

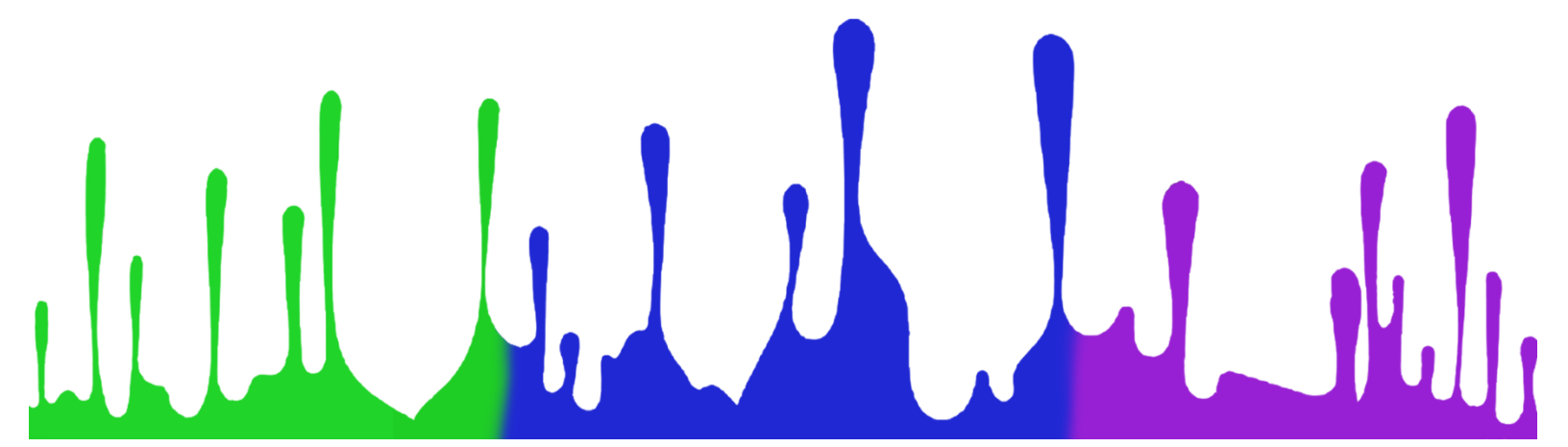
# Picayune School District Early Head Start Annual Report 2018-2019



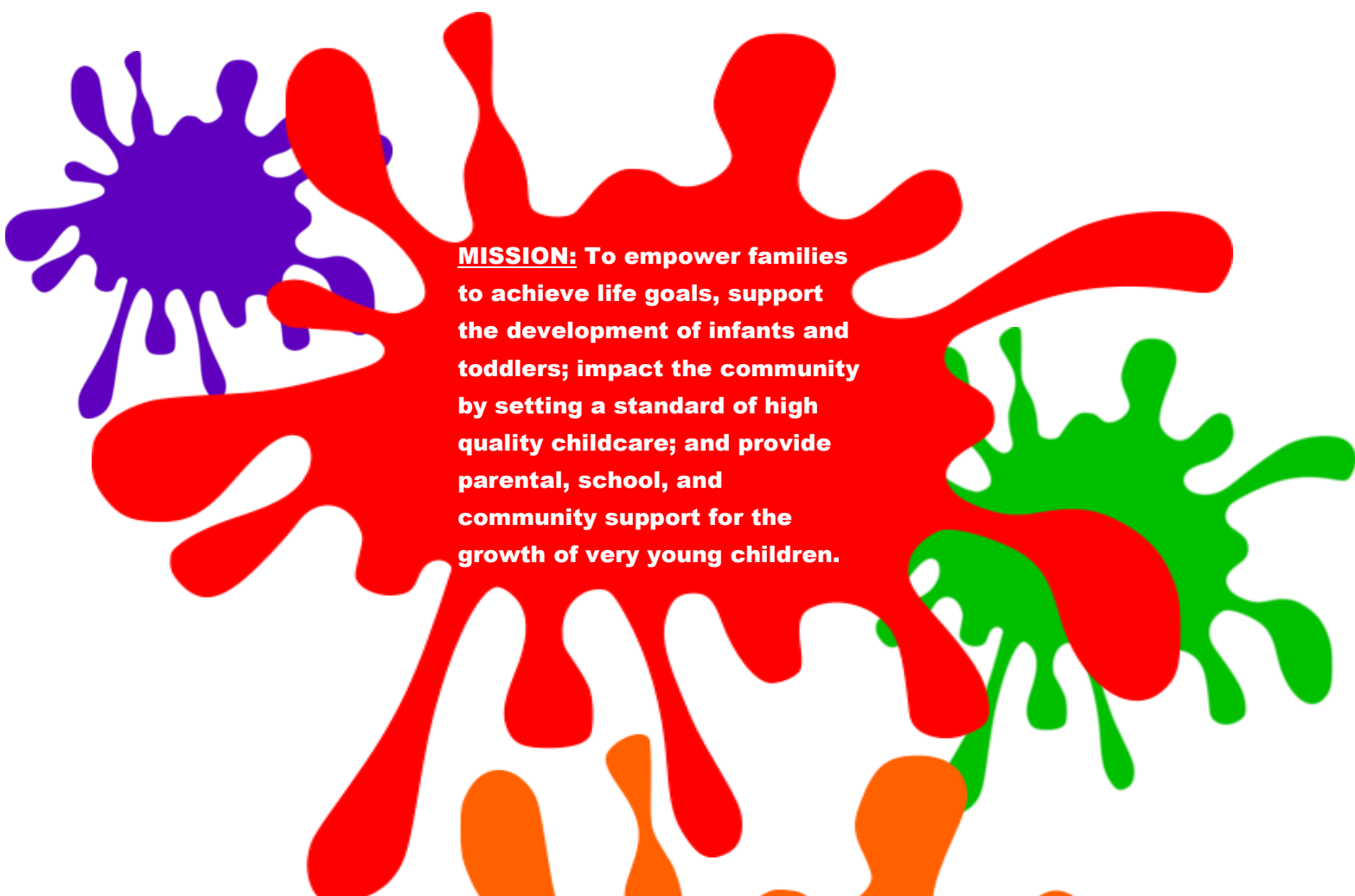


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# Mission & Philosophy



**MISSION:** To empower families to achieve life goals, support the development of infants and toddlers; impact the community by setting a standard of high quality childcare; and provide parental, school, and community support for the growth of very young children.



**PHILOSOPHY:** Vulnerable children benefit from participating in safe, nurturing, developmentally appropriate early childhood development programs. With parents and the community working together, children will be healthy, safe, and ready to learn!

# Goals & Objectives



**Objective 1: Development & Education.** Expand Early Head Start services to eligible families in the primary service region as well as the cities of Poplarville, Carriere, McNeil, and Lumberton, MS through expansion opportunities.

**Objective 2: Family Engagement** . Assess the needs of the fathers in order to overcome the barriers which interfere with participation and communication. Some schools and communities do not fully understand the problems parents, particularly fathers, encounter and the importance of reaching out to them in order to build the kind of relationships that engage parents as true, active partners early in their children's education.

**Objective 3: Family Support Services.** Provide an array of family services that promote the safety and well-being of children and their families. This includes empowering families to achieve or sustain independence and self-sufficiency through partnerships with PSD EHS and other community programs.

**Objective 4: Transportation.** Provide reliable, affordable transportation services so EHS families may travel to and from service-related appointments, including but not limited to dental, medical, WIC, employment services, and agency events.

**Objective 5: College / University Partnerships & Staff Credentialing.** Establish partnerships with colleges/universities to serve clients who may qualify for agency programs. Such partnerships will also allow agency staff to receive specialized training, input and guidance from college/university staff and faculty. Lastly, partnering with colleges/ universities will allow the agency to utilize the talent of internship, work-study and field placement students.

**Objective 6: Workforce Development.** Establish an annual training calendar to schedule the attendance of families and the community at local workshops and other informative events. Provide training plans all interested parents in order to enhance employment stability and advancement.

**Objective 7: Dual Language Learners.** Develop strategies to identify, hire, and train bilingual staff members in order to better serve culturally and linguistically diverse children and families.

**Objective 8: Parent Education.** Increase the number of EHS parents who enroll in online high school diploma program via partnerships with Families First for Mississippi and the Picayune Family Resource & Education Center.



**Objective 9: Data Driven Reporting.** Assure all programs continue to operate efficiently and effectively, achieve program goals, and meet intended outcomes.

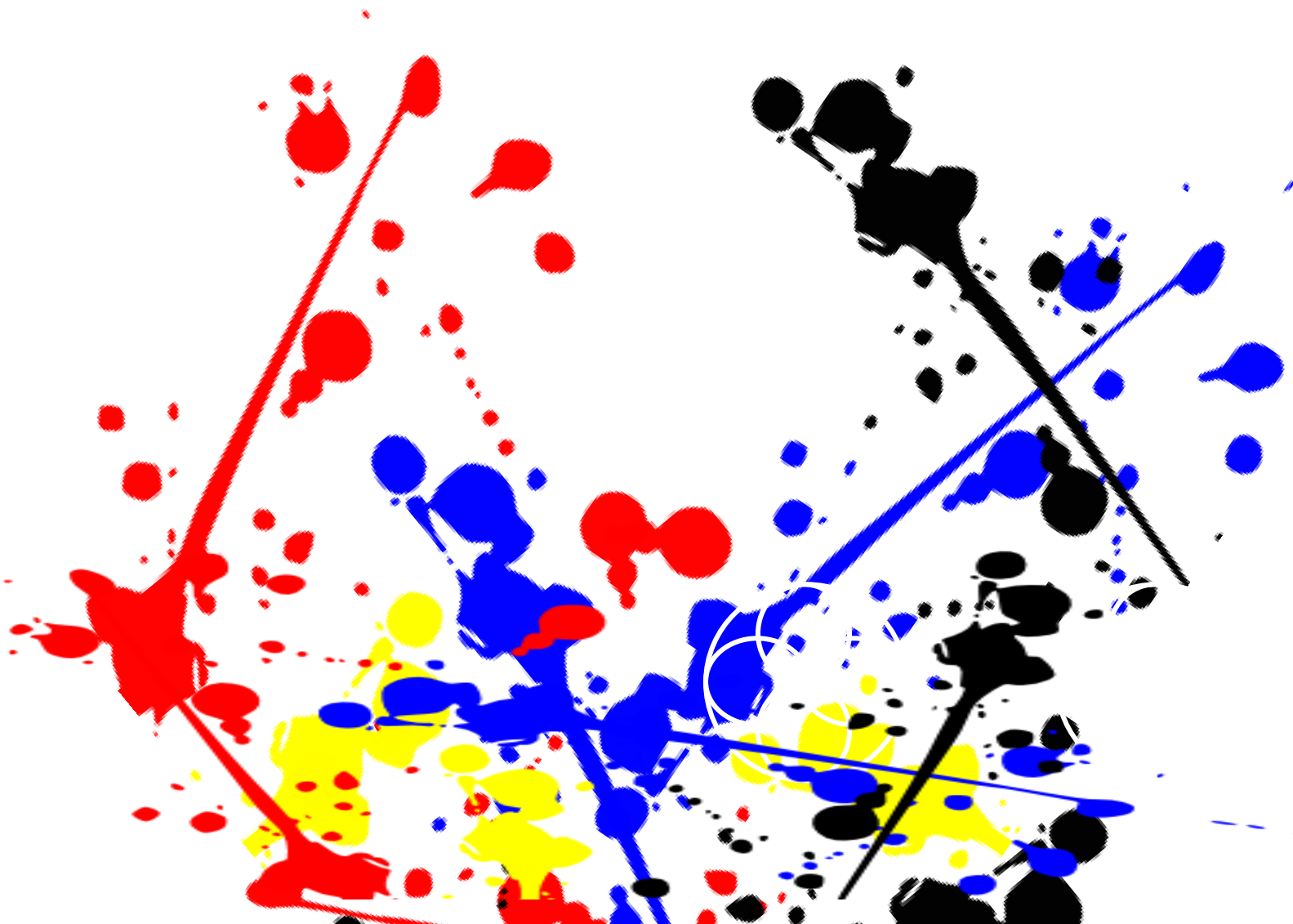
**Objective 10: School Readiness.** Assure that all participating children are ready for school, families are ready to support their children's learning, and schools are ready for children.

**Objective 11: Oversight & Accountability.** Develop a Pearl River County EHS-Child Care Partnership Strategic Plan.

**Objective 12: Community Engagement.** Develop more formal working agreements among providers and other community service agencies to tackle the issue of access to resources for PSD EHS children and families.

**Objective 13: Staff Training / Professional Development.**

- Hire and Train Mentor-Coaches and enhance teacher capacity and to promote developmentally appropriate practice is through mentoring.
- Utilize the Accreditation Plan to ensure that all CCPs achieve a MS Quality Rating System rating as a "Comprehensive Center."
- Expand Training/ Educational Opportunities of EHS and Early Childcare Partnership Staff



# From the Program Director

For the past eighteen (18) years, Picayune School District (PSD) Early Head Start (EHS) has been able to expand opportunities to learn for infants and toddlers (ages 2 months to 3 years) in Pearl River County. PSD EHS provides a complete package of accessible services designed to ensure that young children in Pearl River County are healthy, safe, and ready to learn.

At PSD EHS, we employ the latest technological tools to assist students in their learning. Students have access to interactive touch screen activity boards, a research-based curriculum, and a wealth of materials that allow each child to expand learning. Our high quality services would not be possible without high-caliber and dedicated teaching staff. Our highly educated teachers are trained to acknowledge and adapt strategies to each child's learning differences.

I invite you to visit our exceptional schools! With each generation of children, PSD EHS will continue to evolve, to remain strong, and provide effective, efficient, and professional services to our community.

◆ Dr. Pamela Thomas, PSD EHS Program Director





# EHS Leadership

## 2018-2019 SCHOOL BOARD



(from left to right): Mr. Jake Smith, Mr. Frank Ford, Mr. David Mooneyhan, Mr. Dean Shaw (PSD Superintendent), Mr. Josh Robertson, & Rev. Edward Stubbs

The Picayune School District Board of Trustees is responsible for activities specified in the Head Start Act.

This includes:

- (i) having legal and fiscal responsibility for administering and overseeing PSD EHS;
- (ii) adopting practices that assure active, independent, and informed governance of PSD EHS and fully participate in the development, planning, and evaluation of the Head Start programs involved; and
- (iii) ensuring PSD EHS compliance with Federal laws (including regulations) and applicable State, tribal, and local laws (including regulations).





# 2018-2019 POLICY COUNCIL

PSD EHS is required to establish a policy council 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. The policy council is responsible for:

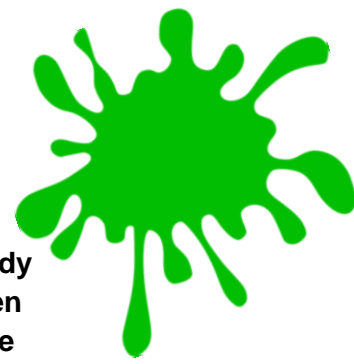
- (1) approving and submitting its decisions on PSD EHS related matters;
- (2) using ongoing monitoring results, data on school readiness goals, and other information to conduct its responsibilities.

## Policy Council Members

- Celsey Faye (Parent Rep)
- Donald Hart (Community Rep)
- Elvender Holt (Parent Rep)
- Tara Landor (Parent Rep)
- Faith Newton (Parent Rep)
- Debony Richardson (Parent Rep)
- Wendell Robinson (Parent Rep)
- Judy Shaw (Community Rep)
- Edward Stubbs (Board Rep)
- James Williams (Parent Rep)
- Bonita Wynn (Community Rep)



# 2018-2019 PARENT COMMITTEE



PSD EHS must also 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.

Parent Committee responsibilities include advising staff when they need feedback on local program policies, activities and services. Parents also have the chance to plan, carry out, and participate in programs and activities for both parents and staff. Being a part of the parent committee gives parents the chance to have input into your children's education. It also gives you the chance to network and meet with other parents to discuss anything of interest.

## Rosa / CCP Sites

Chairperson: Joshua Braddy  
Asst Chair: Theresa Nguyen  
Secretary: Susan Scivicque  
Asst Secretary: Stephanie Harbour  
Parliamentarian: Jessica Peterson  
Treasurer: TBD

## Nicholson Site

Chairperson: Jessica Spoo  
Asst Chair: Robbie McGowan  
Secretary: Shaniece Powe  
Asst Secretary: Evaleisha Nixon  
Parliamentarian: Shemar Williams  
Treasurer: Ramona Thigpen



Program Planning Chairs: Shun Washington (R/C); Allyson Burch (Nic)

FCE/Transition Chairs: Alexis Wesco (R/C); Cierra Washington (Nic)

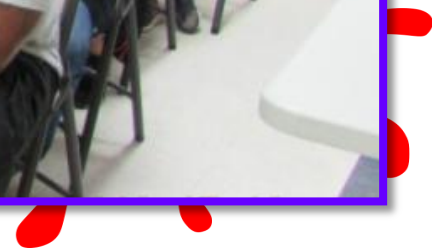
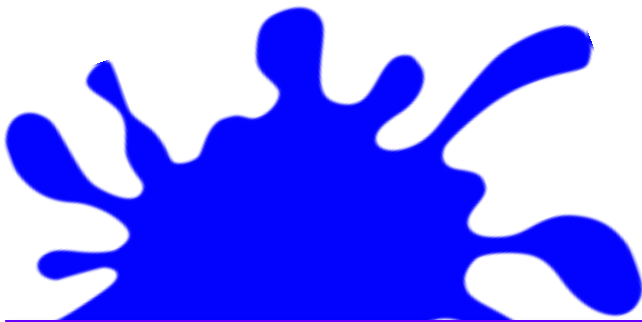
Finance Chairs: Lasaundra McCurty (R/C); Destany Galliand (Nic)

Personnel Chairs: Efuntae Clemmons (R/C); Destany Galliand (Nic)

Health Chairs: Caroline Nichelson (R/C); Cierra Washington (Nic)

Education Chairs: Kimberli Peel (R/C); Robbie McGowan (Nic)

Grievance Chairs: Robertah Rancifer (R/C); Robbie McGowan (Nic)





# EHS Management Team

## Service Area / Program Management

Pamela Thomas, EdD - EHS Program Director (pthomas@pcu.k12.ms.us)

Simone Roche, B.S. - Nicholson Site Manager (croche@pcu.k12.ms.us)

Charlotte Nixon, B.S. - Education Manager (cnixon@pcu.k12.ms.us)

Neterior McCormick, BS, RMA - Health, Safety, & Nutrition Manager (nmccormick@pcu.k12.ms.us)

Iliana Antunex, LBSW - Family & Community Engagement Manager (iantunex@pcu.k12.ms.us)

Sonya Myers, PhD - Research & Data Manager (smyers@pcu.k12.ms.us)

## Education Coordinators

Tonya Spiers, AA - Education Monitor (tspiers@pcu.k12.ms.us)

Robette Watts, B.S. - CCP Supervisor / Mentor-Coach (rwatts@pcu.k12.ms.us)

Cathy Littles, CDA - CCP Coaching Assistant (clittles@pcu.k12.ms.us)

## Health /Safety Coordinators

Patti Scott, BSN, RN - NEHS Health Coordinator / Nursing Supervisor (pconfig@pcu.k12.ms.us)

Yvette Burton, LPN - CCP Health Coordinator (yburton@pcu.k12.ms.us)

Brittany Robinson, LPN - PEHS Health Coordinator (brobinson@pcu.k12.ms.us)

Rewa Haralson, MSW - Mental Health Coordinator (rharalson@pcu.k12.ms.us)

Alesha Lindsey, BS - Disabilities Coordinator (alindsey@pcu.k12.ms.us)

Reggie Harris, TCP - Safety Monitor

Jaime Lillis, PEHS Sanitation Assistant

Wilfret McKee, NEHS Sanitation Assistant

## Eligibility, Recruitment, Selection, Enrollment, & Attendance Coordinator

Sylvia Mark, MSW - ERSEA Coordinator (smark@pcu.k12.ms.us)

## Family Service Coordinators

Jasmine Ducre, M.S. - Nicholson Site Family Advocate (jducre@pcu.k12.ms.us)

Jasmine Jackson, BS - Rosa Site Family Advocate (jjackson@pcu.k12.ms.us)

Gina Anderson, BSW - CCP & Rosa Site Family Advocate (ganderson@pcu.k12.ms.us)

Angie Wilson, AA - CCP Family Advocate (awilson@pcu.k12.ms.us)

## Administrative Coordinators

Karla Denham, B.S. - Rosa Site Administrative Coordinator (kdenham@pcu.k12.ms.us)

Leatrice Brown, AA - Nicholson Site Administrative Coordinator (lbrown@pcu.k12.ms.us)

Candace Roberts, BLS - Family Resource & Data Assistant (croberts@pcu.k12.ms.us)



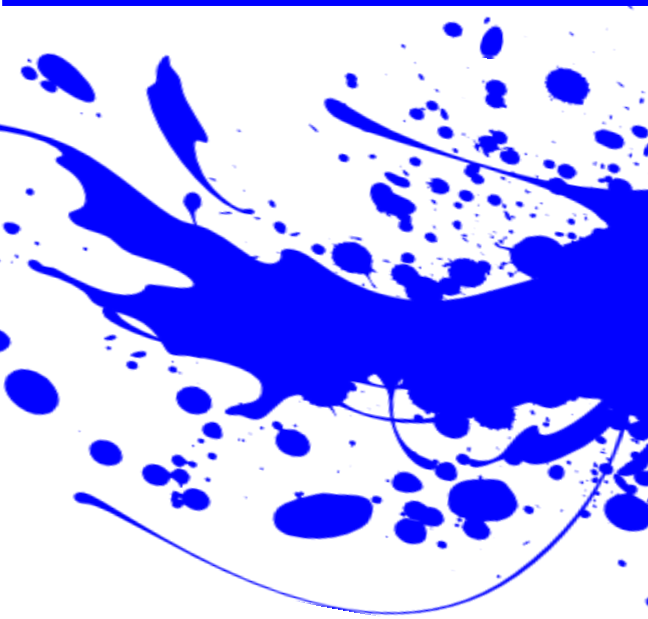
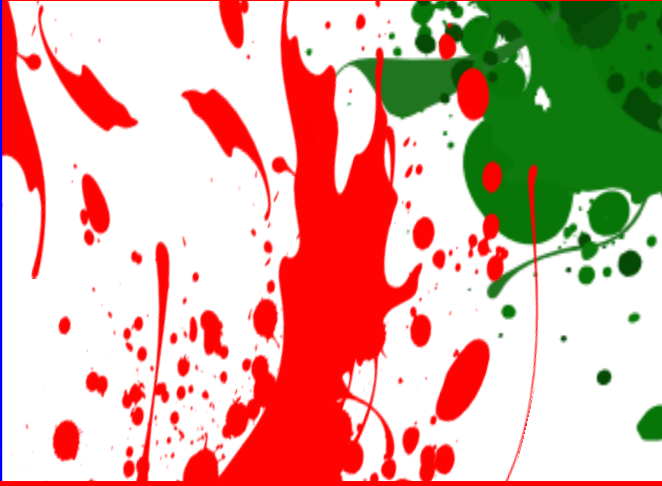
Health Services



Family Services



Family Services



E.R.S.E.A. Services



# EHS Teachers

## PSD Early Head Start – Picayune Site

Room 1: Rickena Hawkins / Maura Burkett

Room 2: Robertah (PC) Rancifer / Chloe Peel

Room 3: Cassie McKenzie / Kathryn Irving

Room 4: Kimberli Peel / Karrin Williams

Room 5: Rachel Davis / Sadeidra Lindsey

Room 6: Leanastine Clemmons / Brittany Jordan

Room 7: Brenda Schaubhut / Elisha Underwood

Room 8: Bianca Peters / Kristi Thigpen

Room 9: Ashanti Wright / Kandice Rasmussen

Room 10: Charlene Garrett / Anitra Harris

## PSD Early Head Start – Nicholson Site

Room 1: Jamilya Frazier / Kristin Hattaway

Room 2: Cynthia Samples / Jacqueline Brumfield

Room 3: Treshay Quinn / LaPortia Moran

Room 4: Peyton Reed / Betty Robinson

Room 5: Keyontae Jenkins/ Lynn McCrory





# EHS Child Care Partners



## Annie's Kindergarten & Daycare

Annie Means, Owner, Director

Room 1: Krystal Faia / Patricia Parker

Room 2: Coral Gibbs / Taneishya Baker

Room 3: Priscilla Acker / Tiffani Brewer

Room 4: Sentinel Magee

## Pearl River Community College

### Child Development Lab School

Carrie Hales, Director

Room 1: Lashonda Myers / Wendy Robinson

Room 2: Rebecca Kelly / Sheree Mays

## McCarty Learning Center

Thelma Cox, Director

Room 1: Shun Washington / Lekeisha Monson

Room 2: Shanta Pichon / Christine Coleman

Room 3: Jaquaila Jefferson / Ciara Richardson

Room 4: Nakia White / Crystal Pitt



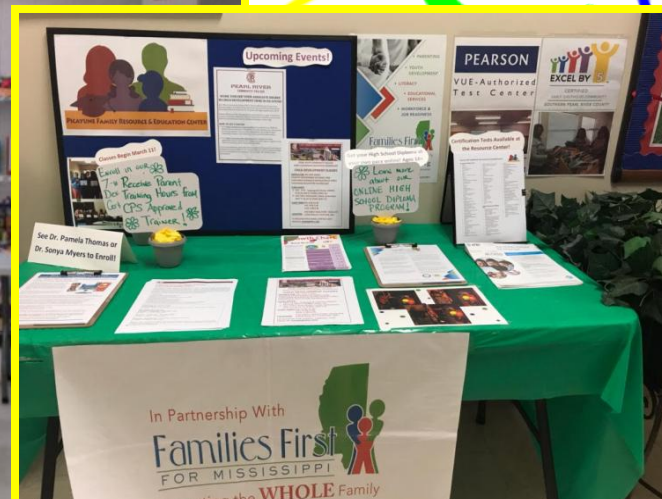


# Family Resource & Education Center

For the past 3 years, Picayune School District Early Childhood Programs has partnered with Families First for Mississippi and the Mississippi Community Education Center to provide a variety of resources to residents of Pearl River County via the Picayune Family Resource & Education Center. FFM core services are focused around job readiness, supporting family financial stability, promoting literacy, increasing graduation rates, supporting positive youth development, and promoting parenting skills development.

In addition to an onsite computer lab with internet and printing and early childhood development resources available, FFM services offered via our resource center at no cost to the participant includes:

- Positive Youth Development Activities
- Adult / Pediatric First Aid / CPR / AED Certification
- Child Development Associate (CDA) Credential Training
- Online High School Diploma Program for Adults
- ESL / Literacy Support
- Parenting Classes





# Service Area : Family & Community Engagement

Parent, Family and Community Engagement at Picayune Early Head Start includes building relationships to support family well-being, positive relationships between parents and their children, and ongoing learning for both parents and children. The program has a systematic, integrated and comprehensive approach to family engagement and has maintained the Parent, Family, and Community Engagement (PFCE) goals and plans. Parents are provided with opportunities to volunteer at their child's school, attend parent/child conferences, participate in home visits and increase their understanding of child readiness expectations by contributing to the Early Head Start School Readiness Plan. Family advocates provide support to families through the analysis of needs, goal setting and access to support systems when indicated.





# COMMUNITY PARTNERS

Agency's Name	Area of Service
PSD Occupational Child Care Program	Therapy
Mississippi State Extension	Family Educational Services
Children's International UC Medical Group	Pediatric Medicine
PRVO-Picayune	Family Resources
Fatherhood Program	Fatherhood
Families First for Mississippi	Family Resources
Mississippi Action for Progress, Inc, Head Start	Early Childhood Education
Mississippi Dept of Child Protection Services	Child Protection
Pregnancy Support Services	Pregnancy Support
McCarty Learning Center (CCP)	Child Care Partner
Pine Grove Outreach Center	Mental Health
Tracey M. Boston, PhD, LCSW	Mental Health
Margaret Reed Crosby Memorial Library	Literacy
PRCC Nursing Education	Nursing Services
Innovative Health Solutions	Family Health
Dr. H.E Combs, D.M.D	Dentistry
Picayune School District Exceptional Ed	Early Intervention
Poplaville School District Special Education	Early Intervention
Pearl River County School District Exceptional Education	Early Intervention
First Steps	Early Intervention
Annie's Daycare and Kindergarten (CCP)	Child Care Partner
PRCC Child Development Lab School	Child Care Partner
BankPlus	Financial Literacy
Southeast Mississippi Rural Health Initiative	Family Health
Manna Ministries - Picayune, MS 39466	Emergency Needs / Family Health
MS State Dept of Health	Family Health





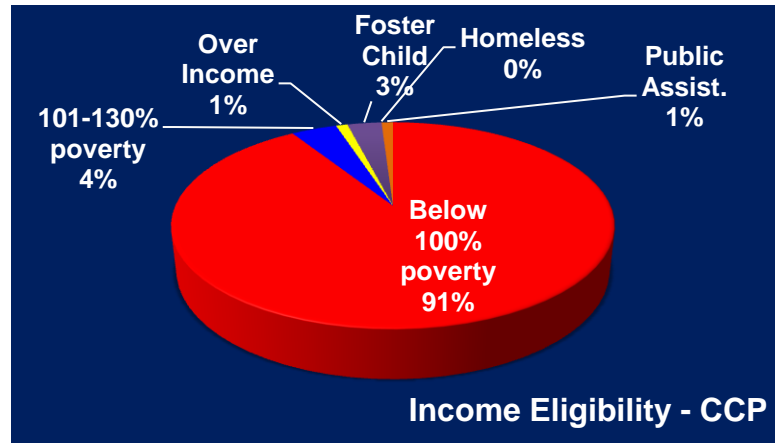
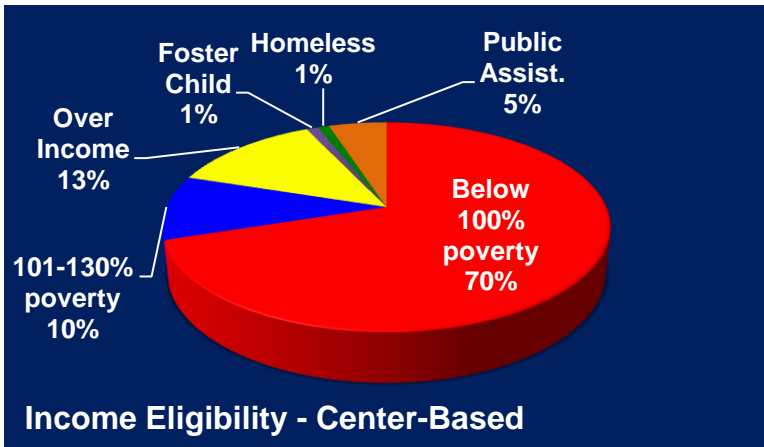
# Fatherhood Initiative

PSD Early Childhood Programs is on a mission to reach out to the male figures in the lives of the children that we serve. It does not have to be just a father. It can be uncle, grandfather, step-parent, etc. Anyone considered a “father-figure” in the child’s life. Our goal is to connect more fathers with children and continue to build engagement among families. We do this with a focus on activities designed specifically for men/fathers, such as discussions on topics important to fathers of young children, picnics, field trips, education classes, workforce development, and a variety of fun father/child engagement activities. Led by former EHS Father and Pastor, Dr. Joshua Braddy, the meetings are open to any father / father-figure residing in Pearl River County.

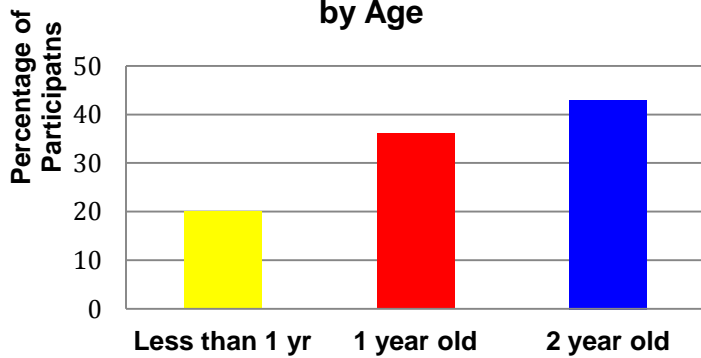


# E.R.S.E.A Report

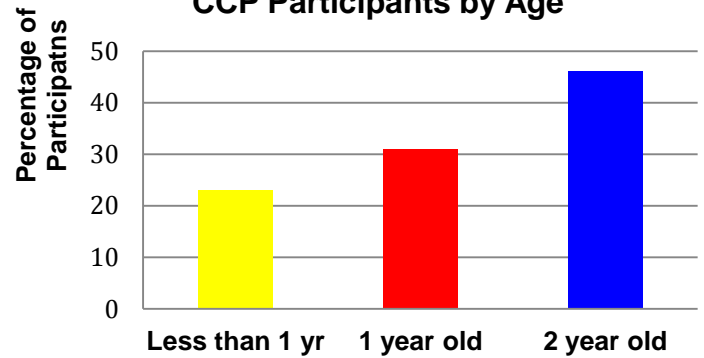
## Eligibility, Recruitment, Selection, Enrollment, & Attendance



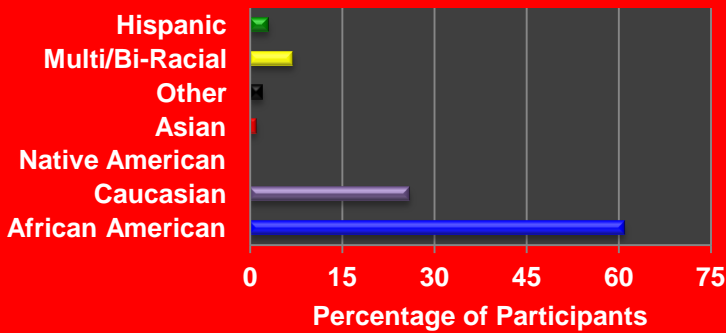
**Center-Based Participants by Age**



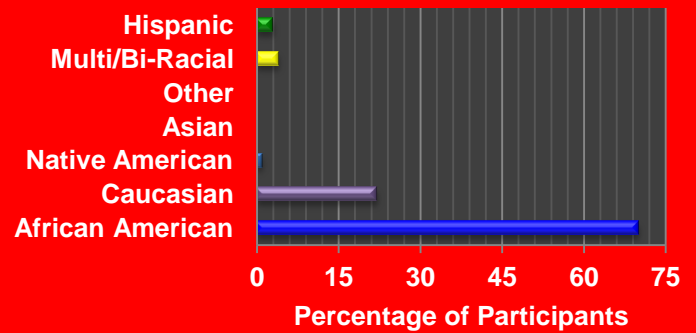
**CCP Participants by Age**



**Center-Based Child Ethnicity**



**CCP Child Ethnicity**



**Monthly Attendance 2018-2019 – Funded Enrollment 202 (Actual Enrollment : 202)**

	Center-Based	CCP		Center-Based	CCP
August 2018	92%	95%	January 2019	89%	89%
September 2018	92%	93%	February 2019	89%	90%
October 2018	92%	93%	March 2019	89%	93%
November 2018	90%	89%	April 2019	90%	91%
December 2018	91%	87%	May 2019	89%	89%

# Service Area : Curriculum & Education Services

The Education Services Team ensures that teaching practices: 1) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; 2) are communication and language rich; 3) promote critical thinking and problem-solving; 4) promote social, emotional, behavioral, and language development; 5) provide supportive feedback for learning; 6) motivate continued effort; 7) support all children's engagement in learning experiences and activities 8) focus on promoting growth in the developmental progressions; 9) Integrate child assessment data in individual and group planning; and 10) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development.

PSD EHS uses the Creative Curriculum (CC) for Infants, Toddlers, & Twos which is based on scientifically valid research and developmentally appropriate practices for infants and toddlers. Creative Curriculum stood out and was chosen for its research basis, training materials and opportunities, and ease of use. Our chosen curricula also support all of the required OHS domains including language and literacy development; cognition and general knowledge; approaches toward learning; physical well-being and motor development; and social and emotional development.

## ASSESSMENTS

PSD EHS teachers use Teaching Strategies GOLD (TSG) to blend ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. TSG is used to assess all children, including English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations.

TSG is not intended as a screening or diagnostic measure, an achievement test, or a program-evaluation tool. PSD EHS utilizes other screening measures, such as the Brigance Early Head Start Screen, which allow teachers to easily identify potential developmental delays and giftedness in language, motor, self-help, social-emotional, and cognitive skills. TSG, in addition to information gathered from other screeners, is used to document children's learning over time, inform instruction, and communicate with families / stakeholders.

### Counting Collectibles

**Purpose**  
Number concepts are the most important and usable math concepts for young children, so they should receive the most emphasis.

**What You Do**

**Materials:** collections of small objects related to your current study topic, e.g., collections of buttons during a study of clothes (If you are not implementing a study now, use collections of other items, e.g., counting bears, pennies, or other small objects)  
Objectives for Development & Learning, page 107  
Child Assessment Portfolio, page 46

- Show the collection of objects.
- Tell the children that they will be playing a counting game.
- Give children time to explore the objects before beginning.
- If this is a small group activity, make sure there are enough materials for each child to have a sufficient number of objects.

**Assessing All Children**

- Record a number into each section of a communication device. Label each section with a set of dots. Have the child "count" as you touch each object.
- Invite the child to point to picture symbols or make gestures as you ask the counting questions.

**Assessing Children's Progress**

Use this information as well as the information from the observation notes you have collected to determine the highest level the child has demonstrated. Record your rating on page 46 of the *Child Assessment Portfolio*.

**20a. Counts**

Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
	Verbally counts (not always in the correct order)	Verbally counts to 10; counts up to five objects accurately, using one number name for each object	Verbally counts to 10; counts up to five objects accurately, using one number name for each object	Verbally counts to 10; counts up to five objects accurately, using one number name for each object	Verbally counts to 20; counts 10-20 objects accurately, knows the last number states how many in all, tells what number (1-10) comes next in order by counting	Verbally counts to 20; counts 10-20 objects accurately, knows the last number states how many in all, tells what number (1-10) comes next in order by counting	Uses number names while counting to 100; counts 30 objects accurately, tells what number comes before and after a specified number up to 20	Uses number names while counting to 100; counts 30 objects accurately, tells what number comes before and after a specified number up to 20	Uses number names while counting to 100; counts 30 objects accurately, tells what number comes before and after a specified number up to 20

**Level 2: Verbally counts (not always in the correct order)**

- Ask each child to count as high as he or she can. Start by saying, "One, two, three..."
- Give the child five objects.
- Line up another five objects.
- Ask, "Can you put each one of your [objects] right next to each one of mine?"

**Level 4: Verbally counts to 10; counts up to five objects accurately, using one number name for each object**

- Ask each child to count as high as he or she can. Start by saying, "One, two, three..."
- Give each child 10 objects.
- Say, "Count the [objects]."

**Level 6: Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting**

- Ask each child to count as high as he or she can. Start by saying, "One, two, three..."
- Ask, "What number comes after six? After three? After five?"
- Give each child 20 objects to count.
- Say, "Count the [objects]."
- When the child has finished counting ask, "How many do you have in all?"

**Level 8: Uses number names while counting to 100; counts to 30 objects accurately; tells what number comes before and after a specified number up to 20**

- Ask each child to count as high as he or she can. Start by saying, "One, two, three..."
- Ask, "What number comes after 12? After 15? After 11?"
- Give each child 30 objects to count.
- Say, "Count the [objects]."
- When the child has finished counting ask, "How many do you have in all?"

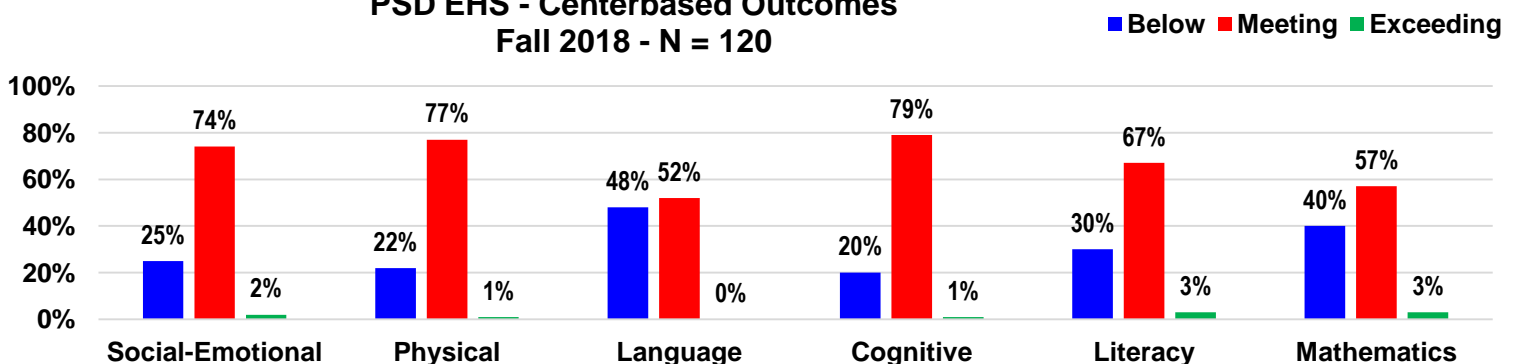


## Assessment Timeline

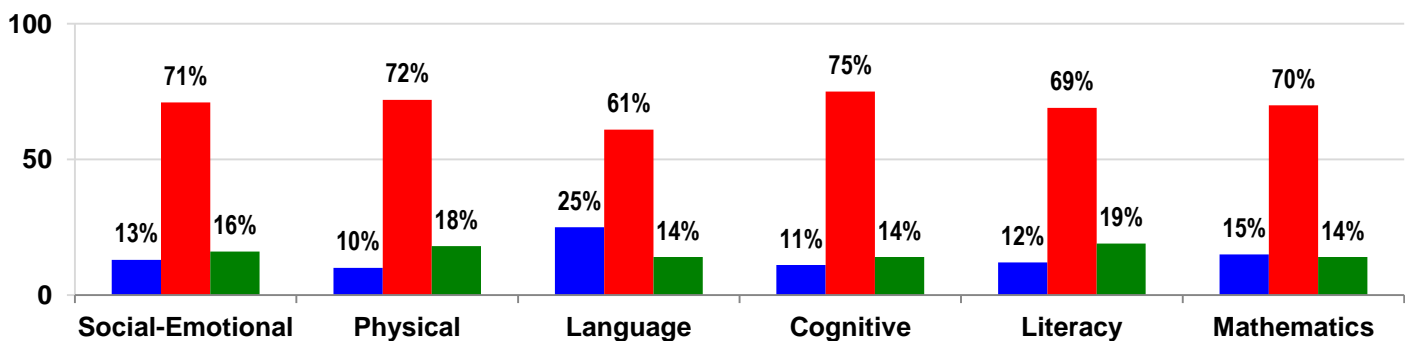
- August 2018 – Brigance screening to identify each child’s developmental status. Any child identified as having difficulties is monitored by teachers, Curriculum Manager, and parents to determine whether additional referrals are needed.
- September 2018 / January 2019 / April 2019 Full TSG Assessment by Classroom Teachers. TSG enables teachers to focus on and measure the knowledge, skills, and behaviors most predictive of school success. The tool has a total of 38 objectives. Two objectives are related specifically to English language acquisition, and the other 36 objectives are organized into ten areas of development and content-area learning.
- Monthly – Teachers complete monthly anecdotal records (a written record of a child's progress based on milestones particular to that child's social, emotional, physical, aesthetic, and cognitive development).
- Teachers observe and then record results in TSG of a child's actions and work, pictures, sample work and video recordings throughout the day while the activities are occurring to document each child’s progress.

See the Teaching Strategies Gold Snapshot Reports for the Fall and Spring Assessments to show the progress of children enrolled in Center-based and Child Care Partnership Programs last year. By comparing children's results to expectations established by research, positive development is evident in all domains. For both groups, the number of children not meeting expectations in the Fall decreased, and the number of children meeting and exceeding expectations increased in all domains of development by the end of the year.

PSD EHS - Centerbased Outcomes  
Fall 2018 - N = 120

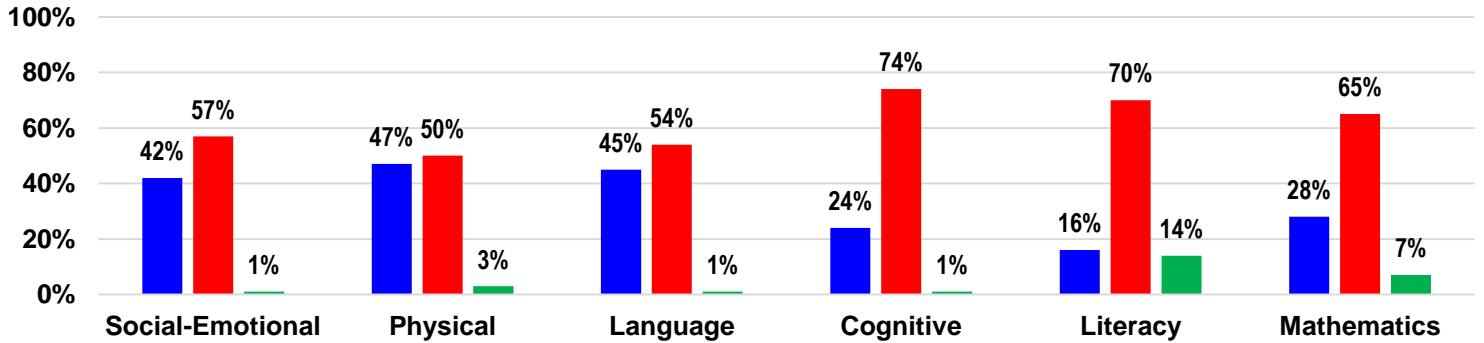


Spring 2019 Center-Based Outcomes

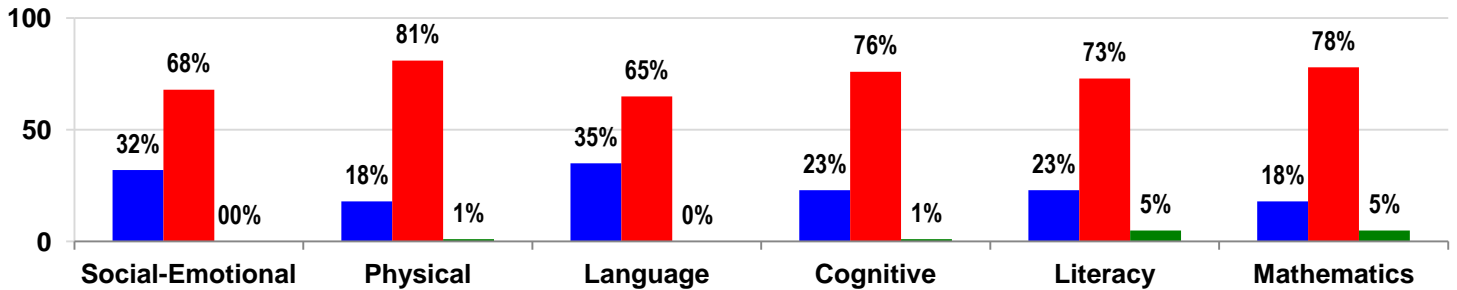


**PSD EHS - Child Care Partnership / Family Child Care  
FALL 2018 - N = 82**

■ Below ■ Meeting ■ Exceeding



**Spring 2019 Child Care Partnership Outcomes**



**Supporting Children with Disabilities**

For children with disabilities, all FIRST STEPS (early intervention) processes begin during the first week of school to ensure that there is not a lag in services. Also, through monitoring progress and referrals, additional children have been identified as needing access to early intervention services. Our teachers and nursing staff are members of the intervention team whose goals are to ensure that all children receive individualized and quality services. Parents receive support to learn how to advocate for their child’s needs so that that when children with disabilities transition to preschool, parents are able to make decisions and express those needs to their children’s next teacher(s).

<b>INFANT AND TODDLER EARLY INTERVENTION SERVICES (EHS PROGRAMS)</b>	
Number of <b>EHS Center-Based</b> children enrolled in the program who have an individualized family service plan (IFSP) indicating that they have been determined eligible by the PART C agency to received early intervention services under the Individuals with Disabilities Education Act (IDEA)	21
Number of <b>EHS Child Care Partnership</b> children enrolled in the program who have an individualized family service plan (IFSP) indicating that they have been determined eligible by the PART C agency to received early intervention services under the Individuals with Disabilities Education Act (IDEA)	6
<b>CHILDREN RECEIVING PART C EARLY INTERVENTION</b>	<b>27</b>
<b>PERCENTAGE OF TOTAL PARTICIPANTS (N = 202)</b>	<b>13%</b>

# Supporting Dual Language Learners

Although, the primary language of the children and families in which we serve is English, we continue to match the primary caregiver in the program to children based on shared language and cultural heritage as well as ensure that all child care environments, curricula, and daily activities reflect the culture of the families served, as well as the proposed services. These include posters, artworks, and books that celebrate cultural diversity and respect for all persons.

ABRIL 2019
Volume 1, Issue 9

## ABRIL 2019



DISTRITO ESCOLAR DE PICAYUNE EARLY HEAD START

¡¡Cueste lo que cueste... ¡¡Nuestros niños lo valen!

# ABRIL 2019

LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
1 Panqueques, Mandarinas, Leche	2 Desayuno: Bizcocho con mantecilla, compota de manzana, leche	3 Desayuno: Tortada Francesa, Kivi Fresco, Leche	4 Desayuno: Torta de Huevo, Tortada De Tripo, Mandarinas, Leche	5 Desayuno: Sémola De Huevo, Melocotones En Cuadrantes, Leche
Amuestras: macarons con gises, judas verdes con jamón, peras picadas, leche	Amuestras: Pollo al bolidge, verduras mixtas con Gubantes y zanahorias, melocotones picados, leche	Amuestras: frijoles rojos y arroz, hojas de nabo, Fresas, pan de maná, Leche	Amuestras: Española De Pollo, Crema de Maíz, Boudin De Levadura, Peras Cortadas En Cuadrantes, Leche	Amuestras: Cofilinas en Barbacoa en Bolla, Papas Fritas Al Horno, Gubantes Verdés, Pila Picada, Leche
8 Desayuno: Panqueques, Mandarinas, Leche	9 Desayuno: Bizcocho con mantecilla, Kivi Fresco, Leche	10 Desayuno: Tortada Francesa, Kivi Fresco, Leche	11 Desayuno: Torta de Huevo, Mandarinas De Tripo, Mandarinas, Leche	12 Desayuno: Sémola De Huevo, Melocotones En Cuadrantes, Leche
Amuestras: pollo y maní, papas fritas, verduras verdes, papas fritas, melocotones, compota de manzana, leche	Amuestras: Carne A Bolo, Crema De Maíz, Bolla, Duraznos En Cuadrantes, Leche	Amuestras: frijoles rojos y arroz, hojas de nabo, Fresas, pan de maná, Leche	Amuestras: Pollo en Barbacoa en Bolla, Frijoles hervidos, peras picadas, leche	Amuestras: queso azulado, papas fritas al horno, zanahorias al vapor, pila picada, leche
15 Desayuno: Tortada Francesa, Pila Cortada, Leche	16 Desayuno: Bizcocho con mantecilla, Duraznos en cubitos, Leche	17 Desayuno: Torta de Huevo, Fresas, Leche	18 Desayuno: Panqueques, Mandarinas, Leche	19
Amuestras: Fide De Hamburguesa Con Salsa, Punt De Papas, Crema de Maíz, Bolla de pan, Punt de Manzana, Leche	Amuestras: pollo con queso sobre arroz, brocoli al vapor, mandarinas, rollos, leche	Amuestras: Torta De Pollo Con Pan, Frijoles Al Horno, Peras En Cuadrantes, Leche	Amuestras: Piza De Queso, papitas al Horno, Gubantes Verdés, Kivi Fresco, Leche	Conmemoran las Vacaciones de Primavera del Distrito Escolar de Picayune
22	23	24	25	26
		vacaciones de primavera	PSD	
29 Desayuno: Panqueques, Pila Cortada, Leche	30 Desayuno: Bizcocho con mantecilla, Punt de manzana, Leche			
Amuestras: Pollo al bolidge, verduras mixtas con Gubantes y zanahorias, Durazno picadas, Leche	Amuestras: Chili en Bolla de Papa, Papas Fritas Al Horno, Frijoles Verdés Con Jamón, Mandarinas, Leche			

**PICAYUNE SCHOOL DISTRICT EHS - ROSA**  
1620 ROSA ST., PICAYUNE, MS  
TELEFONO: 601.799.4702  
FAX: 601.799.5449  
DIRECTORA: DRA. PAOLA THOMAS

**ANNE'S ACADÉMIA DE INFERNA Y GUARDIA**  
5000 PARA EL CIUDADANO INFANTIL DE EHS

**Centro de Aprendizaje McGuffey**  
5000 PARA EL CIUDADANO INFANTIL DE EHS

**PICAYUNE SCHOOL DISTRICT EHS - KICKLONN**  
1260 HWY 11, PICAYUNE, MS  
TELEFONO: 601.798.7808; FAX: 601.798.4085  
DIRECTORA: DRA. PAOLA THOMAS  
GERENTE DEL CENTRO: SRA. SHARON POORE

**ESCUELA DE LABORATORIO PARA EL DESARROLLO INFANTIL**  
5000 PARA EL CIUDADANO INFANTIL DE EHS

101 LO HWY 11, POPKINVILLE, MS  
TELEFONO: 601.693.2266

DIRECTORA: SRA. CARRIE HALES

**RECORDATORIOS**

**REUNIÓN DE PADRES DE EHS:** martes 2 de abril a las 5:30 PM en sala de usos múltiples de EHS Rosa

**REUNIÓN DE PADRES DE EHS:** jueves 4 de abril a las 5:30 PM en sala de usos múltiples de EHS Rosa

**REUNIÓN DE PADRES DE EHS:** jueves 4 de abril a las 5:30 PM en sala de usos múltiples de EHS Rosa

**REUNIÓN DEL CONSEJO DE POLÍTICA DE EHS:** jueves 4 de abril a las 12:00 pm en sala de usos múltiples de EHS Rosa

**En esta edición:**

- Recorrido de la Asociación de Galardonados
- Desde la estación de enfermería
- Del Departamento de Educación
- Quince el departamento de FCE
- Del Departamento de Salud Mental
- Del EHS de OPD
- EHS de OPD Contacto e Información

**LA DIRECTORA**

Hola padres de EHS! Del 12 al 13 de marzo de 2019, recibimos una visita al sitio de nuestra Oficina de Especialistas del Programa Head Start de la Oficina Regional de Atlanta (con la foto de la derecha) que querían obtener más información sobre todas las actividades que se llevan a cabo en nuestro programa. La Junta Escolar de PSD y el Superintendente (foto a la derecha) también se detuvieron en nuestro sitio de Rosa St. y realizaron un recorrido por el edificio para ver a nuestros niños participar en las actividades del aula. Los niños estaban muy entusiasmados de saludar a nuestros visitantes y mostrarles todas las cosas en las que han estado trabajando. ¡MUCHAS GRACIAS a todos nuestros padres y socios de la comunidad que se ofrecen como voluntarios para contactarse con maestros en todos su participación en el programa, así como al Sr. Smith, Ford, Moseyhan, Shaw, Roberson y el Reverendo Stubbs por visitarnos!

**EHS RESUME DE MARZO- DESELE DE MARDI GRAS**



**DEL DEPARTAMENTO DE EDUCACIÓN**

Este mes, los maestros trabajaron en la evaluación final de los niños para el año escolar 2018-2019. Esto significa que los maestros recopilaban datos sobre el desarrollo de su hijo. Si su hijo hace cosas en casa que él / ella no hace en la escuela, espere que los maestros obtengan información de usted. Esto es más común en el área del lenguaje porque los niños más tímidos a menudo pronuncian muchas más palabras en el hogar que en la escuela y pronuncian oraciones más largas. Prepárese para compartir con su maestro cuántas palabras usa comúnmente su hijo en el hogar y la longitud de sus frases u oraciones.

Abril es el mes animal en EHS. Los niños aprenderán sobre los conejos y la Pascua, así como los animales de la granja y del zoológico. A menudo los niños pueden hacer sonidos de animales antes de nombrarlos, lo cual es una parte importante del desarrollo. Los niños leen cuentos sobre animales, diferencian en cómo se ven y cómo se sienten, que comen y dónde viven.



**DE LA FAMILIA Y DEPARTAMENTO DE COMPROMISO CON LA COMUNIDAD**

**Festival de Primavera de Picayune**  
Abril 6, 7, 2019  
El Centro de Picayune, Nueva escuela Bíblica Crosby Memorial, Empress SPC, EHS y el programa de guardería de la escuela.

**¡Lanzamiento de primavera! De PSD EHS**  
jueves, Abril 18, 2019  
Hora: 5:30-11:00a

**PSD EHS 2019**  
¡Compañía de reclutamiento! Abre nuevas oportunidades para el año escolar 2019-2020

**Documentos necesarios:**

- Certificado de nacimiento/ Puesta de nacimiento
- Prueba de residencia e impuesto
- Tarjetas de seguro médico
- Formulario MS 121 (registro de guardería)
- Tarjetas de seguridad social
- Documentación de discapacidad (si aplica)

Al pastor Joshua Buddy le gustaría invitar a los padres a las clases de inglés como segundo idioma (ESL, por sus siglas en inglés). ¡Necesita ayuda para mejorar sus habilidades para escuchar y hablar inglés! ¡Únete a nuestros GREATS! Clase conversacional de ESL para mujeres todos los domingos de 10:00 PM a 5:00 PM. Ubicación: Nueva Iglesia Bautista de Palestina 2350 Palestina Rd, Picayune, MS 39466. Las clases son conducidas por voluntarios entusiastas. Cuidado de niños y transporte proporcionado a quienes lo necesitan. Se servirán aperitivos. Para obtener más información, llame a Wendie Mays al 334-324-7353 - Dirección de correo electrónico: wendiemays@gmail.com

**DEL DEPARTAMENTO DE SALUD MENTAL**  
**MES DE PREVENCIÓN DEL ABUSO INFANTIL**

Abil prevention month

Abil es el mes nacional de prevención del abuso infantil. Los niños y las familias prosperan cuando tienen acceso a entornos y relaciones seguras, estables y enriquecedoras. La investigación muestra que cuando los factores de protección están bien establecidos en una familia, la probabilidad de abuso y negligencia infantil disminuye. Esto incluye: Conexiones sociales. La familia tiene interacciones saludables con amigos de la familia, vecinos y miembros de la comunidad que brindan apoyo emocional, ayudan a resolver problemas, ofrecen consejos para padres y brindan asistencia concreta.

Apoyo concreto en tiempos de necesidad, cuando la familia se encuentra con una crisis, la familia sabe cómo acceder a servicios adecuados para brindar estabilidad, tratamiento y ayuda a los miembros de la familia para superar la crisis.

Conocimiento de la crianza de los hijos y el desarrollo del niño: los padres tienen información precisa sobre el desarrollo del niño y expectativas apropiadas para el comportamiento de los niños a cualquier edad para ayudarlos a ver a su hijo y jóvenes desde una perspectiva positiva y promover su desarrollo saludable.

Competencia social y emocional de los niños: el niño tiene la capacidad de interactuar positivamente con los demás, autorregular su comportamiento y comunicarse efectivamente sus sentimientos con su familia, otros adultos y compañeros.

All staff will continue to be trained on cultural diversity. Also, in keeping with the Performance Standards, PSD EHS is committed to using a culturally and linguistically relevant approach to instructional services to assist limited English proficient children progress and demonstrating broader language and literacy knowledge and skills. PSD EHS center-based programs have two bilingual (Spanish) employees and Annie's CCP has two bilingual employees (Spanish & German).



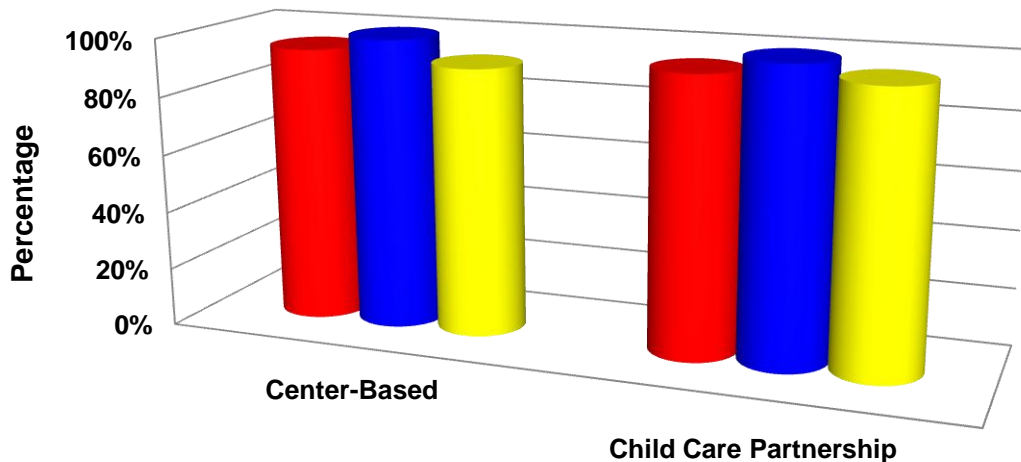


# Service Area : Health, Safety, & Nutrition

## Graphic Overview of Program Year 2018-2019

Overview of percentages of children enrolled in the Center-Based, Family Child Care Home, and Child Care Partnership options that are up-to-date on age appropriate check-ups, immunizations, and completed dental exams.

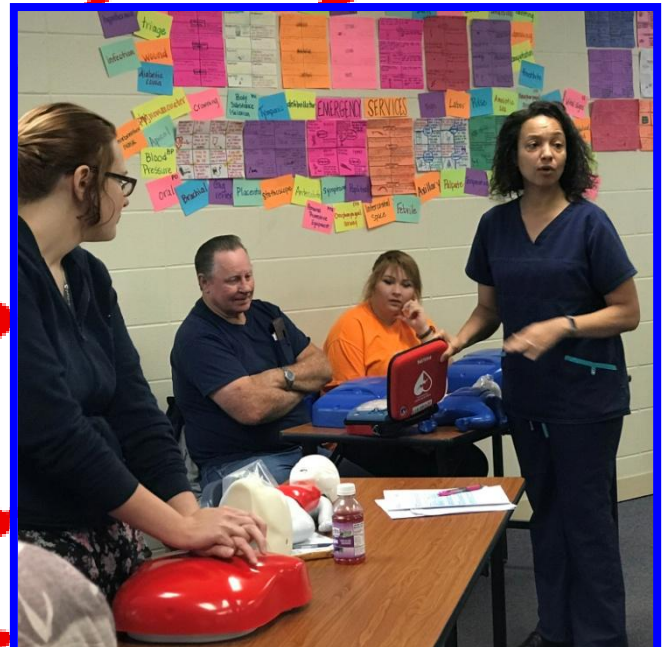
### Children's Health



	Center-Based	Child Care Partnership
■ Checkups	95%	95%
■ Immun.	100%	100%
■ Dental	92%	95%

### Staff Health

The Staff's Health is also recognized as a vital part of the Health Program. This includes the general health of the staff (initial and then annual check-ups & TB testing/screening), trainings concerning updated health information, trainings to provide staff with the necessary material and knowledge for protection against contact with potential infectious material and diseases (Universal Precautions), and trainings on safety topics such as CPR/Pediatric First Aid, Reducing the Risk of SIDS, How to Recognize an Allergic Reaction, and Choking Hazards.





### Oral Health

A comprehensive dental exam is conducted on all children once they turn 12 months of age and continue with follow-up visits every six months. If any follow-up treatment is required, our program works with the parent to make sure the needed services are completed. Throughout the program year our community has had other dental professionals to provide services to our families. Professionals located in our community include Dr. Trey Combs, Pearl River Dental Clinic, Dr. Estep, and Kids Dental Zone.

### Nutritional Services

The Picayune School District Early Head Start provides foods that are low in fat, sugar and salt. We respect cultural influences and encourage our families to make suggestions for menu items that reflect their family's heritage. All of our food choices and menus have to be approved by the State Health Department. Our program has a consulting Registered Dietician to provide advice and help when needed. Food is never used as punishment or reward. Children are encouraged to try new food items as they are developmentally ready to do so. Special diets are accommodated with a doctor's order.



### Safety

The Picayune School District Early Head Start works hard to uphold the safety for all children, families and staff. Children learn through routine, so it is important that children have drills conducted on a regular basis to reinforce the correct safety procedures. The PSD EHS conducts three emergency drills during each month. They include a Fire Drill, a Tornado Drill, and a Suspicious Intruder Drill. Pedestrian safety training is conducted for parents each year and an emergency bus evacuation drill is performed each year by the PSD EHS Safety Monitor. Monthly safety checks are conducted to maintain a healthy & safe environment.





# EHS Transition

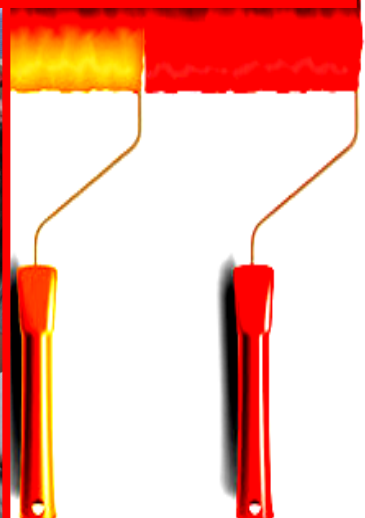
In May 2019, ninety-four (94) children (55 EHS Center-based; 39 EHS CCP) transitioned out of Early Head Start. PSD EHS' transition goal is to support families so that the change is as smooth as possible. Early Head Start Managers meet with the parents to find out what parents intend for their child's preschool education. Children attend a field trip to "big school" and read a book designed by a Picayune School District Preschool Teacher called "It's Fun to Be There" to prepare them for the next school year. The children also make an "All About Me" booklet to give to their next teacher with help from their parents and their EHS teacher.





# Parent Education

At Picayune Early Head Start, it is important to us that parents and families have the opportunity to advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals. In addition to involving parents in program policy-making and operations, PSD EHS provides parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group.



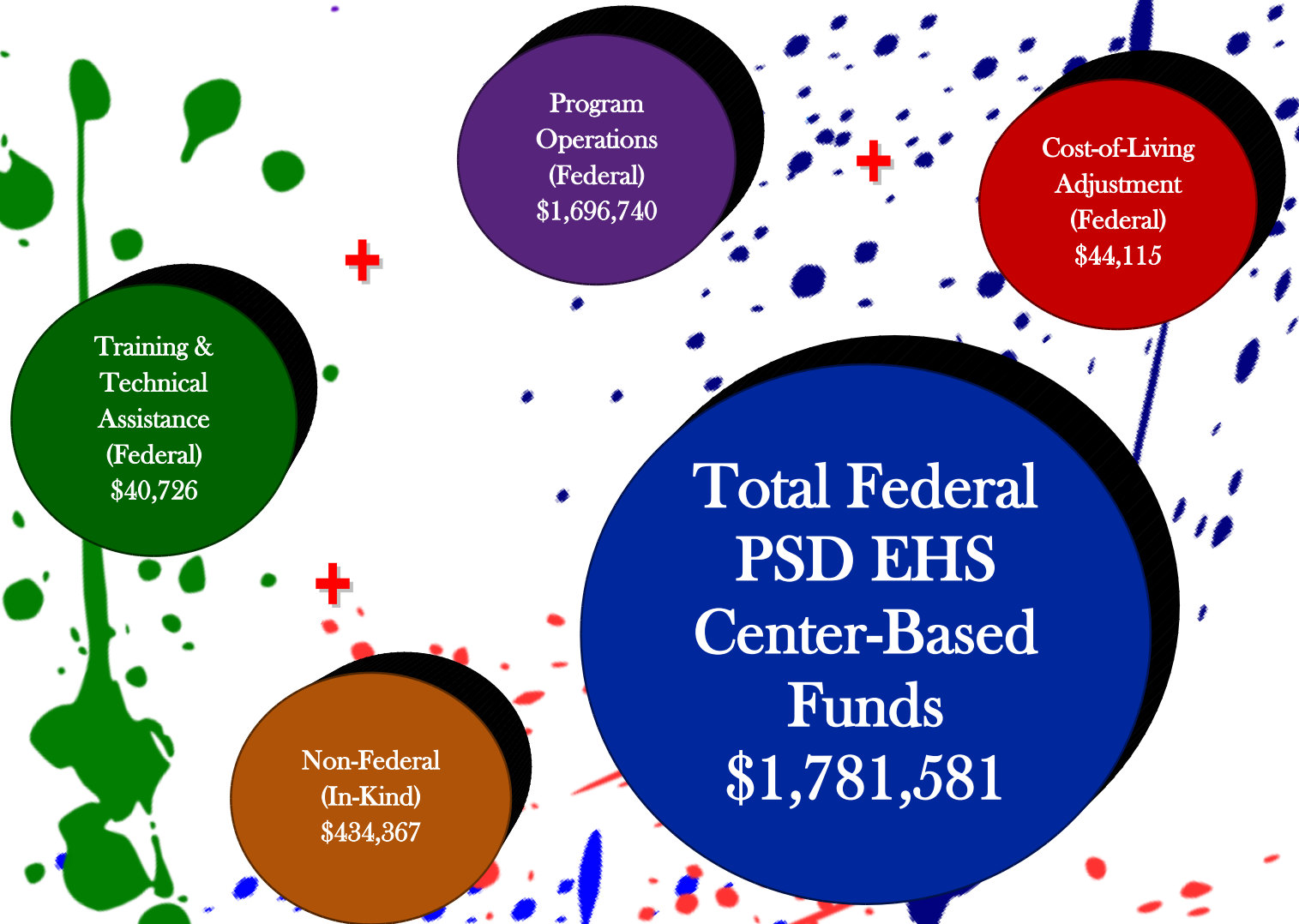


# Professional Development

Picayune School District Early Head Start believes that having qualified staff is one of the drivers of student achievement. High quality professionals need professional development in order to increase their knowledge, skills, attitudes, and beliefs so that they can facilitate learning at the highest levels. We network and partner with local community colleges and universities within a 70 mile radius to assist our staff (teaching and non-teaching) in obtaining Associate Degrees, Bachelor Degrees, and other higher education. All of our EHS teachers have either an Associate Degree in Early Childhood Education / Child Development or a National Child Development Associate Credential. Also, all EHS Managers and Coordinators have Bachelor's, Master's or Doctoral Degrees.



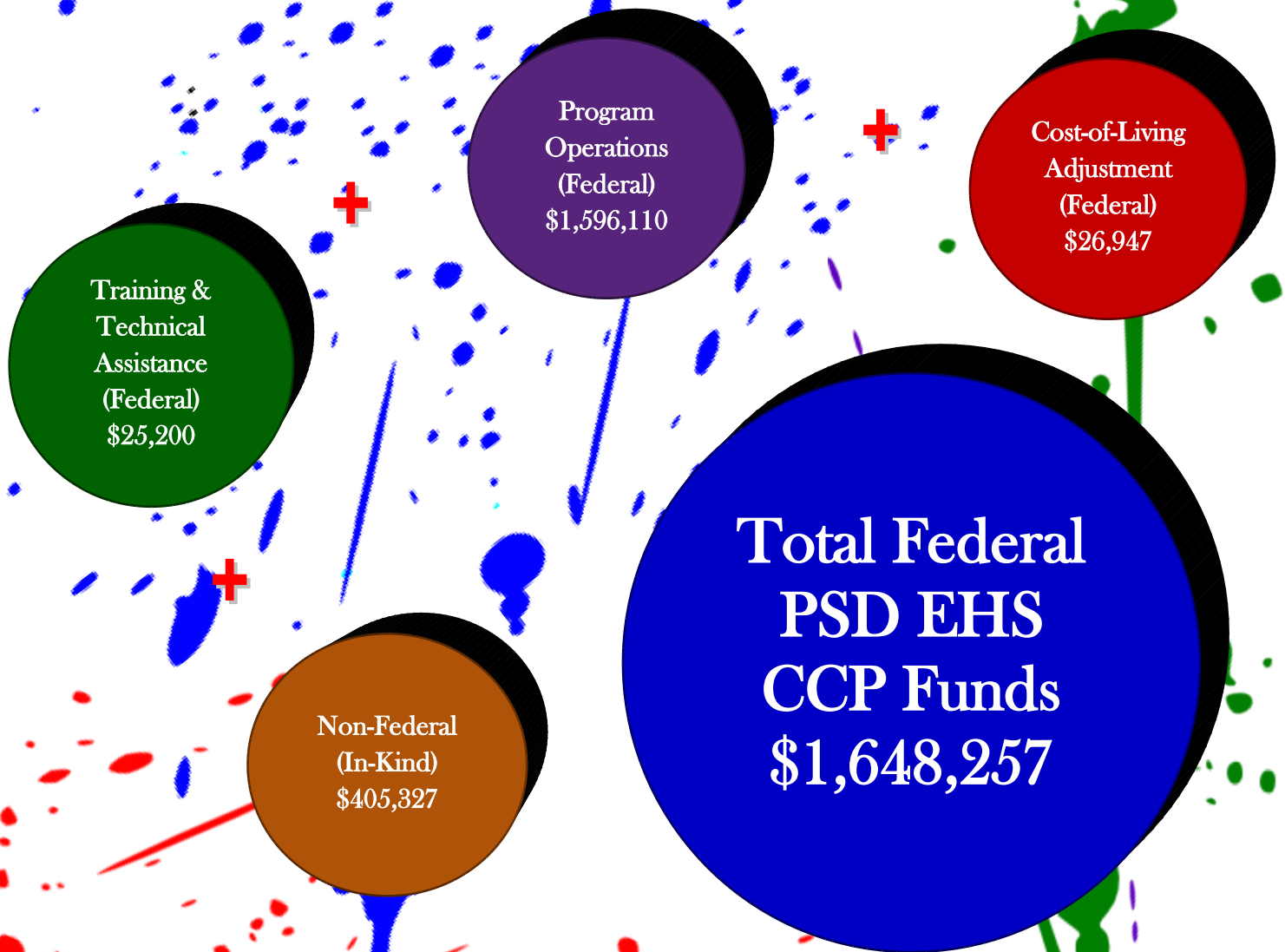
# Center-Based Funding



EHS CENTER-BASED PROGRAM EXPENDITURES	
BUDGET CATEGORIES	PROGRAM OPERATIONS & TTA
Personnel	\$972,838.00
Fringe Benefits	\$407,998.00
Travel	\$30,000.00
Equipment	\$0.00
Supplies	\$171,000.00
Contractual	\$106,726
Other	\$48,904.00
<b>TOTAL</b>	<b>\$1,737,466.00</b>



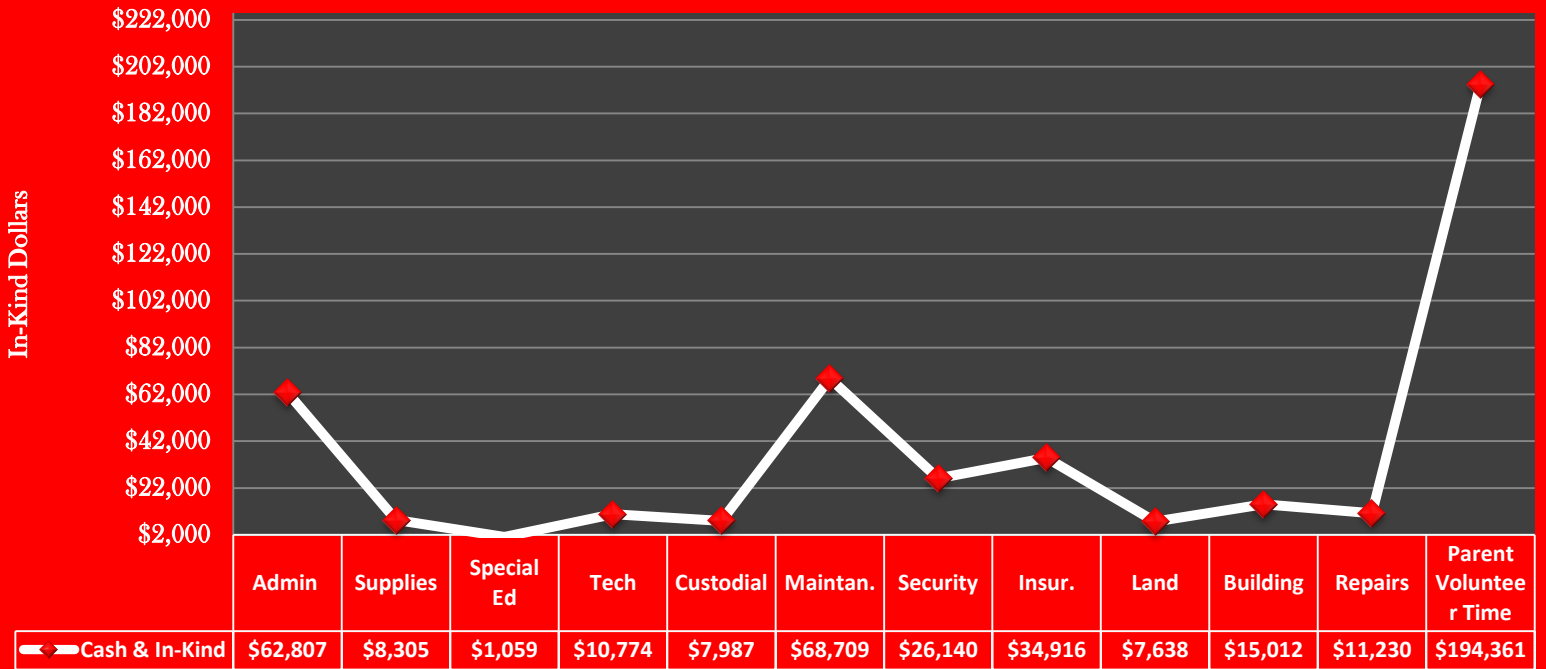
# CCP Funding



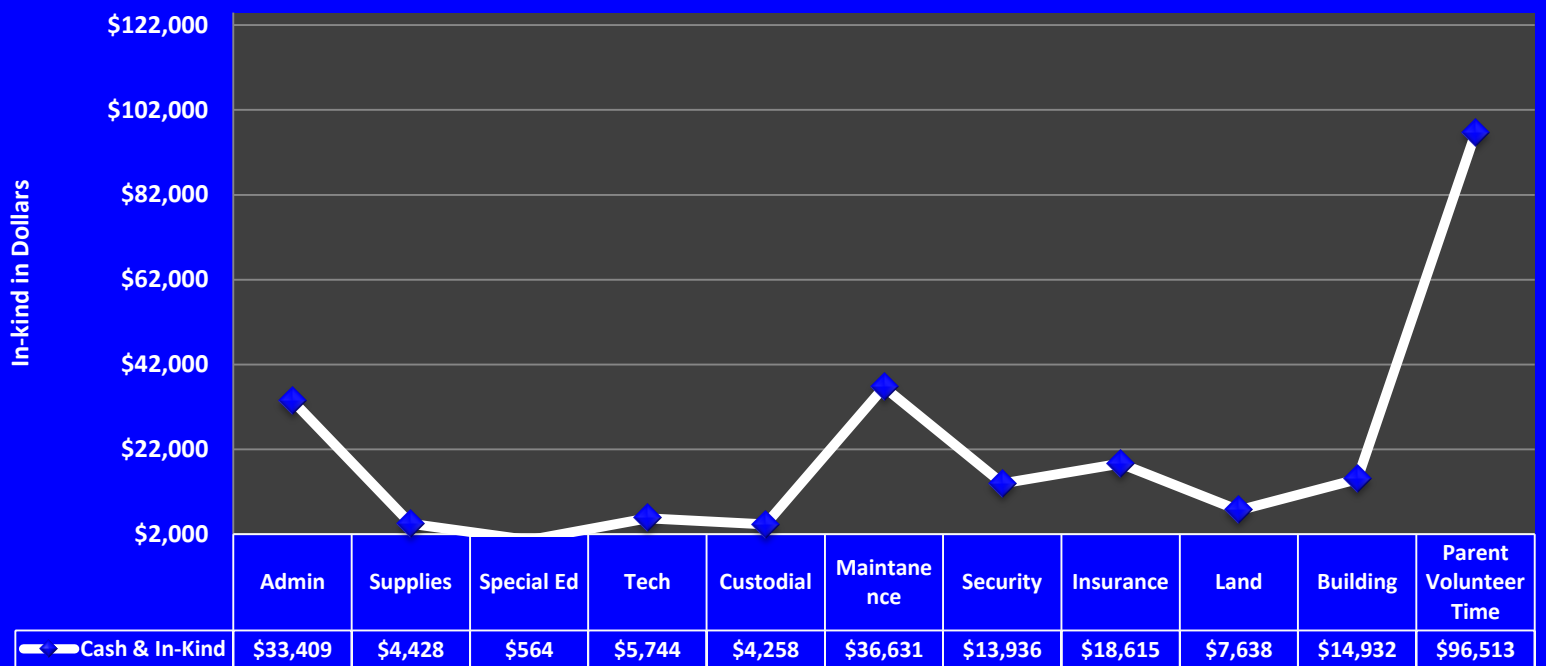
EHS CHILD CARE PARTNERSHIP PROGRAM EXPENDITURES	
BUDGET CATEGORIES	PROGRAM OPERATION & TTA
Personnel	\$369,122.00
Fringe Benefits	\$129,138.00
Travel	\$16,790.00
Equipment	\$559,705.00
Supplies	\$18,249.00
Contractual	\$483,361.00
Other	\$44,945.00
<b>TOTAL</b>	<b>\$1,621,310.00</b>

# In-Kind Donations & Community Match

## EHS Center-based : Cash & In-Kind



## EHS CCP : Cash & In-Kind







**We're going to the  
Audubon Zoo!**











Happy Mardi Gras!



# Happy Grandparent's Day!







# Happy Halloween!







# A Night of Elegance! (Parent Gala)









Picayune School District Early Head Start - Picayune  
1620 Rosa St., Picayune, MS 39466  
Phone: (601) 799-4702 • Fax: (601) 799-5448

Picayune School District Early Head Start - Nicholson  
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Program Web Address: [www.psdecip.com](http://www.psdecip.com)

PSD Web Address: <http://picayune.schooldesk.net>

