

TABLE OF CONTENTS

Important Phone Numbers	Page 2
CRIHB Mission Statement.....	Page 3
CRIHB Tribal Head Start Program	Page 3
CRIHB Tribal Head Start Program Philosophy.....	Page 4
Cultural Experience.....	Page 4
Holidays and School Closure Dates.....	Page 4
Enrollment Information	Page 5
Income Eligibility	Page 5
Health Requirements	Page 6
Home Visits and Parent Conferences	Page 6
What to Bring and Not to Bring.....	Page 7
Child Pick-Up Information.....	Page 7
Court Orders and Custody	Page 7
No-Nit Policy	Page 7
Daily Health Policy	Page 8
Medication Administration and Handling.....	Page 9
Emergency Preparedness Policy.....	Page 9
Smoke-Free Policy.....	Page 10
Child Abuse Reporting Policy.....	Page 10
Transportation Policy	Page 11
Attendance Policy	Page 11
Extra Foods Policy	Page 12
Standards of Conduct Policy.....	Page 13
Discipline Policy	Page 13
Extreme Behavior Policy	Page 14
Civil Rights Complaint Process (USDA).....	Page 17
Community Complaints	Page 19
Transition Policy.....	Page 20
In-Kind and Volunteering.....	Page 21
Fundraising	Page 22
Center Committee	Page 23

IMPORTANT PHONE NUMBERS AND STAFF LIST

CRIHB CENTRAL OFFICE:1(800)274-4288
Fax Number:1(916)929-7246
Tribal Head Start Director..... Michael Melendez
Education CoordinatorAndrea Blackman
Health & Disabilities Coordinator..... Kevin Neidich
Program Secretary Carmen Williams

COLD SPRINGS HEAD START:.....(559)855-8891
Fax Number:(559)855-8042
TeacherBrenda Franks
Family Services Worker Monica Santillan
Teacher's Assistant..... Edwina Begay
Cook..... Tonya Walker
Bus Driver (Bus Phone Number: (559) 903-5983)Jean Harrington

ELK VALLEY HEAD START:.....(707)464-4499
Fax Number:(707)464-6909
Site Coordinator Delfie Danner
Teacher Kathy Silva
Teacher's Assistant..... Teresa McQuillan
TeacherCynthia Ford
Teacher's Assistant..... Aline Titus
Teacher Julia Adam-Loya
Teacher's Assistant..... Jamie Brown
Cook..... Jessica Green
Cook..... Sandy Gensaw
Bus Driver (Bus Phone Number: (707) 951-4280) Vacant
Bus Driver (Bus Phone Number: (707) 951-5675) Vacant

LYTTON HEAD START.....(707)576-9274
FAX.....(707)576-9276
Teacher Maria Banuelos
Family Services Worker/Teacher's Assistant Sarita Garcia
Bilingual Teacher's Assistant Olga Jimenez

LYTTON FIRST STEPS.....(707)544-2443
FAX.....(707)544-2405
TeacherDawn Rash
Family Services Worker/Teacher's Assistant Demetria Mikel
Teacher's Assistant..... Erica Hernandez

CRIHB MISSION STATEMENT

The California Rural Indian Health Board, Inc. is devoted to the needs and interests of the Indians of Rural California. It is a network of Tribal Health Programs that are controlled and sanctioned by Indian people and their Tribal Governments.

CRIHB develops and delivers policies, plans, programs, and services that elevate the health status and social conditions of our People; that develop capabilities within local programs; that communicate, educate, and advocate on our shared interests; and that organizes support for our common goals.

It does this through Program Development, Legislation and Advocacy, Organization Development, Financial Resources Management, Training and Technical Assistance, and Networking and Consensus-Building.

CRIHB TRIBAL HEAD START PROGRAM

CRIHB is the Head Start Grantee and headquarters for three center-based programs. The CRIHB Tribal Head Start program is administered by CRIHB and provides center-based services for 90 income-eligible Indian children for the following three Rancherias: Cold Springs Rancheria in Fresno County, Elk Valley Rancheria in Del Norte County, and Lytton Rancheria in Sonoma County. CRIHB also administers the Lytton First Steps program which provides preschool services, modeled after Head Start, to twenty additional children in Santa Rosa; the program is solely funded by the Lytton Rancheria.

The CRIHB Tribal Head Start Program provides children opportunities to participate in age-appropriate activities that are designed to meet a child's social, emotional, cognitive and physical development. Staff and parents/guardians create a partnership to plan a program that emphasizes the development of school readiness and "social competence". "Social competence" corresponds to the child's everyday effectiveness in dealing with both his/her present environment and later responsibilities in school and life.

In addition, Head Start offers family members opportunities and support for growth and change, believing that people can identify their own strengths, needs and interests and are capable of finding solutions.

CRIHB Tribal Head Start Program must adhere to Program Performance Standards. The Head Start Program Performance Standards define the services that Head Start Programs are to provide to the children and families they serve. They constitute the expectations and requirements that Head Start grantees must meet. They are designed to ensure that the Head Start goals and objectives are implemented successfully, that the Head Start philosophy continues to thrive, and that all grantee and delegate agencies maintain the highest possible quality in the provision of Head Start services.

Our center-based programs are open Monday through Friday 8:00 AM to 4:00 PM. Children are in the classroom Monday through Thursday for 3 ½ hours per day; schedules may vary per class.

CRIHB TRIBAL HEAD START PROGRAM PHILOSOPHY

The Head Start Program is based on the premise that all children share certain needs and that, children from low-income families, in particular, can benefit from a comprehensive developmental program to meet those needs. Head Start is a family-oriented, comprehensive and community-based program to address developmental goals for children, support for parents in their work and child-rearing roles and linkage with other service delivery systems.

The Head Start philosophy rests on the following four basic principles:

1. A child can benefit most from a comprehensive, interdisciplinary program to foster normal development and remedy problems.
2. Parents are the primary educators of their children and must be directly involved in the program.
3. The well-being of children is inextricably linked to the well-being of the entire family.
4. Partnerships with other agencies and organizations in the community are essential to meeting with family needs.

CULTURAL EXPERIENCE

The cultural groups represented in our classrooms are the primary sources for planning a culturally relevant program. Because culture and family is at the core of children’s social and emotional development, we are more aware and respectful of the role of culture in defining each child as an individual.

Because we are a Tribal Program, culture is reflected in everything we do including, for example, serving traditional foods, teaching the basics of the Native language, going on cultural field trips and using traditional music and storytelling in the classroom. We invite Elders and other community members who are knowledgeable about the Native culture to become involved with our children and classrooms. We value the information that is shared with us.

2008-2009 HOLIDAYS AND SCHOOL CLOSURE DATES*

Friday, September 26.....	Indian Day
Monday, November 10.....	Veteran’s Day
Tuesday, November 11.....	Lytton Programs- Staff Development Day
November 24-28.....	Cold Springs Thanksgiving Break
November 26-28.....	Lytton/Elk Valley Thanksgiving Break
December 22-January 2.....	Winter Break
Monday, January 5.....	Lytton Programs - Staff Development Day
Monday, January 19.....	Martin Luther King, Jr. Day
Monday, February 9.....	Lytton Programs - Lincoln Holiday
Monday, February 16.....	All Programs - President’s Day
February 16-20.....	Cold Springs Mid-Winter Break

March 23-27Lytton Programs - Spring Break
 April 6-10..... .All Other Programs - Spring Break
 April 13.....Cold Springs Closed
 Monday, May 25.....Memorial Day
 *School closures are subject to change.

ENROLLMENT INFORMATION

The CRIHB Tribal Head Start program serves three to five year-olds. **Children must be three years old by entry into the program** and their birthdays must occur on or before December 2, 2008. Children are no longer age-eligible when they are kindergarten-age, unless there is a recommendation by an IEP (Individualized Education Plan) team for the child to remain in the program.

When selecting children for the CRIHB Tribal Head Start Program, the following criteria are considered priority:

- Income Eligible Families (those who meet the federal poverty guidelines, those who are recipients of TANF/SSI, and/or foster children)
- Native American Families
- Children with Disabilities*
- High-Risk or At-Risk Children/Families
- Children Who Will Enter Kindergarten Next Year (although the program does enroll 3 year olds)
- Recommendations/Referrals from Special Education, Social Services, Tribal Resources, etc.
- For Lytton Only: Wright School District Residents

*At least 10% of children enrolled in the program must have a diagnosed disability according to the Head Start Performance Standards.

Vacancies are not filled on a “first come, first serve” basis. The program is designed to serve those with the greatest need. In fact, the program is required to show we have tried to enroll all income-eligible families first before considering any over-income families. Therefore, applications are scored using the criteria listed above and the applicant with the highest score is offered enrollment.

Note: In the event that CRIHB Tribal Head Start program’s total enrollment represents less than the federally mandated 10% enrollment of children with disabilities and there is a child on the waiting list with a disability, the enrollment committee or staff member must enroll the child with a disability. If there are no disabled children on the waiting list, the vacancy can be filled with a non-disabled child in accordance with the point system. If CRIHB has already met the 10% requirement, children with disabilities must compete with non-disabled children for an enrollment opportunity.

Finally, when you withdraw your child from the program, another child will be enrolled to fill the vacancy. If you decide to re-enroll your child in the future, there may not be a vacancy.

Please ask to see General Policy and Procedure #10, “Eligibility and Selection” for more information in this area.

INCOME ELIGIBILITY

The family income must be verified by the Head Start program before we can determine that a child is eligible to participate in the program. Verification must include examination of any of the following: Individual Tax Form 1040, W-2 forms, pay stubs, pay envelopes, written statements from employers, or documentation showing current status as recipients of public assistance (TANF/SSI) or foster child benefits. All income verification will be given back to the parents or shredded (copies) with the exception of TANF/SSI and foster child documents, which must remain in the child's file.

Income-eligible families are given priority over over-income families. At least 51% of the families enrolled in the program must meet the income-eligibility guidelines according to the Head Start Performance Standards.

HEALTH REQUIREMENTS

Before your child's first day, you must provide:

- A copy of your child's most up-to-date immunization card. *The Varicella (Chicken Pox) Immunization must have been completed.* For Lytton Only: prior to entry into the program, each child must have received the immunizations required for his/her age group. See Teacher for exceptions.
- Documentation of a completed physical or appointment for a physical, including a TB test (or assessment of risk). For Lytton Only: each child must have a documented physical no later than 30 days after admission into the program.
- Proof of medical insurance, if any.
- Your child's immunization record

Within 90 days of enrollment:

- A dental screening must be completed!
- Physical must be completed.
- Immunizations must be up-to-date!

To ensure a safe and healthy environment for children, staff, and volunteers, parents who will regularly volunteer in the classroom must obtain TB clearance and provide a signed "Statement of Good Health" provided by your child's teacher. Parents who do not wish to obtain TB Clearance and/or provide a "Statement of Good Health" shall sign a "Volunteer Health Refusal" and must only come in contact with children during the following events, as these can be considered "incidental contacts":

- Pick-Up and Drop-Off
- Field Trips
- Family Gatherings and Other Classroom Parties
- Fundraisers
- Center Committee meetings
- Parent-Teacher Conferences
- Graduation

The program will provide you with information for local TB testing.

HOME VISITS AND PARENT CONFERENCES

As stated in the Head Start Performance Standards, teachers are required to offer each family at least two home visits and two parent-teacher conferences for every child enrolled in the program. Teachers will work with parents/guardians to schedule times that are convenient for both parties. Parents/Guardians as well as teachers are encouraged to keep scheduled appointments to ensure that all home visits and conferences are completed in a timely manner.

Home visits and parent-teacher conferences will enhance the knowledge and understanding of both staff and parents of the educational and developmental progress of children in the program. Although they are highly encouraged and valuable to your child and family's progress, home visits and parent-teacher conferences are voluntary and not a requirement of the child's participation in the program.

WHAT TO BRING AND WHAT NOT TO BRING

Please send your child with:

- At least one set of labeled, extra clothing – to be used in the event of a bathroom accident, paint spill, etc.
- A sweater or jacket, when the weather is cold.
- Play clothes! Children should come to school wearing play clothes; Head Start activities are fun but sometimes messy!

*Please **do not** send your child with:*

- Any toys from home unless requested by the teacher for an activity.
- Snack or lunch foods. Children will be fed from our Child Care Food Program menu.
- Dress Clothes! Again, children should come to school wearing play clothes.
- Open sandals, flip flops or dress shoes! Sturdy and safe shoes are required to prevent children from getting hurt when running, climbing and riding bikes.

CHILD PICK-UP INFORMATION

We will check identification for **anyone** who is attempting to pick-up a child from the Head Start center. Parents should be prepared to show identification, too, as we often have substitutes or new staff who may not be familiar with parents yet. Children will only be released to those persons listed on the child's emergency card. Please update this list as necessary. Additionally, children will **only be released to an adult, 18 or over**.

COURT ORDERS AND CUSTODY

State law mandates that both parents have access to their child unless there are legal documents which define the restrictions. In situations involving child custody disputes or restraining orders, a copy of the court order **MUST** be in the child's file. We cannot prohibit contact with either parent without current court orders.

NO-NIT POLICY

CRIHB Tribal Head Start has a No-Nit Policy. Once a week, Head Start staff will check children's hair for evidence of head lice. If a child is found to have head lice, including any nits or lice, the following procedure will take effect:

1. The child shall be separated from the group to avoid infestation of other students but in a way that supports mental well-being and confidentiality.
 2. The child's parent/guardian shall be contacted to pick up the child immediately. Upon receiving the child, parents/guardians shall be given an informational fact/treatment sheet regarding head lice. In the event that the parent/guardian is not available to pick up the child, persons listed on the emergency/release form will be contacted to do so. They will be given all required information and shall be instructed to inform the child's parent/guardian of the situation and necessary steps.
 3. The parent/guardian shall make every effort to rid the child's hair of head lice by using a medicated shampoo/cream rinse to kill the nits/ lice and by manually removing any nits/lice with a nit comb.
 4. The parent/guardian shall bring the child to school as soon as they believe the child's hair is free of any nits or lice.
 5. A Head Start staff member shall check the child's hair for any evidence of head lice.
 6. The child shall participate in center-based activities when there is no evidence of head lice.
 7. If there is still evidence of head lice, the abovementioned steps are repeated.
- The parent/guardian must be responsible for promptly getting rid of the child's lice and for returning him/her to the school once he/she is free of lice. CRIHB Tribal Head Start has a strict Attendance Policy that will be enforced.

DAILY HEALTH POLICY

Staff reserves the right to exclude a child from school if he/she feels that the child will be unable to actively participate in program activities and/or may expose other children and staff to illness.

Children who ride the bus will receive a daily health assessment when boarding the bus every morning. The bus driver shall briefly examine each child for:

1. Skin rashes
2. High temperature.
3. Wheezing/Coughing.
4. Congestion.
5. Eye discharge or pink eye.
6. Lice or Nits
7. Other symptoms of illness.

If any of the above symptoms are noted, the bus driver will discuss the observations with the parent/guardian to decide whether the child should remain at home or go to school.

Similarly, the children who are brought to school by parents/guardians will also receive a daily health assessment upon arrival. The teacher or teacher's assistant will briefly examine each child for the aforementioned symptoms. If any of the above symptoms are noted, the staff member will discuss the observations with the parent/guardian to decide whether the child should remain at school or be taken home.

Additionally, the center staff will observe the children throughout the day for any of the following that may indicate a health concern:

- Symptoms listed above
- Significant changes in behavior or appearance
- Skin rashes, itchy skin or scalp
- Increase in body temperature
- Complaints of not feeling well.

If any of the above symptoms are noted and the child is unable to actively participate in program activities and/or may expose the other children and staff to illness, the center staff will contact the parent/guardian or other authorized person to pick up the child from the center. The staff may isolate the child from the other children in order to prevent the spread of illness or infection; however, a staff member must be present with the child at all times.

Please do not medicate ill children and then send them to school. This only masks the symptoms and puts staff and children at risk for becoming ill as well. Additionally, staff is not able to stay indoors to care for sick or recovering children (due to required teacher/child ratio). It is always best if your child stays home to recover from an illness.

MEDICATION ADMINISTRATION AND HANDLING

When medication must be administered during school hours, the following policy will take effect.

Prescribed medication must be labeled by a pharmacist, with the child's first and last name, the name of the medication, the date the prescription was filled, the name of the health care provider who wrote the prescription, the medication's expiration date, and administration, storage and disposal instructions. *Over-the-counter medication* must be accompanied by a written recommendation from a health care provider. **Both prescribed and over-the-counter medication must be in the original, labeled container in order to be administered at the center.**

Parents must sign written authorization, using the Medication Authorization Form, every time a new medication is required and/or prescribed before Tribal Head Start staff will administer the medication.

Medication will not be used beyond the date of expiration on the container or beyond the expiration of the instructions provided by the physician.

There will be **one** person for each class who is designated to administer, handle and store child medications. When the parent/guardian drops off medication and signs authorization, he/she must train the designated staff person to administer the medicine and provide warnings about any potential adverse reactions. A back-up staff member will also be designated and kept informed of all current procedures.

When being transported by bus, medication **must be given to the bus driver** to be kept in a small lock box near the driver. If being dropped off at the center, **medication must be given to the designated staff member** to either be kept in a small lock box in a designated location that is inaccessible to children or in a small lock box stored in the refrigerator, as appropriate. **DO NOT SEND MEDICATIONS IN CHILDREN'S BACK PACK.**

All staff will observe the child for any adverse reactions to the medication. If any are noted, the parent/guardian will be encouraged to contact the physician to determine whether or not to continue the child's medication and at what dosage.

EMERGENCY PREPAREDNESS POLICY

To ensure that CRIHB Tribal Head Start is well-prepared for most types of emergencies, the program has established and implemented an Emergency Preparedness Policy. This policy will be made available to parents who are interested. The policy is comprehensive and includes steps for staff and children to take in the event of the following emergencies: *medical, bus/transportation, weather (i.e. snow/ice, tornado, hurricane, flooding, tsunami, and earthquake), utility disruption, fire, hazardous materials, bomb threats, suspicious articles, potentially violent situations, random acts of violence, disgruntled parent/guardian, impaired parent/guardian, hostage, missing child, kidnapping*. It is important for parents to understand that it is unlikely that any of these situations will occur. Nevertheless, it is our policy to have a plan in place.

Each center has at least two well thought out evacuation sites; one for immediate area threats and one for more widespread area threats. Information on sites shall be made available to families annually. In the event of a mass ordered evacuation, the staff and children shall leave the building and evacuate to a mass shelter as determined by the Red Cross.

In the event of an actual emergency evacuation for any of the emergencies listed above, your child's teacher will prepare and distribute a letter to you by the next business day, explaining the reason for the evacuation, the steps that have been taken to prevent similar emergencies in the future, and any information that parents/guardians may want to explain to their children.

Parents should be aware that each center conducts evacuation drills monthly for children and staff in order to respond effectively in the event of an emergency.

SMOKE-FREE POLICY

In order to protect the children, families and staff from the adverse health effects of tobacco and second-hand smoke, CRIHB Tribal Head Start staff, parents/guardians and volunteers are **prohibited from smoking within the Head Start facility** including portions of the buildings that may be shared with other agencies or organizations. Staff, parents/guardians and volunteers are **only permitted to smoke outside of the Head Start facility but must be at least 100 feet away from the building**. Additionally, these persons must never smoke where Head Start children can observe the act of smoking.

CHILD ABUSE AND REPORTING POLICY

All CRIHB Tribal Head Start staff members are considered mandated reporters and required to adhere to California Penal Code Section 11166. Section 11166 insists that reports are required when the person, within the scope of his or her professional capacity, gains knowledge of, observes or reasonably suspects child abuse. Each staff member will be trained at the beginning of each year for early detection and intervention of child abuse.

Any staff member who gains knowledge of, observes or reasonably suspects child abuse is required to make a telephone report immediately or as soon as practically possible to Child

Protective Services. A written report must then be submitted to Child Protective Services within 36 hours from the time of the original telephone report.

The name of the person reporting the suspected child abuse and the records concerning suspected child abuse are confidential and will be maintained in a confidential manner.

TRANSPORTATION POLICY

The children's safety is the main concern and responsibility of the bus drivers and monitors. Parents/Guardians must treat the bus drivers and bus monitors with respect and courtesy, allowing them to focus on the children's safety.

Transportation routes and schedules shall be determined by the bus driver. Routes are subject to change during the year to assure reasonable geographical and time limitations. During enrollment, parents shall indicate where their children are to be picked up and dropped off on a regular basis. Parents may not request day-to-day changes; they must make other transportation arrangements when a pick up or drop off location changes for the day. Permanent changes require a four day notice called in to the bus driver, so that he/she may make any route changes and notify families of any time changes, if necessary.

The Bus Driver shall not honk in front of houses or bus stops unless there is an emergency that requires a warning signal (California Vehicle Code 27001). The legal parent/guardian or other adult in the home shall be either outside or at a front window five minutes before the child's scheduled pick-up time in anticipation of the arrival of the bus. The legal parent/guardian or other adult in the home shall be responsible for taking the child to the bus when it stops in front of their residence. If the child meets at the bus stop, the legal parent/guardian or other adult in the home shall arrive at the bus stop five minutes before the child's scheduled pick-up time in anticipation of the arrival of the bus.

The legal parent/guardian or other adult listed on a child's emergency form shall be outside the home or at a front window, or at the bus stop, five minutes before the child's scheduled drop-off time in anticipation of the bus and to receive the child from the bus. Only the adults listed on a child's emergency form may receive the child from the bus. If no adult listed on the emergency form is able to receive the child from the bus, the child will be taken back to the Head Start Program. The legal parent/guardian, or other adult listed on the emergency form, will then be contacted and responsible for picking up the child from the Head Start Program. **Please note that an adult is a person 18 years or older.**

Parents/Guardians shall be notified as soon as it is known that transportation will be unavailable. Parents/Guardians shall notify the bus driver as soon as it is known that his/her child will not be riding the bus.

In the case of bus failure while children are being transported on the bus, parents/guardians and/or other authorized persons (as listed on a child's emergency card) shall be contacted immediately to pick up their own children.

Additionally, bus transportation is a benefit and not a requirement for Head Start programs. Consequently, there may be times when transportation may not be provided for a family due to geographic limitations or scheduling conflicts. All efforts will be made to provide transportation

to the families most in need. At enrollment, parents will complete a “Transportation Request” form and will be notified if the request was approved before transportation is to be provided.

ATTENDANCE POLICY

Each day a child is absent from the Head Start program, the parent/guardian must call the Head Start program to inform staff of the reason for the child’s absence.

If a child has missed two consecutive days of school and the parent/guardian has not contacted the Head Start program, Head Start staff will make contact with the parent/guardian to inquire about the reason for the absences, either by phone call or home visit.

Head Start staff will document absences and indicate them as being either “excused” or “unexcused”. “Excused” absences must meet one or more of the following criteria:

1. The child has a contagious illness.
 - a. If the child is absent for three or more days, the parent/guardian shall provide the staff with a doctor’s note indicating that the child is no longer contagious and may return to school before the child may participate in center-based activities.
2. The child is hospitalized or incapacitated.
 - a. Upon the child’s return to the program, the parent/guardian shall provide the staff with a doctor’s note indicating that the child may return to school.
3. The child has other health ailments which temporarily prevent attendance, such as asthma.
4. The child is receiving medical treatment or therapy during class.
5. There is a death in the child’s family.
6. The family is on vacation. The following criteria must be met for vacation days to be considered as excused absences:
 - a. The child has good attendance.
 - b. The parent/guardian has notified the Head Start staff, in advance, that the family will be on vacation and that the child will be absent from the center.
 - c. The child will not miss more than four school days (or one week); any additional “vacation days” shall be considered unexcused absences.
7. There is no transportation available.

An absence will be considered “unexcused” if it does not meet the above criteria! After four unexcused absences, Head Start staff shall make contact with the family, either by phone or home visit, to discuss attendance and initiate appropriate family support procedures.

Head Start staff will document all contacts as well as all attempts to contact the family. In the event of chronic absenteeism, meaning excessive unexcused and/or excused absences, the teacher shall evaluate the situation to consider if the child should be dropped from the program; the teacher shall take into consideration the number of absences, the reason for absences, the family’s desire to remain in the program and all other pertinent information.

Consequently, in the event of chronic absenteeism and after careful evaluation, a child may be dropped from the program and placed on the waiting list. The child’s slot must then be considered an enrollment vacancy. Parents/Guardians will be notified in writing if their child is being considered for dismissal from the program.

EXTRA FOODS POLICY

The CRIHB Tribal Head Start Program strives to reduce the presence of non-nutritious foods in our schools and to promote healthy and nutritious practices. Staff is only permitted to serve children foods that are on the approved cycle menus, unless otherwise approved by the CRIHB Nutritionist.

Parents/Guardians may bring in “extra” foods for the class that are non-nutritious (cookies, candy, etc.) but will be limited to special occasions such as birthdays and holidays. Nevertheless, Parents/Guardians are highly encouraged to chose and provide nutritious treats for such occasions.

Children will consume any “extra” foods only after the regularly planned and approved meal has been served and children have been given enough time to eat.

STANDARDS OF CONDUCT POLICY

In the CRIHB Tribal Head Start program, the Head Start staff will be responsible for all confidential records of children. Copies of certain completed forms are often sent to the CRIHB central office in Sacramento for informational and record-keeping purposes. These documents shall also be handled in a confidential manner.

All records at the center shall be kept in a locked filing cabinet. All parents/guardians have the right to view their own child’s file but should notify a staff member to retrieve the file and also be present while it is viewed. Anyone who views a child’s file must complete the “Record of Access” form located at the front of each child’s file. The following people are responsible for the education of services for each child and family and may have access to your child’s record: 1) Head Start Director; 2) CRIHB Coordinators; 3) Teacher and Teacher’s Assistants; 4) Family Services Worker; 5) Diagnosticians; 6) District Special Education Staff.

When helping in the classroom, parents/guardians and community volunteers may obtain information on the program’s children and families by observing an incident, overhearing a conversation, etc. Consequently, parents/guardians and community volunteers are expected to maintain confidentiality and protect the privacy of the children and families involved.

Parents/Guardians have the right to express concern or file a written/verbal complaint about the CRIHB Tribal Head Start Program however; they should utilize the following process as it will help facilitate a timely response and resolution:

1. First, discuss the matter with the classroom teacher since most issues can be resolved at this level.
2. If there is no response within five business days or the response is not satisfactory, discuss the matter with the Education or Site Coordinator for the area.
3. If no response within five business days or the response is not satisfactory, discuss the matter with CRIHB Tribal Head Start Director.
4. If no response within ten business days or the response is not satisfactory, discuss the matter with the CRIHB Executive Director.
5. If no response within ten business days or the response is not satisfactory, communicate the matter in writing to the CRIHB Tribal Head Start Policy Council.

DISCIPLINE POLICY

- a. Staff shall encourage the development of self-control in Tribal Head Start children by:
 1. Setting clear, consistent limits and having realistic, developmentally appropriate expectations.
 2. Providing activities and a daily schedule that engages the children mentally and physically and which is appropriate for the attention span of each child.
 3. Reducing the potential need for discipline by anticipating and eliminating sources of trouble whenever possible.
 4. Developing consistent and clear rules, and involving the children, whenever possible, in the development of those rules.
 5. Assisting children to develop age-appropriate problem-solving skills by guiding them and by modeling how to solve problems and to resolve differences.
 6. Using books, stories, puppets, and other experiences to reinforce positive social behaviors.
 7. Talking with parents about childrearing practices that support the child, and that bridge the home and program environments to provide consistency for the child.
- b. Staff shall use the following positive techniques of guidance:
 1. Anticipation and elimination of potential problems.
 2. Redirecting a child away from a conflict or negative event to a more positive activity.
 3. Offering the child choices among activities that are acceptable.
 4. Helping a child learn about the logical or natural consequences of their actions.
 5. Encouraging respect for the feelings and rights of others.
- c. Children shall never be left alone or unsupervised at any time.
- d. Staff shall never engage in corporal punishment, emotional or physical abuse, or humiliation. Staff shall not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.
- e. Staff shall never use “time out,” or similar methods of discipline.
- f. Children shall not be permitted to harm themselves or others or destroy property.
- g. Unacceptable behaviors which occur on a regular basis shall be documented by the Head Start staff.
- h. If it is in the best interest and safety of the other children and/or staff, a child may be separated from the group for extreme behavior. Children may be taken to the office or to a quiet area of the school but must be supervised by a staff member at all times.

EXTREME BEHAVIOR POLICY

In the case of extreme and challenging behaviors Tribal Head Start staff, with collaboration from the central office, may supplement **Positive Guidance** practices with one or more of the following interventions. Typically, the strategy will link the

inappropriate behavior to the loss of privileges, objects, or activities. Examples of such consequences *might* include but are not limited to:

- a. Using **natural consequences**: For example, explain to a child when he or she hits another child, that the other child will not want to play with you; when hitting is a repetitive behavior, the child should experience immediate consequences, such as “when you hit, you must sit,” followed by a discussion about why they had to sit and what to do next time.
- b. Using **time away**: Removing the child from the immediate situation when he or she is behaving inappropriately. The time should be no more than one minute per years old. Use this time for an opportunity to:
 - I. calm the child
 - II. debrief what just happened
 - III. problem solve with the child about how to handle a similar situation in the future and,
 - IV. plan how the child will re-enter the play environment
- c. **Responding to unanticipated dangerous behavior**: Occasionally, staff may be unaware of a child’s potential for dangerous behavior, which may occur very quickly and with little warning. All Tribal Head Start classrooms will have a **Site Plan for Dangerous Behaviors** that will include the following:
 - I. A safe, quiet place in the classroom for the child to be left alone and supervised.
 - II. A procedure for quickly exiting the children from the classroom so the child with behavior issues can be left alone with an adult.
 - III. A place outside the classroom to take a child that needs time alone.
 - IV. Ways of quickly communicating to the rest of the team (including regular parent and community volunteers) with a signal word so that the plan can be quickly implemented without a lot of discussion.
 - V. The plan will enable staff to take immediate action to ensure the safety of the child and others in the area.
 - VI. For the safety of the child and staff, the crisis intervention **will not** exceed gentle but firm physical guidance/direction, holding a child only long enough to get them to a safe place to calm down.
 - VII. Should such a situation occur, staff will contact the child’s parent/guardian to debrief the incident.
- d. **Functional Behavior Analysis/ Behavior Plan**: After *any* occurrence of an extremely challenging behavior the Health and Disabilities Coordinator, with the assistance of the classroom teacher and/or parent(s)/guardian(s), may choose to develop a **Functional Behavior Analysis** to determine a hypothesis for the function, or cause of the extreme behavior. Based on the **FBA**, the Health and Disabilities Coordinator, with the input from parent(s)/guardian(s) and teachers, will create a **Behavior Plan**. The Behavior Plan shall address planned changes for home and school that will help the child develop socially appropriate methods to express his or her wants and needs. Behavior Plans will, at a minimum, consist of the following:
 - I. A **Functional Analysis** of the behavior (why is it occurring?).

- II. Appropriate **replacement behaviors** to be taught that serve the same function as the inappropriate behavior.
 - III. A list of **antecedents** or environmental and behavioral circumstances that “trigger” behavior; a cause or condition that influences behavior before it happens.
 - IV. **Prevention techniques** that allow for teachers and adults to implement before extreme and challenging behaviors occur.
 - V. **Consistent intervention techniques** for inappropriate behaviors.
 - VI. Strategies will be implemented at school and encouraged at home.
 - VII. Behavior that is chronically unacceptable may be an indicator that further assessment and support is needed. This support includes our **referral process** in collaboration with a CRIHB Tribal Head Start **Mental Health Consultant**.
 - VIII. If a child’s behavior requires special support during the time of referral and assessment, the Health and Disabilities coordinator and/or administrative staff will be included in planning this support.
- e. **Temporary exclusion due to a behavior related incident:** Rarely, a child may engage in behavior that poses a significant physical and/or mental risk to self or others. Only then should a team *consider* sending a child home due to a behavior related incident.
- I. No child will be sent home without **prior approval** from the Program Director, in consultation with the Health and Disabilities Coordinator and/or Education Coordinator or Site Coordinator.
 - II. Any incident resulting in approval to send a child home will be followed up ASAP with:
 - (a) A staffing consisting of parent(s)/guardian(s), teachers, central staff members and program consultants, if needed.
 - (b) Development of a temporary behavior plan or modification of an existing plan so the child can return ASAP.
 - III. The incident, behavior, and team meeting will be documented in the child’s folder.
 - IV. A referral or call will be made to the Health and Disabilities Coordinator to conduct a **Functional Behavior Assessment** and develop a formal **behavior plan** to manage the behavior (if a behavior plan *does not* already exist).

Note: *At this time and any time thereafter, CRIHB Tribal Head Start Program may consider **alternative placement options** such as temporarily reducing the amount of time the child attends class.*

- f. If the above alternatives do not yield observable improvements within set timelines established by CRIHB Tribal Head Start on a case by case basis, and the child’s presence continues to present a danger to him or herself, the other children, and/or staff, the program may, **as a last result**, consider dropping the child from the program. There must be adequate documentation in the child’s file (i.e. Behavior Assessment, Summary and

Analysis, any referrals, teacher's notes and/or Child Staffing forms, Child Study Team forms, Incident Reports, professionals notes, etc.) to show that alternatives have been exhausted and that it is in the best interest of the child, other children, staff and parents that the child be dropped.

CIVIL RIGHTS COMPLAINT PROCESS (USDA)

Head Start receives reimbursement from the USDA through the Child Care Food Program. This agency requires that we establish and implement a Civil Rights Complaint Process to inform parents/guardians on how to file a Civil Rights complaint if a parent feels he/she or his/her child has experienced discrimination.

DEFINITIONS:

- A. Complaint - is a written or verbal statement alleging a violation of a federal or state law or regulation, which may include an allegation of unlawful discrimination.
- B. Protected Classes - are race, color, national origin, sex, age, or disability, ancestry, marital status, medical condition (HIV or cancer), pregnancy, political affiliation, religion, sexual orientation, retaliation, and Vietnam veterans.
- C. Program Complaint - A written or verbal statement alleging a violation of a federal or state law or regulation.

POLICY:

- A. No Head Start shall engage in any behavior that is discriminatory and/or prohibited. The following are examples of discriminatory behavior:
 - 1. Denying an individual any service, financial aid, or other benefit provided under the program.
 - 2. Providing any service, financial aid, other benefit, to an individual that is different, or is provided in a different manner from that provided to others under the program.
 - 3. Subjecting an individual to segregation or separate treatment in any matter related to his/her receipt of any service, financial aid, or other benefit under the program.
 - 4. Restricting an individual in any way in the enjoyment of any advantage or privilege, enjoyed by others receiving any service, financial aid, or other benefit under the program.
 - 5. Treating an individual differently from others in determining whether he/she satisfies any admission, enrollment, quota, eligible status, membership or other requirement or condition which individuals must meet in order to be provided any service, financial aid, or other program benefit.
 - 6. Denying an individual an opportunity to participate in the program through the provisions of services or otherwise affording him/her an opportunity to participate that is different from services afforded others under the program.
 - 7. Denying a person the opportunity to participate as a member of a planning or advisory body that is an integral part of the program.
- B. Head Start Staff and Volunteers shall abide by applicable federal, state and local laws and regulations.
- C. Any individual that believes that he/she has:
 - 1. experienced discriminatory behavior
 - 2. observed violations of the Code of Conduct or
 - 3. observed violations of applicable federal, state, or local laws or regulations

shall report the non-compliant behavior to CRIHB's Compliance Officer or Compliance Hotline. Complainants may remain anonymous.

- D. If a complaint is made to a Head Start Staff or Volunteer, and the complainant does not want to call the CRIHB Compliance Officer or the Compliance Hotline, the Head Start Staff or Volunteer will document the complaint as fully as possible and shall call the CRIHB Compliance Officer or Compliance Hotline to report the complaint.

PROCEDURE

- A. Complaints may be filed using the following procedure:
1. Call the CRIHB Compliance Hotline at 1(800)884-1735 or call the Compliance Officer at CRIHB (916) 929-9761.
 2. Give the Compliance Officer the following information:
 - a. Name, address and telephone number or other means of contacting complainant.
 - b. Specific location and name of the center.
 - c. Nature of complaint or action that led to the charges being filed.
 - d. Basis on which complainant feels that discrimination occurred. *The complainant must feel discriminated against based on one or more of the protected classes.*
 - e. Names, titles, and if known, addresses of persons who may have knowledge of the discriminatory actions or situation.
 - f. Date(s) that the alleged discrimination occurred, or the duration of such action.
- B. The Compliance Officer and Tribal Head Start Director shall conduct an investigation and prepare a written Agency Decision. The Agency Decision shall be in writing and must contain:
1. The findings and disposition of the complaint, including any corrective action.
 2. The rationale for such disposition.
 3. Notice of the complainant's right to appeal the agency decision, including the procedures to be followed for initiating an appeal.
- C. The Agency Decision shall be sent to the complainant within 60 days of the receipt of complaint.
- D. If the complainant decides to appeal the agency decision, he/she shall utilize the following protocol:
1. Complaints of alleged discrimination on the basis of race, color, national origin, sex, age or disability shall be filed in writing to:

USDA, Director, Office of Civil Rights
Room 326-W, Whitten Building
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
 2. Complaints of alleged discrimination on the basis of any of the protected classes under state law, including ancestry, marital status, medical condition (HIV or cancer), pregnancy, political affiliation, religion, sexual orientation, retaliation, and Vietnam Veterans shall be filed in writing to:

California Department of Education
Office of Equal Opportunity
721 Capital Mall, Room 651
Sacramento, CA 95841

- E. CRIHB's Compliance Policies prohibit retaliation in any form for the good faith reporting of potential compliance violations.

COMMUNITY COMPLAINTS POLICY AND PROCEDURE

A. All parents and community members are encouraged to first attempt to resolve concerns informally to the extent possible. A concern requires a formal complaint when:

1. An initial and informal discussion with the involved Head Start employee does not result in satisfactory resolution; OR
2. The complainant is uncomfortable speaking with the involved Head Start employee due to the nature of the complaint; OR
3. The action is so severe that a formal complaint is warranted.

B. When it is clear that a concern requires a formal complaint, the following steps shall be taken:

1. Complaint is submitted in written format (see attached Community Complaint Form) to the Site Coordinator, for Elk Valley and Howonquet Head Start sites, or to the Education Coordinator, for Cold Springs and Lytton Head Start sites. The respective coordinator shall have five (5) working days upon receipt of the complaint to review the complaint, interview appropriate parties involved, gather necessary documentation, reach resolution with the complainant, and then complete the Complaint Resolution Form (see attached); *form is completed even when no resolution is reached.*

2. If the above process did not result in resolution and completion of the Complaint Resolution Form OR if the complainant is not satisfied with the resolution, the complainant may choose to request that the complaint be forwarded to the Tribal Head Start Director; the request must be made to the Site/Education Coordinator using the Community Complaint Appeals Form and must occur within 30 days of initial response from Site/Education Coordinator. The Site/Education Coordinator will have five (5) working days upon receipt to forward the appeal and all other relevant paperwork the Tribal Head Start Director. The Tribal Head Start Director has five (5) working days upon receipt of the appeal to review the information, gather new information if necessary, reach resolution with the complainant, and then complete the Complaint Resolution Form; *form is completed even when no resolution is reached.*

3. If Step 2 did not result in resolution OR if the complainant is not satisfied with the resolution, the complainant may choose to request that the complaint be forwarded to the CRIHB Executive Director; the request must be made to the Tribal Head Start Director using the Community Complaint Appeals Form and must occur within 30 days of initial response from Tribal Head Start Director. The Tribal Head Start Director will have five (5) working days upon receipt to forward the appeal and all other relevant paperwork the CRIHB Executive Director. The CRIHB Executive Director has five (5)

working days upon receipt of the appeal to review the information, gather new information if necessary, reach resolution with the complainant, and then complete the Complaint Resolution Form; *form is completed even when no resolution is reached.*

4. If Step 3 did not result in resolution OR if the complainant is not satisfied with the resolution, the complainant may choose to request that the complaint be heard at the next Policy Council meeting; the request must be made to the CRIHB Executive Director using the Community Complaint Appeals Form and must occur within 30 days of initial response from the CRIHB Executive Director. If the concern is of an urgent nature, the Tribal Head Start Director may call an emergency meeting. The CRIHB Executive Director shall have five (5) working days upon receipt to forward the appeal and all relevant paperwork to the Policy Council Chairperson. Within five (5) working days of receipt of the appeal, the Policy Council Chairperson shall review the information, gather new information if necessary, and then notify the complainant of the hearing date and location – “to be determined” but all efforts will be made to schedule the time/location that is most convenient for all parties involved. The complainant may choose to make a request to the Policy Council Chairperson to have other involved parties in attendance at the hearing to present relevant information; this request must be indicated on the Community Complaints Appeals Form.

C. During the Policy Council hearing the following steps shall take place:

1. The complainant shall present his/her information.
2. Any other involved parties in attendance shall present their information.
3. The Policy Council members shall review information and ask additional questions to the complainant and/or other involved parties in attendance, if necessary. The complainant and other involved parties shall be excused when there are no further questions.
4. The Policy Council shall render a decision, in writing, and forward it to the complainant within three (3) days of the hearing.
5. **The decision of the Policy Council shall be final.**

D. All outgoing mail relevant to the complaint shall be sent “certified” to ensure proper tracking and receipt.

TRANSITION POLICY

For each participating child and with parental consent, Head Start program records will be transferred to the school in which your child will enroll. At the final Parent-Teacher Conference, the Head Start teacher will discuss with you the reasons for and the benefits of transferring the child’s records to the new school. If you agree, you will complete and sign the “Parent Consent” form. The records to be transferred must include, at a minimum, one copy of the following:

- Immunization Record
- Birth Certificate
- All Health and Developmental Screenings
- All Categorical Diagnoses- if applicable
- All Referrals- if applicable
- An IEP- if applicable
- Behavior Plan- If applicable
- Creative Curriculum Outcomes Checkpoints
- Transition Summary

CRIHB Tribal Head Start will involve parents/guardians in kindergarten transition activities by:

- Sharing with parents/guardians a list of kindergarten readiness goals developed early in the school year by the child's Head Start teacher and the kindergarten staff.
- Parents/Guardians will be invited to attend educational meetings throughout the year with kindergarten teachers and other district staff to ask questions and discuss transition topics including, but not limited to:
 - 1) Kindergarten Readiness Goals
 - 2) Strategies to help prepare children
 - 3) What to expect
- Parents/Guardians will be encouraged to accompany their children on class field trips to the local kindergarten.
- Head Start Teachers will share informational brochures, videos and any other materials on transition topics with parents.

IN-KIND AND VOLUNTEERTING

In-Kind is a word that Head Start people hear quite often. In order to utilize the grant dollars available and maintain funding, the program is required to generate 20% of its annual budget in donated goods and volunteer services. Failure to meet the In-Kind requirement means a loss of Federal dollars that are critical to the program. Items of value that are accepted for In-Kind donation are items for which the program might reasonably spend Head Start dollars, were the items not donated. Volunteer services and donated items are necessary to the operation of the program. *Please note that you are encouraged to volunteer but you are not required; volunteerism is in no way a condition of your child's enrollment into the program.*

Examples of volunteer services parents/guardians and family and community members can provide are:

- Assisting in the classroom and on field trips.
- Repairing classroom and playground equipment.
- Providing janitorial services.
- Helping in the kitchen in preparation for mealtimes.
- Attending home visits, parent conferences, IEPs, Center Committee Meetings and Policy Council Meetings.
- Donating a professional service such as speech-therapy, medical services, mental health services, etc.
- And more....just ask your child's teacher how you can help!

*****Please note that we can no longer collect in-kind for parents transporting their children to and from school.*****

Examples of donations that parents/guardians, family and community members can provide are:

- Equipment, toys, activities and materials.
- Food (that meets the Child Care Food Program requirements and would have been purchased with Head Start funds).
- Space for operating the program.
- Field trip fees that would have otherwise been funded by the program budget.

- And more....just ask your child's teacher what you can donate!

Allowable items or services purchased with fundraising dollars (see "FUNDRAISING" for regulations) should also be submitted as in-kind donations. The primary source of allowable in-kind contributions is the Head Start Performance Standards which contains the basic allowable activities of Head Start programs. **Please see your child's teacher if you need clarification on what can be counted as in-kind!** You will be trained on the forms you need to complete to submit in-kind; please always ask your teacher if you have questions on completing the forms!

FUNDRAISING

Fundraisers are not required but will help the Center Committee to provide additional funding for center activities and materials that the program would not otherwise be able to afford using only Head Start funds.

Fundraisers are okay provided that:

- No Head Start staff members are engaged in fundraising activities. Head Start employees may not volunteer their time. It isn't that they wouldn't love to help but federal regulations and labor laws make volunteering risky. Exceptions may be made on a case-by-case basis with the permission of the Head Start Director only.
- Funds may not be solicited, collected, or tabulated during work hours or using Head Start-funded equipment, facilities, or supplies during Head Start hours of operation. This includes facilities (i.e. the classrooms), equipment, or supplies at the centers owned by the school district or tribe that are provided as in-kind and included in the total budget. This does not include space or equipment and supplies in the tribal buildings or on the school campus that are not provided as in-kind; these may be used for fundraising during any hours.
- No Head Start resources (e.g. facilities, equipment, etc.) can be used during the program's normal workday. Such resources may be used on an occasional basis during the time the Head Start program is closed. Again, this includes facilities (i.e. the classrooms), equipment, or supplies at the centers owned by the school district or tribe that are provided as in-kind and included in the total budget. This does not include space or equipment and supplies in the tribal buildings or on the school campus that are not provided as in-kind; these may be used for fundraising during any hours.
- Examples of permissible Head Start program fundraising include:
 1. Head Start parents may hold a pancake breakfast to raise funds for children's backpacks provided that location and time meets the terms above.
 2. Head Start parents may publicize a can drive and have cans brought to Head start facilities to raise funds for class pictures provided the location and time meets the terms above.
 3. Head Start parents could hold a rummage sale or bake sale to raise funds for a field trip, provided that location and time meets the terms above.
 4. Examples of other types of fundraisers include Indian taco sale, car wash, crab feed, etc. Examples of other ways to use funds include covering costs of special events like graduation and purchasing supplies like books, games and toys or purchasing equipment for the center.

Parents are reminded that fundraising activities should only be related to generating revenue for the benefit of the program's Head Start children and families and that no Head Start grant funds can be used to support the costs of any fundraising efforts beyond this purpose.

Any and all funds raised by the Center Committee must be spent as agreed upon by the committee ("earmarked") during a monthly meeting and as documented in the meeting minutes. The Center Committee must know what they are fundraising for and not deciding after the money is earned. The treasurer has the primary responsibility of collecting fundraising monies from parents/guardians in a timely manner and depositing money into class/center account.

THE CENTER COMMITTEE

As a parent/guardian of a child enrolled in this program, YOU are a member of the Center Committee at your child's school!

The Center Committee is a structure that provides parents with the opportunity to assist in the development of activities that address their interests and needs and that support the healthy development of their children.

The Center Committee is comprised exclusively of the parents/guardians of children currently enrolled at the center.

Center Committees, at a minimum, have the following responsibilities:

- Electing policy council representatives.
- Becoming involved in the development of the program's curriculum and approach to child development and education.
- Designing and carrying out program activities.
- Locating resources to carry out program activities (including fundraising, if the committee decides to do so).
- Planning programs and activities for parents and staff. Center Committees are encouraged to discover and discuss what parents would like to do and what they would like to learn; and to discuss how these ideas can be carried out with or without staff assistance.

Center Committee Elections

All parents/guardians should be notified of elections in advance and therefore, be given the opportunity to participate.

The Chairperson, Vice-Chairperson, Secretary and Treasurer should be elected by the entire Center Committee at the first meeting.

The Center Committee should also elect two Policy Council Representatives and one alternate (to attend meetings when one of the Representatives cannot attend). The Chairperson and Vice-Chairperson normally serve as the Policy Council Representatives but the Center Committee may decide to hold elections to choose other parents/guardians for Policy Council Representatives.

The **Chairperson** is, at a minimum, responsible for the following:

- Preparing and distributing notices of meetings.
- Meeting with Vice-Chairperson, Secretary and Treasurer before every Center Committee meeting to discuss and prepare the agenda.
- Calling the meeting to order and formally closing the meeting when over.
- Leading the meetings, using Robert's Rules of Order and Parliamentary Procedure (included in packet).
- Making sure everyone gets a chance to speak.
- Reviewing any item that is going to need a vote prior to calling for a vote.
- Keeping the group on topic and on time.
- Discouraging domination by a few people.
- Delegating responsibilities.

The **Vice-Chairperson** is, at a minimum, responsible for the following:

- Meeting with the Chairperson, Secretary and Treasurer before every Center Committee meeting to discuss and prepare the agenda.
- Understanding the job of the Chairperson.
- Leading the meeting in the event that the Chairperson cannot attend the meeting.
- Taking over as the Chairperson in the event that he/she resigns.

The **Secretary** is, at a minimum, responsible for the following:

- Taking minutes during the monthly Center Committee meetings.
- Typing up minutes and posting a copy of the minutes in the classroom (e.g. on the Parent Bulletin Board) within three days after the meeting date.
- Making a folder for all of the minutes from previous monthly meetings to be kept in the classroom for parents/guardians to review.

The **Treasurer** is, at a minimum, responsible for the following:

- Keeping accurate records of all the money raised and used by the Center Committee.
- Reporting the month's expenditures and account balance(s), fundraising activities and any other updates every month at the Center Committee Meetings.
- Collecting fundraising monies (if any) from parents/guardians in a timely manner and depositing money into class/center account.

Policy Council Representatives are, at a minimum, responsible for the following:

- Traveling to and attending *approximately two* Policy Council Meetings at various locations (Sacramento, Redding, Reno, for example; travel expenses are paid for by CRIHB, usually by reimbursement after receipts are submitted). **Regular attendance is expected.**
- Participating in all Policy Council teleconference calls.
- Reporting center news at monthly Policy Council meetings.
- Reporting Policy Council updates to the Center Committee at their monthly meetings.
- Posting the Policy Council meeting minutes at the center.
- Approving all program plans and procedures as outlined in the performance standards.

Additional roles and responsibilities of the Policy Council are outlined in the By-Laws.

Center Committee Activities

At a minimum, Center Committees must meet every month. At least one staff member from each class will attend monthly meetings.

Robert's Rules of Order (included in packet) will be used at Center Committee meetings to facilitate the decision-making process.

Meeting minutes (notes on what occurred at the meeting) must be taken by the Secretary at every Center Committee meeting. The minutes must be typed and posted in the classroom within three days after the meeting date.

Center Committees plan various activities throughout the school year. Each individual Center Committee will vote on activities that they would like to plan and carry out for the children and families in their program. Some ideas for activities include:

- Field Trips
- Family Gatherings
- Class Pictures
- Host Classroom Guests (e.g. Firefighter)
- Educational Guest Speakers at Center Committee Meetings
- Fundraisers
- Class Luncheons
- Parent Activities/Outings
- Graduation Celebrations

Although Head Start staff may support the Center Committee in organizing activities, it is primarily the responsibility of the Center Committee itself to plan and carry out those activities that they have committed to accomplishing. And, in the case of fundraisers, the Head Start staff is not responsible for organizing the event or required to participate in the event.

***Please always keep in mind that the Head Start staff members already have many job responsibilities and will be very busy throughout the year. Therefore, the Center Committee must be mostly responsible for their own activities.*

The Center Committee Chairperson must work with the Center Committee to delegate tasks so that the responsibilities are evenly distributed among the group. Such tasks may include making contacts, calling parents/guardians, preparing fliers, setting up, cleaning up, etc.