

CHILD-PARENT CENTERS, INC.



2025-2026

FAMILY HANDBOOK

HEAD START
EARLY HEAD START
EARLY HEAD START-CHILD CARE PARTNERSHIP
DESERT VISTA EARLY LEARNING CENTER



"Children are magical and competent, constant curious learners"

Child-Parent Centers, Inc. (CPC) is an early childhood educational organization that provides comprehensive services to children ages 0-5 and pregnant women.

This Family Handbook is for the following:

- CPC centers operating Head Start (HS) and Early Head Start (EHS) services.
- Desert Vista campus, in partnership with Pima Community College, operating a preschool classroom and Early Head Start Services in two toddler classrooms.
- Early Head Start-Child Care Partnership (EHS-CCP) grant in partnership with Family Child Care Providers operating EHS services in family child care homes.

Language throughout the Family Handbook:

- Centers refer to classroom-based centers and family child care (FCC) homes.
- Teacher refers to center teachers, a home base family educator and FCC home providers.
- Site Supervisor for the EHS-CCP option may be the provider or an EHS-CCP staff.
- Health and Nutrition Staff (HNS) for EHS-CCP are the Family Services staff.

Acknowledgements:

CPC operates Desert Vista Campus in partnership with:

- Pima Community College
- Pima Early Education Program Scholarships (PEEPs) funding



PimaCommunityCollege

**United Way of Tucson
and Southern Arizona**



**Pima Early Education
Program Scholarships**

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VISION



Child-Parent Centers envisions strong communities filled with successful children and families.

MISSION

We are a non-profit agency delivering Head Start and related programs throughout southeastern Arizona for prenatal through preschool age children and their families. The focus of our work is school readiness in:

- Early Childhood Development
- Health & Nutrition
- Parent Engagement & Family Development

PHILOSOPHY & VALUES

At Child-Parent Centers, we believe:

- **Children** are magical and competent, and constant curious learners.
- **Parents** want the best for their children and learning for themselves.
- **Staff** bring expertise with an attitude that supports teamwork, learning and development.
- **Learning** thrives within respectful relationships.
- **Positive Outcomes** result from appropriate and consistent learning over time.
- **We All** participate in life-long learning as both teachers and learners.



We value safe, healthy, nurturing and happy environments.

We value ethical leadership, high standards, and continuous improvement.

We value staff development and assist one another to find our own voice.

We value open, honest communications that acknowledge diverse perspectives.

We value integrity, personal responsibility, and a sense of ownership.

We value collaborative relationships, mentoring and teamwork.

We value the unique role of parents as their child's first and most important teacher, as a decision maker, and as a partner in teaching and learning.

We value accountability and the efficient use of public funds to ensure positive outcomes for children, families and the community.

We are committed to creating safe and culturally responsive environments that promote innovation, trust, and a sense of belonging.

WELCOME *to* CHILD-PARENT CENTERS!

Delivering Head Start, Early Head Start, and Early Childhood Education Services

Contact Information

Main Office: (520) 882-0100

Website: www.childparentcenters.org

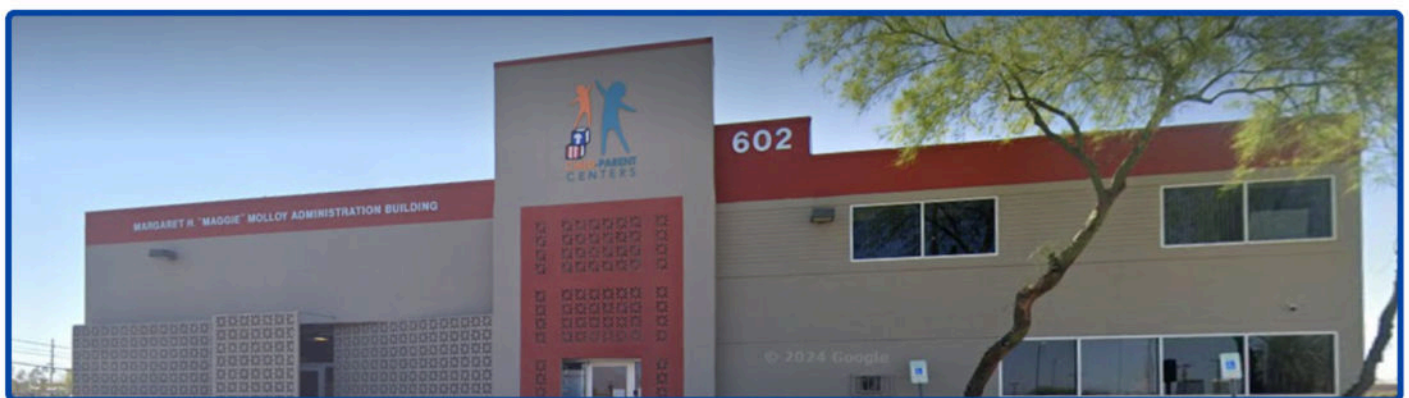
We are happy to have you and your family as a part of our program.

State childcare inspectors have access to the center during regular business hours. You and any visitors and staff will need to schedule time to visit and enter through a locked door to promote safety. We appreciate your assistance in our effort to keep children and families safe.

This handbook provides information on programs offered within the agency and includes policies that pertain to you and your child. Please review the information and keep this handbook for future reference.

Please do not hesitate to ask any questions and ask for help as needed. We hope you enjoy your time with us and that we will partner successfully throughout this school year.

**Visit childparentcenters.org to learn
more about our organization!**





Your Family at Child-Parent Centers

What you can expect from Child-Parent Centers (CPC):

High quality classroom or home visiting programs that contribute to your child's school readiness success:

- A Site Supervisor at your center who can support you and your family. She/He supervises the staff at your center.
- Early childhood professional teachers in your child's classroom and who work with you. For homebase, a Family Educator who visits you weekly in your home and plans two group socializations per month (times for gathering together).
- A support team made up of the following professionals:
 - Early Childhood Education Coach - supports the teacher with child development and curriculum;
 - Health & Nutrition - supports your child's health, wellness, nutrition & dietary needs;
 - Registered Dietitian - supports general nutrition guidance and diet needs;
 - Mental Health - supports social-emotional wellbeing of your child and in the classroom;
 - Inclusion - supports children with special needs and child development.
- Opportunities to volunteer and participate.
- Social service referrals and strategies to accomplish family goals.
- Support during home visits and parent conferences.
- Opportunities to meet other parents who have children the same age as yours.
- Environments designed to inspire learning and inclusive of all learners.

What Child-Parent Centers (CPC) can expect from you:

- Contribute to your child's school readiness success:
 - Consistent daily attendance in the classroom
 - Family engagement in home visits and group socializations for home base participants
 - Active engagement in activities at home and school, parent conferences, home visits, monthly parent meetings, and volunteering
 - Active participation in the Family Partnership Agreement process to identify strengths and areas of support to establish your family goals.
- Partner with your child's teacher/family educator and meet on a regular basis regarding your child's development.
- Collaborate with your Health and Nutrition team to meet health goals and align with our agency's health practices.
- Provide immunization records and complete all state immunization requirements before your child attends class and updates as needed.



Your Facility Information



☐ Full Day ☐ Extended Day ☐ Part Day ☐ Home Base ☐ Toddler

Center Name:

Center Telephone:

Center Address:

Site Supervisor:

Transportation (Y/N):

Teaching Team/Family Educator:

Teacher Ext. #:

Cook(s):

Driver:

Hours of Operation (with children):

Office:

Class for Children (day):

through (day):

Services provided from (month):

through (month):

(except for holidays and training days)

Start Up Calendar

Below is a calendar to record important dates to remember, such as orientations, phase-in, class start-up, weekly visits, and parent meetings.

Monday	Tuesday	Wednesday	Thursday	Friday

PROGRAM OPTIONS

We focus on your child's potential and build on their strengths. We value all children's abilities, individuality, and varied approaches to learning. We believe learning comes from a child's strengths and curiosities.

We are a Reggio-Emilia Inspired community and believe "there are three teachers of children: adults, other children, and their physical environment" (Loris Malaguzzi). We intentionally create safe physical environments that inspire curiosity and learning.

We provide comprehensive services through respectful relationship between you and your teacher/family educator (FE). We encourage ongoing communication to extend learning for the home-school connection.



CENTER BASED

Your child will spend time in a classroom with a teaching team learning about language, math, science, art, and literacy concepts embedded in play, participation, socialization, and collaboration with other children.

The following program options vary by location/site:

Head Start Center Based Options for Children 3-5 years old:

- **Part Day/Part Year:** operates August-May, 4 days per week, 3 hours & 45 minutes to 4 hours a day
- **Extended Year:** operates August-June, 4 days per week, 6 hours and 45 minutes per day
- **Extended Day/Extended Year:** operates August-June, option varies between 4 or 5 days per week, 7 or 8 hours per day; check at the center for availability
- **Extended Day/Full Year (Coronado, Nogales, Roberts, Western):** operates August-July, 8 hours a day, 5 days a week
- **Full Day/Full Year (Sunnyside, Desert Vista, Blake centers):** year round, 5 days per week (except holidays and training days), available from 7:30 am to 5:30 pm.



Early Head Start Center Based Options for Toddlers:

Extended Day

(Bonita, Coronado, Desert Vista, Nogales, Roberts, Santa Rosa, & Western)

- Operates from August-July, 4 days per week, 7 hours & 45 minutes per day
- Operates August-July, 5 days per week, 8 hours per day



Early Head Start Home Base: 0-3 years old and pregnant women, operates August-July; 1 home visit per week; 2 socializations per month.

Our Home Based services are delivered through **1.5 hour** weekly home visits and **2-hour** bi-monthly socializations.

Home visits are a comprehensive services team approach between you and your family educator. The collaboration supports you and your child to have resources and services. We promote your advocacy for yourself and your family. The services are carried out in your home. We promote strengthening the parent-child relationship and preparing your child for other school settings.

Socializations: Group socializations are scheduled twice per month, in addition to the home visits to promote your role as your child's teacher. The benefit of attending group socialization is preparing your child for school and building connections with other parents.

You are invited to plan group socializations with your family educator. Your planning contributes to your family's traditions, culture, values, and beliefs. Socializations can occur in a classroom, community facility, or field trip as appropriate.

Early Head Start Home Base Option	
Services for Pregnant Women	Services for Parents with Infants/Toddlers ages 0-3
• Prenatal support and education • Labor/delivery support and education • Postpartum care support and education • Goal setting • Child development education • Parenting support and education • Health support and education • Parent/child relationship support and education • Transition planning	• Child development education • Parenting support and education • Health support and education • Goal setting • Parent/Child relationship support and education • Transition planning



EARLY HEAD START CHILD CARE PARTNERSHIP

- Serve children birth through four years of age, depending on the option
- Child-Parent Centers operates three classrooms
- Partnerships with Family Child Care Providers & Easter Seals Blake Foundation
- Full day-full year program
- DES Subsidy or Quality First participants to meet layered-funding requirement

Center-based

- Birth through three years of age
- Five classrooms - three at CPC and two at our partners

Family Child Care

- Child care in a provider's home with a dedicated child care space
- Serve children birth through four years of age
- Mixed-age groups in the home from 0-13 years of age
- Certified through DES or Arizona Department of Health Services (ADHS)

Contact our Family Services Coordinator for information: (520)524-6178



DESERT VISTA CAMPUS

Located at the Desert Vista Pima Community College Campus

Early Learning Center Pre-School (non-Head Start classroom)

- Serves children ages 3 to 5
- Meet Pima Community College requirements
- Meet Pima Early Education Program Scholarships (PEEPS) funding
- Certified through Arizona Department of Health Services (ADHS) Bureau of Child Care Licensing (BCCL)

Early Head Start Toddler Classroom

- Serves mobile toddlers to age 3
- Funded by the Office of Head Start
 - all requirements apply as stated throughout the Family handbook



PARENT INVOLVEMENT AND FAMILY ENGAGEMENT

Why it is Important:

You are your child's first, longest lasting, and most important teacher, advocate, and nurturer. Positive parenting and strong family engagement is critical - not supplemental- to promoting your child's healthy development and wellness.

What you do today has a lasting impact on your child's growth and well-being. We invite you to be involved in your center's activities such as parent meetings or attending special workshops. We invite you to engage with your teachers/family educator and build relationships with each other in a mutual and respectful manner. Building a relationship with each other promotes well-being, positive parent-child relationships, and ongoing learning and development for your child and self.

FATHER/MALE INVOLVEMENT



Being an active father/male caregiver is one of the most important things you can do for your child. Your involvement has a significant impact on your child's education such as strengthening your child's ability to self-regulate and solve problems. Being a supportive dad/male figure helps your child with their self-esteem, happiness, and confidence. There are many opportunities to be involved in your child's education. Refer to the list of examples on engagement opportunities in the next section.

ENGAGEMENT & VOLUNTEERING OPPORTUNITIES

We value your participation. Please ask your teacher about engagement and volunteering opportunities. Here are examples of how you can get involved:

CENTER

- Join in classroom activities, such as reading to the children; attend field trips; assist during mealtime by modeling appropriate eating habits and encouraging children to serve themselves and try all foods
- Assist the cook in the kitchen with food serving and clean up
- Become an English as a Second Language (ESL) tutor or support parents with completing their General Education Diploma (GED)
- Share a special talent, such as gardening

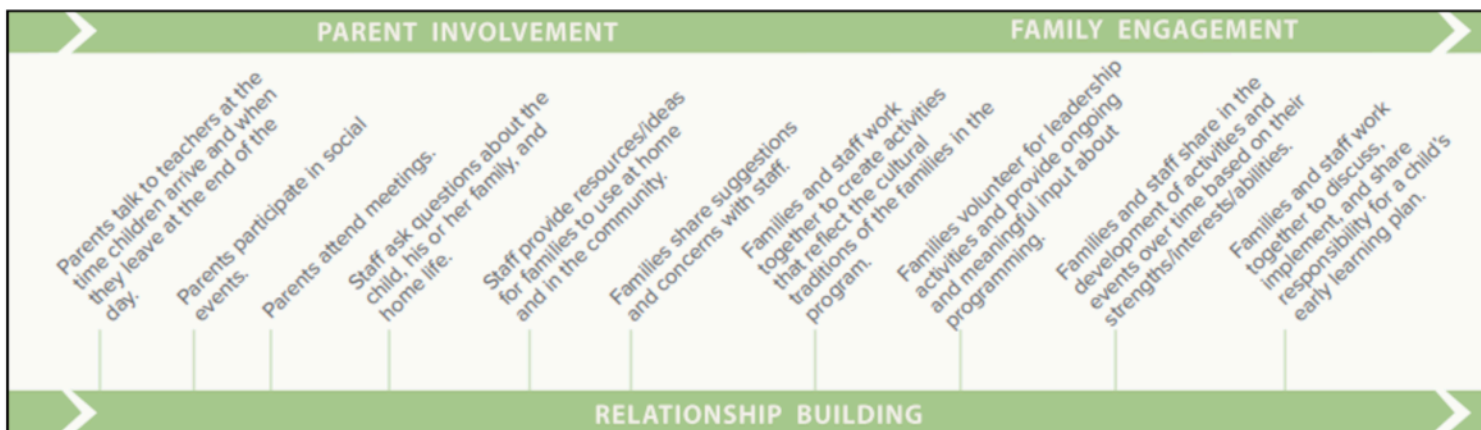
HOME

- Prepare materials at home

AGENCY

Head Start depends upon the guidance and leadership of the Policy Council, Advisory Committees, and Center Officers. You will elect individuals from your center to serve as volunteer representatives or officers. The representatives or officers help to determine many important decisions that affect you and your child. If you are interested in serving one of these governing boards, please inform your child's teacher or site supervisor.

- Leadership opportunities - center representative, Policy Council, advisory meetings



PARENT RESPONSIBILITIES

We are excited to work with you towards providing your child with the best opportunities possible. To promote your child's and all children's safety and wellbeing we ask you to partner with us and follow these requirements:

- Adhere to all Child-Parent Centers health and safety policies prohibiting smoking, vaping, drugs, use of alcohol, firearms, and weapons; concealed or openly displayed (on duty law enforcement exempt).
- Demonstrate kind and respectful manners. We will not tolerate threatening or hostile behavior, physical abuse, offensive comments, actions or behavior toward other families, staff, or children. If such behavior is exhibited, you will be asked to leave the premises and the police may be called.
- Self-disclose to agency if you are a registered sex offender.
- Plan any videotaping or picture-taking in advance with your teacher so that it does not interrupt on-going activities and focuses only on your child.
- Refrain from posting photos, video, or comments of other enrolled children without parent/guardian consent including all forms of social media such as Facebook, Twitter, Instagram, Snapchat, YouTube, etc. to protect the privacy and confidentiality of all children, families, and employees.
- Refrain from sending toys, personal items, or pets with your child unless specifically pre-planned and approved by the teacher.
- Comply with our [Nutrition Philosophy](#) and health & food safety requirements, which state that only food prepared by our staff in Child-Parent Centers' kitchens is served to children & families.
- Comply with Arizona State Regulations by submitting proof of all required immunizations for your child prior to enrollment and throughout the year as needed to keep your child up-to-date. [\[Immunization section\]](#)

- Comply with the Office of Head Start regulations and program health requirements by obtaining periodic or annual physical and dental examinations for your child and provide documentation as soon as possible to your teacher. Ensure follow up with medical care, as necessary. Your assigned Health Specialist is available to assist you in completing these activities. [\[HNS Section\]](#)
- Silence or turn off your cell phones and electronic devices when entering our classroom to provide your child with your full attention and be available to the teachers as needed.

REACHWELL COMMUNICATION APP

ReachWell is our **emergency communication** app and **communication tool**. Download the free two-way translated app to stay connected. We use ReachWell to inform you of any emergencies. These notices will come through your email, phone (either voice or text), and the app. Please ensure your teacher has your updated information. The app is easy to use and requires minimal storage on your phone. It translates into 103 languages so you can select your preferred language. You will use a similar app when your child transitions to the K-12 system so starting now is important.

What to expect:

- Closure or emergency notices
- Reminders for Parent Meetings and other center activities
- Classroom updates
- Connection with your teacher/Family Educator via the chat feature
- Access to community and agency resources
- Information related to community events
- Reminders regarding medical/dental appointments from your HNS team

PROCESS FOR RESOLVING PARENTAL CONCERNS

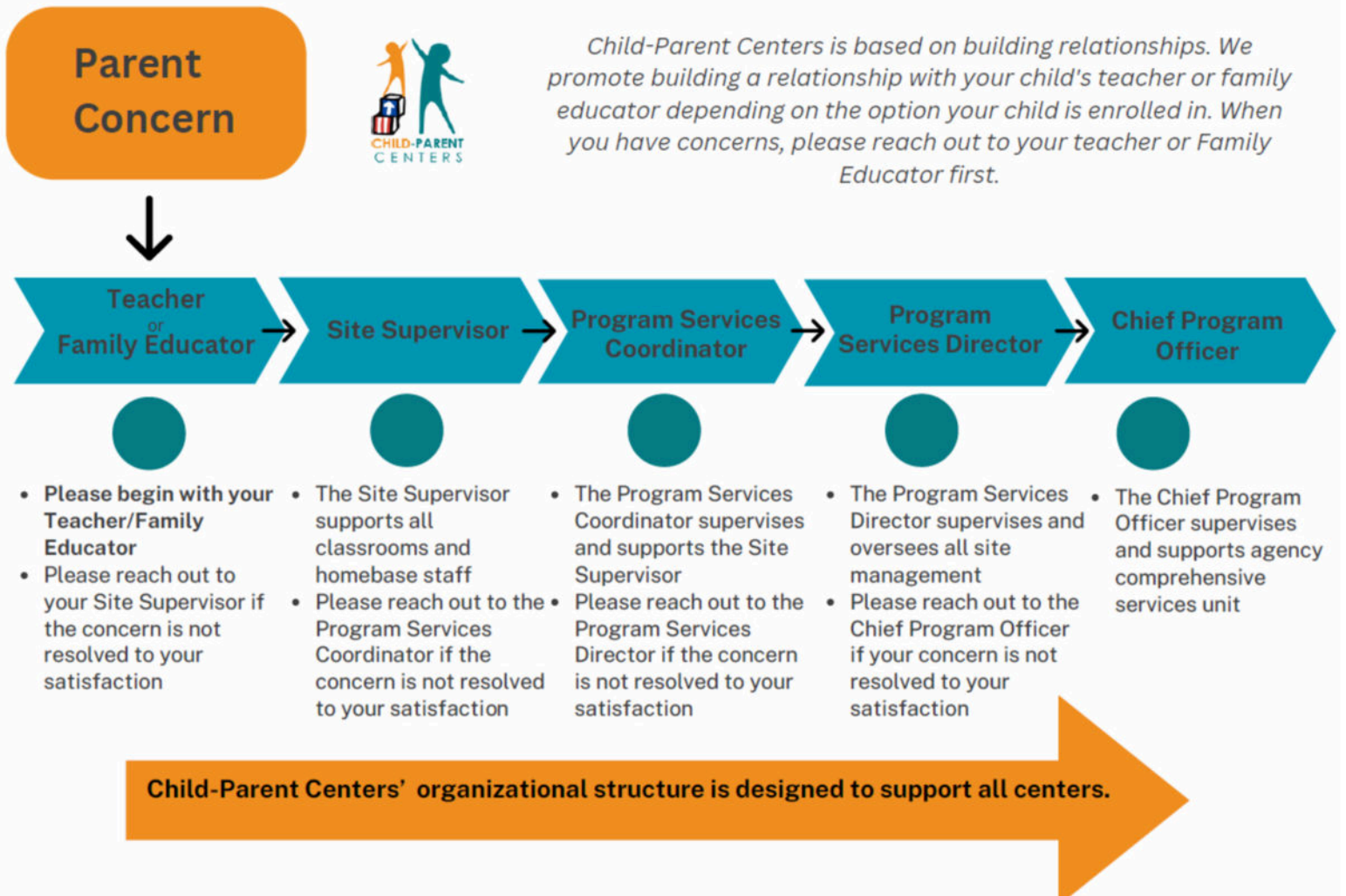
We invite you to share ideas or recommendations for the program with your child's teaching team/Family Educator and/or Site Supervisor. Child-Parent Centers use a 'problem solving approach' when center concerns are presented. This approach includes the following steps:

- Talk directly with the staff involved as soon as possible.
- Seek support from your Site Supervisor as needed to help facilitate conversation with the staff involved or any concerns.
- Establish agreements and solutions that identify "next steps".

Talk with your child's teacher first when questions, concerns, or problems arise. If you cannot resolve the issue after talking with the teacher, your site supervisor is available. If you feel your concerns are not resolved with your site supervisor, you may ask for the Program Services Coordinator assigned to your center.

If the situation remains unresolved, the Program Services Coordinator will request support from the Program Services Department Director. Program Services Coordinators or Director can be reached at (520) 882-0100 (collect calls are accepted). We work within a defined process to resolve all concerns, and this process includes involving our agency's Chief Executive Officer, Policy Council or Board of Directors.

Process for Resolving Parental Concerns



IN-KIND

Head Start is a federally funded program. As a condition of receiving federal funds, we are required to provide 20 cents for every dollar it takes to operate our program in the form of in-kind donations from the community. In-kind contributions include the value of donated time, space, and services. Each time you assist in the classroom, attend parent meetings, or read to your child you help us meet this requirement by signing the In-Kind form. Throughout the year, you will be asked to complete forms that help us document your participation.

FUNDRAISING

Fundraising is the responsibility of the Board and Policy Council. An agencywide fundraiser occurs annually. Requests to conduct additional fundraising of any type and use the Head Start and/or Child-Parent Centers logos (registered trademarks) must be approved in advance by the Chief Executive Officer. (Refer to the Parent Center Committee Rules & Requirements for additional information).

PARENT ASSISTANCE AND RESOURCES

Parenting is a very demanding job, and we want you to know that we are here to support you. Your teachers and support staff are available to talk with you to address any parenting questions you may have. Please take advantage of our parent education workshops, support groups, individual family counseling opportunities, and referrals that are available to you.

You are encouraged to learn about child guidance techniques by volunteering in the classroom and participating in socializations.

The Family Assistance Fund is a limited fund from Child-Parent Centers that can be used to provide qualified families of enrolled Head Start children with emergency assistance in areas such as food, clothing, utilities, and other emergencies. The fund is used only after all other community resources have been exhausted and a site supervisor requests approval from the Program Services Coordinator who, if approved, then submits it to the director. The fund is available once per year for families with the highest need upon final approval from the Program Services Department Director.

ADULT EDUCATION & WORKFORCE DEVELOPMENT

We offer resources to support skill development and education. We have an Adult Learning Survey on ReachWell to learn about your interests. Ask your teachers how to access the survey. Resources and opportunities available to you:

- **Parent Library:** there is an assortment of books in English and Spanish at your center.
- **Your Journey Together:** parenting curriculum workshops available to you; refer to Reach Well notices.
- **English as a Second Language (ESL)** and **General Education Diploma (GED)** classes for free.
- **Job Opportunities:** you can apply for part- or full-time positions. You can visit the agency's website. [Click on this link: Careers & Volunteering](#). If you need assistance navigating the website or applying for a position call (520) 623-2512 ext. 7290. The Housed Substitute position is an excellent entry-level employment opportunity.
- **Family Life Skills:** group sessions are available to build the skills needed to obtain employment, develop financial literacy, and improve health and wellness.

We collaborate with outside organizations to provide workshops and resources.



TRANSITIONS

Our partnership includes supporting you and your family through times of change, which happens in families with young children. Here are some examples:

- Program changes, such as transitioning from home base to a center base option.
- Life changes, such as welcoming a new baby, dealing with the death or departure of a family member.
- Routine changes, such as moving, starting a new job, or back to work.

Approaching change in an open, thoughtful, and planned way will help your child develop a sense of security and confidence. Your child's teacher/family educator are available for support and can assist in planning for changes in ways that will reduce stress on your family.

TRANSITION TO KINDERGARTEN

An important change for four-year-old children is their transition to kindergarten after Head Start. The Head Start definition of school readiness is that your child is ready for school, you are ready to support your child's learning, and schools are ready for your child. We want your child to have knowledge, skills, and attitudes for learning in school and later in life.

Child-Parent Centers establishes connections between the school district and our centers to support public school transitions. Throughout the year, your teacher will talk with you about strategies for successfully transitioning to elementary school and how Head Start prepares your child to be "school ready."

We provide school readiness experiences that vary per center and include activities such as:

- Your teacher gathers readiness requirements from your local elementary school to share in parent meetings and implement as part of the curriculum
- A kindergarten teacher visits your child's classroom
- Your child visiting a kindergarten classroom and when possible, the school cafeteria and library

Considerations about your child's transition to kindergarten include:

- What school your child will attend
- Explore school options
- Identify documents you will need to register your child
- Explore your own experiences and expectations of enrolling your child in school
- Consider medical or dietary accommodations your child may need to continue in school

As part of the transition to kindergarten, you will work with your child's teacher to establish an Individual Goal Plan (IGP) specific to your child. By the end of the year, the IGP will include a summary of your child's social-emotional and academic development. We encourage you to share the IGP with your child's kindergarten teacher.

TRANSITIONS FOR CHILDREN WITH AN IFSP/IEP

If your child is receiving services through the Arizona Early Intervention Program (AzEIP) and has an Individual Family Services Plan (IFSP), you will participate in a transition conference when your child turns 2 years and 9 months that involves an evaluation by your local school district. If your child has an Individualized Education Program (IEP) you will participate in a transition IEP meeting in the spring with your local school district that includes updating your child's progress and updating services, including time and location.

Email: inclusion@childparentcenters.org for any support with this process



ENROLLMENT AND ATTENDANCE



ENROLLMENT

Child-Parent Centers, Inc. provides Head Start and Early Head Start services to eligible families and children without regard to race, color, religion, sex, national origin, disability, or sexual orientation. A completed application includes all of the following:

- A signed application with verification of your family annual income or eligibility documentation.
- A completed Emergency Information and Immunization Record (Blue Card).
- A copy of your child's current immunization record showing that your child has received all current age-appropriate immunizations or a medical exemption from a physician which exempts your child from the vaccination requirement. If your child is not immunized due to religious reasons, you will need to sign a "Request for Exemption Immunization" form.

For enrollment in our Head Start Classrooms, your child must be toilet trained. If your child has an IEP or medical condition affecting toilet training, an accommodation plan will be developed. Refer to the [HNS Section, page 18](#). Toilet trained means your child can go to the toilet on their own, sit down, pull their pants up and down, and wipe themselves with little to no assistance.

ATTENDANCE

Consistent attendance is fundamental to build the development of your child's skills. Skills are developed by first learning a skill, then practicing the skill consistently, and consistent practice leads to another skill. Preschool is a time for your child to build the social emotional, cognitive, and language skills needed for successful school readiness. Missed days as early as preschool translate to missed learning opportunities for your child.

You play a critical role in creating a successful Head Start experience for your child by ensuring that he/she attends school regularly. Attending Head Start daily internalizes a routine and will prepare your child to:

- Acquire the skills needed to be "school ready."
- Maintain positive relationships/interactions with his/her peers and teachers.
- Build a positive sense of self and confidence.

There may be times when your child cannot attend class or a home visit. The home visit will need to be rescheduled. Communication is essential in planning your child's attendance with us. When your child is going to be absent or when a home visit is not possible, call the center so we can modify our meal arrangements and adjust our transportation plans.

When your child has an unexpected absence and we have not heard from you, a staff member will call to check in.

It is important for your children to arrive on time. Starting the morning/afternoon on time with their friends is beneficial to your child's social emotional development. The greeting time contributes to their sense of belonging to the classroom community. Your child's sense of responsibility and punctuality is reinforced with daily timely arrival. Timeliness provides your child the benefit of the full Head Start learning experiences and routines that contribute to school readiness.

WAITLIST PLACEMENT

It is our practice to work closely with you and your family if attendance issues arise. Our role is to offer support. Together we will discuss and create an *Attendance Plan* if you are having challenges attending consistently. If after we have created a plan, your family continues to have challenges sending your child to class regularly, we may offer other program options or your child may be placed on the waitlist.

Waitlist and/or vacancy may happen with any of the following:

- You drop your child from the program
- Your child has continuous excessive absences
- The agency funds are reduced or denied

Your child may be transferred to another program if an Individual Education Plan (IEP) indicates a different placement, and it is determined that Head Start is not the appropriate placement for your child.

Your child may be placed on the waiting list to re-enroll. Re-enrollment may take place if your family circumstances change, and your child is able to attend on a regular basis. This consideration is based upon space and eligibility.

FEES

Head Start and Early Head Start services are provided free-of-charge for the Part-Day, Extended Day classrooms and Home Base options for all eligible families.

There is a fee for the full day/full year option and some Extended Day DES classrooms. Fee schedules are based on Department of Economic Security (DES) eligibility. For more information, please refer to the "Child-Care Tuition Agreement Statement" you received upon enrollment.

MOVING

If planning on moving, share your plans with your child's teacher and site supervisor. Knowing your intentions to move helps us to continue to serve you and other families in the community who may be interested in our program. If your family moves outside your current center's boundaries, speak

with your Site Supervisor. The Site Supervisor can assist you in finding a new location so that you and your family can continue your Head Start experience.

Use the following website www.childparentcenters.org or www.HeadStart.gov for more information about Head Start centers in your area.

Your child may need to meet re-enrollment criteria and may be placed on a waitlist based on availability.

— ACCEPTANCE & RELEASE REQUIREMENTS —

The safety of children, parents and staff is of the highest importance in our program. To help ensure safety, we implement the following State of Arizona and/or agency acceptance and release requirements. If there is a reasonable concern for your child's safety by releasing them to whomever is picking them up, we are obligated to contact the proper authorities. The acceptance and release requirements are as follows:

- Sign your child in/out of the classroom or bus each day. On the sign in/out form, you will:
 - Print your child's first and last name.
 - Write in the arrival/departure time.
 - Sign your first and last name legibly to document who dropped off and picked up your child. You will be asked to return to the center if you forget to sign.
- Remain with your child and other children you may have brought with you at the center or when waiting for the bus until your child is signed into the classroom or bus.
- List 2 people who are authorized to pick up or drop off your child from the classroom on your child's Emergency Information and Immunization Record (Blue Card). Listing 2 people is required in case of an emergency or when you are unable to pick up your child. If you have any changes to who is allowed to pick up your child, please notify the teacher right away.
- Persons not listed on the Blue Card may be authorized to pick up or drop off your child on a day-by-day basis using the following guidelines:
 - Any person authorized or temporarily authorized to pick up or drop off your child must be at least 16 years old and agree to be listed as an added person.
 - Any person authorized or temporarily authorized to pick up your child must show picture identification and provide your personal code.
 - Note: if emergency contact information is not provided, we are required to list and/or call the local police and/or Department of Child Safety (DCS) as emergency contacts if an authorized person does not pick up your child.
- Create a four-digit Personal Code that you will remember throughout the year and will be written on the Blue Card in the upper right-hand corner (example: last four of your phone number).
- Any individual(s) that **may not remove** your child from the facility must be listed on the Blue Card. (If this person is a parent, legal documentation prohibiting pick up must be provided, such as court order or DCS documentation)

When you are not able to get to the center and would like another adult to pick up your child, the following four actions are required:

- Notify a center staff member of the situation either in writing or by phone.
- Give the staff member the name of the person who will be picking up your child.
- Give the person picking up your child your “Personal Code”.
- The person picking up your child must be 16, will need to give your personal code to the center staff, show picture identification, and sign their name on the sign in/out log.

LATE CHILD PICK UP

Inform staff **immediately** if you will be late picking up your child. A pattern of late pickup can create fear and anxiety for your child. If your child has not been picked up from school after the session ends, staff will contact people listed as an emergency contact. If no one can be contacted and your child remains at the site, our agency is required to notify the Department of Child Safety (DCS) and the local police department.



HEALTH AND NUTRITION SERVICES

The goal of the Child-Parent Centers [CPC] Health and Nutrition Services [HNS] Team is to enhance the health and nutritional well-being of all participants. We support the development and implementation of health-related practices and policies in our facilities and services. Our team is ready to support you with any questions, concerns or needs that you may have. Each Center has an assigned HNS staff; please feel free to reach out to us. One of the best things you can do to help your child succeed in learning is to make sure they are healthy. The Office of Head Start requires us to ensure that children receive certain health/oral health services. Some will come from your doctor or dentist, others we will provide for you. We will also provide you with reminders of any incomplete Health Requirements, and assist you as needed to find services for health screenings, medical and dental care.



CHILDREN'S TOILETING PROGRESS AND NEEDS

Learning to use the toilet successfully is a normal part of every child's growth and development. Early Head Start classrooms are prepared to support the needs of children according to their developmental progress and learning of toileting practices. In Head Start Classrooms, children are required to be toilet trained before enrolling. In some cases, children may have developmental or medical needs which affect their progress in becoming toilet ready. For children with an IEP or a documented medical condition, a Diaper Accommodation Plan [includes pull-ups] and/or Toilet Learning Plan may be implemented, with ongoing assessment of the child's progress and support needs. Please see the information in the [Accommodation Plan section](#). Your teaching team, Inclusion Specialist and/or Health and Nutrition Coordinator will assist you through this process if your child requires this support.

We know that accidents can happen for any child, especially in new situations and environments. Please know that if an accident does occur, teaching staff will assist children with proper cleaning and changing of soiled clothing. **Please bring a change of weather appropriate clothing to keep at school.**

SICK CHILD POLICY

You will be contacted if your child becomes sick at school and may be asked to take your child home. A daily health check will be performed upon arrival at the center or before boarding the school bus. There are some conditions that may require your child to stay at home temporarily and in some cases a doctor's note may be required before your child can be allowed to return to class. Your teaching team will work with you in these situations to ensure the appropriate actions.

To protect the health of your child, other children, and staff, we ask that you keep your child at home when they show signs of illness that can spread or any condition that does not allow children to participate in regular activities. Your child can come back to class or socializations when the condition is no longer contagious or limiting participation in activities. Your child must be **fever-free for 24 hours without fever-reducing medication being given** before returning to class or socializations.

For more information about common childhood conditions see the chart below:

FEVER/FIEBRE A current temperature of 100.4° or within the past 24 hours Una temperatura actual de 100.4° o en las últimas 24 horas 	PAIN/DOLOR Mood/Behavior Change Cambio de humor 	COUGH/TOS that won't stop or other problems with breathing que no se detiene u otros problemas para respirar 	DIARRHEA/DIARREA within the past 24 hours en las últimas 24 horas 
Your child needs to stay home if they have these symptoms. Su hijo/a deberá permanecer en casa si tiene los siguientes síntomas.			
RUNNY NOSE/ESCURRIMIENTO NASAL Unusual runny nose w/any other indication of illness Escorrimento nasal inusual con cualquier otra indicación de enfermedad 	RASH/ ERUPCIÓN Unusual itching, blisters, swelling, open sores, pain or discomfort Comezón inusual, ampollas, hinchazón, llagas abiertas, dolor o malestar 	EYE INFECTION/ INFECCION OCULAR Unusual itching, discharge, pain, or discomfort Comezón, secreción, dolor o malestar inusuales 	VOMITING/ VOMITO within the past 24 hours en las últimas 24 horas 

HHS Revised 06/2022 (RA)

HEAD LICE

Head lice cases are commonly spread by close person-to-person contact. Child-Parent Centers' policy temporarily excludes affected children from attendance during active infestations to avoid spreading to others. Please keep your child home until lice infestation is resolved. "Active Infestation" means **live lice or nits (eggs) found within a quarter inch (1/4) from the scalp**. Any child found with live lice during the day may remain in school until the end of the school day. Your child's teacher will work with you to provide the materials and instructions for treatment to eliminate head lice.

DOCUMENTS WE NEED FROM YOU

All families participating in Head Start/Early Head Start are asked to provide the following health information to ensure your child is ready to learn. The HNS team can assist you in getting health records from your providers and can help you find accessible providers to complete the required exams or screenings.

IMMUNIZATION RECORDS

IMPORTANT INFORMATION

Arizona State law requires that every child attending preschool receives all appropriate immunizations. The law requires Child-Parent Centers to temporarily exclude children whose parents have been notified of their child's lack of current immunizations and have not yet complied with the requirements.

Certain immunizations are required by the State of Arizona to participate in childcare. Please click on link below for more information. Immunizations play a very important role in your child's safety by preventing the spread of contagious, dangerous, and sometimes deadly diseases. Your HNS staff will review your child's immunization record to ensure they are up to date before they begin attending classes or participating in services at CPC. **These requirements apply to all program options including home based and family childcare services.**

We encourage you to take your child to your healthcare provider or local Health Department to receive immunizations. You will receive a written notice from your Health & Nutrition Specialist if your child needs immunizations to be completed **prior** to their enrollment and as they become due during the school year. By Arizona state law, all children must be immunized according to the Health Department regulations in order to attend classes, socializations, or other CPC sponsored events. We will provide you with referrals and resources for immunization services if needed. When immunizations become due during the school year, you will have 15 days, from the date of notice to provide proof of updated immunizations; your child may attend classes during this time. If proof is not provided within this time frame, your child will not be able to attend class until updates are provided, and they may be placed on the waitlist. For medical or religious exceptions, your Health & Nutrition Specialist can assist you to complete the request process through the State Immunization Program. Click the link below:

[Child Care Guide to Immunizations Required for Entry, 2024-2025 English \(azdhs.gov\)](https://azdhs.gov/child-care-guide-to-immunizations-required-for-entry-2024-2025-english)

[Child Care Guide to Immunizations Required for Entry, 2024-2025 Spanish \(azdhs.gov\)](https://azdhs.gov/child-care-guide-to-immunizations-required-for-entry-2024-2025-spanish)

HEALTH INSURANCE & PROVIDER INFORMATION

- Health Insurance is important because it covers some of the costs of medical services for your child and family. Your insurance may or may not cover dental care needs as well. If your child is not insured or your insurance does not adequately cover the costs of required services, CPC will provide resources to assist with coverage of your child's medical or dental costs.
- Medical and Dental Home Information: A medical or dental "home" is a clinic or practice where regular ongoing care is provided, and health records are kept. Your child's teaching team or HNS staff have a Health Resource Guide available to assist you in finding a medical/dental home for your family if you do not currently have one.

INFORMATION WE WILL COLLECT FROM YOU & SCREENINGS WE WILL PROVIDE

Current Well-Child Exam and Dental Exam Records

Regular checkups will help your child's doctor and dentist determine your child's current health, track growth and development, identify any concerns early, and allow you to ask questions and talk about your child's health. CPC staff will support you in getting appointments, answering your questions, and supporting any follow-up needs that may be identified.

Health & Nutrition Information and Other Records

At application you completed a Health and Nutrition Information questionnaire, and staff also collected information from you for a TB [tuberculosis] risk assessment. These are critical to ensuring that any accommodation or modified services your child may need will be in place in time for them to begin school with their classmates. [See below, [Accommodation Plans on page 22-23](#)].

Hearing & Vision Screening

Head Start screens all children for hearing and/or vision problems, which may affect a child's speech, language, social and emotional development, and school readiness.

Growth & Nutritional Assessment

Information about your child's eating patterns and preferences, your access to food and nutrition resources, and your child's current growth process will be reviewed. CPC's Registered Dietitian is available to talk with you about any concerns you may have about your child's eating or growth.

Blood Lead Screening

Lead poisoning is a preventable health problem in the US. Lead is found in our environments, and at high levels can cause learning and attention problems. Children 3 years and younger are at the highest risk and should be tested. Children are usually tested at their pediatrician's office or given a referral for bloodwork to complete at a lab. If this is not available from your child's health records, HNS staff will test the child at their center.

Hemoglobin (Anemia) Screening

Hemoglobin screening can provide information about possible anemia and for follow up with your physician. Anemia weakens the immune system and can cause fatigue. If your pediatrician or WIC Office has not performed this test, HNS staff will perform it at your child's center.



ACCOMMODATION PLANS FOR INDIVIDUAL NEEDS

Some children may have special health needs such as medications given at school, limitations on physical activity, asthma, seizures, allergies or intolerances to foods, or other things such as sensitivity to insect bites. Your center and HNS team will help you to arrange any accommodation your child may need and will work with you and your doctor to ensure that all your child's needs are met to ensure they can be successful and safe at school. Our team includes a Registered Dietitian to ensure the safety and appropriateness of any special dietary needs. Please note that your child will not be able to attend class until any necessary plans are completed. This can take some time, so please let us know as soon as possible of any needs that may require an Accommodation Plan.

Here is an example of the steps that your child's team will go through with you to create an appropriate plan for your child:

- CPC staff will obtain information about your child's situation from you directly through the Health Information Form and/or Physical Exam records from your pediatrician.
- Your teaching team and Health and Nutrition Staff will support you through the process of completing the Accommodation Plan, and provide the forms which detail your child's needs and the plans for meeting those needs. These will be completed with you, signed, and kept on file at your child's center/classroom.
- Depending on your child's situation, you will request information from your pediatrician or other health care provider. They will complete a form with instructions for your child's care and safety at school. For example:
 - For food allergies or intolerances: what foods to avoid, and appropriate substitutes to ensure the child has complete and nutritious meals each day. [See below]
 - Medications required at school [see below].
 - These forms will be kept in your child's file.

SPECIAL DIET ACCOMMODATION PLAN (SDAP)

If your child has any food allergies or intolerances, difficulties with chewing or swallowing foods, texture or sensory issues, a Special Diet Accommodation plan will be created. The information for assessing the child's needs are gathered from the health information provided at application and/or Initial connection, as well as any medical documentation collected and conversation with you as parents. Physician or other provider instructions **must include necessary substitutions**; for example, if "No Milk", designate type of milk to use – e.g. Soy milk, Lactose-free milk. The Special Diet Accommodation plan will be developed by our Nutrition Team, including our Registered Dietitian and Health and Nutrition Coordinators. Food Services staff are also included in the planning and procurement of appropriate food items. These plans are essential to keep your child safe and able to participate appropriately in our mealtime activities. Please be sure to let your teaching team know of any concerns you may have before school begins as the development of the plan may take some time to complete. **Children are not able to attend class until the plan is approved and implemented at the center.**

MEDICATIONS

If your child needs to receive medication during the school day or needs a supply of emergency medication available a note from the doctor is needed. You, your child's teacher, and the site supervisor will complete a medication packet before we begin giving your child the medication. A training session will be set up with you to provide training to staff. You will be asked to provide the prescription medication in the original container.

Note: all medication requires a written statement from the doctor and must be kept in the original package. Any unused medication will be returned to you when the medication has expired or is no longer being administered, or if your child leaves the program. If we are unable to return unused medication to you, it will be disposed of appropriately. If your child has been prescribed a new medication, we ask that you administer the first dose at home so you can monitor any changes in behavior or reactions.

All medications will be kept out of the reach of all children in a designated locked cabinet. The medication, treatment and consent form will be kept at the facility for 12 months from the date the medication was administered.

OTHER ACCOMMODATION PLANS

- **General:** May be long or short term; for example, an injury while it heals, post-surgery limitations, medical or other conditions not covered by other plans
- **Asthma Action Plan:** Includes medication and other possible restrictions or treatments
- **Seizure Plan:** May include procedures for managing seizures and/or medications
- **Diapering/Toilet Learning Plan:** For children in HS Classrooms with IEP or Medical Condition as documented by Health Professional
- **Diabetic Plan:** May include carbohydrate counts on menus, procedures for managing blood sugar levels and/or medications

FOOD SERVICES

CPC's Food Service teams provides your child with **free**, delicious, and nutritious food which contributes to their health, development, and social skills. Nutrition awareness is an essential part of your child's learning. Meals served, the information provided, and skills acquired help your child develop healthy lifelong eating habits. If your child has special dietary needs as described above, we will provide food as appropriate for them and prescribed by their pediatrician or another medical professional. Our Registered Dietitian ensures the safety and appropriateness of all Special Diets. Personal or religious preferences such as vegetarian foods, no pork, or others may also be honored, within reason. Meals/snacks are funded by CPC and the USDA Child Nutrition Programs: Child & Adult Care Food Program (CACFP) or the School Lunch Program.

Please note: CPC does not operate the CACFP program for the Family Child Care provider option.



NUTRITION PHILOSOPHY & PRACTICES

Our Nutrition Philosophy includes the following practices and principles and are followed for daily meals and snacks as well as other activities such as Parent Meetings or center events. We ask that as families you also honor these principles, and hope that you will model them at home also.

- Meals and snacks are provided to your child according to their class schedule. Menus are posted at the centers and sent to all families along with recipes and health/nutrition tips for wellness and safety.
- Foods from home or other outside sources are not accepted. Please ensure that your child does not bring any food or drink items into the center, including individual water bottles. This can be a danger to other children (see below for more information).
- We encourage well-balanced eating habits and activity levels appropriate to your child's age. In addition to meals, other activities are provided for your child to learn more about food and activity; some centers have gardens as well which children help to create and tend.
- Menu items are low in salt, fat and sugar. We do not serve fried foods, desserts, or snack foods such as cakes, cookies, Jell-O, pies, ice cream, chips at regular meals, snacks or other Head Start activities such as group experiences or year-end activities.
- Most grains and bread products are whole grains.
- Most foods provided to children are made from "scratch" in our center's kitchens by trained and certified food service staff. We emphasize fresh fruits and vegetables and avoid highly processed foods.
- Menus do not include peanuts or tree nuts or shellfish.
- Water is available at all meals, and throughout the day to ensure good hydration.
- Arrangements for any child with special dietary needs will be made in consultation with parents, the child's medical care provider and CPC's HNC and Registered Dietitian. Please check with your teacher/FE for more information.
- Your child will never be forced or required to serve themselves or eat specific foods. Staff provide encouragement to serve and try new foods and allow your child to lead in their readiness to try new things.
- If your child misses a meal, their teacher will let you know that day and share with you why the meal was missed.
- If you join us at mealtime, please take part in our "Family Style Dining" and model positive eating habits including serving and trying each menu item.
- All our kitchens are fully licensed by the proper authorities such as the County Health Department. Food Services staff hold the Health Department required Food Handlers permits or certifications which are renewed regularly.
- All foods provided are obtained from licensed commercial vendors.



Our agency regulations do not allow us to accept or serve children/families foods supplied or donated by any non-CPC source during Head Start sponsored activities. This includes but is not limited to home visits, group experiences, field trips or other center activities. “Non-CPC sources” include presenters of programs or activities, non-approved vendors, as well as food or “treats” brought by staff or families from home. Staff and parents are encouraged to explore ways to be involved with children through a wide variety of other classroom, home based and center activities which do not include food to honor our regulations. Please talk with your Teachers/Family Educators to create activities to enjoy with children that do not involve food.

All CPC food services are operated in accordance with the United States Department of Agriculture (USDA) policy that does not permit discrimination because of race, color, religion, national origin, age, sex or disability condition. Food is not used as a punishment or reward. If you believe you have been discriminated against in any USDA-related activity, you may write to the Secretary of Agriculture, Washington, DC 20250. For more information on Civil Rights, write to the Office of Equal Opportunity, USDA, Washington, DC 20250. Or you can call USDA at 1-866-873-2263.

CHILD AND ADULT CARE FOOD PROGRAM (CACFP)

Refer to the link below for the CACFP income guidelines:

[Child Nutrition Programs Income Eligibility Guidelines: July 2025-June 2026 \(azed.gov\)](https://www.azed.gov/Child-Nutrition-Programs/Income-Eligibility-Guidelines/July-2025-June-2026)



CURRICULUM & SCHOOL READINESS

Child-Parent Centers' School Readiness Goal is 100% of preschoolers will demonstrate developmental progress in all learning domains over the course of the program year.

CURRICULUM MISSION

The curriculum mission is to provide safe, nurturing environments where in-depth learning occurs in partnership with teachers, children, families, support staff and communities.

CURRICULUM APPROACH

Child-Parent Centers believes that learning is more engaging when it is based on the perspective, culture, motivations, and interest of the learners. The curriculum philosophy is based on the principles of Reggio Emilia, that children are respected for their intelligence, potential, and learning styles.

We use the Languages of Learning Curriculum Framework for our preschool classrooms and Creative Curriculum for Infants, Toddlers & Twos and for our toddler classrooms as our guide in developing curriculum experiences with the children. The curriculum framework ensures our adherence with the Head Start performance standards and is in alignment with the Arizona Early Learning Standards and Office of Head Start Early Learning Outcomes Framework.

APPROACHES FOR CHILDREN & CLASSROOM PROGRAMS

YOUNG CHILDREN LEARN THROUGH PLAY

Play is critical to the healthy growth and development of your child. We use materials such as paint, clay, paper, pencils, etc. and toys and tools that help your child learn about themselves and the world around them. As your child plays, they develop:

Physical skills: Gross motor skills are developed as your child learns to reach, grasp, crawl, run, climb, and balance. Fine motor skills are developed as your child handles small toys, crayons, pencils, and paint brushes.

Science, Art, and Math skills: Your child learns to solve problems when we ask questions such as, "What does this do? Does this puzzle piece fit here?". Your child also learns colors, numbers, size, and shapes. Your child can enhance their memory skills as well as their attention span. They move on to higher levels of thought as they play in a more stimulating environment.

Language, Literacy and English language acquisition skills: Language develops as your child plays and interacts with others. This begins with you playing cooing games with your child and advances to practical levels such as telling make-believe stories and jokes.

Social Emotional skills: Learning to cooperate, negotiate, take turns and play by the rules are all important skills learned in early interactions. As a result, your child learns the roles and social rules of the community. Another key skill your child learns is the ability to understand other people's perspectives, such as seeing things from someone else's point of view and understanding how our behavior impacts others.

Self-Regulation: Learning how to notice strong emotions, identify what those feelings are, and gain skills to express those feelings and/or how to take care of themselves through big emotions. Your child may not always know how to self-regulate so they may need your help sometimes finding ways to feel better or calm down.

These developmental areas are emphasized and promoted within the various activities of the day:

- Arrival/departure times
- Mealtimes
- Large/small group/circle time
- Story time
- Free play/choice/interest area time
- Outdoor or gross motor time
- Transitions between activities and places



HELP YOUR CHILD ADJUST TO SCHOOL

Beginning school can sometimes be a difficult adjustment for both you and your child. The following information may clarify what your child may experience once they begin the program:

- How your child begins the day has a significant impact on how their day goes. It is important to make efforts to pause and tune into your child as much as possible to support them feeling secure and connected prior to spending the day apart from you.
- Feeling afraid or crying is natural, especially during the first few days of school. Although it may feel difficult for you as a parent to leave during this time, it is helpful to reassure your child that school is safe. Talk with your child and let your child know what to expect, that you will pick them up, or the name of the person who will be picking them up or receiving them from the bus.
- Your child may find it comforting to bring a personal item to class to help them make the transition to school. Let the teacher know that your child will be bringing in a special item so that they will be able to assist your child in caring for it.
- Establish a consistent routine with your child before coming to school. Plan a goodbye routine with your child. Consider the following:
 - What helps your child get ready for school?
 - What helps your child to be calm when upset?

Some examples of a good-bye routine might be:

- Help your child put their things in the cubby when you arrive.
 - Go with your child to wash hands and sign in.
 - Decide with your child how many hugs, kisses, or high fives are needed that day.
 - Remind your child that you'll see him/her later.
 - Tell your child who will pick them up from school or the bus.
 - Make sure to say "Good-bye"
- After signing your child in be sure that your child is engaged in classroom activities before you leave.
 - You may want to stay with your child for a period to allow them time to adjust; this is also a great way for you to get to know the staff and the other children.
 - Bring your child to class in comfortable and safe clothes and shoes that will allow them to explore, run, climb, and play freely. Send an extra set of weather appropriate clothes for outdoor play, as needed.
 - Choose clothes that you do not mind if a little paint, glue, or mud spills on them.
 - To support your child in managing their own bathroom trips and avoid toileting accidents, dress your child in clothes that are easy to pull up and down. Elastic waist pants or shorts, leggings or joggers are easy to manages. Clothes such as overalls, pants with zippers and buttons, belts are difficult for children to manage on their own.
 - Toileting accidents may occasionally happen. In order for your child to feel comfortable and continue classroom participation, send a change of clothes labeled with your child's name. Clothes are stored in their cubby or backpack.
 - Even toilet-ready children may need some assistance; for example, adjusting clothing, wiping, flushing, cleaning spills, handwashing. Classroom staff will support your child as needed and developmentally appropriate, and work with you to plan strategies for home support as well. Please check with your teaching team about any concerns or questions you may have to help us support you, your child and plan for success!

We value the relationship that you have with your child. Your ideas, contributions, and concerns are essential to build a strong parent, teacher, child-learning partnership. Our relationship will help support your child when changes occur throughout the year.

Another way you can support your child's participation in Head Start is to talk to them about specific events of their day. It is common for some children to share very little about what they did at school. Call and schedule time to talk with your child's teacher when you have questions about your child's day.

- Consider the following talking points with your child:
- Tell me about your favorite part of the day?
- What did you notice about lunch today?
- Who did you enjoy playing with and what did you do?
- What made you happy today? What made you smile? What did you enjoy?
- What made you upset? Did you cry? Were you mad or frustrated?
- What are you looking forward to about school tomorrow?



PARENTS ARE THE LEARNING MODELS

As a parent, you have an enormous role in being involved in your children's play and learning. Children tend to be more creative when their parents are involved. Here are some ways you can stay connected with your child's learning:

- **Be a role model for learning.** You are your child's first teacher — exploring nature, reading together, cooking together, and counting together sends the message that learning is important.
- **Tune into how your child learns.** Many children use a combination of ways to learn. Some learn visually through making and seeing pictures, others through tactile experiences, like building block towers and working with clay. Still others are auditory learners who pay most attention to what they hear.
- **Set aside time to read together.** Read aloud regularly. Reading aloud will expose your child to the structure and vocabulary of good literature and promote their interest in reading more.
- **Connect what your child learns to everyday life.** Make learning part of your child's everyday experience. For example, when you drive in the car, you can count the number of red cars you see.
- **Keep technology/screentime to a minimum.** Research indicates children learn and listen best when their exposure to technology/screentime is limited. Provide unstructured time with books, toys, crafts, and friends, which allows your child to learn how to be in charge of their agenda, and to develop their own interests, skills, solutions and expertise. Keep your child limited to watching less than 2 hours/day of TV or other “screen” activities.
- **Learn something new yourself.** Learning something new yourself is a great way to model the learning process for your child.

SCHOOL READINESS



School readiness means that your child is ready for school and has knowledge, skills, and attitude for learning. Curriculum experiences enhance your child's overall growth in learning.

Your child will have the opportunity to:

- Participate in stories, finger plays, songs and writing activities that teach literacy concepts such as recognizing letters (especially those in their name), using new vocabulary words and journal writing.
- Check out books for you to read with them through the classroom's WREN (We Read Every Night) program.
- Play with toys, games and materials that teach math concepts such as sorting, patterns, counting and recognizing numbers.
- Practice cooperation and problem-solving skills.

A daily schedule and lesson plan is posted in each classroom and includes:

- Goals and Objectives
- Areas of studies (short and long term)
- Large and small group activities
- Child-initiated activities supported by teacher involvement and enrichment
- Inside and outside play times
- Health routines, such as brushing teeth, washing hands
- Nutritional Experiences
- Meal and snack times
- Quiet/rest or nap time experiences
- Safety practices such as fire drills and bus evacuations (at centers that offer transportation)

Quiet/Rest or Nap Time Experiences

We respect your child's need for rest and will provide a calm environment for relaxation without pressure to nap. The need for naps generally depends on a child's age, sleep patterns at night, individual temperaments, and energy levels. Not all children need to nap, especially as they grow older.

- Quiet time refer to a scheduled period during the day when children are encouraged to engage in calm, low-energy activities
- Rest time is a designated period during the day when children are given the opportunity to lie on a mat and relax, whether they choose to sleep or not
- Nap time refers to a scheduled period during the day when young children are encouraged to rest or sleep

Your child will work with many different materials

Materials serve as a form of communication and understanding. Materials are present and visible around us in many different forms; water, sand, paint and wire, many of these materials are within the school setting. We use materials to support and facilitate learning that enhances and encourages:

- Sense of self (competence and identity)
- Thought process and problem-solving skills (critical thinking)
- Academic skills relating to language and literacy, math, science and social studies
- Creativity and use of the arts
- Relations to/with others (socialization)
- Relations to/with the physical world around



DUAL LANGUAGE LEARNING PHILOSOPHY AND APPROACH

We value and support the preservation of the family's home language because it promotes self-esteem, identity and the confidence to take risks. This is essential to critical thinking and sends a message of value of the language, culture and traditions for your child, your family and the community.

- Every individual is rooted in their culture and language.
- Every individual has the right to maintain their own identity while acquiring the skills required to function in a diverse society.
- Children who speak languages other than English require development of the first language while building the second language of English.

The Dual Language Learner goal is to seek proficiency in both their native/home language and English.

Assessment

We use SmartTeach as our on-going development assessment. The tool helps us understand how your child is learning and developing. We observe and record your child's interests and strengths through the information you share with us about your child along with taking photos, writing down quotes and collecting journal or work samples. We talk together and plan for your child's individual goal, which supports continued growth throughout the year.

Family and Community Celebrations (Holidays)

Family and community celebrations are conducted with the focus on culturally sensitive non-commercial activities for families and children and include incorporation of agency health and nutrition values and regulations. Please plan with staff for occasions of celebration. For the safety of your child and to honor agency requirements, please remember that only foods purchased and prepared by the agency are served during any Child-Parent Centers child/family activities. For more information, see our Nutrition Philosophy.

POSITIVE GUIDANCE & CLASSROOM MANAGEMENT APPROACHES

Social Emotional Development is a skill your child will continue to learn and develop. It is the ability of a child to experience, regulate (manage), and express emotions; form close and secure relationships with others; and explore, learn and feel confident in their environment. This means your child learns to share what they might be feeling (happy, sad, mad, etc.), how to enter play with other children, feel secure and confident, etc. It is an ongoing skill your child develops, just like learning how to read, jump, etc.

We implement Positive Guidance Approaches as part of our Languages of Relating curriculum for social-emotional development. The approaches support specific ways for your child to express their emotions, desires and thinking as they work and play with others.

Examples of Positive Guidance Approaches you might observe or hear are:

- **Positive Statements**

"Remember our classroom agreement – we walk inside and run outside" (Instead of saying, "We don't run in the classroom")

- **Acknowledgement**

Noticing, respecting and commenting on your child's accomplishments and learning is important throughout their day by saying things like:

- "You remembered to walk inside the classroom instead of running."
- "You taught your friend how we wash our hands to stay healthy."

- **Modeling**

- "Follow me... and let's walk together."
- "We are walking so we don't hurt ourselves or our friends."
- "Watch how I pass the bread plate to my friend on my right."
- "Now it is your turn."



- **Choices**

Your child will be offered one or two choices.

- “Right now, it’s time for story... You can sit for story or play with a puzzle, which one do you prefer?”

Positive Guidance techniques include and are not limited to:

- Routines
- Schedules
- Agreements /rules on how we treat others
- Being safe and kind when we play with others
- How we take care of our materials

Examples of Positive Guidance Techniques you might observe or hear are:

- **Quiet Area**

This may happen when your child’s feelings and actions are not understood by others, and it seems your child is struggling with big emotions or dysregulated. Your child’s action requires the adult to intervene. He/she may be given the opportunity to regain self-control by finding a quiet place, where they can recover privately from intense emotional experiences and reactions before returning for problem solving or to rejoin the group.

- “You are so upset right now. Let’s go to the couch to calm down for a minute”.

- **Gentle Physical Guidance**

A staff member may show your child what to do or where to go by gently guiding them by hand.

- “Let’s go wash hands for lunch together.”

- **Social-Emotional Strategies for Dysregulated Child**

If there is a circumstance when a child is hurting themselves or another person (staff or child) and the child is unable to calm down with adult support, the teacher will use social-emotional strategies to help them regulate. You will be notified if your child is experiencing intense emotional reactions. The goal is to collaborate with you to identify strategies to support your child.

Staff in Head Start settings are not to use any of the following practices:

- Send a child home, to the office, or remove a child from the class for challenging behavior or toileting accidents
- Spanking, hitting, or any other physical punishment
- Yelling
- Threatening, teasing, belittling, or embarrassing children
- Saying negative things to or about children
- Comparing children to each other
- Use food as a punishment or reward
- Force children to eat, nap, etc.

If your child needs additional support and strategies, we will seek support from our mental health team who specialize in child self-regulation and social-emotional strategies.

We recognize that your child might be hurt by another child who is experiencing very intense emotions. This situation is different than children's everyday play where accidents may happen. These are the things we do:

- Work with our support team to help manage all behaviors. Our support team includes mental health, inclusion, education, and health & nutrition support.
- We will develop strategies to keep all children safe.
- We keep children enrolled and do not expel or suspend children who are experiencing very intense emotions and who might accidentally hurt other children.
- We are available to talk with you for any concerns you might have or any comment your child shared with you about their day.
- We keep confidential information about other children and families private.

We ask you to have compassion and kindness as we work through these difficult situations. Please help us by talking with your child.

EXPULSION & SUSPENSION POLICY

Child-Parent Centers never suspends or expels a child for any reason, per our Head Start Performance Standards. We work diligently to understand and individualize for each child. Staff are trained to understand that all behavior is communication and therefore will partner with you in identifying strategies and approaches to address challenging behaviors, if needed.

Additionally, our Mental Health and Inclusion team are part of the support team. They specialize in areas related to social-emotional wellness and inclusion. Our goal is to partner with you, the teaching team, and support team to identify strategies for a successful outcome.

Staff communicate and collaborate with you to create relationships and problem-solve together for the success of your child. Staff support parents to be empowered and to feel competent.

TEACHER SUPPORT

There may be times when other staff members or specialists are in your child's classroom to support the individual needs of a/your child. Before any non-agency personnel can work directly with your child, you would first be notified and asked to sign a written permission form.

You are always encouraged to ask questions about your child. If you need to speak with your teacher, please schedule a time to meet with them that is not during class time or a time the teacher can assure coverage in the classroom so she can meet with you. Child-Parent Centers confidentiality requirements do not permit staff to discuss other children in the program with you or others. We honor the right to privacy of each child and family.

MENTAL HEALTH SUPPORT

There may be times when you need additional support for yourself, child and/or family related to parenting, specific events or stressful circumstances. Child-Parent Centers has a Mental Health Team who support teaching teams to individualize for children.

Additionally, we contract with therapists who provide direct services to your family at no cost to you. Please consult with your teacher, family educator and/or site supervisor for information about mental health support.

DEVELOPMENTAL CONCERNS

What should I do if I have concerns about my child's development? Talk to your child's teacher if you:

- Have a concern about the way your child rolls over, crawls, walks, runs, or jumps.
- Have a concern about the way your child holds objects, plays with toys, colors, writes or cuts paper.
- Are not sure if your child sees things clearly or hears you when you speak.
- Believe your child has difficulty figuring things out for themselves, putting puzzles together, or following simple directions.
- Feel that others cannot understand your child's speech or that your child speaks very few words or makes few sounds.
- Think your child has trouble dressing themselves, going to the bathroom alone, or eating without someone else's help.
- Believe your child is uncooperative, has trouble taking turns when playing with others, does not accept limits that are age-appropriate, cries easily, or has difficulty calming down or being comforted.

Your child's teacher will assist you in accessing resources. These resources may include:

- Arizona Early Intervention Program (AzEIP) if your child is birth to 2 years 9 months.
- Local school districts provide services for preschool children ages 2 years 9 months to 5 years.
- Child-Parent Centers Inclusion staff.

Our staff are available to assist you in making the call to request an appointment with the appropriate agency. We will contact our Inclusion staff. There is no cost for these services.

If you have questions, you may contact Disabilities Services staff at (520) 882-0100 ext. 7396 or email at inclusion@childparentcenters.org.



FIELD TRIPS - COMMUNITY EXPLORATIONS

On field trips, you and your child discover and learn about new ideas, places and people in your community. You are encouraged to participate. When a field trip is planned, you will be asked to give written permission for your child to attend.

In order to ensure the safety of your child and staff, a written Field Trip Plan will be prepared. This written plan includes the following information:

- Date and purpose
- Times of departure and return to the Head Start facility
- Name, complete address (name of street, building, or room number) and telephone number of destination
- List of children participating
- List of staff members and other individuals participating (At all times, a minimum of one adult per every five children is required)
- The license plate number of the bus used to transport enrolled children. (You may transport your own child. Agency rules do not allow you to transport other children from the classroom). Staff will use buses that comply with safety and state regulations

The Field Trip Plan will be taken on the field trip and a copy is kept at the center. Field trip plans and permission forms are kept at the center for three months after the date of the field trip.

Staff will carry a backpack containing these items:

- First Aid Kit
- Medications (if applicable)
- Emergency Information and Immunization Record (Blue Card) for each child (Including Information regarding any medical or dietary accommodations)
- Field Trip Plan with written permissions
- Copy of Emergency Plan

Each child will wear an identification tag that has:

- On the front: Facility Name, Address, and Telephone Number
- Out of view on the inside back: Child's first and last name

Staff will conduct child counts at the following times and log the counts on the Field Trip Plan:

- When departing facility and/or boarding buses
- Upon arrival at destination
- Every half hour while at destination
- Upon departing destination or re-boarding buses
- Upon return to the center

Meals or snacks:

- Staff will take sufficient drinking water in a cooler with disposable cups.
- If the trip involves eating outdoors, staff will use a Table Sanitizing Kit.
- Only food purchased and prepared by Child-Parent Centers' food services will be provided and will include special diet foods if needed.

PEDESTRIAN & TRANSPORTATION SAFETY

Whether you or Child-Parent Centers is getting your child to and from class, safety is our priority. We are happy to support you in discussing with your child the importance of Pedestrian and Transportation Safety practices. Talking with your child often and making sure you follow the practices yourself will help ensure safety.

FAMILIES GET THEIR CHILD TO THE CENTER IN A VARIETY OF WAYS

Some ways are:

- Walk their children
- Drive their children
- Take the city bus
- Carpool
- Use the agency bus service at some sites where transportation is available

If you do not have transportation, and if your center has bus service and you live within the center bus boundaries, you may request bus service by speaking to your site supervisor. Head Start and Early Head Start transportation services are limited. Bus service is approved based on the family need, space availability on the bus and total time of the bus run.

TRANSPORTATION FREQUENTLY ASKED QUESTIONS (FAQ'S)

What if I think I can bring my child to school and later find that I need the bus service?

If you find that you can't bring your child to school and there is bus service at your center and you live within the center's bus boundaries, ask the site supervisor if there is a space available on the bus. If not, ask to be placed on the bus waiting list.

When there is an opening on the bus, priority for service is given to the family with the greatest needs first.

What happens if I have bus service and I move?

If you move outside of the bus boundary, your bus service will end, and you will need to provide your own transportation. If you move closer to another Head Start, you may be able to transfer your child into another center's class if space is available. Please inform center staff if you move.

If during the year your circumstances change and you can transport your child, we ask that you inform us right away so we can offer the space to another child in need. If you move out of the transportation boundaries, you will need to make other arrangements to transport your child.

PREPARING CHILDREN TO RIDE THE BUS

If your child rides a bus to school, your child's teacher will review the following safety protocols with your child:

- We only get on the bus when there is an adult to help us in.
- We always sit with our seatbelts or child restraint system fastened while the bus is moving.
- We use quiet voices on the bus.
- When we get out of the bus we walk directly to the school or to the person waiting for us at the bus stop.
- We only cross the street or parking lot with an adult.
- We always walk to buses with a member of the teaching staff.
- We never walk in front of, behind, or around the side of a bus.

You can read the bus safety rules with your child to re-enforce their learning.

WHAT YOU CAN DO TO KEEP YOUR CHILD SAFE

You are expected to adhere to all of our health and safety policies, prohibiting smoking, firearms, weapons (concealed or openly displayed), drugs, use of alcohol, etc.

Threatening or hostile behavior, physical abuse, offensive comments, actions or behavior toward other families, staff, or children will not be tolerated. Doing so may result in exclusion from the program and/or our facilities.

Safety tips when walking:

- Hold your child's hand when crossing the street, walking through parking areas, or passing through gates and doorways.
- Use crosswalks when crossing the street or in a parking lot. Remain on sidewalks whenever possible. It is safer to walk a short distance out of the way than to risk a dangerous street or parking lot crossing.
- Always look in both directions and then back again before entering the crosswalk to cross the street to be sure no cars are approaching.
- Always follow traffic signals at a lighted intersection before crossing the street.
- Remain with your child until the bus arrives. We will not release your child at a pickup point without you or another authorized person present.

Safety Tips when driving:

- When going to the center to drop off or pick up your child, if you have other children in the car either bring them inside with you or make sure they have adult supervision. If our staff observe an unsupervised child in the car, they are required to bring it to your attention and develop a plan to prevent it from happening again.
- Use age-appropriate child passenger restraints in accordance with state laws.
- Always turn off your car and remove the keys when exiting your vehicle.
- Be aware of and follow traffic signs (speed limit, school zone, no parking, etc.) in the parking areas and on the street.

- Park your vehicle in a designated parking space. When designated parking spaces are not available, please wait for the next space rather than double-park. Practice safety first. Choose to be a few minutes late over taking any risks.

When riding in another vehicle:

- When your child rides in a Child-Parent Centers Head Start bus, arrive at the pick-up and drop-off point at the scheduled time.
- When your child rides in another provider's vehicle or bus, such as a private childcare provider or babysitter, talk to the transportation provider about our Release/Acceptance procedures. Provide CPC staff with the outside agency's name, address and telephone number listed on the child's Blue Card. Make sure to communicate any changes about transportation to the site supervisor.

NOTE: Sometimes you might arrive early to pick up your child from class. You are welcome to participate with your child in the activity in progress or observe when you arrive.

WHAT WE DO TO KEEP YOUR CHILD SAFE

- Acceptance and Release requirements are met each time your child is picked up and dropped off from the center or a bus. Staff will not drop off your child at any location without you or other authorized person present.
- Buses used to transport your child are licensed by the Arizona Department of Transportation. Each bus has current insurance and is serviced regularly.
- Drivers perform daily safety checks of the bus before transporting children and follow planned service schedules to minimize breakdowns.
- Age-appropriate child restraints comply with state and federal regulations and are used for all children.
- Our buses are staffed by a driver and an attendant to ensure all children are always supervised properly.
- If an accident occurs while your child is being transported, the staff will act to protect your child and will notify you verbally within 30 minutes. We are required to report all vehicle accidents with injuries to the Bureau of Child Care Licensing.
- If a qualified driver is not available, transportation will not be provided, and your child will receive an excused absence if you are not able to transport your child to school.
- When your child is transported by another agency (school district or childcare provider), we will provide training to that agency staff regarding our Acceptance/Release procedures and safety requirements.
- Daily child counts are conducted to ensure that all children are always accounted for.

WHAT WE TEACH YOUR CHILD ABOUT SAFETY

Your child will learn about the following safety practices during the school year through activities and role-playing:

When walking:

- We always walk with an adult when:
 - Crossing the street

- Going through a parking lot
- Going to a vehicle
- We never walk in front of, behind, or around the side of a vehicle because the driver may not see us.
- When we hear a loud beeping noise, we know the bus is backing up and we move away from the noise.

When riding in any vehicle:

- We only get in and out of a vehicle when there is an adult to help us.
- We always sit with our seatbelts or child restraint system fastened while in the vehicle.
- We use quiet voices in the vehicle.

When riding on a Child-Parent Centers bus:

- We stop at the same times and places each day to pick up our classmates.
- When we get out of the bus to go home, we go directly to the known adult waiting.
- When we get out of the bus at school we go directly into the school.
- We practice how to exit a bus when there is an emergency or danger. Most often, an adult will hold our hand. Sometimes an adult may need to carry us out of the bus.
- When there is danger and we have exited the bus, we stay together in a “safe” spot with an adult.
- When there is danger, and the adult must go back to the bus, we will watch for each other until the adult returns.

When it is important for us to stay on the bus, an adult will make sure we are comfortable and have water to drink.

Talking about personal safety through conversations and interactions consistently will include:

- Fire safety
- Not talking to strangers
- Ok and not ok touches
- Water safety
- Sun safety
- Neighborhood safety



AGENCY DISCLOSURES

Emergencies

A safe learning environment for children, parents, and staff is our priority. Though an emergency is unlikely, center staff regularly hold “drills” that help children become familiar with emergency exits from both the center and the buses. Practicing the drills may help children remain calm in the event there is an actual emergency. The teacher talks with children about the center’s emergency guidelines and what the parent’s role is when they volunteer in the classroom.

Emergency information is visible and posted at the front entrance of the center and in the classroom. If there is an emergency at a center, parents will receive a notification via ReachWell within 30 minutes. Written notification will be given within 24 hours. Emergency situations (i.e., pandemic) may disrupt activities shared in the family handbook.

Accidents/Injuries

There is always a staff member at the center who is trained in first aid and cardiopulmonary resuscitation (CPR). The teacher will administer first aid as necessary to care for any injury. If an injury requires medical attention, but is not life threatening, you will be contacted immediately. If you cannot be located, a staff member will call the emergency contact listed on the Emergency Information and Immunization Record (Blue Card). For life threatening accident or injury, a staff member will call 911. In any event, you will be notified of any accidents involving your child. It is important to maintain consistent communication between you and the school, please let your teacher know whenever your emergency contact information changes. Some accidents requiring medical attention are reported to the Office of Head Start. Bureau of Child Care Licensing requires an accident/injury log.

Staff Limitations

Our staff members are not allowed to give gifts to enrolled children or accept gifts from families. Cards, drawings, or letters made by the enrolled child or parents are acceptable. Staff is asked not to take part in family activities such as birthday parties, etc. or engage in personal relationships with families while the family is part of the program.

Agency guidelines do not allow staff members to loan money to enrolled families. Staff can refer families to community agencies for assistance. Agency guidelines do not allow staff members to write letters of opinion for enrolled parents/guardians.

Agency Accommodations

Our agency provides reasonable accommodations for parents with disabilities to assure their full participation in the program. Parents are asked to notify their site supervisor if accommodation is needed.

Confidentiality and Disclosure

A team approach is used to provide education/health/social services for Head Start children and families. The team includes teaching staff, site supervisor, and administrative staff. The information gathered during the enrollment process and throughout the year is shared among the team members to identify needs and to ensure delivery of services. Information is kept confidential among the team members and is not released to anyone outside Child-Parent Centers unless you have given us written permission.

All children's records are considered confidential and are maintained in a locked filing cabinet at the center and administration office.

Mandated Reporting

A primary goal of Child-Parent Centers is to work with families to prevent child abuse by providing families with parenting skills, emotional support and resources, and child development education to protect children. It is our policy to report any suspected or alleged cases of child abuse, neglect, or sexual abuse to the Department of Child Safety (DCS) and the local police department.

Under Arizona State Law, school personnel or any other person having responsibility for the care of children must report such cases and with limited exceptions, the law does not allow staff to disclose to parents that a report has been made. When making such reports, confidential information may be released to DCS and the local police without written or verbal permission on the part of the parent or guardian.

Fraud Reporting

Child-Parent Centers provides a reporting hotline for employees, and Head Start and Early Head Start families to anonymously report accounting fraud, compliance, and ethics issues such as violations of laws or agency policy, misuse of agency property, and violations of enrollment and income eligibility guidelines.

The hotline number is 1-800-398-1496 or you can log in to www.lighthouse-services.com/incident.php.
Username: cpchotline
Password: 22fphsc13

Regulatory Agencies

Child-Parent Centers is regulated by the following agencies and their inspection reports are available while the centers are open:

- **Arizona Department of Health Services** – Bureau of Child Care Licensing (BCCL) inspects for safe buildings and programs that are age appropriate for children served; BCCL requires that all facilities and vehicles have liability insurance in accordance with Arizona Statute R9-5-517. If parents or visitors have questions regarding the facility licensing, they may call the State of Arizona, Bureau of Child Care Licensing located at 400 West Congress, Tucson, AZ, 85701. Telephone (520) 628-6541

- **County Health Department** – Inspects food sanitation and proper health practices.
- **Fire Marshal** – Inspects fire alarms, smoke detectors, and extinguishers.
- **Licensed Plumber** – Inspects gas lines to detect and/or repair leaks.

Liability Insurance

Each center and vehicle are covered by liability insurance as required by the Bureau of Child Care Licensing. Documentation of coverage is available upon request.

Pesticide Notification

Pesticide notification is posted at least 72 hours before a pesticide is applied at the center.

STATEMENT OF SERVICES

Use the following information to easily find important disclosures on how Child-Parent Centers complies with Arizona Department of Health Services (ADHS) Bureau of Child Care Licensing (BCCL) regulations. The information will be listed by:

“Main Section Title: Subsection Title – Page Number”

R9-5-302. Statement of Child Care Services

A. A licensee shall prepare a written statement of child care services provided by the licensee that includes the following:

- 1. A description of the facility’s childcare services classifications in R9-5-204;**
Your Facility Information - [Page 4](#)
- 2. Hours of Operation.**
Your Facility Information - [Page 4](#)
- 3. The facility’s street address, city, state, zip code, mailing address, and telephone number**
Your Facility Information - [Page 4](#)
- 4. Child enrollment, disenrollment and Waitlist Placement procedures;**
 - a) Enrollment/Attendance Requirements: Enrollment – [Page 14](#)
 - b) Enrollment/Attendance Requirements: Waitlist Placement – [Page 15](#)
- 5. Charges, fees, and payment requirements for childcare services;**
 - a) Your Facility Information - [Page 4](#)
 - b) Enrollment/Attendance Requirements: Fees – [Page 15](#)
- 6. Child admission and release (Acceptance and release requirements);**
Enrollment/Attendance Requirements: Acceptance & Release Requirements – [Page 16 & 17](#)

- 7. Age-appropriate discipline guidelines and methods;**
Approaches for Children & Classroom Programs: Parents as the Learning Models– [Page 29](#)
- 8. Transportation procedures;**
Pedestrian & Transportation Safety – [Page 36-39](#)
- 9. Field trip requirements and procedures;**
Approaches for Children & Classroom Programs: Community Explorations – [Page 35](#)
- 10. Responsibilities and participation of parents in facility activities.**
 - a) Parent Involvement and Family Engagement – [Page 8](#)
 - b) Sick Child Policies – [Page 18 & 19](#)
- 11. A general description of all activities and programs;**
 - a) Program Options – [Page 5-7](#)
 - b) Approaches for Children & Classroom Programs: Classroom Management – [Page 31-33](#)
- 12. A description of the liability insurance required by R9-5-308 that is carried by the licensee and a statement that documentation of the liability insurance coverage is available for review on the facility premises; (Liability insurance required by R9-5-308 that is carried by the licensee.)**
Agency Disclosures: Liability Insurance – [Page 42](#)
- 13. Medication administration procedures;**
Health & Nutrition: Medication & Medication Consent – [Page 23](#)
- 14. Accident and Emergency procedures;**
Agency Disclosures: Emergencies – [Page 40](#)
- 15. A notice stating inspection reports are available on-site, upon request;**
Agency Disclosures: Regulatory Agencies – [Page 41-42](#)
- 16. A provision stating that the facility is regulated by the Arizona Department of Health Services including the Department's local street address, city, state, zip code, and local and telephone number.**
Agency Disclosures: Regulatory Agencies – [Page 41](#)
- 17. The procedures for notifying a parent at least 48 hours before a pesticide is applied on a facility's premises required by R9-5-204;**
Agency Disclosures: Pesticide Notification – [Page 42](#)
- 18. A statement that a parent has access to the areas on the facility premises where the parent's enrolled child is receiving child care services**
Welcome to Child Parent Centers – [Page 2](#)