

Greater Phoenix Urban League Head Start Parent Handbook

2024-2025



**Office: 1402 S. 7th Ave.
Phoenix AZ 85007
Office Hours: 8:00- 4:30
Phone #: 602-276-9305**



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ARIZONA DEPARTMENT OF HEALTH SERVICES

This facility is regulated by:

Arizona Department of Health Services
Day Care Licensure / Division of Licensing Services
150 North 18th Avenue, 4th Floor
Phoenix, Arizona 85007
(602) 364-2539

Arizona Department of Health Services Inspection reports are available upon request.

Reports and Inspections are available located in all Head Start Classroom sites and, in the Head, Start Office at 1402 S. 7th Ave. Phoenix, Arizona 85007

Greater Phoenix Urban League Head Start is a federally funded program and there are NO COSTS or fees for services.

Greater Phoenix Urban League Head Start does not discriminate the basis of race, color, national origin, sex, age or disability.

Parents/Guardians have access to the areas on facility where the enrolled child is receiving child care services



Greater Phoenix Urban League Head Start**Administration Office:**

1402 S. 7th Avenue Phoenix, AZ 85007
 Central Office (602)276-9305/Fax (602)268-1544

Program Director: Natalie Alvarez**Off Site offices****Cartwright Office:**

5480 W. Campbell Ave Phoenix AZ 85031
 (623)849-7129

Prendergast Office:

3802 N. 91st Ave Phoenix AZ 85037
 (623)772-3009

Barry Office:

2533 N. 60th Ave Phoenix AZ 85035
 (623)691-5750

Head Start Centers (ages 3-5 yrs.)**Phoenix EL Elementary District**

Marco De Niza
 305 W. Pima St, Phoenix AZ 85037
 (623)239-1549
 M-F (8:30-3:00)

Roosevelt District

Avalon Villas Apartments
 825 W. Broadway Rd, Phoenix AZ 85041
 (623)444-5517
 M-F (8:30-3:00)

Laveen District

Maurice C. Cash Elementary
 3851 W. Roeser RD, Phoenix AZ 85041
 (602)237-2144
 M-F (8:30-3:00)

SU Prep South Phoenix

ASU Prep South Phoenix
 5610 S. Central Ave, Phoenix AZ 85040
 (602)374-5781
 M-F (8:00-2:30)

Pendergast District

Pendergast Early Learning Center
 3841 N. 91st Ave Phoenix AZ 85037
 (623)772-3009
 M-F (8:00-2:30)

Isaac District

Alta E Butler Elementary
 3843 W. Roosevelt St, Phoenix AZ 85009
 (602)442-2380
 M-F (9:00-3:30)

P T COE School

3801 W. Roanoke Ave, Phoenix AZ 85009
 (602)442-2400
 M-F (8:15-2:45)

J B Sutton Elementary

1001 N. 31st Ave, Phoenix AZ 85009
 (602)442-3200
 M-F (8:30-3:00)

Joseph Zito Elementary

4525 W Encanto Blvd, Phoenix AZ 85035
 (602)442-2500
 M-F (8:15-2:45)

Mitchell Elementary

1700 N 41st Ave, Phoenix AZ 85009
 (602)442-2600
 M-F (8:30-3:00)

Moya Elementary

406 N. 41st Ave Phoenix AZ 85009
 (602)442-3100
 M-F (8:00-2:30)

Cartwright District

Starlight Park Elementary
 7960 W. Osborn Rd, Phoenix AZ 85033
 (623)691-4700
 M-TH(8:30-3:00)

Cartwright Child Care Center

5480 W. Campbell Ave, Phoenix AZ 85031
 (623)849-7129
 M-TH(8:00-2:30)

Byron Barry

2533 N. 60th Ave, Phoenix AZ 85035
 (623)691-3715
 M-TH(8:00-2:30)

Palm Lane Elementary

2043 N. 46th Drive, Phoenix AZ 85035
 (623)691-5500
 M-TH(8:30-3:00)

G Frank Davidson

6935 W. Osborn Rd, Phoenix AZ 85033
 (623)691-1621
 M-TH (8:30-3:00)

Frank Borman Elementary
3637 N. 55th Ave, Phoenix AZ 85033
(623)691-5000
M-TH (8:00-2:30)

Peralta Elementary
7125 W. Encanto Blvd, Phoenix AZ 85035
(623)691-5600
M-TH (8:30-3:00)

Holiday Park
4417 N. 66th Ave, Phoenix AZ 85033
(623)691-4500
M-TH (8:00-2:30)

Glenn L. Downs Social Science Academy
3600 N. 47th Ave, Phoenix AZ 85031
(623)691-4200
M-TH (8:30-3:00)

Charles W Harris Elementary
2252 N. 55th Ave, Phoenix AZ 85035
(623)691-4800
M-TH (8:00-2:30)

Sunset Elementary
6602 W. Osborn Rd, Phoenix AZ 85033
(623)691-4600
M-TH (8:30-3:00)

Tomahawk Elementary
7820 W. Turney Ave, Phoenix AZ 85033
(623)691-5800
M-TH (8:30-3:00)

Cartwright Elementary
2825 N. 59th Ave, Phoenix AZ 85033
(623)691-4100
M-TH (8:30-3:00)

Manuel Peña Jr
2550 N. 79th Ave, Phoenix AZ 85035
(623)691-3100
M-TH (8:30-3:00)

Justine Spitalny Elementary
3201 N. 46th Drive, Phoenix AZ 85033
(623)691-4400
M-TH (8:00-2:30)

Bret Tarver Elementary
4308 N. 51st Ave, Phoenix AZ 85031
(602)691-1900
M-TH (8:00-2:30)

Heatherbrae Elementary
7070 W. Heatherbrae Dr, Phoenix AZ 85033
(623)691-5200
M-TH (8:00-2:30)

My child's center is: _____
Class time: _____
Center phone _____
Teacher _____
Assistant Teacher _____
Caseworker: _____ Phone#: _____
Half Day Class time _____

STAFF REQUIREMENTS

Be assured that our staffs have met all of the following requirements:

1. All teaching staff has met the educational requirements as mandated for their positions.
2. All staff are fingerprinted and licensed with the state to work with preschool-aged children.
3. At least one staff in each classroom during all operating hours has successfully completed First Aid/CPR and Food Handlers training and holds a current certification.
4. All staff members have a completed Health Cards on file, which include current immunization information

SECTION (2) PROGRAM OPTIONS

HEAD START PART-DAY CENTER PROGRAM

The center program option provides children age three to five with classroom experiences planned by qualified staff to promote developmental growth in all areas. Individualized planning ensures that the specific needs of each child are met in a safe, nurturing learning environment. Teachers and parents will meet four times per year to set and update goals for their child. Children in a center base program attend class Monday through Thursday with some occasional Fridays. Morning and afternoon classes are available.

Sample Daily Schedule for Part Day Center

Full Day Session	Schedule
8:00 AM	<i>Arrival, health check, large group activity</i>
Early Morning	<i>Breakfast/Lunch, free choice, tooth brushing</i>
Mid Afternoon	<i>Gross motor activity/ small group planned activities</i>
Late Afternoon	<i>AM – Lunch or PM – snack, tooth brushing</i>
11:30	<i>Group activity (music, story time, review of day), departure</i>
2:00	<i>Snack</i>
2:30	<i>Dismissal</i>

Our agency will maintain the following adult-child ratios and maximum group sizes in all Head Start programs. Each center is licensed to serve these maximum group sizes:

Age	Adult/Child Ratio	Maximum Group Size
3 years – 5 years	1:10	20
3 years	1:10	17



SECTION (3) PARENT RIGHTS & RESPONSIBILITIES

Parent and family participation and involvement are essential to the success of the Head Start program. We believe that parents and family members are their child's first teachers and are valuable contributors to our program. For this reason, we have very high expectations for families.

PARENT ROLES AND RESPONSIBILITIES

I understand Head Start is a Parent Participation Program. It is my Responsibility to fulfill the following:

Yo entiendo qué Head Start es un programa de participación de padres. Es mi responsabilidad de cumplir con lo siguiente:

- 1. I will have two home visits with the teachers and attend (2) two conferences.**
Yo tendré (2) dos visitas en casa con las maestras y asistiré a (2) dos conferencias.
- 2. I will ensure that my child is up to date on all required immunizations to begin and remain in the Head Start program. This includes receiving a TB skin test if they haven't received one since their 4th birthday.**
*Yo me aseguraré de que mi niño esté al día con todas las vacunas requeridas para comenzar/seguir en Head Start. Esto incluye el recibir una **Prueba de la Tuberculosis** si su niño no ha recibido una después de los cuatro años.*
- 3. I will obtain a physical exam for my child and follow-up on all identified problems. Or any health updates**
Yo obtendré un examen físico para mi niño y atenderé a todos los problemas identificados. o cualquier actualización de salud
- 4. I will obtain a dental exam for my child and have all follow-up work completed.**
Yo obtendré un examen dental para mi niño y terminaré con el tratamiento.
- 5. I understand that daily attendance is required. If my child is ill or cannot attend, I will call the school that morning. I understand that in cases of excessive absences, my child may be dropped from the program.**
Yo entiendo que la asistencia diaria es requerida. Si mi niño está enfermo y no puede asistir, llamaré a la escuela esa mañana. Yo entiendo que, en el caso de ausencias excesivas, mi niño puede ser expulsado del programa.
- 6. I will follow the GPUL Head Start Celebration policy. /Yo voy a seguir las pólizas de GPUL Head Start de celebraciones.**
- 7. I will follow the GPUL Head Start "Bringing Food from Home" Policy.**
Yo voy a seguir las pólizas de GPUL Head Start de traer alimentos a la escuela.
- 8. I will bring my child to school at the scheduled starting time every day and pick him/ her up promptly at dismissal time.**
Yo traeré a mi niño a la escuela en el horario previsto todos los días y lo recogeré a tiempo a la hora de salida.
- 9. I will meet with the Head Start Caseworker to complete the Family Partnership Agreement.**
Me citaré con la Trabajadora de Servicios Sociales de Head Start y completaré el Acuerdo de Asociación con la Familia.
- 10. I will notify Head Start of any changes in my job, address, phone or emergency contacts.**
Yo notificaré a Head Start de algún cambio en mi trabajo, domicilio, teléfono o contactos de emergencia.
- 11. I will attend monthly parent meetings when possible. /Yo asistiré a la Junta de Padres mensualmente cuando sea posible.**
- 12. I will volunteer in my child's classroom and/ or make learning materials for the classroom when possible.**
Yo seré voluntario en el salón de clases de mi niño o haré materiales de aprendizaje para la clase cuando sea posible.

SECTION (4) PHILOSOPHY & VALUES, VISION

HEAD START PROGRAM PHILOSOPHY

Greater Phoenix Urban League Head Start's promotes high quality comprehensive services tailored to meet the needs of eligible children and families in our communities. We provide a positive learning environment that equips children with skills to develop social emotional competencies, school readiness success and encourage life-long learning.

Our teachers regard early childhood experiences with the respect and commitment those experiences deserve. The staff work in collaboration with parents who are the child's first teacher to support the school readiness process.

HEAD START LANGUAGE ACQUISITION PHILOSOPHY

We believe in preserving a child's home language. A child's home language is crucial to the development of a child's healthy self-image and ensures strong family communication.

We believe acquiring language is a lifelong process that must involve partnerships and positive relationships between diverse children, families, teachers, administrators and the community.

HEAD START PROGRAM VALUES

Greater Phoenix Urban League Head Start operates with the core values of the National Head Start. We are committed to providing equitable services to empower children, families, and staff, by providing compassion, collaboration, quality, communication and honesty.

Communication: to share and receive meaningful information in a timely manner with mutual understanding.

Compassion: to serve with respect, empathy and dignity.

Collaboration: Foster partnerships with the larger community to support our comprehensive services.

Quality: dedicate our efforts and our resources to provide comprehensive services with unyielding determination.

Honesty: be accountable to uphold ethical integrity in all our actions

HEAD START PROGRAM VALUES

A child is a unique individual. The childcare environment will respect the child's developmental needs. A child's physical, emotional, intellectual and creative needs must be met. Head Start provides a developmentally appropriate classroom that is rich in cultural values and individual backgrounds of the home and family. We encourage children to express their creativity and we provide hands-on activities that encourage children to problem-solve. The environment is clean, safe and well-planned. Parents are partners with teachers in providing guidance and encouraging the children to interact with their learning environment. The success of each child in Head Start is our primary goal. Children will experience a variety of individualized and group activities. Head Start classrooms provide the following learning centers: **DRAMATIC PLAY * SCIENCE * MUSIC & MOVEMENT * BLOCK PLAY * CREATIVE MEDIA** (art, play dough etc...) *** READING / WRITING * COMPUTER** and **MANIPULATIVE PLAY** (puzzles, small Math Legos etc...)

SECTION (5) CURRICULUM & SCHOOL READINESS GOALS

SCHOOL READINESS GOALS



DOMAIN: APPROACHES TO LEARNING

School Readiness Goal: Children will demonstrate persistence throughout the day.



DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

School Readiness Goal: Children will demonstrate self-regulation through responsibility for self and positive social interactions with others.



DOMAIN: LANGUAGE AND LITERACY

School Readiness Goal: Children will listen to understand and respond to increasingly complex language.



DOMAIN: COGNITION

School Readiness Goal: Children will use logic and reasoning skills to develop mathematical thinking and scientific thinking in everyday routines.



DOMAIN: PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT

School Readiness Goal: Children will demonstrate improved perceptual motor and physical development.

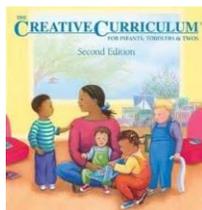


Parent, Family and Community Engagement

Family Engagement Goal: Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their community.

CURRICULUM

Greater Phoenix Urban League uses Creative Curriculum. A thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning.



Creative Curriculum®

Greater Phoenix Urban League Head Start has chosen to use the Creative Curriculum for Preschoolers based on its developmentally appropriate approach to learning.

The philosophy behind the Creative Curriculum is that young children learn best by doing. Learning isn't just repeating what someone else says; it requires active thinking and experimenting to find out how things work and to learn firsthand about the world we live in.

In their early years, children explore the world around them by using all their senses (touching, tasting, listening, smelling, and looking).

In using real materials such as blocks and trying out their ideas, children learn about sizes, shapes, and colors and they notice relationships between things.

The Goals of the Creative Curriculum®

The most important goal of our early childhood curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners.

We're teaching them how to learn, not just in preschool, but all through their lives. We're allowing them to learn at their own pace and in the ways that are best for them. We're giving them good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their lives.

Our curriculum identifies goals in all areas of development:

Social: To help children feel comfortable in school, trust their new environment, make friends, and feel they are a part of the group.

Emotional: To help children experience pride and self-confidence, develops independence and self-control, and has a positive attitude toward life.

Cognitive: To help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to describe their ideas, observations, and feelings.

Physical: To help children increase their large and small muscle skills and feel confident about what their bodies can do.

The activities we plan for children, the way we organize the environment, select toys and materials, plan the daily schedule, and talk with children, are all designed to accomplish the goals of our curriculum and give your child a successful start in school.

SECTION (6) GENERAL POLICIES AND PROCEDURES

HEAD START ENROLLMENT PROCESS

Our program follows Federal Head Start enrollment guidelines. To enroll in our program, you must:

- Be eligible (foster children, receiving TANF or SSI, homeless, or have income below the Federal Income Guidelines)
- Complete all health and enrollment forms in the application packet
- Provide an up-to-date shot record for the child
- Eligibility is determined during the time of registration by the city of phoenix caseworker.
- Children need to be 3 or 4 by September 1st.
- There are no tuition/fees for enrolling and attending the Head Start program.

ATTENDANCE POLICY

Good attendance assures that your child will receive the greatest benefit from our program. We want your child to experience all the learning activities planned on a daily basis. Mildly ill children are able to attend center. See "Ill Child" about symptoms that prevent your child from attending. Children are expected to attend at least 85% of the time each month, only missing one or two days for specific reasons.

- Parent(s) or Guardian(s) will sign in/ out child on Child Plus daily. Teachers will create system to insure all children are signed in/out daily and to that only identify authorized adults are signing children out.
- Parent(s) or Guardian(s) must contact the Head Start Staff on the day of child's absence. If the parent or guardian has not made contact within .30 min, of the program start time then the staff will contact parents/guardians within 1 hour of start time. Staff will note parent contact information on the Child Plus within them 1st hour of start time. If unable to contact an FYI will be generated to caseworker on the day of the absence.
- If a student comes in 15min. after class start time child is considered late. Teacher must contact parent/guardian and note reason for tardiness on Child Plus. In cases of persistent tardiness, teachers and COP case workers will work with the family to identify any needs of the family to improve punctuality. Excessive and prolonged tardiness may result in a child being placed on waitlist.
- Head Start classroom staff must complete and submit a referral to COP Case Worker when a child has been absent for 2 consecutive days without contact from the parent/guardian. If unable to contact parent/or guardians, a home visit must be made by COP Case Worker. All contact efforts made by teacher and COP Case Worker must be documented on Child Plus.
- In the event of a planned absence, an extended leave of absence form must be submitted in advance and approved by program director/or assistant director. A form is provided electronic in teacher memory stick.
- In the event of an extended, unexcused absence of 3 consecutive days a child may be replaced by a child on the waiting list. The child may be readmitted when a vacancy occurs at the site, depending on their eligibility status and point ranking.
- A child ill for more than 3 consecutive days in the classroom will be required to have a physician's verification to be determined an approved extended absence.
- Children attendance less than 85% of the time, without an approval, may be at risk of being placed on the waitlist. (For example, children consistently missing one day a week for a prolonged period of time.) COP Case Workers and Assistant Director will work with the parent/guardian to improve the child's attendance before dropping the child from the program.
- Within the first 60 days of program start date and regularly thereafter, the parents or guardians of all classroom enrollees will receive a report on their child's attendance as well as information about the importance of attendance.
- Attendance will be monitored weekly by administrative assistants. If program attendance drops below 85%, all excuses will be analyzed and, when necessary, strategies to improve attendance will be implemented by the program assistant director.

- Staff must document all communication with the child’s family and any alternative services provided, on Child’s Plus.
- Head Start Teachers will input and update attendance daily.
- Head Start Secretaries will check attendance entries weekly.
- COP Case Workers will review attendance percentage.
- If a child has 3 or more consecutive absences, regardless of whether the absences are explained or unexplained, the Head Teacher staff entering attendance will notify the COP Caseworker by referral on Child Plus.
- If multiple unexplained absences occur, and the family cannot be reached by usual means, including by reaching out to Emergency Contacts, COP Case Worker will conduct a home visit.
- COP Case Workers will review parent attendance policy and discuss the importance of attendance for any children falling below 90% of attendance.
- COP Case Worker will begin a course of action to improve for any children falling below 85% attendance. Attendance plan will be developed by case worker, family, teaches, and assistant director. The attendance plan will be designed to support the child’s consistent attendance in the program, or if necessary, to plan for alternative services. During the attendance plan meeting, staff will:
 - Provide information to the parent about the benefits of regular attendance.
 - Identify the reasons for the absences
 - Create a specific plan and identify a date for establishing consistent attendance or alternative services
 - In cases of prolonged illness, child care restricted communicable disease, or children with 504 Plans for Medical Disabilities, the Health and Nutrition Consultant (or School Nurse) should also participate in developing the attendance plan
- Staff will ensure every effort is made to resolve any family social service issues or health issues to allow the child’s continued attendance in the program. Documentation of all efforts to improve attendance will be maintained in the student data management system.
- If absence from the classroom continues, and every effort to resolve issues hindering the child’s attendance has been made, the Head Start/Early Head Start Director of Direct Services may consider the child’s slot an enrollment vacancy.

DISENROLLMENT POLICY

Child Focus will make every effort to continue your child’s successful enrollment in our programs.

Examples of issues that may result in disenrollment:

- Extremely harmful behavior of child to staff or other children.
- Extremely harmful behavior of parents to staff or other program participants including inappropriate language and/or verbal threats.

If a parent wishes to disenroll their child, the parent must notify the center at least one week from child’s last day of service.

NON-CUSTODIAL PARENT

Non-custodial parents not listed on the enrollment form or the emergency card form must provide written documentation from the court indicating that they have permission to access child’s records or have access to child.

If there are court documents in the child’s center file that deny/limit the non-custodial parent/guardian’s right to visitation we **CAN NOT** release the child. The staff will call the custodial parent and report the circumstances.

If the parent insists or is threatening, staff will call 911 immediately.

CENTER CLOSINGS

If the center is closed for any reason, families will be notified by teacher on numbers that the families provided in the emergency card. **Families need to ensure that the centers have all updated information.**

STATEMENT OF CONFIDENTIALITY

All files and information recorded in Head Start regarding children and families in the program are kept strictly confidential. Staff members are the only people who have access to these files, including Family Advocates, Home Visitors, Classroom Teachers, and other staff and consultants as needed (e.g. in the case of a specific health concern). Access to files is on a “Need to Know Basis”; only staff members that are involved with your child/family will have access to the records.

RELEASE OF CONFIDENTIAL INFORMATION

Our program will not release information from a child’s record or file without the consent of a parent/guardian. If the program receives a request for information on your child and/or our program would like to obtain information from an outside entity, we will request that the parent/guardian sign a consent form that includes what kind of information we would like to release/receive and to/from whom. Parents/guardians have the right not to sign this release consent form.

GRIEVANCE PROCEDURE

When issues or complaints arise between the City of Phoenix Human Services Department – Delegate Agency, parents and /or community members, these procedures are intended to provide for prompt, systematic and mutually satisfactory settlement.

It is expected that any complaints by parents and / or community members can be handled informally and at the most immediate level to settle differences whenever possible.

The City of Phoenix Human Services Department (HSD) will not be liable for any costs incurred in the preparation of a formal complaint.

Procedure:

A) INFORMAL DISCUSSIONS

Step 1: Discussion with Head Start Director

A parent and/or community member should discuss the matter fully with the Program Director within five (5) working days. The Director will make every effort to resolve the complaint in a fair and agreeable manner in accordance with policies and procedures. This should usually take no longer than ten (10) working days.

Step 2: Hearing by the Head Start Policy Committee

Failing a satisfactory resolution, the parent and/or community member may, within ten (10) working days of the meeting with the Director, ask the Director to present his/her complaint to the Policy Committee. The Policy Committee will make every effort to resolve the issue in a fair and agreeable manner and in accordance with policies and procedures. The Executive Director must review and approve any Policy Committee decision before it is finalized or action taken.

Step 3: Consultation with Delegate Agency Executive Director

A parent and / or community member who is dissatisfied with the decision of the Program Director and Policy Committee may notify the Program Director that he/she wishes to consult with the delegate agency Executive Director. The delegate agency Executive Director will make every effort to resolve the complaint in a fair and agreeable manner and in accordance with the delegate agency and policies and procedures. This should usually take no longer than ten (10) working days.

b) FORMAL PRESENTATION OF COMPLAINT

Step 1: Hearing by Program Coordinator

Failing a resolution at the previous stages, the parent and/or community member will within ten (10) working days of the meeting with the Executive Director, submit his/her complaint, in writing, to the Program Coordinator or designee. The Program Coordinator will schedule a hearing within ten (10) working days of receiving the written complaint. At this hearing the parent and/or community member will be permitted to present evidence and witnesses in support of his/her complaint. The Program Coordinator will give the parent and/or community member a written decision on the hearing within ten (10) working days.

Step 2: Hearing by the Head Start Policy Council

Failing a satisfactory resolution, the parent and/or community member may, within ten (10) working days of receiving the Program Coordinator’s written decision, submit his/her complaint, in writing, to the Policy Council. The Policy Council will determine if it will

hear the complaint and will notify the parent and/or community member within twenty (20) working days of receiving the parent/community member's request. If the parent's and/or community member's complaint is to be heard, the notification will state the time, date and place of the hearing along with rules for procedure. The decision of the Policy Council will be final. The Human Services Department Director must approve the decision of the Policy Council before action is taken. Upon final determination, the Policy Council shall notify the parent and/or Council/Committee members, Program Coordinator, delegate agency Executive Director and Program Director.

CONCERNS

There will be times when you have a concern about something that is happening in the classroom. We know that your first thought may be to go to your case manager this needs to be addressed with your teacher first

On rare occasions when a concern cannot be resolved by the classroom teacher our program follows the Grievance Procedure.

Talk to the Teacher

If it cannot be resolved, tell the teacher you will be taking it to the next level



Talk to the Supervisor

If it cannot be solved, request to speak with the Director



Talk to Director

The Director will make the final decision

REPORTING SUSPECTED CHILD ABUSE AND NEGLECT

Teaching staff and volunteers are required by Arizona Law to report any suspected cases of child abuse or neglect to the Department of Child Services Agency, at 1-888-767-2445. Children will be observed daily through routine health checks. Be assured that, while normal bruises and scrapes and/or mood swings will not alarm our trained staff, they may ask from time to time for clarification from you on how an injury may have occurred or why a child's behavior has changed. Please do not feel threatened by this procedure; it is our way of assuring you that your child's needs are being met by caring and supportive adults. All inquiries will be made in a sensitive confidential manner. These inquiries usually give parents and staff an opportunity to work as a team on how they can better support a safe and healthy environment for the child.

INSURANCE

In accordance with the Health and Human Services requirements, the Greater Phoenix Urban League Head Start has student accident insurance and liability insurance for accidents on the Head Start center premises.

PESTICIDE PROCEDURES

Parents / Guardians will be notified at least 48 hours before a pesticide is applied on the facility premises by a posted sign outside and inside the classroom.

POSITIVE DISCIPLINE AND GUIDANCE POLICY FOR CHILDREN

The Head Start program uses an approach to discipline and guidance that emphasizes respect for each child; developmentally appropriate expectations of children's behavior; and the use of positive discipline and guidance strategies.

Our staff members strive to create a relaxed, positive environment that enables children to explore and experiment while remaining safe and feeling well-supported. Through positive guidance strategies and modeling social skills, staff helps children learn pro-social behaviors, build confidence and self-esteem, and develop greater respect for others' rights and feelings, as well as a sense that they are themselves respected.

Discipline concerns are handled by staff in a way that encourages children to solve problems and develop a sense of inner self-control. Children are given authentic choices and the opportunity to be an active part of decision-making in their environment, thus fostering a sense of personal responsibility. Staff helps children to understand the reasons for rules and limits and to feel good about the choices they make.

Our staff will use a variety of strategies for positive discipline and guidance in the classroom, including the following:

- Plan ahead in order to anticipate problems.
- Limit expectations to what is realistic for the developmental level of each child (and make these expectations clear to children).
- Create a "yes" environment: rather than telling children what they cannot do, give them choices of the things they can do.
- Talk about children's positive behavior: "Thank you for giving the truck to Daniel when you were finished with it."
- State rules positively rather than negatively: "Please walk" instead of "Don't run."
- Give children clear, simple directions and positive reminders.
- Pay close attention to children in order to prevent and/or intervene in challenging behaviors. (Especially important with children who are likely to escalate, hit or bite.)
- Help children deal with frustration and anger through words or pretend play.
- Encourage children's growing sense of independence and acknowledge when children show self-control.

UNACCEPTABLE DISCIPLINE METHODS:

The following methods are prohibited by staff at all times, under any circumstances:

- Corporal punishment, including hitting, spanking, swatting, beating, shaking, pinching, squeezing and other measures intended to induce physical pain or fear
- Threatened or actual withdrawal of food, rest, or use of the bathroom
- Abusive or profane language
- Any form of public or private humiliation, including threats of physical punishment or emotional abuse, including shaming, humiliating, rejecting, terrorizing, or isolating a child
- Punishment for soiling, wetting, or not using the toilet
- Bribes, false threats or false choices
- Labeling a child as "bad" or otherwise implying that s/he is a problem, rather than the behavior

If a child exhibits a consistent challenging behavior, efforts will be made to understand why the behavior is happening. Staff and parent conferences are held to talk about ways to change behaviors, if necessary. It is important that staff and parents use a **consistent** approach to the problem both at the center and at home. If the child does not show improvement, we may refer the child and parents to our Early Childhood Mental Health Therapist and/or other qualified professionals for further evaluation.

FUNDRAISING POLICY

Head start does not facilitate or participate in any fundraising activities. Examples are: school photos, bake sales, jewelry, food, t-shirts, graduations, etc...

The program does not solicit funds from head start families for any classroom activities.

Donations

All donations to the Greater Phoenix Urban League Head Start must be approved by the Administration Office.

******HEAD START STAFF CAN NOT ACCEPT GIFTS OF MONITARY VALUE AT ANY TIME. ******

Pets

To ensure the safety of all children, only approved classroom pets are permitted on campus. Please do not bring pets from home to the campus, including during drop-off and pick-up times.

Sunscreen Policy

With the parent's written permission, staff may use external products such as sun block, on their children. Parents must provide such products to be used. The products will be labeled with the child's name and will be stored in the classrooms out of the reach of children.

Sun Safety Sample

Greater Phoenix Urban League Head Start is committed to protecting the health and safety of students and staff. While we like to provide opportunities for outdoor physical activity, we also want to make it sun-safe. Well-defined research has documented a multitude of negative health conditions from overexposure to the sun.



Policy:

Greater Phoenix Urban League Head Start agrees to follow the precautions below for all outdoor activities:

1. Staff will follow the age-specific recommendations, as described in Table 1 under the Sun Safety Standard, when planning outdoor activities.
2. Staff is encouraged to protect the children's and their own skin with:
 - o Sunscreen, lip balm, hats, light clothing and shade.
 - o Limiting exposure during peak UV times, from 10 a.m. to 4 p.m.
 - o Regularly checking the UV Index to monitor the intensity of the sun's rays and plan for outdoor activities accordingly.

*Information on sun safety (in English and Spanish) will be available to the families at least once per year.

CHILDREN LEFT UNSUPERVISED IN CARS

It is our expectation that no child will ever be left unsupervised in a vehicle for any reason. As mandated reporters we will be required to make an immediate report to both the Phoenix Police Department and Department of child Services.

CELL PHONES

Parents are encouraged to not use cell phones while driving in our parking lot or escorting children to and from the classroom. For their safety.



ORAL HEALTH

Greater Phoenix Urban League Head Start is committed to protecting the health and safety of our students and staff in regards to tooth decay which is an infectious disease and a serious problem among young children in Arizona. Our facility recognizes that we play an important role in preventing tooth decay and in educating children, their families, and staff on tooth decay prevention. In keeping with this philosophy, our facility will:

- Provide oral health education once a month and implement a tooth brushing program.
- Guide our teachers on steps they can take to prevent tooth decay according to the age appropriate guidelines in the Empower guidebook.
- Information on tooth decay prevention (in English and Spanish) will be made available to the families.

ASH LINE

Greater Phoenix Urban League Head Start is committed to supporting the efforts of the Arizona Smokers' Helpline (ASH Line) to help staff and parents quit tobacco. In keeping with this philosophy and to protect the health of our children, their families and our staff, our facility will promote the ASH Line information on the dangers of second- and third-hand smoke by placing them in a visible spot at least once per year so parents and staff can see them. We will also refer parents, when possible, to ASH Line.

SMOKE FREE

Greater Phoenix Urban League Head Start is committed to providing a smoke-free environment for children and staff due to acknowledged hazards arising from exposure to second-hand smoke. In keeping with this philosophy, our facility will notify all employees, families, and visitors of the smoke-free policy. Appropriate signage will be posted.



STAFF TRAINING

Greater Phoenix Urban League Head Start is committed to furthering staff knowledge on the Empower program and Empower topic areas including: physical activity, nutrition, oral health and tobacco. In keeping with this philosophy, our facility will make sure that staff receive or attend three hours of training annually, on age-appropriate topics pertaining to: physical activity, nutrition, oral health and tobacco education. All trainings shall be documented and records will be readily available.

END OF THE YEAR CELEBRATION

Our program celebrates the end of the year with an Art Exhibition to highlight children's art that they have created thru out the year. This event happens prior to the last day of school. Participation certificates will be given out on the last day of school and it will be a normal school day.

PARENT TRAINING

During home visits, a parent training survey will be completed to help develop a training plan for the year. Training will include: Health and Safety Tips * Parenting Techniques * Child Development Theories * Adult Literacy * Home Activities * Nutrition Information * Time Management * or whatever is of interest to you.

PARENT MEETINGS

Classroom parent meetings will be held 3 times a year to share ideas, give input into the curriculum and discuss concerns, etc... A Policy Committee meeting (representatives from each site) will be held once a month to review, discuss and approve Head Start Policies.

SOCIAL SERVICES

A Caseworker is available to our families to assist in emergency situations that might include shelter, food, clothing and health-related resources. Each family will receive a complete needs assessment and follow-up services as required. Caseworkers are assigned to the sites.

SECTION (7) CENTER & CLASSROOM OPERATIONS

MEAL TIMES

Family style meal service is used in the Head Start program. Children are encouraged to taste all foods, but they are never forced to eat anything they do not want. One goal of the program is to introduce the children to a wide variety of foods.

Teachers will sit with the children during meal times, model appropriate eating behavior, and initiate conversations, similar to a home setting. Teachers will also use this time for learning so that nutrition education is incorporated into the routine of meals.

Greater Phoenix Urban League Head Start participates in the Child and Adult Food Program. All meals will be available to enrolled children at no charge without regard to sex, race, color, age, handicap or national origin.

Child and Adult Care Food Program (CACFP)

Greater Phoenix Urban League Head Start is committed to the health of all of our children. The CACFP supports child care facilities by making child care more affordable for many low-income families while promoting good eating habits. Eligibility for CACFP is determined by federal standards based on family income within established geographic boundaries. Our facility will check and document eligibility for CACFP. At this time, Pendergast, Avalon & Marco participate in the CACFP Program.

Menus are posted at each center. The menus follow the guidelines for CACFP (Child and Adult Food Program) and are generally as follows:

Breakfast (3 menu items)

1. 6 oz. 1% Milk
2. ½ cup fruit or fruit juice
3. 1/3 cup cereal, 1 pancake, small bagel, or Muffin

Lunch (5 menu items)

1. 6 oz. 1% Milk
2. 1.5 oz meat, cheese or eggs
3. ¼ cup rice or pasta, or ½ slice bread
4. ¼ cup vegetables
5. ¼ cup fruit

Snack (2 menu items)

1. ½ cup fruit or fruit juice
2. Pretzels, Crackers, Yogurt, or Granola Bar. etc.

Necessary adaptations will be made for any children with special needs. If a child arrives late to an AM session, they will be offered a nutritious alternative breakfast.

SPECIAL DIETS

If your child has a special diet or is allergic to certain foods, please be sure to notify his/her teacher and caseworker. A Special Meal Modification Request Form must be completed by a Physician describing the allergy/allergies and restrictions needed. Greater Phoenix Urban League Head Start will make every effort to accommodate food substitutions when possible. Substitutions from home will not be permitted.

If your child cannot eat certain foods, menu adjustments may be made. Parents may request a certain food item is restricted for cultural or religious reasons. If a diet must restrict an entire food group, we must have a doctor's note to restrict the food group. Center will provide food supplements, as needed, for children on special diets.

TREAT POLICY

Our agency serves children with food allergies. To reduce the risk of accidental exposure, **parents are not permitted to send/bring any food items to centers.** Child Care Regulations prohibit the distribution of "home-cooked" foods from unlicensed kitchens to children in our center. We appreciate your desire to "celebrate by sharing," but we must follow the regulations. Ask your child's teacher for suggestions.

* **Please see Celebration Policy**



Classroom Celebration/Holiday Plan

The goal of Greater Phoenix Urban League Head Start is to help children become independent, self-confident, inquisitive learners. Varied experiences will be provided that will encourage the continued growth and development of each child in the program. Based on Head Start Performance Standards, GPUL policies, and Head Start parent and staff involvement, procedures have been established supporting the goal of GPUL; which ensures that classroom celebrations do not take over the entire curriculum.

Because we validate children’s and family’s holiday experiences and traditions at home, we minimize celebrations at school. We do not allow food, gifts, toys, etc. to be brought into the classroom for any celebrations.

The procedures for classroom celebrations are:

- All activities including field trips will be developmentally appropriate for the ages and stages of all the children and reflects the Head Start Curriculum.
- Consistency in the daily routines will be maintained.
- Children will be engaged in play and hands-on activities.
- Alternate activities will be provided for children not choosing to participate in celebration activities.
- Over stimulating activities will be kept to a minimum.
- Children will be dressed daily in comfortable play clothes.
- A safe, healthy environment and child/adult ratios will be maintained.
- Activities planned will be culturally relevant and build a sense of community, family, and togetherness.
- Head Start Performance Standards, Child Care Licensure Facilities Rules, and GPUL Policies will be implemented and enforced.
- Families will not be asked or expected to donate or spend money on food, clothes, gifts, prizes, or etc.

Birthday-Seasons-Curriculum related activities

<i>What we celebrate</i>	<i>How it would look in classroom</i>	<i>Instead of</i>
Fall, Pumpkins	Smell, touch, taste, seasons	Halloween
Friendships	Learn about letters, mailing system, fine motor skills	Valentine’s Day
End of the Year	Certificates, water day, sing songs, Art walk	Graduation
Birthday	Sing Happy Birthday, read child's favorite book, create certificate/crown	Cupcakes, gifts, candy bags

*** If you choose not to have your child’s birthday acknowledged in the classroom for any reason, let the instructors know at this time.*

DRESS-EXTRA CLOTHING

Appropriate Clothing

In our Head Start program, children are involved in active play every day – both inside and outside. It is important that children come to school dressed appropriately. This includes:

- Comfortable clothing, which is easy to put on and take off (for easier toileting)
- Comfortable shoes, preferably sneakers. Open-toed or backless shoes are not permitted.
- Please send your child to school with clothing appropriate for the weather/season:
 - Coat, mittens, hat in winter

Children must have **at least one complete change of clothing (labeled with child's name or initials)** at all times in case of messy play or a bathroom accident. This includes: - Shirt & Pants - Underwear & Socks

DIAPERING

Approval for a state approved diaper-changing area in the classroom will be reviewed on a case by case basis by the Community Family Liaison and other appropriate staff.

PHYSICAL ACTIVITIES

Greater Phoenix Urban League Head Start is committed to our children's health. We encourage all children to participate in a variety of physical activity opportunities that are appropriate for their age, that are fun, and that offer variety. If children are inactive for long periods of time, they can be at risk for problems associated with overweight. In keeping with this philosophy, our facility will follow the guidelines below:

- All children will be provided at least 30 minutes of physical activity every day, including both teacher-led and free-play activities in accordance with the Empower guidelines.
- Staff will encourage moderate and vigorous levels of physical activity.
- Every child will have the opportunity to participate in outdoor physical activity.
- We encourage children to be active throughout the day exploring their environment by limiting sedentary activities to less than 30 minutes at a time.
- Screen time is limited to ten minutes a week per child.
- No screen time during meal or snack time.
- Physical activity is never used nor withheld as punishment.

*Information on screen time (in English and Spanish) will be made available to the families at least once per year

FIELD TRIPS

Children and families will take on-going field trips through-out the school year to become familiar with diverse communities.

The procedures for field trips for the Greater Phoenix Urban League Head Start are:

- Head Start Director/Community & family liaison will approve requested field trips.
- All children are required to have a signed permission slip by the parent/guardian.
- ONLY four (2) parents/guardians may attend as volunteers on field trips. Volunteers will be given field trip instructions and duties before field trip occurs.
- **No siblings are allowed to attend field trips.**
- Meal requests for lunch will be submitted to Community & family liaison s. Follow up will be completed with school cafeterias.
- Children will wear school information badges and school t-shirt during the field trip and names will be taped on the inside of their shirts.
- Emergency cards, blanket, and first aid kit will be kept with the teachers and children during the field trip.
- A field trip attendance form will be completed at start time and hourly to secure safety.

Teachers will inform the Head Start Office when the class has arrived safely back to the classroom

SECTION (8) ARRIVAL AND DEPARTURE, TRANSPORTATION

ARRIVAL & DEPARTURE

To ensure your child's safety,

- Parent/guardian or adult must accompany their child to and from his or her classroom when dropping off and picking up.
- Child must be signed with a complete First and Last name from parent or guardian or designated responsible adult when dropping off and signed out when being picked up.
- Identification (With Picture) to verify the person picking up a child can be asked at any time to ensure safety of child. Persons picking up a child must be at least Sixteen (16) Years old.
- Children cannot be dropped off before the class start time.

Parents must pick up and drop off children on time. After 3 occurrences of being picked up or dropping off more than 15 minutes late, parents will be required to sign an agreement to pick/drop off child up on time. If child continues to be picked/dropped up late, services will be withdrawn and child will be put on the reconsider waiting list. If emergencies arise, parents must notify the center. If there is no notification and parent is more than 1 hour late, and no one is available who is listed on the escort or emergency contact form, the local police department and Children's Protective Services will be called.

We thank you for your cooperation in this matter, and we know you understand that for the safety and wellbeing of your children, it is essential that children are picked up on time by the appropriate people.

EMERGENCY CONTACT INFORMATION

During the Enrollment Process, parents will provide Emergency Contact information. This form is updated at least annually for all families.

- The center/program must have at least one phone number by which we can reach the parent/guardian.
- We recommend there must be at least three emergency contacts (authorized persons that can pick up and transport the child home in the parent/guardian's absence).
- If contact information changes at any time, the teacher/center must be contacted immediately. *Parents/guardians must ensure that the form is kept current at all times:
- Changes or additions to the Emergency contacts listed must be made in writing.

Release of Child

Our program is deeply committed to the safety of the children we serve. The following will be strictly enforced.

- Children will only be released to parents/guardians and authorized persons designated as Emergency Contacts on Blue Emergency Card.
- Children will **NOT** be released to anyone less than sixteen (16) years of age. Any exceptions to this policy will be reviewed on a case-by-case basis by the Director. It is the responsibility of the parents/guardians to inform the teacher in writing or by telephone if an adult other than the authorized people listed on the child's emergency card will be picking up the child. You must plan ahead and use those contacts listed on the emergency card. Report as soon as possible any changes to the following:
 - Emergency listing (ref: Authorization to pick up child)
 - Change of address
 - Phone Number

- All persons picking up the child from the center must have proper identification at all times, this includes parents/guardians. **A picture ID must be presented for verification (preferably a driver's license).** Staff will refer to the child's Emergency Card and requests persons to show photo identification as needed.
- **We must have parent/guardian signed and dated written permission in order to release child.**
- If a non-custodial parent has been denied access, or granted limited access to the child by a court order, we will secure documentation to this effect, maintain a copy on file, and comply with the terms of the documentation.
- If a parent or another designee fails to pick up a child at the time of the center's daily closing, Head Start staff will attempt to contact parent/guardian or authorized person's listed on Escort Form or listed as an Emergency Contact. If no authorized person is available after 1 hour past the expected time, the local police department and Children's Protective Services will be notified.
- If the parent picking up the child, or the person authorized by the parents to do so, is physically and/or emotionally impaired to the extent that, in the judgment of the staff on site, the child would be placed at risk of harm if released to such an individual, we will not release the child. In this event, staff will attempt to contact the child's other parent/guardian or an alternative persons authorized by the parents/guardian.

Transportation Services

Greater Phoenix Urban League Head Start currently is not providing transportation to or from the centers. Children with special needs that are eligible are transported to school by the District are escorted to the bus by their parent/guardian. Upon arrival the children are signed into the Head Start program by the district bus driver/aide. The children are signed out of the Head Start program by the district bus driver / aide and are delivered back to the parents/guardian. The district staff has written authorization to sign these children in and out of the program. Field trip transportation is provided by the school district. Head Start families will receive transportation & pedestrian safety training within the first 30 days of the school session.

SECTION (9) HEALTH

HEALTH REQUIREMENTS

All enrolled children must meet Federal requirements of the Office of Head Start. You must:

- Have a physical and dental examination with identified treatment completed by the end of the school year.
- The physical examination includes vision and hearing screening, as well as lead and TB screening.

Arizona State law requires that all immunizations **MUST** be kept **CURRENT!**

Health problems treated early may prevent long term problems later in life. Let your child's doctor know the screenings listed here are **required by Head Start** and must be completed. If health screenings are not done by the doctor, with your consent, we will complete missing screenings.

- Vision
- Iron Screening
- Blood Pressure
- Hearing
- Measurements – Height & Weight
- Lead

MEDICATION POLICY

Medication that cannot be dispensed before/after class will be given by designated staff and only with the consent of the COP Health Specialist/COP Nutritionist & Community/Family Liaison and a completed MEDICATION CONSENT signed by the parent/guardian. Medication Authorization is kept in the child's emergency card binder and medication bag located in the Head Start classroom.

We will administer **rescue medications** to your child while in attendance at centers when needed.

You must follow these procedures regarding medication:

- The Medication consent form, including instructions for medication administration, must be completed when a health condition requires rescue medication to be given.
- You must bring the rescue medication to the center. It must be hand-delivered to the teacher.
- You must complete the Medication consent form at the time you bring in the medication or at time of home visit. No medication will be accepted in the center without this completed form.
- **NO** child will be able to start our program until all required documentation is completed and approved by the city of phoenix specialist.

When medication is left at the center at the time the child leaves the program, staff will make every effort to contact you. Staff will keep the medication for a period of **one (1) week**. If you do not pick up the medication, staff will contact the Community/Family Liaison. The Community/Family Liaison will make one (1) final attempt to contact you. If the Community/Family Liaison is unable to reach you, the **medication will be discarded**.

Ill Child

Daily health checks are made by teaching staff as children arrive for the day. According to Arizona Child Care Regulations, any child with a contagious illness may not stay in a child care center during that illness. If your child becomes ill during the day, he/she will be isolated and parents/guardians will be contacted to take their child home immediately.

Symptoms include:

- Temperature of at least one hundred (100) degrees F when in combination with any other sign or symptom of illness.
- Diarrhea

- Severe coughing, causing the child to become red or blue in the face or to make a whooping sound
- Difficult or rapid breathing
- Redness of the eye or eye lid, thick and purulent (puss) discharge, matted eyelashes, burning, itching or eye pain.
- Untreated infected skin patches, unusual spots or rashes
- Sore throat or difficulty in swallowing
- Vomiting more than one time or when accompanied by any other sign or symptom of illness

Your child may return to the center when:

- Cleared by the doctor to return and/or
- Free of fever, vomiting, and/or diarrhea for at least 24 hours
- Effective medical treatment of the illness has been obtained
- As directed by the Arizona Department of Health Communicable Disease chart and instructions.

Parents will receive written notification when a communicable illness has occurred in their child's classroom.

Arizona State Law requires Head Start to report some communicable diseases. This is to protect the health of the public. We also want to quickly inform our families of any exposures to communicable diseases.

SERIOUS INCIDENT, ILLNESS OR INJURY

In the event of a serious incident, illness or injury, the following procedures will be followed:

1. Designate adult to call 911; follow guidance provided by emergency personnel.
2. Ensure all other children are safe and accounted for. Complete head count of all children and move them to a safe area following Active Supervision requirements.
3. Designate adult to provide First Aid and others assume responsibility for other children to ensure their safety.
4. Staff will immediately notify the site's assigned Program Manager by phone call or text. If using text, the body of text should indicate '911'.
5. The Program Manager will immediately head to site and notify Assistant Director and Director of the incident.
6. Once children's safety has been ensured and the injured child is being taken care of, parent/guardian of injured child must be notified within no more than 30 minutes. If parent/guardian cannot be reached, staff will begin contacting child's emergency contacts using the child's Blue Emergency Card until parent/guardian can be reached.
7. Incident report must be filled out at the end of the same school day that the incident occurred on and submitted immediately to the Program Manager.
8. The Program Manager will review the written Incident Report and make any corrections/clarifications. Once completed, the Program Manager will submit to the Assistant Director, Director and Human Resources Director in case an insurance claim needs to be filed.
9. Director will notify the City of Phoenix of the incident immediately or as soon as reasonably possible but no later than 3 days including weekends and Holidays.

OUCH REPORT PROCEDURES

Minor scrapes, bumps, bruises, etc.

- Children who have minor scrapes, bumps, bruises that do not need medical attention will be treated by teaching staff in the classroom using basic first aid procedures.
- Staff will clean scrapes and cuts with (antiseptic) wipe and apply a bandage. Staff will apply a cold compress to bumps as needed.
- Depending on the nature of the injury, staff, at their discretion, will notify the parent/guardian right after attending to the child so they are aware prior to pick up time.
- Staff will fill out an Ouch Report (provided to each site) and provide a copy to the parent/guardian the same day the injury occurred.
- A copy will be retained on site and filed in the End of the Month binder. At the end of the month, all Ouch Reports will be submitted to the site's Program Manager with their end of the month paperwork.
- Staff will document in the child's Child Plus file in the Education tab on the Communication/routine contact log that an Ouch Report was provided to the parent/guardian. Staff will write, "Provided copy of Ouch Report to parent on (date)."
- Program Managers will review all received Ouch Reports at the end of each month to look for trends and determine if any sites need support or training regarding children's health and safety.

SECTION (10) Mental Health

MENTAL HEALTH SERVICES

Mental Health services provided by the City of Phoenix Education Division offer a student and family support in Head Start. The overall goal of the mental health services is to promote social competence and self-sufficiency through education, guidance, and support. The Head Start counselors facilitate classroom activities, group exercises and conduct regular classroom observations on all the children as an integral component of the Head Start curriculum. Counselors act as a resource and consultant to the program to ensure that the social and emotional needs of children and families are being met. In addition, the Head Start counselors may provide assessments, individual and family consultations, and referral for services when requested by staff or parents.

SECTION (11) SAFETY

Our agency takes the responsibility of caring for your children very seriously. Children are never left alone or unattended. Staff is trained in safety policies and procedures. Emergency response phone numbers are posted in all locations. Parent/guardian emergency contact information for every child is kept on file.

You must notify staff if your contact information changes. This will assure we can reach you in the event of an emergency. In the case of serious injury that requires medical treatment, staff will call 911. Parent/guardians are notified immediately if this occurs. Again, you must provide current contact information so you can always be reached in an emergency.

Centers are designed to meet all health, safety and developmental needs of children. Only age appropriate non-toxic materials are used in our centers. All centers meet licensing regulations regarding safety procedures. Adequate temperatures in centers are maintained. We will not hold center session if the temperature in the center falls below 65 degrees. If the temperature goes above 85 degrees, ventilation to provide air movement is used. Center staff inspect the centers and playgrounds daily. Any safety hazards, damaged materials, or other potential hazards are removed, repaired, or replaced.

Centers are inspected by licensing and fire personnel regularly to make sure we are meeting safety guidelines. Emergency fire, and evacuation plans are posted in each center.

FIRE DRILL PROCEDURES

Fire drills are conducted each month so children are familiar with procedures for evacuation. All center areas including bathrooms, closets, under desks, etc. are checked before leaving the building to make sure all children are out of the building. A head count is checked against the attendance sheet to make sure all children are accounted for.

LOCK DOWN PROCEDURES

- Bring all children into the classroom.
- Lock the doors and close the blinds
- Provide office a count of children/adults.
- Turn off the lights and keep children away from windows.
- Staff and children should remain in place until the school gives a clearance.



Parents or staff will not be able to enter or leave campus during a lock down or lock down drill

The safety of your child is a top priority for our agency. We have outlined procedures for emergencies that are posted near the phone in every center to follow in the event that an emergency would occur while in our care. In the event of a fire or lock down, staff would follow the written instructions posted in each classroom, describing emergency evacuation routes, and the procedures to be followed to assure that children have arrived at the designated spot. Staff will take attendance roster, first aid kit and emergency contact information for children. All children will be accounted for with a name to face check off.

SECTION (12) OPPORTUNITIES FOR FAMILY ENGAGEMENT

Family Engagement in Head Start

Child Focus Head Start strives to bring a relentless focus on positive child and family outcomes to close the achievement gap and build a better future for children, families and communities. As parents/guardians you will want your child to build upon the good start you have given them in your home. Parent involvement is the basis for your child's success.

Child Focus, Inc. strongly encourages parent involvement in their child's education by asking all parents to partner with us through which includes:

- Bringing child to class on time and every day because attendance is key to success.
- Participate in orientation, parent meetings, home visits, parent/teacher conferences, and events.
- Volunteer at least 24 hours during the program year. ▪ Keeping all medical and dental appointments.

We are excited about the opportunity to partner with you. Here's what we will do:

- Provide an excellent education program for all students in the centers.
- Work with you to set goals that will support your child's education.
- Help identify your strengths and skills and work with you to reach your own goals.
- Deliver or coordinate comprehensive services for your child and family, including education, family services, health, nutrition, mental health, and special needs; if applicable.
- Offer many ways for you to participate and volunteer at child Focus Head Start

Volunteer Opportunities

Parent Policy Committee

Represent your child's center or Classroom as the elected representative by attending monthly meetings and voting on many of the important decisions affecting the entire Head Start program.

Some functions of Policy Council include:

- Serve as the link between center/home base to Policy Council bringing updated information to the parent meetings so other parents will be informed of current changes, grants, and strategic plans for the future.
- Serve as a link between public and private organizations, neighborhood councils, the Board of Directors and the community it serves.
- Have the opportunity to initiate suggestions and ideas for program improvement and to receive a report on action taken by the administering agency with regard to its recommendations.
- Plan, coordinate and organize agency-wide activities for parents with the assistance of staff.
- Recruit volunteer services from parents, community residents and organizations, and mobilize community resources to meet identified needs.

Agendas and minutes of Policy Council and parent meetings are available at each center or through your Home Visitor. If you are interested in more information about Policy Council, please contact your teacher.

Regular Classroom Volunteering

The Greater Phoenix Urban League Head Start program recognizes parents as primary educators and first and most important teachers of their child. The Greater Phoenix Urban League will make every effort to promote classroom parent and community volunteers, while ensuring children's health and safety. The Greater Phoenix Urban League will ensure that volunteers complete required documentation in order to participate as a regular volunteer in our Head Start classrooms and meet state and regulations.

Day Care Licensing:R9-5-203. Fingerprinting Requirements

A. Except as provided in A.R.S. § 41-1758.03, a licensee shall ensure that each staff member at a facility:

*Possesses a valid fingerprint clearance card issued under A.R.S. Title 41, Chapter 12, Article 3.1; or

*Submits to the licensee, within seven working days of the staff member's starting date of employment or volunteer service, a copy of the fingerprint clearance card application that the staff member submitted to the fingerprint division of the Department of Public Safety under A.R.S. § 41-1758.02.

Federal Performance Standard:

Performance Standards (1304.52 (k) (2)): Regular volunteers must be screened for tuberculosis in accordance with State, Tribal or local laws. In the absence of State, Tribal or local law, the Health Services Advisory Committee must be consulted regarding the need for such screenings (see 45 CFR 1304.3(20) for a definition of volunteer.

Performance Standards (1304.52 (l)(1)): Delegate agency must provide an orientation to all new staff, consultants, and volunteers that includes, at a minimum, the goals and underlying philosophy of Early Head Start and/or Head Start and the ways in which they are implemented by the program.

Policy:

To ensure children safety while participating in Greater Phoenix Head Start.

Implementation:

- Staff team will conduct volunteer training at the beginning of the school year and as needed thru out the school year.
- Regular volunteers will have opportunity to submit application; application will be reviewed by staff to ensure volunteers are assigned appropriately.
- Regular volunteer information and documents will be located in a file along with children and staff files.
- Regular volunteers will be required to complete an emergency card which will be located in emergency card binder.
- Regular volunteers will be required to submit TB documentation after volunteering three times in the classroom. Staffing team will document the date TB skin test documentation was received on the classroom volunteer application.
- Regular volunteer will need to submit fingerprint clearance card or have submitted fingerprint clearance card application with the first seven days of volunteering.

Parent Visitor:

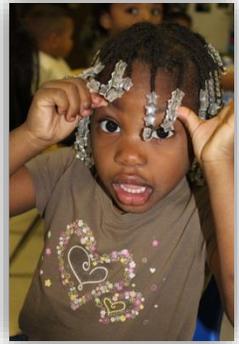
Parents, including foster parents and guardians, who are not employees of the child care facility and who participate in activities with their own children under the supervision of and in the presence of child care personnel. Parent visitors are not eligible for non-federal share. Parent visitors are not required to provide a valid fingerprint card or a TB screening report. ARS 36-883.02(B)

Volunteer:

An unpaid person who is trained to provide on-going program activities and/or child care services under the supervision of paid staff. R9-5-101 121, 1304.3(20)

1) **Regular Volunteer:** A volunteer who regularly provides activities or services that benefit the program, as defined by the Delegate Agency Service Plan. In the absence of a Delegate Agency definition, a regular volunteer will be defined as volunteering four or more times per program year. Regular volunteers are required to provide a valid fingerprint clearance card and a TB screening report. 1304.52(k)(2), R9-5-203(A)&(B), R9-5-301(F)(1) & (2)

2) **Occasional Volunteer:** A volunteer who occasionally provides activities or services that benefit the program, as defined by the Delegate Agency Service Plan. In the absence of a Delegate Agency definition, an occasional volunteer will be defined as volunteering three or less times per program year. Occasional volunteers are not required to provide a valid fingerprint card or a TB screening report. 1304.52(k)(2)



3) **Administrative Volunteer:** Unpaid persons who provide non-educational activities or services in an environment where children are not present. Administrative volunteers are not required to provide a valid fingerprint card or a TB screening report.

Visitors

All visitors to campus must sign in at the office and receive appropriate identification authorizing their presence on campus. Visitors must enter and exit the campus through the main office regardless of their purpose on campus.

Parent Meetings and Trainings

Head Start centers and home bases will hold parent committee meetings and trainings throughout the program year. Transportation and child care will be provided if needed. These meetings will provide the opportunity to share center/home base information, Policy Council reports and current events and to allow parent input into your child's classroom/curriculum.

All parents who have children enrolled in a particular center or home based program are members of the parent committee. Staff will review parent committee ideas with the Program Coordinator and Family & Community Partnerships Manager before final approval is given.

- Officers are elected and parents and staff use these meetings to exchange ideas and to work together to develop programs.
- Parents receive an agenda announcing the upcoming meeting/training time, place, and topics to be covered at the meeting. A copy of the minutes from the previous meeting will be available.
- Each parent committee will have a parent activity fund to spend as the group decides within certain guidelines. The amount of this fund will be determined yearly according to the budget.
- There will be no individual Parent Fund Raisers.

Teacher Conferences and Home Visits

A home visit with the family will be scheduled prior to the child's starting class. An additional home visit and two parent teacher conferences will be scheduled during the course of your child's Head Start experience. The purpose of the home visits is for the teacher to get to know the family and child in their own environment. Family conferences are used to share information with parents about their child's experiences in Head Start and to allow opportunity for parents to give input on what they would like their children to experience.

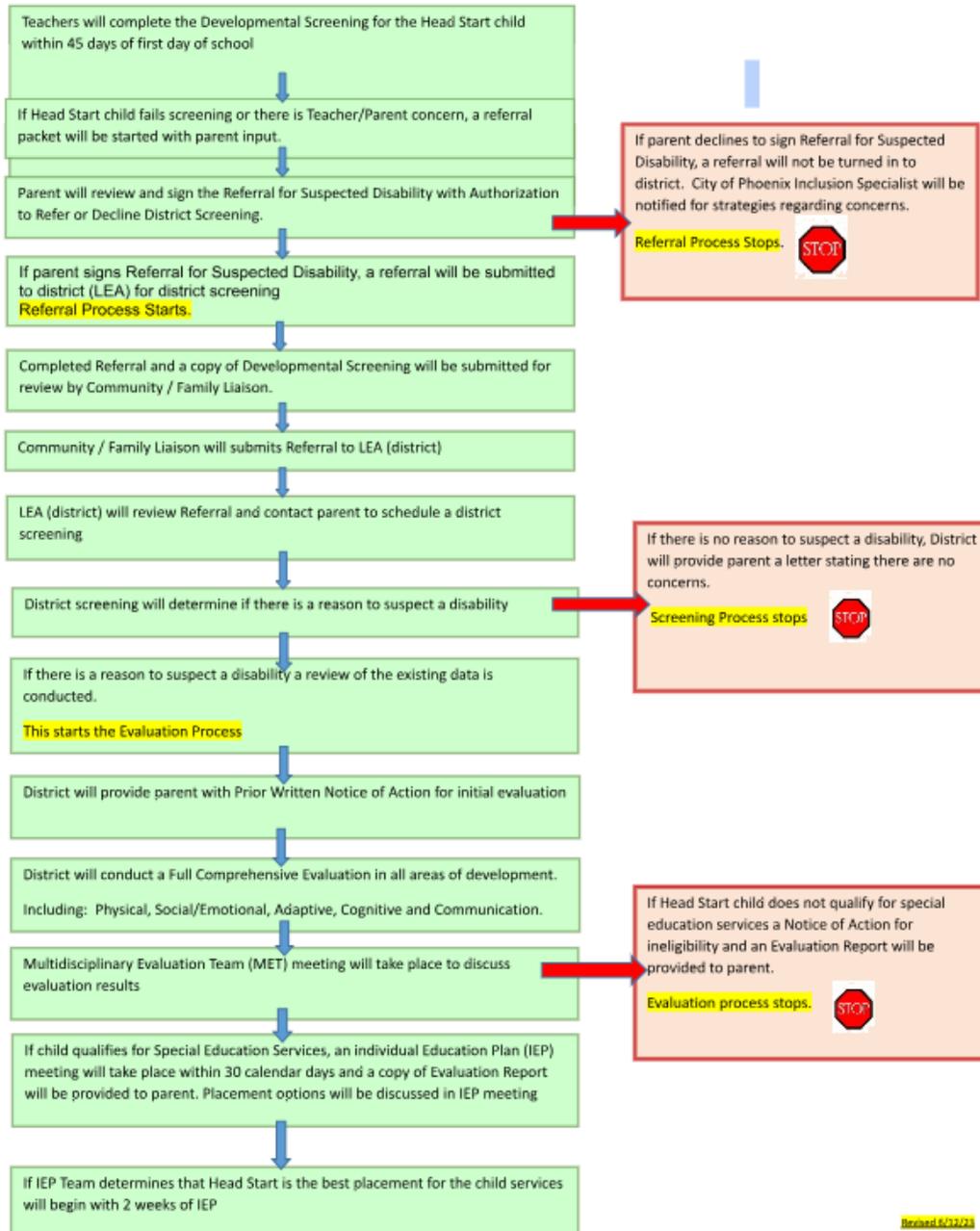
SECTION (13) Disabilities

Disabilities Services

Greater Phoenix Urban League Head Start believes that all children are entitled to a quality developmentally appropriate early childhood education experience. Head Start believes that children with disabilities benefit from inclusion (in a regular preschool setting) and the least restrictive environment. Children with disabilities receive the full range of Head Start services.

A Parent's Guide to the Referral Process

Flow Chart



The Greater Phoenix Urban League, established in 1945, is an affiliate of the National Urban League. It is a private, non-profit corporation serving the Greater Phoenix, area, and provides the

Following services:



**Greater Phoenix
Urban League**



* Employment and Training

* Housing Support

* Youth Enrichment Activities

* Community Education and Referral Services

* Equal Opportunity – Affirmative Action (Advocacy)* Family Support
Program

GREATER PHOENIX URBAN LEAGUE, INC.

GEORGE DEAN, PRESIDENT / CEO

1402 S. 7th Avenue

Phoenix, AZ 85007-3999

(602) 254-5611

8:30 A.M. – 5:00 P.M. / Monday - Friday

**Greater Phoenix Urban League
Code of Conduct and Professional Ethic
All Staff and Volunteers**

Policy

All staff and volunteers are required at time of hire or placement to understand and abide by the codes of conduct as set forth in the Federal Performance Standards 45 CFR 1304.52 (h) (1-3) and Greater Phoenix Urban League Head Start. The following standards specify that:

1. I will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, disability, sexual orientation or gender identity.
2. Maintaining confidentiality is important to the success of our mission, our reputation in the community and the privacy of clients and staff. Family files, personnel records, financial information, client information and other related information is considered confidential. I am required to protect this information by safeguarding it when in use, filing it properly when not in use, and discussing it only with those who have a legitimate need to know. Additionally, staffs, who are also parents, may not access confidential information (as defined above) other than what is required within the scope of their job responsibilities. If approached by members of the news media, requesting information regarding Head Start of Greater Phoenix Urban League Head Start operations, I will refer requests to the Head Start Director.
3. I understand that no child shall be left alone or unsupervised while under my care. Supervised is interpreted to mean at least one paid or contracted staff person is present, unless an exception has been approved by the Grantee/Regional Manager or their designee.
4. I will use positive methods of child guidance that do not engage in corporal punishment, emotional or physical abuse, humiliation, isolation or the use of food as punishment or reward or the denial of basic needs.
5. I understand that no child may be removed from the presence of staff other than a child's own parent or guardian or other authorized person.
6. I will not solicit or accept gratuities, favors, or anything of significant value for personal use or enrichment from contractors/vendors or potential contractors/vendors who have been awarded contracts or provide services or materials for Greater Phoenix Head Start.
7. Unless authorized by the Head Start Director or Grantee/Regional Manager to do so, I will not solicit or request donations (monetary, services and/or goods) for the agency or agency sponsored events.
8. I understand that I must maintain professional boundaries with agency enrolled children/families at all times. Staff is expected to keep their personal lives separate from that of enrolled children/families and shall have only limited contact outside of work time and/or work related activities. Staff is to discuss with their supervisor any situations/relationships with enrolled children/families that are unclear or questionable.
9. I understand this document shall be placed in my personnel file and that violations of these codes may result in disciplinary action up to and including termination.
10. This policy complies with Head Start Performance Standard 1304.52 (h-1-3)

Signature: _____ Date: _____

A Head Start Day

A typical day in Head Start includes:

- Question of the Day
- Breakfast
- Tooth Brushing
- Large Group Time
- Interest Areas/Work Stations
- Small Group Time
- Outdoor Play
- Lunch Time

Special Activities might include:

- Pedestrian Safety Walk
- Visit from a Fireman/Policeman
- Fire Drill
- Literacy Night
- Water Day
- Father Fun Day
- End of the year celebration Art Exhibition
- I am moving I am learning

What you will see

- Children laughing and smiling
- Children learning through play
- Children getting dirty exploring their world
- Children opening their own milk
- Children brushing their own teeth
- Children washing their own hands
- Creating their own art

What you won't see

- Children in uniforms
- Children tracing dotted lines to learn to write their names
- Children doing worksheets
- Children walking quietly with their hands behind their backs

