

SOUTHWEST HEAD START POLICY COUNCIL



SWHRA BOARD MEMBERS



PARENT COMMITTEE OFFICERS



TRAINING MANUAL

NOTES FOR POLICY COUNCIL AND PARENT COMMITTEE OFFICERS

THIS BOOK BELONGS TO:

NAME: _____

SOUTHWEST HUMAN RESOURCE AGENCY HEAD START PROGRAM
P.O. BOX 264; 1527 WHITE AVENUE
HENDERSON, TENNESSEE 38340
(731) 989-5111 OR 1-800-372-6013
Mike Smith, Executive Director
Mike Creasy, Board Chairman
Karen Vinyard, Head Start Director
Susan Presson, Assistant Director
Carrie W. Buck, Family & Community Partnerships/ERSEA Manager

NAME OF THE CENTER MY CHILD ATTENDS:

ADDRESS: _____

TELEPHONE NUMBER: _____

TEACHER: _____

TEACHER ASSISTANT: _____

FOSTER GRANDPARENT (if applicable) _____

FAMILY CASE MANAGER: _____

PARENT COMMITTEE OFFICERS:

NAME

TELEPHONE

PRESIDENT: _____

VICE PRESIDENT: _____

SECRETARY: _____

TREASURER is Family Case Manager: _____

REPORTER: _____

POLICY COUNCIL VOTING DELEGATE: _____

POLICY COUNCIL ALTERNATE: _____

This handbook was developed by Bobbie Keeton. Some of the materials were taken from the "Parent Handbook" by Gryphon House and the Tennessee Jaycees/Jaycettes. Developed April, 2005;
updated June, 2020 by Carrie W. Buck/Family & Community Partnerships/ERSEA Manager

The Southwest HRA Head Start Program operates 25 classrooms located in 11 Head Start Centers in seven (7) West Tennessee counties: Chester, Decatur, Hardeman, Hardin, Haywood, Henderson, and McNairy. The program is funded to serve 425 children and their families of which at least 10% are children with disabilities. The fiscal year operation is from July 1 -- June 30 of each year. The Head Start Centers open in late August and classes close in May.

POLICY COUNCIL CHAIRMAN: _____

POLICY COUNCIL 1ST V. P.: _____

POLICY COUNCIL 2ND V. P.: _____

POLICY COUNCIL SECRETARY: _____

PERSONNEL COMMITTEE MEMBERS:

FINANCE COMMITTEE MEMBERS:

FACP ADVISORY COMMITTEE MEMBERS:

EDUCATION ADVISORY
COMMITTEE MEMBERS:

SCREENING COMMITTEE MEMBERS:

HEALTH/DISABILITIES ADVISORY
COMMITTEE MEMBERS:

TENNESSEE HEAD START ASSOCIATION REPRESENTATIVES:

Head Start Bureau
P O . BOX 1182
Washington, D.C. 20013

Regional Office
Department of Health and Human Services
Administration for Children and Families
Atlanta Federal Center
61 Forsyth Street; Suite 4M60
Atlanta, GA 30303-8909

SOUTHWEST HRA MISSION STATEMENT

The mission of Southwest Human Resource Agency is to meet the needs of families and individuals in our service area by delivering social services and resources. Through effective collaboration with federal, state and community partners, we are dedicated to enhancing quality of life, promoting self-sufficiency, and alleviating the effects of poverty.

SOUTHWEST HRA HEAD START MISSION STATEMENT

To create and support a safe and caring place of success for children, families and staff, meeting and exceeding the national goals of Head Start through parent and community partnerships. The service delivery area includes the following counties: Chester, Decatur, Haywood, Hardin, Hardeman, Henderson, McNairy.

SOUTHWEST HRA HEAD START PROGRAM PHILOSOPHY AND GOALS

Southwest HRA Head Start seeks to provide programming that will enhance children's growth and development in preparation for later academic and social pursuits. We believe the preschool years and the experiences that children have during these years are important to successful development, therefore we make every effort to provide the highest quality program possible. We believe that growth and development are multi-dimensional; therefore we offer the comprehensive services of education, medical, dental, and nutritional health, and social services. We believe that children with disabling conditions both benefit from and contribute to programming for preschool children; therefore we make a special effort to serve and support children with disabling conditions. Finally, we believe that parents are the most important people in children's lives and that the support parents give children as they grow and develop is beneficial and crucial to their future success, therefore we involve parents in all aspects of the program and support them in their roles as parents and provide for their families.

Our goals are:

1. To provide qualified, well-trained staff who will interact with children in ways that will promote their development and understanding of themselves and others and their development of social skills and intellectual growth.
2. To provide a curriculum which encourages children to be actively involved in the learning process through a variety of appropriate activities and materials, and to learn about life, their communities, and the world as they develop skills that will support later academic endeavors and school readiness.
3. To provide an indoor and outdoor physical environment; which fosters optimal growth and development through opportunities for exploration and learning.
4. To protect and enhance the health and safety of children and adults at all times.
5. To promote and assist parents in meeting the needs of their children.
6. To meet the nutritional needs of children and adults in a manner that promotes physical, social, emotional, and cognitive development.
7. To provide training and support to staff so that they can best meet the needs of and promote the physical, social, and cognitive development of children.
8. To involve parents in the program in ways that enhance their abilities to support children's growth and development, and assure that the Head Start Program effectively addresses their own goals for their children.
9. To provide Family Engagement opportunities for families that will assist them to becoming self-sufficient and involved advocates for their children.
10. To provide a transitional process that will allow for a smooth transition of the family into the Head Start program, while offering transitional activities within in the Head Start program and providing activities that will result in a smooth transition into the local school system for the parent and child.
11. To establish community partnerships with other Agencies to provide and enhance services to our Head Start children and families.

HEAD START PERFORMANCE STANDARDS PROGRAM GOVERNANCE 1301

The focus and goal of the Program Governance service area is to ensure that parents are involved in program policy-making and decisions. There are established By-Laws that guide the Parent Committees and Policy Council through their roles and responsibilities.

COVID 19: OUR HEAD START PROGRAM WILL FOLLOW ALL CDC GUIDELINES ON SOCIAL DISTANCING. FOR THE SAFETY OF OUR CHILDREN, PARENTS AND STAFF LARGE GROUP ACTIVITIES AND VOLUNTEERING IN THE CLASSROOMS MAY NOT BE PERMITTED. DOING THE PROGRAM YEAR IF CDC GUIDELINES ON SOCIAL DISTANCING IS LIFTED THEN WE WILL GO BACK TO OUR REGULAR FAMILY ENGAGEMENT ACTIVITIES. WE APPRECIATE YOUR UNDERSTANDING IN THIS MATTER.

Governance Activities:

The Head Start Program involves parents as decision-making partners in a variety of ways:

Parent Committees

Policy Council

Decision-making Committees

Parents also participate in activities such as Self-Assessment, and committees such as Health Advisory, Early Childhood and Development, Family and Community Partnerships, and Training & Technical Assistance which have direct impact on the quality of services provided by the Head Start Program. Within each service area are many other opportunities for shared decision-making, both formal and informal.

Benefits:

When parents are involved in program governance, the benefits are many. Parents, who in many instances have never before had opportunities to be part of decision-making teams, gain leadership skills they can use for the rest of their lives. By participating with the Parent Committee and Policy Council, parents learn various skills, including:

Conducting formal and informal meetings using Parliamentary Procedures

Voting - having their voice heard

Collaborating with other groups

Networking with other parents and professionals

Increased self-esteem

Through active parent engagement in the Head Start Program, parents often times become involved in their community and add a vital perspective to their community resources.

A SPECIAL NOTE FOR PARENTS WHO ARE MEMBERS OF THE POLICY COUNCIL

If you are a member of a Head Start Policy Council, you have two special jobs in addition to helping the Policy Council carry out its responsibilities. When you are attending a meeting of the Policy Council you are representing not only yourself, but also the parents who elected you to represent them. To represent them well, you must know their ideas and feelings on matters which are being considered by the Policy Council and be able to present them. You should also work with other members of the Policy Council to arrive at decisions made by the Policy Council.

For the program to run well it is **necessary for the Policy Council to know what the parents' wishes are** and for all parents in the program to know the decisions of the Policy Council. As a representative to the Policy Council it is your job to see that as much information as possible travels both ways.

Before a meeting of the Policy Council you will want to meet with the parents you are representing and discuss with them ideas on matters which the Policy Council is deciding. **Following the meeting of the Policy Council you will want to report back to your own group** on the decisions which were made.

This is a big job and it is also an important job. With your help it will be possible for all of the parents in the program to have a real voice in deciding what kind of Head Start program theirs will be.

TIPS FOR POLICY COUNCIL MEMBERS

1. Work with all the Parent Committee Officers and members.
2. Attend ALL Parent Committee Meetings so that you will know the wishes of your group.
3. Attend ALL Policy Council meetings.
4. Vote according to the wishes of your group.
5. Report to your Parent Committee what took place (decisions made, etc.) at the Policy Council Meeting.

RESPONSIBILITIES HEAD START POLICY GROUPS HAVE

There are individuals and groups that have different kinds of responsibilities in the area of making policies and carrying out these policies in Head Start programs. Some of the individuals who have responsibilities for making and carrying out policies are:

Grantee Executive Director

Mike Smith

Head Start Director

Karen Vinyard

Some of the groups that have responsibilities for making and carrying out policies are:

Head Start Parent Committee

(ALL parents who have children enrolled in a Head Start Center)

Head Start Policy Council

(Head Start Parents and Interested Citizens)

Head Start Governing Body Advisory Board Committee

(Head Start Policy Council Members, Head Start Management Team, Community Consultants and Grantee Policy Council Members)

Grantee

(Southwest Human Resource Agency)

Board/Policy Council

The Head Start Parent Committee

- Initiate suggestions and ideas for program improvements and receive periodic reports of action taken by the Southwest Head Start Policy Council and Grantee Agency.
- Plan, coordinate and organize activities for parents with the assistance of staff at the Center.
- Assist in communicating with parents and encouraging their participation in the Program.
- Recruit volunteer services from parents, community residents, and community organizations; and mobilize community resources to meet identified needs.
- Assist in recruitment of eligible children for the following Program Year.
- Plan the Parent Activity using the Parent Activity Fund.
- Plan Parent Education Programs for the following months November, February and April Parent Committee Meetings.
- Serve as an intermediary or group that assists or attempts to resolve complaints about Head Start.

The Head Start Policy Council:

Assumes Responsibility for Head Start Program Direction.

Approve and submit to the governing body decisions regarding:

- Activities for parent involvement/engagement
- Program recruitment, selection, and enrollment priorities
- Funding applications/amendments
- Budget planning, including reimbursement and participation in Policy Council activities
- Policy Council bylaws
- Head Start program personnel policies and decisions, including criteria for employment and dismissal of program staff
- Policy Council election procedures
- Recommendations on delegates/service areas

Receive and Use:

- Annual, monthly, and periodic reports

The Governing Body Advisory Board Committee and Grantee Policy Council:

Assumes Legal and Fiscal Responsibility for Head Start and the Safeguarding of Federal Funds.

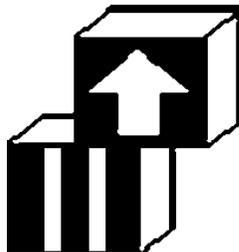
Review and Approve:

- Major policies and procedures, including Self-Assessment, financial audit, and personnel policies
- Progress on implementing the HS grant, including corrective actions
- Major expenditures
- Operating budget
- Selection of auditor
- Actions to correct audit findings

Receive and Use:

- Annual, monthly, and periodic reports

It is very important that each individual and group understands and carries out the responsibilities in order to have a good Head Start program. In the next following pages you will see that some duties and responsibilities are shared between each policy groups.



PERFORMANCE STANDARDS

PROGRAM GOVERNANCE

1301.1 Purpose.

An agency, as defined in part 1305 of this chapter, must establish and maintain a formal structure for program governance that includes a governing body, a policy council at the agency level and policy committee at the delegate level, and a parent committee. Governing bodies have a legal and fiscal responsibility to administer and oversee the agency's Head Start and Early Head Start programs. Policy councils are responsible for the direction of the agency's Head Start and Early Head Start programs.

1301.2 Governing body

(a) *Composition.* The composition of a governing body must be in accordance with the requirements specified at section 642(c)(1)(B) of the Act, except where specific exceptions are authorized in the case of public entities at section 642(c)(1)(D) of the Act. Agencies must ensure members of the governing body do not have a conflict of interest, pursuant to section 642(c)(1)(C) of the Act.

(b) *Duties and responsibilities.*

(1) The governing body is responsible for activities specified at section 642(c)(1)(E) of the Act.

(2) The governing body must use ongoing monitoring results, data on school readiness goals, other information described in §1302.102, and information described at section 642(d)(2) of the Act to conduct its responsibilities.

(c) *Advisory committees.*

(1) A governing body may establish advisory committees as it deems necessary for effective governance and improvement of the program.

(2) If a governing body establishes an advisory committee to oversee key responsibilities related to program governance, it must:

(i) Establish the structure, communication, and oversight in such a way that the governing body continues to maintain its legal and fiscal responsibility for the Head Start agency; and,

(ii) Notify the responsible HHS official of its intent to establish such an advisory committee.

1301.3 Policy council and policy committee

(a) *Establishing policy councils and policy committees.* Each agency must establish and maintain a policy council responsible for the direction of the Head Start program at the agency level, and a policy committee at the delegate level. If an agency delegates operational responsibility for the entire Head Start or Early Head Start program to one delegate agency, the policy council and policy committee may be the same body.

(b) *Composition.* (1) A program must establish a policy council in accordance with section 642(c)(2)(B) of the Act, or a policy committee at the delegate level in accordance with section 642(c)(3) of the Act, as early in the program year as possible. Parents of children currently enrolled in each program option must be proportionately represented on the policy council and on the policy committee at the delegate level.

(2) The program must ensure members of the policy council, and of the policy committee at the delegate level, do not have a conflict of interest pursuant to sections 642(c)(2)(C) and 642(c)(3)(B) of the Act. Staff may not serve on the policy council or policy committee at the delegate level except parents who occasionally substitute as staff. In the case of tribal grantees,

this exclusion applies only to tribal staff who work in areas directly related to or which directly impact administrative, fiscal, or programmatic issues.

(c) ***Duties and responsibilities.*** (1) A policy council is responsible for activities specified at section 642(c)(2)(D) of the Act. A policy committee must approve and submit to the delegate agency its decisions in each of the following areas referenced at section 642(c)(2)(D)(i) through (vii) of the Act.

(2) A policy council, and a policy committee at the delegate level, must use ongoing monitoring results, data on school readiness goals, other information described in §1302.102, and information described in section 642(d)(2) of the Act to conduct its responsibilities.

(d) ***Term.*** (1) A member will serve for one year.

(2) If the member intends to serve for another year, s/he must stand for re-election.

(3) The policy council, and policy committee at the delegate level, must include in its bylaws how many one-year terms, not to exceed five terms, a person may serve.

(4) A program must seat a successor policy council, or policy committee at the delegate level, before an existing policy council, or policy committee at the delegate level, may be dissolved.

(e) ***Reimbursement.*** A program must enable low-income members to participate fully in their policy council or policy committee responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the low-income members.

1301.4 Parent committees

(a) ***Establishing parent committees.*** A program must establish a parent committee comprised exclusively of parents of currently enrolled children as early in the program year as possible. This committee must be established at the center level for center-based programs and at the local program level for other program options. When a program operates more than one option, parents may choose to have a separate committee for each option or combine membership. A program must ensure that parents of currently enrolled children understand the process for elections to the policy council or policy committee and other leadership opportunities.

(b) ***Requirements of parent committees.*** Within the parent committee structure, a program may determine the best methods to engage families using strategies that are most effective in their community, as long as the program ensures the parent committee carries out the following minimum responsibilities:

(1) Advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families;

(2) Have a process for communication with the policy council and policy committee; and

(3) Within the guidelines established by the governing body, policy council or policy committee, participate in the recruitment and screening of Early Head Start and Head Start employees.

1301.5 Training

An agency must provide appropriate training and technical assistance or orientation to the governing body, any advisory committee members, and the policy council, including training on program performance standards and training indicated in §1302.12(m) to ensure the members understand the information they receive and can effectively oversee and participate in the programs in the Head Start agency.

1301.6 Impasse procedures

(a) To facilitate meaningful consultation and collaboration about decisions of the governing body and the policy council, each agency's governing body and policy council jointly must establish written procedures for resolving internal disputes between the governing board and policy council in a timely manner that include impasse procedures. These procedures must:

(1) Demonstrate that the governing body considers proposed decisions from the policy council and that the policy council considers proposed decisions from the governing body;

(2) If there is a disagreement, require the governing body and the policy council to notify the other in writing why it does not accept a decision; and,

(3) Describe a decision-making process and a timeline to resolve disputes and reach decisions that are not arbitrary, capricious, or illegal.

(b) If the agency's decision-making process does not result in a resolution and an impasse continues, the governing body and policy council must select a mutually agreeable third party mediator and participate in a formal process of mediation that leads to a resolution of the dispute.

(c) For all programs except American Indian and Alaska Native programs, if no resolution is reached with a mediator, the governing body and policy council must select a mutually agreeable arbitrator whose decision is final.

HIGHLIGHTS OF PARENTS SERVING ON HEAD START POLICY GROUPS

1. Gives parents the opportunities to be part of a decision-making team and gain leadership skills they can use for the rest of their lives.
2. Parents serve on the Governing Body Advisory Board Committee will have the opportunity to have a voice and serve with Community Judges, and other Professionals in carrying out the duties of overseeing the legal and fiscal administration of the program.
3. At least 51% of the Policy Council membership must be comprised of current Head Start parents.
4. Specific roles and responsibilities of parent decision-making groups are defined in respective By-Law documents.
5. The Policy Council approves and endorses any application submitted to the federal government to formally request funding.
6. Parents have opportunities to participate in program governance using Parliamentary Procedure by attending Parent Committee meetings or participating on the Policy Council.
7. Each site Parent Committee elects Community and Parent Representatives as well as an Alternate to serve on Policy Council.
8. A Chairperson, Co-Chairperson, and Secretary are elected by the Policy Council Committee membership to conduct monthly meetings.
9. Parents participate with the management team and other community members to conduct the annual self-assessment activity, which is a critical process for the program to monitor effectiveness and compliance.

GOVERNING BODY AND POLICY COUNCIL RESPONSIBILITIES AS STATED IN THE HEAD START ACT 2007

642(c)(1)

(c) Program Governance- Upon receiving designation as a Head Start agency, the agency shall establish and maintain a formal structure for program governance, for the oversight of quality services for Head Start children and families and for making decisions related to program design and implementation. Such structure shall include the following:

(1) **GOVERNING BODY:**

(A) IN GENERAL- The governing body shall have legal and fiscal responsibility for the Head Start agency.

(B) COMPOSITION- The governing body shall be composed as follows:

(i) Not less than 1 member shall have a background and expertise in fiscal management or accounting.

(ii) Not less than 1 member shall have a background and expertise in early childhood education and development.

(iii) Not less than 1 member shall be a licensed attorney familiar with issues that come before the governing body.

(iv) Additional members shall--

(I) reflect the community to be served and include parents of children who are currently, or were formerly, enrolled in Head Start programs; and

(II) are selected for their expertise in education, business administration, or community affairs.

(v) Exceptions shall be made to the requirements of clauses (i) through (iv) for members of a governing body when those members oversee a public entity and are selected to their positions with the public entity by public election or political appointment.

(vi) If a person described in clause (i), (ii), or (iii) is not available to serve as a member of the governing body, the governing body shall use a consultant, or an other individual with relevant expertise, with the qualifications described in that clause, who shall work directly with the governing body.

(C) CONFLICT OF INTEREST- Members of the governing body shall--

(i) not have a financial conflict of interest with the Head Start agency (including any delegate agency);

(ii) not receive compensation for serving on the governing body or for providing services to the Head Start agency;

(iii) not be employed, nor shall members of their immediate family be employed, by the Head Start agency (including any delegate agency); and

(iv) operate as an entity independent of staff employed by the Head Start agency.

(D) EXCEPTION- If an individual holds a position as a result of public election or political appointment, and such position carries with it a concurrent appointment to serve as a member of a Head Start agency governing body, and such individual has any conflict of interest described in clause (ii) or (iii) of subparagraph (C)--

(i) such individual shall not be prohibited from serving on such body and the Head Start agency shall report such conflict to the Secretary; and (ii) if the position held as a result of public

election or political appointment provides compensation, such individual shall not be prohibited from receiving such compensation.

(E) **RESPONSIBILITIES**- The governing body shall—

(i) have legal and fiscal responsibility for administering and overseeing programs under this subchapter, including the safeguarding of Federal funds;

(ii) adopt practices that assure active, independent, and informed governance of the Head Start agency, including practices consistent with subsection (d)(1), and fully participate in the development, planning, and evaluation of the Head Start programs involved;

(iii) be responsible for ensuring compliance with Federal laws (including regulations) and applicable State, tribal, and local laws (including regulations); and

(iv) be responsible for other activities, including--

(I) selecting delegate agencies and the service areas for such agencies;

(II) establishing procedures and criteria for recruitment, selection, and enrollment of children;

(III) reviewing all applications for funding and amendments to applications for funding for programs under this subchapter;

(IV) establishing procedures and guidelines for accessing and collecting information described in subsection (d)(2);

(V) reviewing and approving all major policies of the agency, including--

(aa) the annual self-assessment and financial audit;

(bb) such agency's progress in carrying out the programmatic and fiscal provisions in such agency's grant application, including implementation of corrective actions; and

(cc) personnel policies of such agencies regarding the hiring, evaluation, termination, and compensation of agency employees;

(VI) developing procedures for how members of the policy council are selected, consistent with paragraph (2)(B);

(VII) approving financial management, accounting, and reporting policies, and compliance with laws and regulations related to financial statements, including the--

(aa) approval of all major financial expenditures of the agency;

(bb) annual approval of the operating budget of the agency;

(cc) selection (except when a financial auditor is assigned by the State under State law or is assigned under local law) of independent financial auditors who shall report all critical accounting policies and practices to the governing body; and

(dd) monitoring of the agency's actions to correct any audit findings and of other action necessary to comply with applicable laws (including regulations) governing financial statement and accounting practices;

(VIII) reviewing results from monitoring conducted under section 641A(c), including appropriate followup activities;

(IX) approving personnel policies and procedures, including policies and procedures regarding the hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position with the agency;

(X) establishing, adopting, and periodically updating written standards of conduct that establish standards and formal procedures for disclosing, addressing, and resolving—

(aa) any conflict of interest, and any appearance of a conflict of interest, by members of the governing body, officers and employees of the Head Start agency, and consultants and agents who provide services or furnish goods to the Head Start agency; and

(bb) complaints, including investigations, when appropriate; and

(XI) to the extent practicable and appropriate, at the discretion of the governing body, establishing advisory committees to oversee key responsibilities related to program governance and improvement of the Head Start program involved.

(2) **POLICY COUNCIL**:

(A) **IN GENERAL**- Consistent with paragraph (1)(E), each Head Start agency shall have a policy council responsible for the direction of the Head Start program, including program design and operation, and long- and short-term planning goals and objectives, taking into account the annual communitywide strategic planning and needs assessment and self-assessment.

(B) **COMPOSITION AND SELECTION**-

(i) The policy council shall be elected by the parents of children who are currently enrolled in the Head Start program of the Head Start agency.

(ii) The policy council shall be composed of--

(I) parents of children who are currently enrolled in the Head Start program of the Head Start agency (including any delegate agency), who shall constitute a majority of the members of the policy council; and

(II) members at large of the community served by the Head Start agency (including any delegate agency), who may include parents of children who were formerly enrolled in the Head Start program of the agency.

(C) **CONFLICT OF INTEREST**- Members of the policy council shall-

(i) not have a conflict of interest with the Head Start agency (including any delegate agency); and

(ii) not receive compensation for serving on the policy council or for providing services to the Head Start agency.

(D) **RESPONSIBILITIES**- The policy council shall approve and submit to the governing body decisions about each of the following activities:

(i) Activities to support the active involvement of parents in supporting program operations, including policies to ensure that the Head Start agency is responsive to community and parent needs.

(ii) Program recruitment, selection, and enrollment priorities.

(iii) Applications for funding and amendments to applications for funding for programs under this subchapter, prior to submission of applications described in this clause.

(iv) Budget planning for program expenditures, including policies for reimbursement and participation in policy council activities.

(v) Bylaws for the operation of the policy council.

(vi) Program personnel policies and decisions regarding the employment of program staff, consistent with paragraph (1)(E)(iv)(IX), including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff.

(vii) Developing procedures for how members of the policy council of the Head Start agency will be elected.

(viii) Recommendations on the selection of delegate agencies and the service areas for such agencies.

(3) **POLICY COMMITTEES**- Each delegate agency shall create a policy committee, which shall-

(A) be elected and composed of members, consistent with paragraph (2)(B) (with respect to delegate agencies);

(B) follow procedures to prohibit conflict of interest, consistent with clauses (i) and (ii) of paragraph (2)(C) (with respect to delegate agencies); and

(C) be responsible for approval and submission of decisions about activities as they relate to the delegate agency, consistent with paragraph (2)(D) (with respect to delegate agencies).

(d) **Program Governance Administration**-

(1) **IMPASSE POLICIES**- The Secretary shall develop policies, procedures, and guidance for Head Start agencies concerning--

(A) the resolution of internal disputes, including any impasse in the governance of Head Start programs; and

(B) the facilitation of meaningful consultation and collaboration about decisions of the governing body and policy council.

(2) **CONDUCT OF RESPONSIBILITIES**- Each Head Start agency shall ensure the sharing of accurate and regular information for use by the governing body and the policy council, about program planning, policies, and Head Start agency operations, including--

(A) monthly financial statements, including credit card expenditures;

(B) monthly program information summaries;

(C) program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;

(D) monthly reports of meals and snacks provided through programs of the Department of Agriculture;

(E) the financial audit;

(F) the annual self-assessment, including any findings related to such assessment;

(G) the communitywide strategic planning and needs assessment of the Head Start agency, including any applicable updates;

(H) communication and guidance from the Secretary; and

(I) the program information reports.

(3) **TRAINING AND TECHNICAL ASSISTANCE**- Appropriate training and technical assistance shall be provided to the members of the governing body and the policy council to ensure that the members understand the information the members receive and can effectively oversee and participate in the programs of the Head Start agency.

HEAD START PERFORMANCE STANDARDS

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1302.90 Personnel policies.

1302.91 Staff qualification and competency requirements.

1302.92 Training and professional development.

1302.93 Staff health and wellness.

1302.94 Volunteers.

Subpart J—Program Management and Quality Improvement

1302.100 Purpose.

1302.101 Management system.

1302.102 Achieving program goals.

1302.103 Implementation of program performance standards.

FOR FURTHER DESCRIPTION OF EACH OF THESE SUBPARTS YOU CAN FIND ON:
THE OFFICE OF HEAD START WEBSITE: “ECLKC”

TIPS ON POLICY MEETINGS



Policy group meetings are public meetings and because of this people often attend the meeting who are not members of the policy group. Some tips which often help policy groups accomplish their objectives are:

- Members arrive on time or even earlier than the meeting is scheduled.
- All members should sit together, around a table if possible, separate from other people who are attending the meeting.
- Only members should participate in the discussions taking place during the meeting. Other people at the meeting should not contribute to the discussion unless they are asked by the policy group to do so.
- Some time, either during the policy group meeting or before or after it, should be set aside for the policy group to hear from other people who have come to the meeting.
- Good records (minutes) should be kept of the actions taken by the policy group at every meeting. Each member of the policy group should receive copies of the minutes before the next meeting is held.

LEADERS ARE.....

PARENT COMMITTEE OFFICERS AND POLICY COUNCIL MEMBERS

CONGRATULATIONS.....AND THANK YOU.....on becoming a leader in your Parent Committee. The position you have been elected to and agreed to assume this year is a very important one. There are many depending upon you to fulfill this responsibility -- the Head Start Parents of your Parent Committee who elected you, and the entire Head Start Staff. Head Start cannot survive without Parent Involvement. Just remember, you have LOTS of support from the Head Start Staff as well as the other Head Start Parents.

Leadership is one of the major functional divisions found in all groups. In interaction with your environment (people and things), there are different kinds of and/or demands for leadership in the various and specific situations in which you may find yourself. During one of more of the situations, you have been, (AND OF COURSE YOU ARE NOW), or will be, a leader.

As a leader, you exert more influence within a group than anyone else exerts at a particular time. Situations vary, so leadership must vary also. There is no one individual who operates best in all situations or all groups. There is also no magic leadership formula. In other words, there really is no one best way to be a leader.

Leadership is normally passed around from one person to another several times in consideration of only one issue. Whoever has the floor is, at least, the informal, if not the formal leader of the moment. In other words, leadership is not an "all-or-none" matter. On the contrary, each member is to some extent, a leader as he or she exerts some influence upon the members of a group.

What are some of the more important jobs or functions a leader has to perform? The overall function of leadership is to knit individuals into a cooperative, functioning group. This task is necessary because no two members think alike, have exactly the same wishes or ideas.

The second overall function of leadership is to help the group. Adequate leadership must help groups in the following ways:

1. Define and interpret the purposes for which they are meeting.
2. Clarify the responsibilities of the various officers, committees and individual members to aid the program planning.
3. Help groups find alternative methods of reaching goals.

In addition, leadership must help groups keep within their defined purposes and goals, and continue to be active throughout the year.

Each Officer and Policy Council Member is an important part of the Southwest Head Start Program. It will take everyone (parents and staff) working together to have a successful Head Start Program. I hope this booklet will be helpful to you as you fulfill the responsibilities of your position. Always remember, help is only a phone call away!

HOW TO CONDUCT PARENT COMMITTEE MEETINGS

The principal purpose of the leader of the meeting is to create an enjoyable atmosphere for those in attendance, so that the ultimate goal can be accomplished. This takes proper organization on the part of the President -- proper organization of both the facilities and the program.

THE AGENDA. No meeting should be held without a formal agenda. If it is possible, a copy of the agenda should be available for everyone in attendance. The agendas provided for you have an original and four copies. The white copy is to be sent to the Family Engagement Assistant Manager, the yellow copy is to be filed in the Center Box, the pink copy goes to the Secretary, and the President keeps the goldenrod copy for his/her record. The agenda has a place in all meetings, no matter how large or small.

PREPARE. Make certain you define your objectives in your own mind for the meeting. Gear your agenda to accomplish these objectives. Be prepared to have a good meeting -- and you will. Use a checklist before the meeting. List the objectives in order of importance, then call key individuals who will be attending the meeting in advance. Discuss your objectives with them and sell them on why it's important that these objectives are approved. Get their ideas. If they give you a feeling that they are strongly opposed to your ideas or they sense others will be, you may wish to postpone the action or re-evaluate your position or modify it until the next meeting. This will give you time to sell the idea.

PREPARE. Prior to the meeting, make certain that you are prepared to lead it. Have you rounded up all the background on those items on the agenda? Do people with reports listed on the agenda know before the meeting that they will be asked to report? Will you need copies of materials, in addition to the agenda, to help you tell the story? Will you need some particular individual on hand to give a report? Better call him/her to make sure he/she'll be there.

PREPARE. Most Head Start Parent Committee Meetings are held in the Head Start Classrooms, and there isn't a lot you can do to alter the facility to enhance the meeting. It is important to do everything you can to make certain that all arrangements have been made for the comfort of those in attendance, and especially that special guests and speakers' needs are taken care of. Assign someone to stay with guests to relieve you of this duty.



Research your material in advance of the meeting and you'll be in an excellent position to go through the meeting in a quick and orderly fashion. If you want to get an idea across or just to boost the morale of the group, a little showmanship always helps. If you wish to liven up the group meeting, try the following:

1. Hang signs with a theme for the meeting.
2. Have name badges for all members.
3. Have an official greeter at the door at every meeting.
4. Have a door prize.
5. Play games, riddles, eye-teasers, etc.
6. ADD YOUR OWN IDEAS TO THESE.

Keeping a meeting in control, no matter how large or small, is relatively simple if you keep two things in mind: KEEP COOL AND IMPARTIAL. The president must be the recognized authority and must remain firm in retaining that authority. The president or chairman of any business meeting must be impartial and diplomatic; he/she should not take sides. If he/she feels he/she must make a comment about the particular issue, he/she should temporarily turn the "chair" over to someone else -- like the Vice-President.

Every idea that is presented should be treated as if it has some merit or could have merit no matter how it might first appear. Discuss every idea -- never leave it hanging in the air. If a "screwball" idea is presented, refer it to a committee or table it for later study, but take some action.

Be diplomatic! The president should never lose his/her temper. If someone is out of order, be firm, but polite. If someone interrupts, you can politely say, "Ms. ____ has the floor; but we will get to you in a short time." Remember that Robert's Rules of Order provide a democratic method to run an orderly meeting and the president should be familiar with it; or he/she should appoint a parliamentarian who is familiar with it.

POWER OF PRESIDING OFFICER AT A MEETING:

The presiding officer at a meeting has the following authority:

1. He/she may decide in what order speakers may be recognized.
2. He/she may refuse to recognize members offering absurd or frivolous motions intended to obstruct business.
3. He/she may restrain speakers within the limits of the rules.
4. He/she may enforce good decorum.
5. He/she may appoint committees.
6. He/she may decide point of order.
7. He/she may vote in cases where his vote would change the results, i.e., to make or break a tie.
8. He should avoid influencing a vote, by his own comment, on a motion under consideration.

Actions of the presiding officer are subject to appeal, of course.

AGENDA

_____ HEAD START PARENT COMMITTEE DATE _____
COVID 19: Virtual meeting ___ **Phone conference meeting** ___ **OTHER** _____

FCM: MAKE SURE THE PARENTS HAVE A COPY OF AN AGENDA AND HANDOUTS.

Call to order

1. Invocation or Devotion
2. Pledge to the Flag

PROGRAM: _____

PRESENTED BY: _____

3. Minutes of last meeting
4. Reports:
 - A. Policy Council Representatives
 - B.
5. Correspondence
 - A.
 - B.
6. Old Business
 - A.
 - B.
 - C.
7. New Business
 - A.
 - B.
 - C.
8. Announcements
 - A.
 - B.
 - C.
9. Teaching staff school readiness overview or activity
10. ReadyRosie overview: Number enrolled in attendance ____; not enrolled ____ (FCM sign families up)
11. Resource Library overview: (FCM have 2 people to check out a resource) have copy of list.
Parent's names: _____
12. Adjourn

FCM: email or bring in copy too the FEAM, place a copy in Center Box give copy to the Secretary and President

Revised 2021

EXAMPLE
AGENDA

Anywhere County HEAD START PARENT COMMITTEE Date **9-14-21**

COVID 19: Virtual meeting Phone conference meeting OTHER

FCM: MAKE SURE THE PARENTS HAVE A COPY OF AN AGENDA AND HANDOUTS.

Call to order

1. Invocation or Devotion
2. Pledge to the Flag

PROGRAM: School Readiness

PRESENTED BY: Jacqueline Herron

3. Minutes of last meeting
4. Reports:
 - A. **Policy Council Representatives Sandy Jones**
 - B.
5. Correspondence
 - A. **Letter from Central Office**
 - B.
6. Old Business
 - A. **Refreshment Committee formed**
 - B.
 - C.
7. New Business
 - A. **Change November meeting due to upcoming holiday**
 - B.
 - C.
8. Announcements
 - A. **Parent Day Friday 17, 2021**
 - B.
 - C.
9. Teaching staff school readiness overview or activity
Teaching Children about the signs of Fall
10. ReadyRosie overview: Number enrolled in attendance____; not enrolled____ (FCM sign families up)
11. Resource Library overview: (FCM have 2 people to check out a resource) have copy of list.
Parent's names:_____
12. Adjourn:

FCM: email or bring in copy too the FEAM, place a copy in Center Box give copy to the Secretary and President

TIPS FOR HAVING BETTER MEETINGS



YOU KNOW YOU ARE HAVING GOOD MEETINGS WHEN:

- The groups goals are advanced.
- Attendance is regular.
- The interests of individual members are furthered.
- Common values and good feelings for one another are developed.

WHAT OFFICERS CAN DO TO IMPROVE THE MEETING

- Start on time.
- End on time.
- Plan the meeting.
- Keep the meeting moving. After a brief discussion the chairperson should ask for a motion.
- Check with the membership. Ask from time to time whether they want to change the Meeting time, date or place.

WHAT MEMBERS CAN DO TO IMPROVE THE MEETINGS

- Know the rules of the meetings.
- Debate the issues, not the persons who present them.
- Address the chairperson and get recognition before talking.
- Ask for information if you are in doubt.
- Speak up if you have something to say on an issue.
- Assume your share of responsibility for action decided upon by the group.

PRESIDENT'S TO DO LIST

1. **Be prepared for the Parent Committee Meetings**

- A. Develop an AGENDA for each meeting
 - 1) Make copy for officers and members if possible
 - 2) Send copy to the FCM (turn in at the end of the month) TO FEAM
 - 3) Copy in the Center Box
 - 4) Copy to Secretary

- B. Use Committees to get the job done
 - 1) Appoint committees
 - a. Standing Committees such as Telephone, Refreshment, etc. should be established at the November meeting
 - b. Other committees to work on specific projects such as Family Fun Night-Celebrating Dads
 - c. Appoint a chairman for each committee
 - 2) Check with all Committee Chairman prior to each meeting
 - 3) Ask for reports from Committees at each meeting

- C. Minutes of previous meeting must be read and approved

2. **Parent Activity Fund --- \$7.00 per child in the center**

- A. Start discussing at October meeting

- B. PLANS must be completed by the end of February. DO NOT WAIT TOO LATE FOR THE DATE OF THE PARENT ACTIVITY

3. **Keep in touch with all officers --- especially the VICE PRESIDENT**

4. **DELEGATE**

5. **FOLLOW UP**

VICE PRESIDENT TO DO LIST

1. Keep in touch with the President at all times
2. Be prepared to conduct meetings in absence of President
3. Work with your Family Case Manager to plan the Education Program for parents at each monthly Parent Committee Meeting
 - A. Parent Education Plan
 - B. Parent Involvement Questionnaire
 - C. T/TA Plan

SECRETARY TO DO LIST

1. Keep in touch with President and all other officers
2. Write minutes of each meeting in permanent record book
3. Be prepared to read minutes at each meeting
4. Prepare Secretary's Report Form
 - A. Fill out as soon as possible after the meeting
 - B. Copy to the FCM (turn in at the end of the month) TO FEAM
 - C. Copy in the Center Box
 - D. Copy to Secretary Keep copy in your notebook for future references

NEWSLETTER REPORTER TO DO LIST

1. Keep in touch with President and all other officers
2. Inquire at meetings about the news items of interest in Head Start families
3. Ask teachers for news items
4. Call parents on phone to get news
5. Send or email articles to the Central Office by the deadlines listed in the calendar. If emailed send to gloria.holiday@swbrahs.org.

SOUTHWEST HRA HEAD START PARENT COMMITTEE SECRETARY REPORT

CENTER: _____ DATE: _____ TIME START: _____ TIME END _____

TYPE MEETING: _____ REGULAR _____ CALLED _____ PARENT ACTIVITY

COVID 19: Virtual meeting _____ Phone conference meeting _____ OTHER _____

PARENTS/GUARDIANS PRESENT: _____ (quorum: three must be present/one of them must be an officer to conduct business. If quorum not met you can only discuss business. No motions or voting.)

EDUCATION PROGRAM: _____ PRESENTED BY: _____

PRESIDING OFFICER: _____ PRESIDENT _____ VICE PRESIDENT _____ OTHER _____

OLD BUSINESS REPORTS:

OLD BUSINESS MOTIONS:

1. Approve minutes of previous meeting. MOTION MADE BY: _____

SECONDED BY: _____ PASSED _____ FAILED _____

2. _____

MOTION MADE BY: _____ SECONDED BY: _____

_____ MOTION PASSED _____ MOTION FAILED

NEW BUSINESS MOTIONS:

1. _____

MOTION MADE BY: _____ SECONDED BY: _____

_____ MOTION PASSED _____ MOTION FAILED

2. _____

MOTION MADE BY: _____ SECONDED BY: _____

_____ MOTION PASSED _____ MOTION FAILED

3. _____

MOTION MADE BY: _____ SECONDED BY: _____

_____ MOTION PASSED _____ MOTION FAILED

(NEW BUSINESS DISCUSSED, BUT NOT VOTED ON (TABLED TILL NEXT MEETING):

ANNOUNCEMENTS: _____

DATE PLANNED FOR PARENT ACTIVITY: _____ ALTERNATE DATE: _____

SIGNATURE: _____

(signature must be elected SECRETARY or PARENT designated ACTING SECRETARY – **not staff**)

FCM: email or bring in copy too the FEAM, place a copy in Center Box give copy to the Secretary and President

SAMPLE

SOUTHWEST HRA HEAD START PARENT COMMITTEE SECRETARY REPORT

CENTER: Anywhere Co. DATE: 9-14-21 TIME START: 6:30pm TIME
END 8:00pm

TYPE MEETING: REGULAR CALLED PARENT ACTIVITY

COVID 19: Virtual meeting Phone conference meeting Other _____

PARENTS/GUARDIANS PRESENT: 10 (three must be present – quorum– to conduct business)

EDUCATION PROGRAM: School Readiness PRESENTED BY: Irene Hudson

PRESIDING OFFICER: PRESIDENT VICE PRESIDENT OTHER _____

OLD BUSINESS REPORTS:

Refreshments will be provided by parents. The committee members are Jane Jones, Jack Bills, and Joy Bell.

OLD BUSINESS MOTIONS:

1. Approve minutes of previous meeting. MOTION MADE BY: Billy Green
SECONDED BY: Sally Hart PASSED FAILED

2. _____
MOTION MADE BY: _____ SECONDED BY: _____
 MOTION PASSED MOTION FAILED

NEW BUSINESS MOTIONS:

1. Change November meeting to the 4th. Thursday.
MOTION MADE BY: Amy Jones SECONDED BY: Jim Scott
 MOTION PASSED MOTION FAILED

2. _____
MOTION MADE BY: _____ SECONDED BY: _____
 MOTION PASSED MOTION FAILED

3. _____
MOTION MADE BY: _____ SECONDED BY: _____
 MOTION PASSED MOTION FAILED

NEW BUSINESS DISCUSSED, BUT NOT VOTED ON (TABLED TILL NEXT MEETING):

1. Parent Activity. 2. Presenter for a presentation.

ANNOUNCEMENTS: Parent Day will be October 15

DATE PLANNED FOR PARENT ACTIVITY: N/A ALTERNATE DATE: N/A

SIGNATURE: _____

(signature must be elected SECRETARY or PARENT designated ACTING SECRETARY – **not staff**)

FCM: email or bring in copy too the FEAM, place a copy in Center Box give copy to the Secretary and President

GUIDE TO WRITING BETTER MINUTES



1. Keep the minutes in a permanent book.
2. Leave enough space on sides and between lines for corrections.
3. Always include: the name of the group, whether it is a regular or special meeting, the time, date, and place of the meeting, the name of the presiding officer, and the name of the secretary. If it is a small group, the names of those present.
4. Record all business briefly and without personal comment.
5. Record motions in full and include:
 - A. The name of the maker of the motion.
 - B. The motion itself.
 - C. The action taken.
6. Do include all defeated motions.
7. Do not include everything that is said.
8. Write the minutes soon after the meeting.
9. Read Minutes from the permanent copy, read slowly and clearly enough for people to listen.

SOUTHWEST HEAD START
PARENT COMMITTEE MEETING/TRAINING ATTENDANCE FORM

CENTER: _____

DATE: _____ TIME: start _____ end _____

REGULAR MEETING: _____ OTHER: _____
(check if yes) (other: training, called, Parent Activity, etc.)

EDUCATIONAL TOPIC: _____

No. attended: parents: _____ staff _____ guest _____ (for office use only)

COVID 19: Virtual meeting _____ Phone conference meeting _____ OTHER _____

FCM: YOU MUST HAVE A HANDOUT. FCM YOU WILL NEED TO WRITE IN ALL PARENTS AND STAFF IN ATTENDANCE.

I do verify by my signature that I attended the meeting/training listed above.

SIGNATURES:

CHECK ONE:

- | | | | |
|-----------|--------------|-------------|-------------|
| 1. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 2. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 3. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 4. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 5. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 6. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 7. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 8. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 9. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 10. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 11. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 12. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 13. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 14. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 15. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 16. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 17. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 18. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 19. _____ | PARENT _____ | STAFF _____ | GUEST _____ |
| 20. _____ | PARENT _____ | STAFF _____ | GUEST _____ |

FCM: email or bring in copy too the FEAM, place a copy in Center Box give copy to the Secretary and President

SOUTHWEST HRA HEAD START
OFFICER INFORMATION AND NEEDS ASSESSMENT

COVID 19: Due to the COVID 19 CDC guidelines our program may have meetings that may be presented by virtual, phone conference or other means of social distancing contacts.

CENTER: _____

OFFICE: (CHECK WHATEVER APPLIES)

____ PRESIDENT ____ VICE PRESIDENT ____ SECRETARY

____ REPORTER ____ INTERESTED CITIZEN

____ POLICY COUNCIL VOTING DELEGATE ____ P.C. ALTERNATE

NAME: _____

MAILING ADDRESS: _____

HOME PHONE NUMBER: _____

If you do not have a phone at your home, please list a phone number where you can be reached -- someone who can and will get a message to you. Please list the name of the person whose phone you have listed and their relationship to you.

WORK PHONE NUMBER: _____

BIRTHDATE: _____

OFFICER NEEDS ASSESSMENT CHECK LIST (check as many as you wish)

____ I would like to learn more about the Head Start Program.

____ I need training concerning the duties of my office, and plan to attend the Officer Training Session that has been scheduled.

____ I would like to have an intensive Parliamentary Procedure Program here at our Parent Committee Meeting -- I need lots of help on how to conduct and participate in a meeting.

Other comments: _____

FCM fill out and send copy to Family Engagement Assistant Manager

Rev. 2020

SOUTHWEST HRA HEAD START PARENT ACTIVITY APPROVAL FORM

CENTER NAME: _____

DATE PLANNED FOR PARENT ACTIVITY: _____ ALTERNATE DATE: _____

PARENT ACTIVITY FUND: _____ CHILDREN X \$7.00 = \$ _____

PARENT ACTIVITY PLANS:

EDUCATIONAL PROGRAM FOR PARENTS:

PROPOSED EXPENDITURES/MAKE CHECK(S) PAYABLE TO:

Name/address/phone	Amount	Check only one
		<input type="checkbox"/> Charge <input type="checkbox"/> Pre-pay <input type="checkbox"/> Reimburse
Name/address/phone	Amount	Check only one
		<input type="checkbox"/> Charge <input type="checkbox"/> Pre-pay <input type="checkbox"/> Reimburse
Name/address/phone	Amount	Check only one
		<input type="checkbox"/> Charge <input type="checkbox"/> Pre-pay <input type="checkbox"/> Reimburse

FAMILY CASE MANAGER SIGNATURE ON LINE BELOW:

PARENT COMMITTEE PRESIDENT/OTHER OFFICER SIGNATURE ON LINE BELOW:

___ APPROVED; ___ DISAPPROVED; DATE: _____; SUGGESTIONS/COMMENTS:

HEAD START ASSISTANT DIRECTOR:

SOUTHWEST HRA HEAD START
 PARENT ENGAGEMENT/PARENT COMMITTEE MEETING REPORT
 (to be completed by Family Case Manager and/or other staff attending meetings)

CENTER: _____ DATE: _____

TIME: Start _____ End _____ TYPE MEETING: _____

(Regular, called, Parent Activity, etc.)

COVID 19: Virtual meeting _____ **Phone conference meeting** _____ **OTHER** _____

FCM: YOU MUST HAVE A HANDOUT.

PARENT EDUCATION PROGRAM TOPIC: _____

PRESENTED BY: _____

(name and title)

ATTACH HANDOUTS GIVEN TO PARENTS. IF NONE GIVEN OUT, PLEASE VERIFY: _____

NUMBER OF STAFF PRESENT: _____ NUMBER OF PARENTS PRESENT: _____

LIST NAMES OF STAFF PRESENT:

CHECK OFFICERS PRESENT:

_____PRESIDENT
 _____VICE PRESIDENT
 _____SECRETARY
 _____REPORTER
 _____POLICY COUNCIL VOTING DELEGATE
 _____POLICY COUNCIL ALTERNATE

Business Meeting (Check YES or NO)

- | | | |
|-----|----|--|
| YES | NO | President used Agenda (attach) |
| YES | NO | Secretary read minutes |
| YES | NO | Policy Council representatives gave report
(this would not apply every month) |
| YES | NO | Meeting was orderly (only one speaker at a time/each person given
opportunity to speak/only one subject on floor at a time and that subject
acted upon before going on to another subject) |
| YES | NO | Motions were made/seconded and properly voted on for decisions |
| YES | NO | New ideas considered |
| YES | NO | Head Start Staff served as <u>RESOURCES ONLY</u> |
| YES | NO | New officers elected (if YES, attach address form) |
| YES | NO | Teaching staff school readiness overview or activity |
| YES | NO | ReadyRosie overview |
| YES | NO | Presentation by a Community Speaker-not staff
(Community Speaker filled out In-Kind form) |
| YES | NO | Resource Library Referral was made |

Other:

COMMENTS/DECISIONS MADE: _____

SIGNATURE: _____ DATE: _____

FCM: email or bring in copy too the FEAM, place a copy in Center Box give copy to the Secretary and President

ARE YOU READY FOR A MEETING?

A CHECKLIST OF THINGS TO BE DONE BEFORE THE MEETING

- Has the agenda been planned?
- Have all members been told well in advance where and when the meeting is to be held?
- Is the Secretary ready to read the minutes of the last meeting?
- Does the Secretary have the correspondence ready to present?
- Are the committees ready to report? Do they know when and how much time they have been given to report?
- Is the meeting place ready? Have the chairs, lights, restrooms, etc. been checked?
- Are refreshments being served and are they ready?
- Is any special equipment needed? (Blackboards, chalk, projector, laptop, etc.)
- Have arrangements been made for guests or special speakers? Do they know when and where the meeting is being held? Do they know what you expect them to do?
- If the meeting is going to be in a building with a number of rooms, is there
Note at the front door telling people where to go?

MEMO

TO: PARENT COMMITTEE OFFICERS

FROM: GLORIA HOLIDAY / FAMILY ENGAGEMENT ASSISTANT MANAGER

SUBJECT: PARENT COMMITTEE BOX

DATE: JUNE 30, 2021

The Parent Committee **BOX** (sometimes referred to as “The Box”) will be a useful tool to help you keep things organized throughout the year. It contains the following:

1. Past years’ Agendas, Secretary and Financial Reports
2. Copy of Policy Council By-Laws
3. Copy of Head Start Performance Standards
4. Folder for the current year’s AGENDAS, SECRETARY, FINANCE AND FCM REPORTS.
Please file these each month – they will be invaluable to next year’s officers,
5. The President’s Gavel
6. SECRETARY’S PERMANENT RECORD BOOK (minutes of each Parent Committee Meeting-- this book stays in the Center)
7. Folder for the BLANK forms SIGN-IN-FORM, AGENDA FORM, SECRETARY REPORT FORM, FCM REPORT FORM, PARENT ACTIVITY APPROVAL FORM, PARENT INTEREST QUESTIONNAIRES, HEAD START HAPPENINGS NEWSLETTER, OFFICER INFORMATION & NEEDS ASSESSMENT , A LETTER OF RESIGNATION

The **BOX** will be audited by the Family Engagement Assistant Manager at the beginning of the program year and will be checked periodically.

Head Start Dictionary

(words and phrases most often used in Head Start Programs)

DHHS - Department of Health and Human Services

ACF - Administration for Children and Families

CDA - Child Development Associate Credential -- a person earns this child development credential after being assessed by a team. This credential certifies that the person is competent to care for children and work with parents. All Head Start Teaching Staff have or are working toward their CDA.

PIR - Program Information Report -- a report required by the Federal Head Start Office each year concerning information from all components of the current year of operation.

FPPA - Family Profile and Partnership Agreement -- the Family Case Managers are responsible for securing information on the needs of families, help them establish goals and methods of reaching those goals within the family.

ASSESSMENT -- All Head Start programs develop a process for gathering information to determine needs and future directions.

BOARD OF DIRECTORS -- the group of people who have the legal responsibility of setting the purpose and policies of an organization. A board usually has regular meetings to discuss the policies of the organization and to see that they are being carried out.

GRANTEE AGENCY -- A public or private agency which receives funds directly from a federal government agency to conduct a particular program. The grantee agency may conduct the program itself or may give some of the money to a delegate agency to run part of the program.

DISABILITY SERVICES -- all Head Start program are required to provide services to children with special needs. These could be blindness, mental retardation, cerebral palsy, speech impediments, physical disabilities, etc. At least 10 percent of the total Head Start enrollment must be made available to children with special needs.

PARENT ACTIVITY FUNDS -- money in a Head Start program which the Policy Council sets aside to use for specific activities planned and conducted by the parents.

GRANT -- money which is provided to conduct a specific program which is describe in a proposal.

PROPOSAL -- a written description of the local Head Start program which is submitted to ACF in order to receive the money to run the program. The proposal must be approved by the Policy Council before it is sent to ACF.

ORIENTATION -- parents are helped to understand the services provided by the program and how they fit into the Head Start picture.

MONITORING PROTOCOL -- used by ACF to assess programs and also by programs for the self-assessment. The Policy Council is involved in the program's yearly self-assessment -- parents must be included as members of the assessment teams and must approve the procedure and the final report.

COMPLIANCE -- ACF requires that all Head Start programs complete and perform services as directed by DHHS guidelines and policy as stated in the Performance Standards.

CURRICULUM -- activities which are planned by staff and parents, and carried out with the children in a Head Start Center.

IEP - Individualize Education Plan -- using the child's assessment and other information, teachers, parents and others concerned develop a plan for the individual child.

LEA - Local Education Agency -- Head Start works closely with the school systems in each county.

IDEA - Individuals with Disabilities Education Act

ADA - Americans with Disabilities Act

DOE - Department of Education

EPSDT - Early Periodic Screening, Diagnosis and Treatment

PARLIAMENTARY PROCEDURE – It is the orderly system of conducting a meeting whereby the will of the majority is served and the rights of the minority are protected. Parliamentary law is simple in principle. It is based largely on mere common sense and courtesy. It seems very technical because it has been necessary to develop a special vocabulary for discussing it.

The purpose of parliamentary procedure is to facilitate and streamline the business at hand; to facilitate acting on action, not to obstruct it; to protect the rights of each individual and preserve a spirit of harmony within the group.

BASIC PRINCIPLES OF PARLIAMENTARY PROCEDURE

1. Only one subject may claim the attention of the assembly at one time.
2. Each proposition presented for consideration is entitled to full and free debate.
3. Every member has rights equal to every other member.
4. The will of the majority must be carried out -- and the rights of the minority must be preserved.
5. The personality and desires of each member should be merged into the larger unit of the organization.

Refer to “The A-B-C’s of Parliamentary Procedure” booklet in your Officer’s Packet for more information

WORDS YOU SHOULD KNOW

ABSTAIN—Not voting one way or the other on a motion.

ADOPT—To approve or accept.

APPOINT—To assign a person to a job or position.

CAUCUS—A meeting of organizational leaders to decide policy, candidates, and/or plans.

CHAIR—(the)—Position held by chairperson or leader of group.

COMMITTEE—A small group that studies, reports on and recommends part of an organization's program.

MAJORITY OPINION—The decision of more than half of the voting members of a group or committee.

MINORITY OPINION—The decision of less than half of the voting members of a group or committee.

MINUTES—Official record of a meeting.

NOMINATE—To recommend a person for election to office(Nominations do not require a second).

PENDING—Undecided: still before the group.

PRO TEM—Latin for "Temporary".

PROXY—Permission from another member to vote or act for him/her.

QUESTION—Another name for a motion.

RECIND—To take back; withdraw.

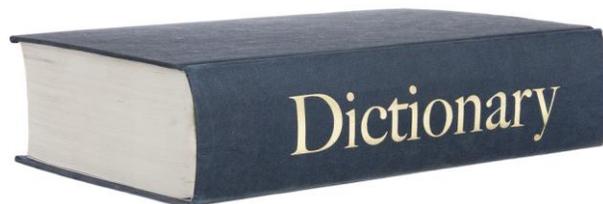
RESOLUTION—Another name for a motion: a policy statement.

STANDING COMMITTEE—A committee that continues from year to year; a permanent committee.

SPECIAL COMMITTEE—A committee that is appointed or elected to handle only a specific thing; a temporary committee.

UNANIMOUS VOTE—When everyone votes the same way.

VETO—To disapprove.



WHAT IS A MOTION:

A **motion** is a formal proposal by a member to **do** something. **Motions** are the basis of the group decision-making process. They focus the group on what is being decided. Generally, a **motion** should be phrased in a way to take an action or express an opinion.

HOW A MOTION IS MADE:

Step 1: A member who wants to make a motion must first be recognized by the chair of the meeting. To be recognized, the member can stand, raise their hand or address the chair by their title. In response, the chair offers a simple nod, or repeats the member's title or name to assign the floor. This seems like an obvious and simple first step, however, it is one that is often overlooked. The member makes a motion by saying "I move to ..." or "I move that ..." To keep business moving, the member should avoid explanation of why he is making the motion. An explanation is most appropriate when members debate the justification for the motion (see Step 4).

Step 2: A member seconds the motion. Seconding a motion indicates that at least two people believe the motion is worthy of discussion.

Step 3: The chair states the motion: "It is moved and seconded to ..." At this point the motion now belongs to the group (not the maker or the "seconder"). The chair then asks if there is any discussion.

Step 4: Members debate the motion. The chair always should allow the maker of the motion to speak first provided the maker wishes to be recognized. This is the time to elaborate on the motion, including reasons for bringing it forward and informing members about the motion and any necessary background or context. From time to time members don't want to "debate" the motion (no discussion) and in that case the motion can go directly to a vote (see Step 5).

Step 5: The chair puts the question to a vote. Once all members who wish to speak have done so, the chair should ask members if they are "ready for the question?" At this time the chair repeats the motion so that members are clear on what they will be voting. The chair says, "The question is on the adoption of the motion to ..." The chair calls for the vote by asking for all those in favor to say "aye" and all oppose to say "no." A vote can be done by a voice, written ballot, or show of hands.

Step 6: Results are announced in the final step. The chair should declare the motion as adopted or lost depending on the outcome of the vote. If adopted, the chair should indicate the effect of the vote or order its execution. If lost the chair moves on and announces the next item of business.

SOUTHWEST HRA HEAD START
AN EDUCATIONAL PROGRAM FOR PARENTS
EVALUATION

PARENT DAY _____ PARENT MEETING _____ OTHER TRG. _____
(LIST NAME OF TRG.)

YOUR CENTER: _____ DATE _____

TOPIC: _____

PRESENTER: _____

PLEASE USE THE FOLLOWING SCALE TO ANSWER THE QUESTIONS BELOW.
CIRCLE THE NUMBER THAT BEST ANSWERS EACH QUESTION.

1	2	3	4
Little Value or Inadequate	Some Value Just OK	Valuable Good	Very Valuable EXCELLENT!

Was the information valuable in increasing skills or knowledge (did you learn something)?

1	2	3	4
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(CIRCLE ALL THAT APPLY TO YOU)

I ACQUIRED THE FOLLOWING SKILLS AND INFORMATION FROM ATTENDING THIS TRAINING:

Officer Duties Conducting a Meeting Parliamentary Procedures Writing Minutes
Preparing an Agenda Program Governance 1301

Was the information presented in a concise, easily understood manner?

1	2	3	4
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Were handouts available, and were they helpful?

1	2	3	4
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What is your overall evaluation of this meeting, activity or program?

1	2	3	4
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COMMENTS: _____

SIGNATURE _____

(Signature is not required)

FSM: Collect and turn in with your Reports

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