11: All about my senses &lt;Bus Evac Drill&gt;                      09/19/11: We all have feelings &lt;Tornado Drill&gt;                      09/26/11: We share</p>
<p><b>OCTOBER: AT THE PARK</b></p> <p>10/03/11: We're kind                      10/10/11: Families help each other &lt;Fire Drill&gt;                      10/17/11: Pumpkins &amp; Apples/RIF                      10/24/11: What is opposite &lt;Tornado Drill&gt;                      10/31/11: We're all different</p>	<p><b>NOVEMBER: AT THE DOCTOR'S OFFICE</b></p> <p>11/07/11: Everyone needs food                      11/14/11: Exercise keeps us healthy &lt;Fire Drill&gt;                      11/21/11: Rest keeps us healthy                      11/28/11: Native American Food &lt;Tornado Drill&gt;</p>
<p><b>*DECEMBER: WINTER</b></p> <p>12/05/11: Winter Animals &lt;Fire Drills&gt;                      12/12/11: Snowman/Snow Flakes                      12/19/11: Celebration around the world &lt;Tornado Drills&gt;                      12/26/11: Winter</p>	<p><b>JANUARY: AT THE MUSEUM/FIELD TRIP</b></p> <p>01/02/12: Dinosaurs long ago &lt;Fire Drills&gt;                      01/09/12: Exploring sounds &lt;Bus Evac Drill&gt;                      01/16/12: Planets and stars &lt;Tornado Drills&gt;                      01/23/12: Airplanes                      01/30/12: Trains</p>
<p><b>FEBRUARY: IN THE COMMUNITY</b></p> <p>02/06/12: Earth is our home/RIF &lt;Fire Drills&gt;                      02/13/12: On the go safety                      02/20/12: We take care of our pets &lt;Tornado Drill&gt;                      02/27/12: Community Helpers around town</p>	<p><b>MARCH: IN THE GARDEN</b></p> <p>03/05/12: Things that bloom &lt;Fire Drills&gt;                      03/12/12: Seeds and plants                      03/19/12: Light and Dark &lt;Tornado Drill&gt;                      03/26/12: Water</p>
<p><b>*APRIL: SPRING</b></p> <p>04/02/12: Baby Animals/Eggs &lt;Fire Drill&gt;                      04/09/12: Things in the sky                      04/16/12: Rain/Rainbows &lt;Tornado Drill&gt;                      04/23/12: Moods and Emotions                      04/30/12: Shapes and Colors</p>	<p><b>MAY: ANIMALS</b></p> <p>05/07/12: The Petting Zoo &lt;Fire Drills&gt;                      05/14/12: Wild Animals &lt;Bus Evac Drill&gt;                      05/21/12: Farm Animals &lt;Tornado Drill&gt;                      05/28/12: Insects Everywhere</p>
<p><b>*JUNE: SUMMER</b></p> <p>06/04/12: Weather/Clothes &lt;Fire Drills&gt;                      06/11/12: Beach Party/Bubbles                      06/18/12: Outdoor Activities/Camping &lt;Tornado Drill&gt;                      06/25/12: Get up and Move</p>	<p><b>*JULY: CHOCTAW CULTURE HERITAGE</b></p> <p>07/02/12: Choctaw Crafts/Dancing &lt;Fire Drill&gt;                      07/09/12: Choctaw Sports/Fair                      07/16/12: Choctaw Culture Stories &lt;Tornado Drill&gt;                      07/23/12: (InService Training)                      07/30/12: Transitions</p>
<p>The months labeled with an (*) are the months that follow the original DOECE schedule since the Letter People is an eight month curriculum.</p>	



## Infant and Toddler Weekly Lesson Dates

2011-2012

<p><b>AUGUST: CELEBRATING ME</b></p> <p>08/01/11: My School, My Class                      08/08/11: Me and My Family [Open House/1<sup>st</sup> RIF]                      08/15/11: Body Parts &lt;Fire Drill&gt;                      08/22/11: Five Senses                      08/29/11: Cause and Effect &lt;Tornado Drill&gt;</p>	<p><b>SEPTEMBER: STORIES AND RHYMES</b></p> <p>09/05/11: Finger Plays &lt;Fire Drill&gt;                      09/12/11: Flannel Board Stories                      09/19/11: Native American Stories &lt;Tornado Drill&gt;                      09/26/11: Mother Goose</p>
<p><b>OCTOBER: ALL THINGS FALL</b></p> <p>10/03/11: All About Fall &lt;Fire Drill&gt;                      10/10/11: Apples &amp; Red                      10/17/11: Leaves &amp; Trees &lt;Tornado Drill&gt;                      10/24/11: Pumpkins &amp; Orange [2<sup>nd</sup> RIF]                      10/31/11: Squirrels &amp; Acorns</p>	<p><b>NOVEMBER: A TIME OF GIVING</b></p> <p>11/07/11: Food Groups &lt;Fire Drill&gt;                      11/14/11: Turkeys                      11/21/11: Thanksgiving &lt;Tornado Drill&gt;                      11/28/11: Teddy Bears &amp; Brown</p>
<p><b>DECEMBER: WINTER</b></p> <p>12/05/11: Winter Weather/Clothes &lt;Fire Drills&gt;                      12/13/10: Snowman/Snowflakes                      12/20/10: Celebration Around the World &lt;Tornado Drills&gt;                      12/26/11: Black Bears &amp; Black</p>	<p><b>JANUARY: WATER, WINGS, &amp; WHEELS</b></p> <p>01/02/12: Airplanes &lt;Fire Drills&gt;                      01/09/12: Buses/Circles                      01/16/12: Boats &lt;Tornado Drills&gt;                      01/23/12: Cars and Trucks                      01/30/12: Trains and Rectangles</p>
<p><b>FEBRUARY: COMMUNITY HELPERS</b></p> <p>02/06/12: Dentist/White/Squares&lt;Fire Drills&gt;[3<sup>rd</sup> RIF]                      02/13/12: Hearts/Pink &amp; Mail Carrier                      02/20/12: Staff Around School &lt;Tornado Drill&gt;                      02/27/12: Police Officer/Fire Fighter</p>	<p><b>MARCH: THINGS OUTSIDE</b></p> <p>03/05/12: Kites/Triangles &lt;Fire Drills&gt;                      03/12/12: Birds                      03/19/12: Butterflies &lt;Tornado Drill&gt;                      03/26/12: Clouds/Sky</p>
<p><b>APRIL: SPRINT INTO SPRING and CHILD ABUSE PREVENTION</b></p> <p>04/02/12: Baby Animals &amp; Purple &lt;Fire Drill&gt;                      04/09/12: Rain &amp; Blue                      04/16/12: Rainbows &lt;Tornado Drill&gt;                      04/23/12: Flowers &amp; Green                      04/30/12: Insects</p>	<p><b>MAY: ANIMAL JAMBOREE</b></p> <p>05/07/12: Zoo Animals &lt;Fire Drills&gt;                      05/14/12: Farm Animals                      05/21/12: Dinosaurs &lt;Tornado Drill&gt;                      05/28/12: Underwater Life</p>
<p><b>JUNE: SUMMERTIME FUN!</b></p> <p>06/04/12: Water &lt;Fire Drills&gt;                      06/11/12: Balls &amp; Bubbles                      06/18/12: Rubber Duckies &amp; Yellow &lt;Tornado Drill&gt;                      06/25/12: Outdoor Activities</p>	<p><b>JULY: CELEBRATING OUR HERITAGE</b></p> <p>07/02/12: Choctaw Crafts/Dancing &lt;Fire Drill&gt;                      07/09/12: Choctaw Sports/Food                      07/16/12: Choctaw Culture Stories &lt;Tornado Drill&gt;                      07/23/12: (InService Training)                      07/30/12: Transitions</p>



## DOECE TRAINING SCHEDULE 2011-2012

<p><b>AUGUST 25, 2011</b>  <b>6:00 p.m. to 8:00 p.m.</b>  <i>I Love Letters</i>                      Presented by Kim Stuart &amp; Ree Hickman                      To be held at the DOECE Conference Room</p>	<p><b>SEPTEMBER 13, 2011</b>  <b>6:00 p.m. to 8:00 p.m.</b>  <i>Cooking With Children</i>                      Presented by Delilah Gibson                      To be held at the DOECE Conference Room</p>
<p><b>OCTOBER 27, 2011</b>  <b>6:00 p.m. to 8:00 p.m.</b>  <i>Music and Movement for Preschoolers</i>                      Presented by Karen Benson                      To be held at the Neshoba County Coliseum</p>	<p><b>NOVEMBER 17, 2011</b>  <b>6:00 p.m. to 8:00 p.m.</b>  <i>Dramatic Play Center</i>                      Presented by Karen Benson                      To be held at the Neshoba County Coliseum</p>
<p><b>DECEMBER 1, 2011</b>  <b>6:00 p.m. to 8:00 p.m.</b>  <i>Working With Families</i>                      Presented by Karen Benson                      To be held at the Neshoba County Coliseum</p>	<p><b>JANUARY 26, 2012</b>  <b>6:00 p.m. to 8:00 p.m.</b>  <i>Early Literacy Experiences for Infants and Toddlers</i>                      Presented by Rita Tanksley                      To be held at the Department of Natural Resources &amp; Rural Development Center</p>
<p><b>FEBRUARY 7, 2012</b>  <b>6:00 p.m. to 8:00 p.m.</b>  <i>Your Exploring Toddler</i>                      Presented by Karen Benson                      To be held at the Neshoba County Coliseum</p>	<p><b>MARCH 15, 2012</b>  <b>6:00 p.m. to 8:00 p.m.</b>  <i>Gross Motor (Inside &amp; Outside)</i>                      Presented by Rita Tanksley                      To be held at the Department of Natural Resources &amp; Rural Development Center</p>
<p><b>APRIL 10, 2012</b>  <b>6:00 p.m. to 8:00 p.m.</b>  <i>Having Fun with Infants and Toddlers</i>                      Presented by Ree Hickman                      To be held at the DOECE Conference Room</p>	<p><b>MAY 15, 2012</b>  <b>6:00 p.m. to 8:00 p.m.</b>  <i>Math Make and Take</i>                      Presented by Rita Tanksley                      To be held at the Department of Natural Resources &amp; Rural Development Center</p>
<p><b>JUNE 21, 2012</b>  <b>6:00 p.m. to 8:00 p.m.</b>  <i>Art for All Ages</i>                      Presented by Kim Stuart                      To be held at the Department of Natural Resources &amp; Rural Development Center</p>	<p><b>JULY 2012</b>                      InService Training</p>

**Note:** All training locations are subject to change. We will inform you of any changes.

Parents are invited to attend all DOECE trainings.

Please call Kim Stuart at 601-650-7355 or Ree Hickman at 601-650-1709 if you plan on attending.



What you teach us early on,  
will end up lasting all life long.

## Daily Preschool Schedule

6:45-7:30	Refer to days and hours of operation for each center. Open/free play
8:00	Buses arrive at Head Start centers Health Check
8:00 - 8:30	Breakfast Toileting and Brushing Teeth
8:30 - 9:00	Roll Call, Attendance report, Circle time Toileting and Hand Washing
9:00 - 10:00	Learning Centers (4&5 year olds) 3 year olds and mixed groups outside play
10:00 - 11:00	Learning Centers (3 year olds and mixed groups) 4 and 5 year olds outside play
11:00 – 12:00	Lunch Activities Toileting and Brushing Teeth
12:00 - 1:30	Naptime
1:30 - 1:45	Toileting and Hand washing
1:45 - 2:00	Snack time
2:00	Bus route for Head Start centers
2:00 - 2:20	Circle Time/Story Time
2:20 - 3:45	Planned Small activities/Toileting/Hand Washing
3:45 - 4:45	Outside Planned Activities
4:45 - 5:00	Hand washing/Toileting
5:00 – 5:30	Refer to days and hours of operation for each center



## Daily Toddler Schedule

6:45 –7:30	Refer to days and hours of operation for each center.	Open/free play
7:00 – 8:00	Children arrive, caregivers greet children and parents, put away children’s belongings, use toilet or change diapers if needed, wash hands, and prepare for breakfast.	
8:00 - 8:30	Breakfast	
8:30 - 9:00	Roll Call, Music, Small group time	
9:00 – 9:15	Diaper change, wash hands, brush teeth	
9:15 – 10:15	Outdoor play time. Supervised free play and planned activities on the playground	
10:15 –10:25	Toileting/diaper change, wash hands, drink water	
10:25 – 10:55	Independent playtime. Children receive individual attention and guidance from care givers and will play independently and in small groups, moving through different interest centers.	
10:55 – 11:00	Prepare for lunch	
11:00 – 11:30	Lunch	
11:30 – 12:00	Toileting/diaper change, brush teeth, wash hands, Children listen to stories, have books read to them during this transition period.	
12:00 – 2:00	Nap	
2:00 – 2:15	Toileting/diaper change, wash hands	
2:15 – 2:30	Snack	
2:30 – 3:00	Grooming, while other children free play	
3:00 – 4:00	Outside play time. Supervised free play and structured activities. On days of inclement weather when children cannot go outside, planned activities must be provided for children.	
4:00 – 4:15	Toileting/diaper change, drink water, wash hands	
4:15 – 5:00	Story time, puppet/flannel board activity stories, Put away toys, parents pick up children.	
5:00 - 5:30	Refer to days and hours of operation for each center	

## Daily Infant Schedule

6:45 -7:30	Refer to days and hours of operation for each center. Open/free play
7:00 – 8:00	Children arrive, caregivers greet children and parents, put away children’s belongings, use toilet or change diapers if needed, wash hands, and prepare for breakfast.
8:00 – 8:30	Breakfast- Infants are fed on demand
8:30 – 9:00	Clean up, Diaper change, wash hands, brush teeth
9:00 – 10:00	Naptime (some at their own schedule) Independent playtime
10:00 – 10:15	Diaper change, wash hands
10:15 – 11:00	Outside play
11:00 – 11:30	Lunch- Infants are fed on demand
11:30 – 12:00	Diaper change, brush teeth, wash hands, Children listen to stories, have books read to them during this transition period.
12:00 – 1:45	Nap
1:45 – 2:00	Diaper change, wash hands
2:00 – 2:30	Snack- Infants are fed on demand
2:30 – 3:00	Grooming, while other children free play
3:00 – 3:45	Inside or Outside play time.
3:45 – 4:15	Diaper change, wash hands
4:15 – 4:45	Free play
4:45 – 5:00	Prepare for home
5:00 - 5:30	Refer to days and hours of operation for each center



## Outdoor Activities

Each infant shall have a minimum of 30 minutes of outdoor activities per day, weather permitting.

Toddler and Preschoolers shall have a minimum of two hours of outdoor activities per day, weather permitting.

The centers do sun safe practices so the times of scheduled outdoor activities may vary during the school year. Outside playtime is an important part of a child's daily schedule. This outside time allows children with numerous benefits such as: increasing their gross motor skills, socialization skills, decrease the spread of germs, and provides children with Vitamin D from the sun. Should you not want your child not to go outside you must have a doctor's statement stating the time and duration. Also, in order to accommodate this request the center must be able to meet the strict child to adult ratio guidelines.

## Emergency Consent Forms

The safety and welfare of our children is a primary concern when traveling away from the centers. It is because of this that we have developed an Information/Emergency consent form that will be sent to your homes at the beginning of school. This consent form would be used only in cases of emergency at which the children would be on a field trip away from the center. This form would give permission for a medical professional to attend to your child if an emergency arises and you cannot be reached. Without this form, a doctor could not treat the child unless there is a life threatening condition. As parents/guardians, you will be asked to complete the following: identification information, emergency contacts, health services information and medical history. At the end of the document, you will be asked to sign and date it. If this is of conflict to you or if you have any further questions about this, please do not hesitate to contact the Center Director, so we can further discuss and clear up any misconceptions or relating factors.

**The safety and welfare of our children is a primary concern....**

Emergency Contact forms will be updated every 3 months.

## Fire, Tomado, and Earthquake Drills

Another major concern of the Division of Early Childhood Education Program is the safety of the children that attend. It is this reason that safety drills are conducted monthly. The drills are conducted separately and include fire, tornado, and earthquake. Emergency plans are developed for each and posted at every center. Plans include designated safety areas as well as escape routes, if

needed. Documentation of the drills will be made monthly and will be located on the bulletin board for parent observation. Information kept on these sheets will include date of drill, number of children participating, the number of staff participating, time required to complete drill and any comments or problems. In the event that an emergency does arise, the designated classroom teacher will take roll call to assure the safety of all children and proceed in an orderly fashion to the designated area. All will remain in their positions until it is determined that there is no longer a threat.

Children with disabilities are lead to safety by a staff member. Each center is equipped with a fire extinguisher, smoke detectors, a weather band radio, and a first aid kit. The center staff is trained periodically on the use of fire extinguishers as well as first aid training.

As you visit your child's classroom, please notice the escape plans in the event that you are included in an emergency situation.

The safety of the children requires the cooperation of staff as well as parents. We want to encourage parents to get involved with our safety activities. As you visit your child's classroom, please notice the escape plans in the event that you are included in an emergency situation. We also ask that you practice the safety positions at home with your child. A position that all children need to know is the "Stop, Drop, and Roll" in the event of a fire. Another important position for all children to be familiar with is the "head to knees",

which is simply placing their heads down to their knees. Arms should be wrapped around the back of the head. This protects them during a possible tornado by shielding the face and the back of the head from flying objects or glass.

In the event that any disaster should occur to the building, be it fire, tornado, or otherwise, and the building is deemed unsafe, all occupants will move to their designated location and parents will be notified. Parents, please use your good judgment in calling or trying to pick up your child during emergency weather situations.

Any further questions about this can be directed to the Center Director.

## PERSONAL BELONGINGS

Each child enrolled at the Childcare Center should have on hand at the center an extra set of clothes, both underwear and outerwear, and socks. These clothes should be clearly marked with the child's name. Please see that clothes are appropriate for the current weather. A comb and /or hairbrush clearly labeled with your child's name should also be furnished. These items will be kept in the child's locker/cubby. Your child's classroom teacher will give a list of other specific items needed by each age group to you. Staff will not be responsible for any items not labeled.

Please do not send food, money or toys with your child to school. We also ask you do a pocket check over the years we have had some interesting item found. Children's nutritional needs are closely monitored and there is plenty of food to satisfy their appetite. (Please see the NUTRITION section of this manual for

details.) Toys from home cause problems in the classroom so please leave them at home. Our center provides appropriate materials and equipment.

## CHILDREN'S DRESS

All children should be dressed in comfortable, easy to manage clothing. Toddlers and pre-schoolers should be able to manage their clothing with ease when going to the bathroom. This helps to prevent toileting accidents. Shoes are required for children over 1 year old. We also recommend that you do not send your infant to school wearing earrings, necklaces, or hair clips that could potentially fall off and become a choking hazard.

## GUIDANCE FOR DISCIPLINE

NO PHYSICAL PUNISHMENT OR VERBAL ABUSE IS ALLOWED IN THE CLASSROOM BY STAFF OR PARENTS.

“Corporal punishment (such as spanking, pulling hair or ears, taping hands or legs, thumping the head or other body parts, etc.) and verbal abuse by staff are not permitted at the center. Staff should encourage self-discipline in each child and strengthen each child’s self-concept

Positive Techniques:

\*Discipline: means, “to teach” children acceptable behavior. Good discipline techniques give children the opportunities to gain self-control, the ultimate goal of discipline.

Discipline practices shall:

- Be directed toward teaching the child to understand and practice acceptable behavior.
- Help in building the child’s self-esteem.
- Be consistent and individualized for each child.
- Be appropriate to the child’s level of understanding.
- Never be humiliating, frightening, or physically harmful to the child.

Negative Techniques:

\*Punishment: refers to inflicting negative consequences that control behavior through fear and intimidation. Not only does punishment cause poor self esteem, but also it does not teach children acceptable behaviors or self control. It is important to separate discipline from punishment when caring for young children.

#### Prohibited Behavior:

The following behavior is prohibited in all childcare settings and by all employees:

- Corporal punishment, including hitting, spanking, beating, shaking, pinching, and other measures that produce physical pain.
- Withdrawal or the threat of withdrawal of food, rest, or bathroom opportunities.
- Abusing or profane language.
- Any form of public or private humiliation, including threats of physical punishment
- Leaving a child unattended for any length of time
- Inappropriate disciplinary behavior.

#### Restraint of a child

Children shall not be physically restrained except as necessary to ensure their own safety or that of others, and then for only as long as is necessary for control of the situation. Children shall not be given medicines or drugs that will affect their behavior except as prescribed by a licensed physician and with specific written instructions from the licensed physician for use of the medicines or drugs.

#### Uncontrollable Behavior

If a child gets to a point that he/she does not respond to any of the disciplinary techniques, we are allowed to use, and his/her behavior has become so aggressive that he/she has become a danger to him/herself, the other children, or the staff, we reserve the right to call the parent, however a parent will not be allowed to use corporal punishment at the center or on the premises.

#### How the Center Communicates with Parents about Children's Behavior

The teachers will send you a letter, give you a call, or speak with you directly at the center depending on the seriousness of the problem. A parent meeting can be called to discuss such matters. It is crucial that discipline problems are handled immediately, so that we can encourage the appropriate behavior and strengthen each child's self-concept.

#### Techniques Used To Handle Discipline:

There are many guidance techniques that teachers can use with children. One of the most important is for the teacher to be a positive role model for the children.

The following are examples of Effective Techniques we use with the children:

- Separate the child from the Behavior. Discipline involves separating the child from the behavior. It is what the child is doing that is unacceptable, not the child.
- Redirect the Behavior. If a child is acting inappropriately in one area, he can be directed to another area of the room.
- Acceptable Choices. When a child is given a choice, make sure to give two choices that are acceptable to the adult. “Do you want to use the crayons or the markers?”
- Use Positive Language. Tell the child what you want them to do instead of what not to do. Examples, instead of saying, “Don’t kick the table,” say, “Keep your feet on the ground.”

#### CENTER PROCEDURE FOR DEALING WITH DIFFICULT BEHAVIORS

The process begins as follows.

1. The teacher will inform the center director of any concern. At this point, the staff has observed a child exhibiting non-cooperative behavior and typical classroom management techniques have not reduced this behavior. The teacher will keep documentation of such behaviors and circumstances surrounding the incident(s).
2. The parents will be notified of each occurrence via incident reports.
3. After notifying the center director; he/she in return will report this to either the Health or Child Development Specialists. The center director, Health and or Child Development specialists will spend time in the classroom observing the teachers and children to identify any circumstances or patterns surrounding the behavior.
4. If techniques suggested by the above staff are not showing any improvement in the behavior, parents will be called in for a conference with the teacher, center director, and division staff member. We will work together as a team devising a consistent and positive plan of action for behavior modification. This may include a referral to behavior health services.
5. **If a child’s behavior consistently endangers the safety of the children or staff around him/her, then DOECE has the right to, after meeting with the parents re-evaluate the placement of the child resulting in suspension or termination of care.**

## Biting Guidelines:

### **Why do children bite-**

Biting issues usually occur during a toddler's development. This is the premier time for biting because of limited language skills. Children use non-verbal skills such as; biting, shoving, scratching and hitting to get their point understood. They are not developmentally capable to share toys, space, or the attention of a favorite adult. So, the group setting can be a frustrating time for toddlers.

The following statements are some reasons why toddlers may bite:

- Toddlers are oral beings
- Toddlers could be teething
- Toddlers are territorial
- Toddlers get frustrated easily
- Toddlers can get over stimulated
- Toddlers can not tell the difference between inanimate and non-inanimate objects
- Toddlers can get a reaction

### **Caregivers responsibilities when a bite occurs-**

When a bite occurs the caregiver should analyze the situation and immediately respond to the situation. Taking care of the child that was bitten is the first concern. The Teacher will comfort the child and respond in the appropriate manner, depending on each individual situation. The child doing the biting will be assessed by looking at the reason for the biting. An accident/incident report will be filled out and turned into the director.

### **Parent Communication:**

The parents will be notified of the accident. They will be given details of how the teacher handled the situation, but no names will be included in the discussion. This reason is for confidentiality regulations. All teachers will be glad to sit down with the parents to discuss any concerns a parent may have. As stated before, toddlerhood is a unique stage and needs patience and understanding to get through many situations.

### **Techniques used to prevent biting:**

The teacher will be aware of activities that are over stimulating. This will help in the evaluation of a biting situation. A log will be kept of biting incidents (when/who/where/how) this will determine when an accident maybe about to happen. Also, this information may determine a pattern, in which, we should address at the center and with the parent of the biter. A child that is known to bite should be kept in view at all times and we will review the classroom schedule and environment to help ensure that biting opportunities are at a minimum. We ask for the parents cooperation in preventing children from biting. Even the best situation we can not guarantee that your child will not be bitten, but we will do our best to protect all children and we will continue to have an open door policy with our parents.

## PARENT / GRIEVANCE POLICY

- \* All complaints and concerns regarding the Division of Early Childhood Education Program and Activities may be directed to the Center Director.
- \* Questions and Concerns of Center Activities, events may be discussed at Center Meetings and then directed to Center Director.
- \* Any matters that require policy change or an amendment change for Head Start and Early Head Start must be brought to the Policy Council for discussion and approval.
- \* Any person, parent/guardian or community member with unresolved issues may file a grievance concerning the Division of Early Childhood Education personnel to the Division Director in the following manner;
  - a. The grievance shall be presented in writing to the Division Director.
  - b. If, this matter concerns Head Start/Early Head Start it shall then be presented to the Parent Policy Council.
  - c. The whole Parent Policy Council may either discuss the matter or delegate a committee to discuss the grievance.
  - d. A decision regarding the grievance shall be conveyed, in writing to person filing the grievance within a reasonable time.
  - e. The Tribal Miko would then be contacted should the problem not be resolved.
- \* Adequate documentation shall be maintained throughout the process.

For employee's Grievance, we will adhere to the process as established in the Tribal Personnel Policy.

# Health and Nutrition

## Health and Nutritional Screening



A major goal in the Division of Early Childhood Education Program is to ensure that each child receives comprehensive health services. For this reason, each child will be participating in a series of screenings during the first six weeks of school. Each enrollee is required to have a current physical exam, dental exam, nutritional assessment and a copy of his/her current immunizations before they enter the program. **(Current is defined as 6 months prior to initial enrollment)** A Tuberculosis test is required on all new students entering the Early Childhood Program. It is no longer required of returning students. Every child will participate in vision screenings as well as an initial mental health screening. Mental health screenings will consist of a behavior checklist completed by the classroom teacher and a classroom observation conducted by the Center Director. Speech/Language and hearing screenings will be completed on new enrollees and those children returning for a third year of early childhood education that are 2 years and above. These screenings serve as tools and good indicators of possible problem areas and concerns. If at any time a screening result returns as needing further follow up and possible treatment, the parent will be informed by the Center Director/Disability or Health Coordinator and a referral will be made to Early Intervention for a full assessment. Children eight weeks to two years old will be monitored and referred as necessary. The Division of Early Childhood works closely with Women's Wellness. The parent's involvement is a crucial factor in insuring that each child's needs are appropriately and fully met.

## IMMUNIZATIONS

Each enrollee, infant through age 5, is required to have current immunizations as recommended by the American Academy of Pediatrics immunization schedule. A form showing the child's record of immunizations must be on hand at the center before the child is allowed to attend. All immunizations must be on form 121. Children upon reaching 1 year of age will need to have a TB test done. No child will be accepted at the Division of Early Childhood until 8 weeks or when 1<sup>st</sup> series of immunizations are complete.

## POLICY AND PROCEDURES FOR IMMUNIZATIONS

- 1<sup>st</sup> Step: Two weeks prior to the immunization due date, the staff will contact the parent/guardian and notify them that their child's

immunization is due. (This will be done with through a home visit form. Staff must make sure to get the parent/guardian to sign the form and staff will give a copy to the parent/guardian)

- 2<sup>nd</sup> Step: The week that the immunization is due, the center staff must give the parent/guardian their 1<sup>st</sup> referral.
- 3<sup>rd</sup> Step: The center staff must give the parent/guardian their 2<sup>nd</sup> referral informing them the immunization is past due. The child must have their immunization updated within 2 weeks of the due date or else, child cannot return to center until an updated form 121 is brought in with child.

## Services to Children With Disabilities

The Children With Disabilities Services Program serves children who require special and related services and who have been identified and diagnosed as having one or more of the following special needs:

- 1 Health Impairments
- 2 Emotional/Behavioral Disorder
- 3 Speech/Language
- 4 Mental Retardation
- 5 Hearing Impairment/Deafness
- 6 Orthopedic Impairment
- 7 Visual Impairment or Blindness
- 8 Learning Disabilities
- 9 Autism
- 10 Traumatic Brain Injury
- 11 Other Impairments: Developmentally delayed

If a child appears to be at risk in one or more of the above areas, the following procedures will take place:

- 1 With parent's permission, the program will schedule a complete evaluation to be done by a professional diagnostician, in partnership with the Choctaw Early Education Intervention Program.
- 2 If special needs are identified, a planning session will be scheduled in order to develop an Individualized Education Plan (IEP)/Individual Family Service Plan (IFSP) for the child.
- 3 Throughout the school year, the child's individual progress will be monitored and revised by Early Intervention staff, Center Director and Disabilities Manager.

## Mental Health Services

The Division of Early Childhood Education Program goes to great lengths to assure that each child participating in the program is assisted in emotional, cognitive and social development to achieve the goal of overall social competence. A variety of services are offered throughout the program year. The program management team, in coordination with the Choctaw Behavioral Health program, is responsible for meeting with classroom teachers making quarterly general observations and noting any child that may be displaying atypical behavior. Recurring problems will be worked out through the cooperation of the parent, teacher, program management team and Choctaw Behavioral Health. Any special mental health services will be sought out only after obtaining the parent or guardian's written permission. The mental health program focuses on providing children with a positive, healthy and encouraging environment.

Mental health services are not only available to attending children, but also to families and staff. Parents are invited to contact the program management team for any mental health reason. For those areas requiring further assistance, referrals will be made to the appropriate facilities as requested by the parents. The program has begun offering to parents as well as staff, regular group meetings. The topics for the meetings are obtained by the training needs assessment, completed by the parents at the beginning of the program year. If at any time, you have additional ideas, feel free to get involved and contact the program management team. The success of this service depends greatly on the parent's interests, involvement and support.

If your interests include just general reading information, the program management team has a variety of pamphlets, magazines and books. Feel free to drop by at any time to review the selection. Please remember, family stability and functioning influences each child's development. Take advantage of the services as needed and assist us in having a great year.

## Health Emergencies

A health check will be conducted on each child during the morning upon arrival. This will include a head check for lice. Any child suspected of having a contagious condition or found to have lice will not be accepted and a referral will be made. In the event that a child is found to have a fever of 101° or above, the parent or guardian will be contacted to pick up the child and take him/her to the doctor. A referral will be sent home to be completed by a healthcare provider and recommendation when child can return to school. This referral will be added to the child's health record.

If any of the following conditions are present throughout the day, the parent/guardian will be contacted to pick up the child:

- Fever of 101° or more
- Diarrhea - Three or more episodes in a school day, runny, watery, or bloody stools. If your child has 2 or more consecutive days of diarrhea, you will be asked to see a HCP before returning.
- Vomiting- two or more times in a a school day.
- Rash with a fever of 101° or more.
- Severe Coughing (causing high pitched, croupy or whooping sounds.)
- Labored, rapid or abnormal breathing
- Yellowish tint to the skin or eyes
- Tearing, irritation and redness of the eyelid lining followed by swelling and discharge of pus.
- Other medical instances that may arise will be handled on a case by case occurrence and must be approved by the center director.

If any of these symptoms listed below are present throughout the day, the parent/guardian will be contacted and informed of the condition and they may be asked to pick up the child.

- Unusual spots or rashes
- Sore throat or difficulty in swallowing
- Infected portions of skin with crusty, bright yellow, dry or gummy areas
- Unusually dark, tea colored urine
- Headache and stiff neck
- Unusual behavior (crankiness, crying more than usual, or obvious general discomfort)
- Loss of appetite
- Severe itching of body or scalp or constant scratching of the scalp

In the event that an accident or illness occurs and immediate attention is required, the parent/guardian will be notified as soon as possible to meet the child at the Choctaw Health Center. In the case of an extreme emergency 911 will be notified and the child will be taken to the nearest hospital.

Anytime a child is sent home or kept home for a communicable disease with the exception of head lice, he/she will need to have a written statement from an attending physician that states that the child is able to return to the classroom. All doctor appointment will be scheduled through Choctaw Health Center. Should you choice to use a private health provider those arrangements must be made by you or the Choctaw Health Center.

## HEAD LICE POLICY

Head lice are transmitted from one human to another by some form of direct or indirect head to head contact. Common forms of transmission among children are playing head to head or sharing personal items such as hats, hair clips, or other head coverings.

In an active case of head lice, adult lice are present. Grayish-white oval nits are found firmly attached (glued) to the hair shafts near the scalp. These eggs will not brush off of the hair. If the egg-like object does move easily, it may be dandruff, dry skin, or a foreign particle.

Eggs farther than approximately  $\frac{1}{4}$  an inch from the scalp have either hatched or are considered infertile and most likely will never hatch. A case of head lice, therefore, is not considered active unless adult lice are present, or eggs are located less than  $\frac{1}{4}$  an inch from the scalp.

Head lice are not an indicator of poor health habits or poor hygiene and the occurrence of head lice in a child does not indicate “bad-parenting.”

It is the intended purpose of MBCI Division of Early Childhood to formulate procedures for handling active cases of head lice in the manner least disruptive to the learning process. Therefore, the following policy will be enforced. We do ask your cooperation, as this is a team effort and ask that you periodically check your child/children for lice/nits.

Individual head checks are performed on a daily basis as a routine health check upon the child’s arrival to the center. We do ask that your child’s hair not be wet and if your child is found to have an active case of head lice, we will not accept your child for this day. Education will then be given to the parent along with instructions for treatment. A parent must sign and complete the Lice Notification Form and give to the Center Director before re-admittance to school. It will then be the classroom staff responsibility to vacuum the classroom thoroughly, launder anything that can be such as stuffed animals, rugs etc. or to place non laundered things in a sealed plastic bag for three weeks. This will give time for lice to hatch and starve. In many cases, what appears to be a new infestation of head lice is actually a continuation of the initial infestation due to insufficient or ineffective treatment therefore a second treatment maybe needed after 7-10 days, or according to product recommendations. You should continue to comb thoroughly and check your child’s hair daily during this time.

If your child has four or more infestations during a school year, a referral will then be made to the community health nurse.

### Treatment for Head Lice

Numerous pediculicides are available either by prescription or over the counter to treat head lice. It is always a good idea to consult with CHC, a health care provider or pharmacist for recommendations. Products should be properly labeled with the active ingredients, indication, dosage, and warning of side effects and what to do if they occur. Unless advised otherwise by a physician, follow the

instruction on the bottle exactly! The leading cause of ineffective treatment is failure to follow the directions on the package. Pediculicides may have harmful side effects if used excessively and/or improperly.

Eight to ten days after the initial treatment, a second treatment may be recommended to ensure that any newly hatched nits will be killed before they can begin laying eggs and restarting an infestation.

Because pediculicides are not always 100% effective in killing eggs, it is extremely important to use an effective metal lice comb to remove nits and dead lice. Nit removal is never easy, but it is essential due to increasing reports of inefficacy, also referred to as resistance.

Remove as many eggs and nits as possible with a comb especially designed for this purpose. A regular comb is not sufficient. Below are basic instructions for removing eggs and nits.

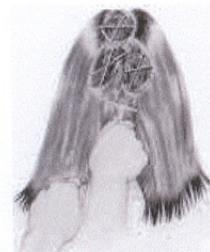
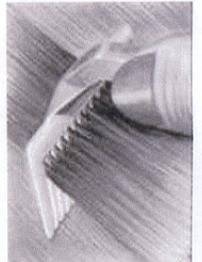


1) Dampening the hair first will make the combing process easier, especially for children with curly or hard to comb hair. Begin by combing out tangles with a regular brush or comb. Then, part the hair into four sections and pick one section to work on at a time.

*\*These illustrations are provided courtesy of **Bayer Consumer Care***



2) Begin at the top of the head in the section of hair you have chosen to work on first. With one hand, lift a small amount of hair (about a half of an inch). With a comb designed for nit-removal, comb the hair in your hand in a firm, even motion. Start your motion at the scalp, and move down to the ends of the hair strands. Make sure the teeth of the comb are as deep into the hair as they can go and touching the scalp. Working with small sections of the hair will ensure better results.



3) Wipe eggs (nits) completely from the comb's teeth with a tissue. Using bobby pins or clips, pin back each handful of hair you have finished combing it for nits. This will help you to keep track of sections you have already combed and those that still need combing.

4) Continue this process through all sections of the hair. After the entire head has been combed through for nits, rinse the damp hair thoroughly with warm water.

Repeat this process daily or as often as possible during the entire treatment period of the head lice infestation. Although you may have removed all of the eggs present, an unseen louse that has survived treatment could lay additional eggs subsequent to combing. For this reason the process of combing out any nits you can find should be continued on a regular basis for at least a week after the topical treatment is complete and the infestation appears to be eliminated. In addition,

check the infected person's head every two to three days for two to three weeks even after treatment and nit removal appears to be completed.

As you can see lice treatment is not just shampooing the hair with a lice product, there are several steps you must take.

Care of the Home Environment:

Household de-infestation should be carried out at the same time as the child's hair treatment. Excessive cleaning measures are not necessary because head lice rarely live off the human host longer than a day. Routine cleaning measures, however, are recommended. Routine cleaning should include:

- Laundering of recently used clothes, towels and bedding materials in hot water (130 degree) or tumbling in a dryer on high heat. Allow time for 2water to heat between wash loads. Dry 20 minutes in hot dryer, or press with hot iron.
- Thoroughly vacuum carpets, mattresses, upholstered furniture, and car upholstery.
- Any stuffed animals, blankets, or fabric items the affected child sleeps with should be thoroughly washed in hot water (130 degrees) or tumbled in a dryer on high heat for twenty minutes.
- If such items above are non-washable, they should be either dry cleaned or sealed in a plastic bag for approximately two weeks.
- Parents should clean the child's combs, hairbrushes and other hair accessories (such as hair bow, pony tail holders etc.) in hot water. (130 degrees)

Treatments that are NOT RECOMMENDED:

### **Spraying/Bombing**

Spraying furniture, rugs, carpets and pets with an insecticide is not recommended. Fumigation for head lice is of little or no value, and increases the potential for needless exposure to toxic chemicals.

### **Toxic/Flammable Chemicals**

Home remedies such as flea shampoo, alcohol, kerosene, and gasoline should never be used. These are extremely dangerous and are not proven to be effective against head lice.

### **Over-use of toxic medications**

Frequent repeated treatments with pediculicides can cause irritation of the scalp, leading to excoriation, impetigo or even possible damage to the hair shaft, and can be painful and dangerous to the child. Treatments containing lindane are contraindicated in pregnant or nursing women or persons with known seizure disorders.

## POLICY AND PROCEDURES FOR MEDICATION ADMINISTRATION

A staff with proper training will administer medication only as follows:

### PRESCRIPTION and NON-PRESCRIPTION MEDICATIONS:

1. Must be clearly labeled with the child's name, drug name, dosage, instructions, doctor's name, and prescription date.
2. Must be a current prescription. (Expiration date on bottle)
3. A permission slip signed by the parent/guardian upon arrival at the center, indicating name of the medicine, dosage to be given, and time.  
Documentation will be kept at the center with the above, also any reaction which might have occurred.
4. Medication will be stored according to instructions.
5. Only dosage as labeled will be given.
6. Medication will only be given after parents have given child the initial dosage. Do not drop your child off at the center with a new prescription. You must give the child their first dose of medicine. This is a precaution so an adverse reaction, which sometimes happens, will not occur at the center.
7. Medication will be sent home at the end of the day. (parents to pick up in the office)
8. The center will not be responsible for medication not properly stored upon arrival.
9. The center will only administer medication to the child to whom the prescription is written.
10. Only medicine labeled three or four times a day, or labeled every 4-6 hours will be given.
11. Medicine labeled once or twice a day must be given a home.
12. Expiration date must be clearly visible.

**NO MEDICATIONS WILL BE DISPENSED WITHOUT WRITTEN CONSENT FROM DOCTOR (PRESCRIPTION) OR PARENT/GUARDIAN (NON PRESCRIPTION)**

### Reporting Suspected Cases of Child Abuse/Neglect

The DOECE staff is mandated by the laws of Mississippi and Tribal Child Protective Services to report all suspected cases of Child Abuse and Neglect.

Any staff member who suspects that your child has been abused or neglected will file a report with the designated staff member who is responsible for reporting child abuse. He/she will observe your child for evidence supporting their report. The designated staff member will then file a written report and will be routed in the following manner: Choctaw Police Department, Choctaw Children's Advocacy Center, and Choctaw Social Services. They will be the agencies completing any follow up investigations.

Should a member of the Law Enforcement come to the center and notify the Center Director that they need to take your child into custody, we will allow them to do so.

A complete policy regarding our cooperative arrangements with Law Enforcement and the Choctaw Social Services programs is available for your review in the center.

Please contact the center director, division director, or to the designated staff member if you have any questions pertaining to the policy requiring staff to report any suspected cases of Child Abuse and Neglect.

The designated staff member for DOECE is Terrye Jackson, Nurse/Health Coordinator.

### Nutrition Component

The intended purpose of the Nutrition Component is to develop a system to identify the problem areas and needs of the Early Childhood Program children and their families. The Division of Early Childhood Education in collaboration with the MBCI WIC, and Choctaw Health Center and other local Food programs provides a comprehensive service to contribute to the development and socialization of the Choctaw families. All needs of the children such as Hematocrit, Height and Weight are taken into consideration, and appropriate referrals are made and followed up on.

The Division of Early Childhood is based on identified needs and consists of planned activities to meet these needs. Nutrition education helps staff, children, and parents increase knowledge, understanding and skills to achieve good nutrition.

DOECE serves a nutritious breakfast, lunch and snack to the children daily. These meals are served family style under guidelines of the Head Start and the Adult Child Care Food Program. Meal periods are part of the flow of the day's activities. Foods served as objects of observation and conversation for conceptual, sensory and vocabulary development of the children. Food related activities can be used for teaching language arts, color, texture, arithmetic, science, social skills, and hygienic practice. However, the primary purpose of these activities is to establish long term sound food habits and attitudes. All enrolled children will receive 2/3 of their daily nutritional needs.

The Division of Early Childhood Education firmly supports the continuation of breast-fed babies. Breast milk will be stored for infants under guidelines as set forth by USDA. A private area will be provided for the mothers who wish to come to the center to pump. Also mothers are welcomed anytime to

come and feed. It will be the mother's responsibility to properly label and date all breast milk, before bringing it to the center.

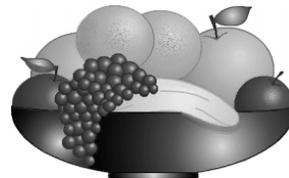
A child who is allergic to milk will require a statement from his/her medical provider to grant the program permission to withhold milk. Lactaid-free milk will be available for children who can tolerate such otherwise juice will be offered. Any child with food allergies will also require a statement from a physician or dietician and substitutions will be provided.

On June 19, 2007 Policy Council passed that all children's birthdays will be celebrated at the center on a designed day of each month. The center will provide the birthday snack for each classroom according to the USDA guidelines.

Parents may provide refreshments only on the occasion of special celebration of Easter, Valentine's Day, and Christmas. Parents should have guidance from the facility to assure nutritionally appropriate snacks. The program recommends the following:

#### Recommended Party Foods

1. Fresh fruit
2. Fresh vegetables
3. 100% fruit juice
4. Small bags of trail mix
5. Dried fruits, such as raisins, apricots, pears, prunes, dates, and apples
6. Yogurt with fresh fruit
7. Celery and nonfat cream cheese
8. Vegetable sticks with low fat yogurt dip
9. Banana, pumpkin or zucchini bread
10. Bran and fruit muffins
11. Vegetarian nonfat or low fat pizza
12. Quesadillas made with low fat cheese (after baking them, children can cut out faces!)
13. Low fat granola with added dried fruit



Because Head Start strives to provide nutritious food for the children and regulations do not allow sugar-sweetened, non-nutritious snacks such as cakes, cookies, candy, etc. Parents can NOT bring these items into the center for the child's birthday or any other occasions. Parents and staff are expected to model positive health and nutrition habits.

The Early Childhood Nutrition programs will make substitutions in foods or modify the foods for children who are considered disabled under 7 FR part 15b and whose disability restricts their diet. We may also make substitutions for non-disabled children who are unable to consume the regular menu because of medical or other special dietary needs. Substitutions shall be made on a case-by-case basis only when supported by a statement of need that includes recommended alternate

foods. In the case of a disabled child, it must be supported by a physician. In the case of a non-disabled child, a recognized medical authority such as a registered dietician must support it. We at the Division of Early Childhood Education programs are dedicated to meeting the needs of our children and families. If you have any questions on the services provided or need assistance in planning special menus at home, please do not hesitate to call.

The DOECE participates in the Adult Child Care Food Program, therefore, requiring some families to fill out free/reduced meal forms. You will be notified of your status. However, if your income changes more than \$50.00 a month, you will need to notify your Center Director. There will be no charges for meals as long as we have a meal form on file. If you need further assistance on this matter, contact your center director or the Nutrition Coordinator.

### INFANT AND TODDLER NUTRITION

The center will provide all the basic needs for infants. Parents/Guardians should provide breast milk (labeled), bottles (labeled and pre-mixed), blankets, and extra clothes.

Infants will be given formula until one year of age. A written schedule for feeding an infant shall be submitted by the parent when an infant enters the program. When the feeding schedule or habits change, please notify the center in writing. The parent will label all bottles and pacifiers. Infants will be given formula until one year of age; whole milk is given at age one, unless we have a doctor's statement.

When a child reaches the age of one, we no longer give the child a bottle while at the center. The WIC Program recommended this action as well as the fact that it may help in cutting down on the chance of nursing bottle mouth. We encourage parents/guardians not to bring bottles to the center. If the child uses a pacifier at home all the time, it should be clearly labeled with the child's name if sent to the center.

When the child is ready, as agreed upon by the parent/guardian and the child's teachers, we will begin to potty train. Training pants or cotton underwear should be furnished by the parent/guardian and should be adequately marked. Parents/guardians should bring several pairs of training pants along with extra clothes each day as long as there is a need.

If your child begins on table food prior to reaching his/her first birthday, you will need to bring a diet assessment to the child's teacher and center director's office.

The Mississippi State Department of Health (MDSH) nutrition guidelines for child care centers are as follows:

- All infant bottles must come into our facility premixed. No powder formula will be mixed at the child care center.
- Infant cereal must also be premixed to meet the needs of each specific infant.
- Children under 2 years of age will receive whole milk.
- At the age of 2 years, children in the facility will be switched to fat free or low fat milk. Toddlers do not need the extra fat present in whole milk.
- We will be including more fruits and vegetables in our meals. We ask that you discuss the foods that we are introducing and encourage your child to try all foods.
- We will be adding more whole grain products, such as wheat bread instead of white bread.
- We will be encouraging our children to drink water with meals and at snack times.
- Depending upon how long your child is in our center, he or she may receive a small snack late in the day.



Wednesday, May 20, 2011 6- 7:30pm

@ \_\_\_\_\_ Center

SAMPLE

I. Call to Order - Meeting began \_\_\_\_\_

II. Welcome (Center Director's Name)

III. Reading of last month's Parent Meeting

IV. Parent Policy Chairperson Committee Report

V. Treasurer Report

VI. Parent Chairperson's Report

\* Center Issues : Noticed Bulletin Board needs update

\* Upcoming events:

July 23, 2011 End of the year Celebration - Cost is \$100.00 for a field trip for EHS . Cost per 12 students and 8 parents is \$5.00 each for admission and snacks.

July 30, 2011 End of the year Celebration - Cost is \$87.50 for eating our for HS. Cost per 15 students and 10 parents is \$3.50 for food for Head Start (includes tax)

Motioned: \_\_\_\_\_

Seconded: \_\_\_\_\_

All in Agreement: \_\_\_\_ Yes \_\_\_\_ No

(If all in agreement - give requisition(s) to Center Director.)

VII. Open to Anyone - Additions to the minutes / Announcements

VIII. Next Meeting Date

\* Date: \_\_\_\_\_

\* Time: \_\_\_\_\_

IX. Approval of Minutes

\* Motioned: \_\_\_\_\_

\* Seconded: \_\_\_\_\_

X. Adjournment at \_\_\_\_\_

Chairperson Signature: \_\_\_\_\_

Vice Chairperson Signature: \_\_\_\_\_

Secretary Signature: \_\_\_\_\_

-Attach to these meeting minutes the following:

\* Parent Sign-in Form

\*Any requisition forms

\*Any receipts

-Parent Secretary will give these forms to the Center Director before leaving the meeting.

-A copy will be forwarded to the DOECE Division Director and filed.

Center: \_\_\_\_\_  
 Today's Date: July 01, 2011

## TREASURER REPORT

SAMPLE

EARLY HEAD START			
<u>DATE</u>	<u>ACTIVITY</u>	<u>DEBIT (-)</u>	<u>CREDIT (+)</u> (Balance)
August 04, 2010	Beginning Balance		\$ 150.00
October 30, 2010	Halloween items for children	\$ 20.00	\$ 130.00
June 23, 2011	End of Year Celebration - Field Trip	\$ 100.00	\$ 30.00

HEAD START			
<u>DATE</u>	<u>ACTIVITY</u>	<u>DEBIT (-)</u>	<u>CREDIT (+)</u> (Balance)
August 04, 2010	Beginning Balance		\$ 150.00
October 30, 2010	Halloween items for children	\$ 20.00	\$ 130.00
June 30, 2011	End of Year Celebration - Eat Out	\$ 87.50	\$ 42.50

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

cc: Parent Chairperson  
 Parent Secretary  
 Center Director

*-The Treasurer will receive a beginning balance. When the parent committee votes on an expense for example: Halloween items for the children, make sure the requisition is filled out completely. Stay in contact with the Center Secretary. When you know the exact expense, deduct it from your balance.*

*-The Treasurer will read this report to the Parent Committee during the meeting. This report can be typed or handwritten. Copies do not need to be made and passed out to everyone - only the ones listed above*

*-Attach this report to the Parent Meeting Minutes.*

*-A copy will be forwarded to the DOECE Division Director and filed.*



PARENT MEETING  
SIGN IN



Center: \_\_\_\_\_

Date: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

LICE REFERRAL FORM

Date: \_\_\_\_\_

TO THE PARENTS OF: \_\_\_\_\_

In the morning health check, your child was found to have head lice. Transmission occurs by direct contact with infested individuals or indirectly by contact with their personal belongings.

However to prevent further spreading of head lice, this condition should be treated at once. Before returning to school, complete the following:

- Treat your child with an appropriate topical medicine.
- Remove all eggs (nits) from your child's hair.

Please bring your child to school and check in with the center director as soon as you have completed the above. Your child will be rechecked, and you will be asked about the treatment methods used. If treatment does not appear satisfactory, he/she will not be readmitted to school.

Thank you for your cooperation.

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(STAFF SIGNATURE AND DATE)

I have been given the education materials for treatment and the opportunity to discuss any questions I might have. I understand the MBCI – Division of Early Childhood policy on head lice.

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(Parent signature and date)

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Please bring your child to school and check in with the center director when you have completed treatment. Additionally, please complete the following and bring it to the center director when your child returns to school.

\_\_\_\_\_  
(Child's Name)

\_\_\_\_\_  
Date

\_\_\_\_\_  
(Parent's Signature)

\_\_\_\_\_  
Name of Treatment

## Child and Adult Care Food Program

### MEAL REQUIREMENTS

#### FOODS FOR CHILDREN

	Ages 1-2	Ages 3-5
<b>BREAKFAST</b>		
Milk*	½ cup	¾ cup
Juice or Fruit or Vegetable	¼ cup	½ cup
Bread or Bread Alternate including cereal, cold dry or cereal, hot cooked	½ slice** ¼ cup or 1/3 ounce ¼ cup	½ slice ** ¾ cup or 1/2 ounce ¼ cup
<b>SNACK (Supplement) Select 2 out of 4 components</b>		
Milk *	½ cup	½ cup
Juice or Fruit of Vegetable	½ cup	½ cup
Meat or Meat Alternate	½ ounce	½ ounce
Bread or Bread Alternate including cereal, cold dry or cereal, hot cooked	½ slice ** ¼ cup or 1/3 ounce ¼ cup	½ slice ** 1/3 cup or ½ ounce ¼ cup
<b>LUNCH OR SUPPER</b>		
Milk*	½ cup	¾ cup
Meat or Poultry or Fish or egg, large, or cheese or cooked dry beans or peas or peanut butter or yogurt	1 ounce ½ 1 ounce ¼ cup 2 tablespoons 4 ounces	1-1/2 ounces ¾ 1-1/2 ounces 3/8 cup 3 tablespoons 6 ounces
Vegetable	1/8 cup	¼ cup
Vegetable or Fruit	1/8 cup	¼ cup
Bread or Bread Alternate	½ slice **	½ slice **
* Includes whole milk, low fat milk, skim milk, cultured buttermilk, or flavored milk from these types of fluid milk which meet State or local standards.		
**or an equivalent serving of bread alternate such as a roll, biscuit, muffin, cooked enriched or whole-grain rice, macaroni, noodles, or other pasta products.		

REVISED AND APPROVED  
BY THE CHOCTAW HEAD START AND  
EARLY HEAD START POLICY COUNCIL

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_

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Policy Council Chairperson



Division of Early Childhood Education  
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### **Child Care Licensing Regulations Summary for Parent Mississippi State Department of Health**

A license to operate a child care facility has been required by law in Mississippi since 1972. In the 1990 regular session of the legislature, the law was revised to provide regulations of child care up to age 13 for any part of a 24 hour day.

Then new regulations which went into effect February 1, 1996, require that parents be informed with a summary of the licensing standards. These standards including the following:

1. Purpose of child care licensure
2. Legal authority, legal action and penalties
3. Types of licenses and their display
4. Inspections, sanitation
5. Food service, nutrition
6. Staffing ratio-number of teachers to number of children
7. Program of activities-daily schedule
8. Building and ground requirements
9. Infant and toddler care and children with special needs
10. Night care
11. School age children
12. Pre-school half day programs
13. Summer day camps
14. Hourly care facilities
15. Facility policy and procedures
  - a. administration
  - b. personnel requirements
  - c. parental involvement
  - d. records and reports
16. Health and Safety
  - a. sick child
  - b. excluding sick children and exclusion guidelines
  - c. medication records and documentation
  - d. discipline and guidance (corporal punishment prohibited)
  - e. transportation policies

The child care center must have a copy of the regulations available for parents to review, when requested. Contact the Mississippi State Department of Health if you have any questions, problems, or complaints by calling: 601-960-7613. Complaints must reflect a clear violation of the regulations.

## Division of Early Childhood Education

Name of Child: \_\_\_\_\_

I, \_\_\_\_\_, have received a copy of the Early Child

*Printed name of Parent/Guardian*

hood Education Program Handbook. I understand that if I have questions or concerns about the policies and procedures implemented by the program, I will contact the Director of the center where my child is enrolled. If I am not satisfied with the explanation given to me by the center director, I have the right to discuss the situation with the Program and Division Director.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

I confirm that I have read the summary of the Mississippi State Department of Health, concerning child care licensing standards. I understand that I may review the full copy of regulations at any time and that the regulations are available for public viewing in the child care center director's office.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

I understand that I have the right to review program records maintained on my family and to dispute or correct any information that I feel is incorrect. I understand that all information provided to the program will be maintained confidentially.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
For Office Use Only

**Document attempts to secure parental signatures on this form.**