

PARENT HANDBOOK

Resource 1402



“Every Child Deserves a Head Start”

Table of Contents

Overview of the Program	4
Eligibility, Recruitment, Eligibility, Selection Enrollment & Attendance (ERSEA)	7
Education and School Readiness	10
Health	19
Health Service and Education Advisory Committee.....	22
Nutrition	22
Meals	23
Outside Food Policy.....	23
Parent, Family and Community Engagement.....	24
What is Parent, Family & Community Engagement (PFCE)?.....	24
Why Parent, Family & Community Engagement is Important?	24
Family Partnership Agreement.....	25
Parent Engagement.....	25
Fatherhood & Male Engagement	26
In-Kind	26
Policy Council.....	27
Program Design and Management.....	27
Parent / Community Complaint Procedures	27
Adult Code of Conduct	28
Important Policies	29
Confidentiality	29
Right of Access.....	29
Social Media Policy.....	30
Shared Custody.....	30
Child Abuse & Reporting Policy	30
Inclement Weather Procedures	31
Emergency Evacuation Plan	32
Emergency Phone Numbers.....	33
Head Start Frequently Asked Questions (FAQ)	33
Appendix.....	34
Early Head Start Program Calendar	35

Head Start Program Calendar36

Observed Holidays..... 37

Traffic Safety Tips 38

Arkansas Poison & Drug Information Center 39

USDA Non-Discrimination Statement40



Overview of the Program

Head Start is a federally funded program that provides comprehensive early childhood services for economically disadvantaged families with children between the ages of birth to 5 years old.

Head Start has played a major role in focusing the attention of the country on the importance of early childhood development, specifically in the first five years of life. It has served as a model for many programs in the planning of child development and day care services, on the expansion of state and local activities for children and their families, and on the design of training programs for those who staff such programs.

The program provides an array of services: education, health, oral health, nutrition, mental health, bilingual translation / interpretation for English Language Learners, disabilities and family services. These services promote high quality learning opportunities to assist in the overall development of your child along with providing comprehensive services for your family. Studies have indicated that Head Start children score higher than comparable non-Head Start children do in preschool achievement tests that measure these abilities. The studies also show that Head Start children perform equal to or better than their peers do when they enter regular school, and there are fewer grade retention and special class placements. The Head Start outreach and training programs have helped provide low-income parents with the knowledge and resources they need to build a better life for their children. Direct engagement of parents in Head Start planning and policy-making have given families a greater role in the well-being of their children.

Mission Statement

The mission of the University of Arkansas for Medical Sciences Head Start / Early Head Start Program is to teach, heal, search, and serve. This is obtained by offering health, education, and social services in Pulaski County through programs, which promote the growth and development of preschool children, and strengthens family members for their roles as parents and contributing members of the community.

Vision Statement

Our vision is to provide the best quality early childhood development program for all eligible children using the Head Start / Early Head Start Model which enables families, children, and staff to be empowered by creating a caring, safe and healthy environment that encourages learning and wellness.

Philosophy

The UAMS Head Start / Early Head Start Program firmly believes that the lives of young children and their families can be enriched and strengthened by the quality of the services provided to them. Head Start provides a safe and nurturing environment and continuously works on preparing children for his / her next environment by promoting school readiness skills across all content areas. The UAMS Head Start/Early Head Start Programs are designed to meet each child's individual needs within the context of his / her culture and community. Head Start experience has shown that the needs of children and their families vary considerably from community to community. To serve these needs most effectively, programs must take

into account community resources, the capabilities of local staff, as well as the developmental needs of the children served and the needs of their families to enhance their life skills as their child's first teacher.

Parent Rights in the Head Start / Early Head Start Program

Parents have the right to:

- Be supported as the primary educator and nurturer of their child.
- Be listened to and treated with respect and dignity at all times.
- Ask questions and receive information on any aspect of the Head Start / Early Head Start Program including daily operations, policy making and budgeting.
- Express concerns about the program without repercussions to themselves or their child or children.
- Express needs and interests and expect a response from the program regarding those expressed needs.
- Offer any opinions or suggestions regarding any part of the program and receive feedback on those suggestions and ideas.
- Participate as little or as much as is comfortable.
- Be treated as an equal with the staff in supporting the educational goals of the children.
- Know that all information gathered is kept confidential.
- Welcomed and encouraged to participate in their child's classroom and other center activities at any time.



Transition Tips – Head Start

Is your child starting preschool? During transitions, children often need a little extra time, attention and support from their parents. School transitions also signal a new stage of family life for everyone.

Children may feel...

- Sadness at the loss of the old school, friends, neighborhood (and if a preschooler or kindergartner, separation from parents)
- Anxiety about the unknown
- Fear of not making friends, being accepted
- Apprehension about their ability to do the work or master the logistics involved (getting lost, getting lunch, learning the rules, finding the bathrooms, etc.).



Parents may feel...

- Sadness about their child growing up and moving on to the next stage
- Anxiety about whether the new school and / or teacher are the best for their child
- Uncertainty about what their own role should be in the new setting and how the new school views parent involvement
- Awareness that their child's growing up is linked to a new stage of life for parents too, and that family life will change

Making A Smooth Transition....

If the school has scheduled an open house, orientation, welcome day or other opportunity for parents and/or children to get acquainted, make a special effort to attend.

Take the time to talk. Ask your child what he / she would like to know about the new school. Write down the questions and find out the answers.

Take the time to visit the school. You may want to call ahead to get an appointment or get permission for you and your child to take a self-tour of the building. Talk about what will happen during a typical day. Go through the schedule with your child.

Transition into the EHS Program – When a child is transitioning into the Early Head Start program the parent is given an orientation of the program requirements. Parents are invited to spend time at one of the Early Head Start sites to observe what a typical day entails. A briefing conference is held with Parent, Teacher and Family Enrichment Specialist or Site Manager. Parents receive brochures and pamphlets about the program.

Transitioning Out of EHS Program - Six months prior to the child's third birthday, the Family Enrichment Specialist (FES) meets with the parents to develop a transition plan to enter into either a Head Start Program (**if slots are available**) or community programs. A checklist with specific steps for transitioning is reviewed with the parent and used as a guide for the program to ensure adherence to the process. The Family Enrichment Specialist assists parents in completing the application process for transitioning their child into the Head Start Program or a program of their choice. The Family Enrichment Specialist facilitates arrangements for the parents to visit centers to observe and review the program in other childcare centers. Thirty days prior to the exit from EHS and upon enrollment into Head Start or another community program, parents are encouraged to take the child to visit the new site. In order to provide continuity of care, the Family Enrichment Specialist will serve as the contact between the parent and the Site Manager of the new Head Start placement.

Transitioning from Head Start to Public School Pre-K / Kindergarten

Through a Collaborative Agreement between the three School Districts, the UAMS Head Start Program addresses the importance of promoting effective transition from our program to the local educational agency's kindergarten classes. UAMS Head Start has developed a written "Transition Plan" and provides training for center staff and parents about the plan and how it will be implemented. The transition information and copies of the child's ongoing assessment information, IEP progress and/or required documents will provide an opportunity for the Head Start Program, the schools, and the child's family to collaborate and facilitate a positive transition for every child into kindergarten.

The Family Enrichment Specialist meets with each individual parent to provide information about the various school zones. This information is recorded on the Kindergarten Transition Checklist form and maintained in the child's file folder.

For more information on School Readiness, the Office of Head Start funds a website that provides details on the implementation and impact of this model. The website is: <http://eclkc.ohs.acf.hhs.gov/hslc> Any information about Head Start or Early Head Start is available at this site location.

Your Child's Routine in a Head Start / Early Head Start Program

Classroom time includes many different activities. Some teachers begin the day by asking the children to sit in a circle. This encourages the children to talk about an idea or experience they want to share with others. During learning center time, the teacher plans and sets the stage for learning. The children make choices from the following learning centers; art, playing with blocks or table toys, science activities, dancing to music, looking at books, or pretend housekeeping and various other learning centers. Each day, they have time to work in a small group with other children and to play outdoors on safe playground equipment.

Nutritious meals are served for breakfast, lunch and snack. Children are encouraged to brush their teeth at least one time during the day. All the children are taught to wash their hands before meals, and are encouraged to develop good personal and health habits. Personal hygiene habits are taught in the classroom and help your child to develop good hygiene skills for school and lower the risk of illnesses.

What can the Head Start / Early Head Start Program Offer to Your Family?

- The program provides children with activities that help them grow mentally, socially, emotionally, and physically.
- Staff members offer a nurturing environment, and understanding, the opportunity to learn and to experience success. Your child will leave this program more prepared for kindergarten, excited about learning and ready to succeed.
- We provide health and developmental screenings/assessments for your children and any follow-up services needed.
- Head Start / Early Head Start Program offer you a sense of belonging, other support services, and a chance to be involved in activities to help your whole family.

Eligibility, Recruitment, Eligibility, Selection Enrollment & Attendance (ERSEA)



Recruitment/Eligibility

Head Start / Early Head Start conduct a yearly recruitment process to identify children ages, 6 weeks through 4 years within Pulaski County. Ten percent of the total funded slots are set aside for children with special needs. Applications are available for submission online at www.arpediatrics.org/headstart, the Central Office, and all Head Start / Early Head Start Sites. Additional information regarding eligibility may be obtained by calling 501-570-5000.

To determine eligibility for the program the child must meet the age criteria and the family income must be within the Federal Income Guidelines. Further details are: (a) Early Head Start – children, ages 6 weeks to 36 months, (b) Head Start - children must turn 3 or 4 years on or before August 1, (c) Parents must provide proof of their annual income by submitting a 1040, W-2 Form, Check Stubs, Verification of Earnings (VOE) or a statement from the employer (d) The following statuses maybe considered as categorically eligible: TANF Recipient, Supplemental Security Income (SSI) and Foster Children.

Enrollment

The UAMS Head Start / Early Head Start Program currently serves infants, toddlers and preschool age children throughout Pulaski County. Enrollment in the program is limited. Registration does not ensure that the child will be enrolled. Selection of the children to be enrolled is made using age, income, children's

disabilities, family needs and situation as criteria. The program is required to always serve those children that are most in need of services. Those children who are not selected for enrollment are placed on a waiting list and parents are notified of their child's status. The status on the wait list is determined by the data system once all family information is entered. The data system will automatically prioritize according to criteria points.

Withdrawal from the Program - A parent / guardian planning to drop their child from the Head Start Program must notify the Site Manager or Family Enrichment Specialist of the reason and sign a drop form.

Site & Classroom Placement

The site and classroom placement has several determining factors that must be considered before your child is assigned. These factors are as follow: (1) Number of funded slots assigned to a designated site (2) Age of the Children (3) Staff Ratio and (4) Maximizing the availability of square footage per child/per site.

Transfers - A parent / guardian wishing to transfer their child to another center must contact their Site Manager or Family Enrichment Specialist. The child may be admitted into another center or placed on the waiting list at the requested center. ***Admission to another center depends on whether there is a vacancy at the requested center.***



If your address or telephone number changes, you must notify your child's teacher, the Site Manager and Family Enrichment Specialist immediately.

Attendance

Regular attendance is an important part of the child's growth and development in the Head Start Program. Chronic absenteeism affects the Federal Grant funding and the child's active participation in the classroom. Our daily and monthly average attendance mandate is 85% participation. A parent or guardian is expected to contact the center each day your child is absent or is late for school. Parents whose children are absent / tardy for 3 consecutive days without contact require a home visit.

To meet this requirement all parents must abide by the revised attendance and drop-off/pick-up procedures. Attendance will be entered into our system no later than 8:30 AM each day. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, UAMS will attempt to contact the parent by text and email.

Pick-up / Drop-off Procedures



The procedures for parents to ensure the safety and well-being of each child in the Head Start program are as follows:

1. An adult (or a person 16 years or older), must accompany and "sign-in" the child when dropping off the child in the morning. At pick-up time an adult (or a person 16 years or older), must "sign-out" the child.
2. If you are running late, you must call the center the program staff of your approximate arrival time. This will assist the teacher to determine if a breakfast and/or lunch should be ordered for your child.

LATE DROP-OFF/PICK-UP PROCEDURE

1. **Children must be dropped off by 8:30 AM and picked up no later than 3:00 PM (2:30 PM for Early Head Start).** Program staff must communicate to families the importance of being at school and picked up timely. This should be done during parent meetings, signs posted at site and written reminders to parents i.e. parent newsletters, memos to families etc.

Note: ONLY PARENTS OR PEOPLE LISTED ON THE EMERGENCY CONTACT FORM MAY PICK UP THE CHILD. PARENT MAY GIVE VERBAL AUTHORIZATION IN CASES OF EMERGENCIES. PICTURE IDENTIFICATION IS REQUIRED AND COPY OF IDENTIFICATION MUST BE TAKEN DURING PICK-UP, ALSO CASE NOTE MUST BE ENTERED UNDER THE FAMILY SERVICE TAB IN THE DATA MANAGEMENT SYSTEM.

2. If a parent will be late dropping off or picking up their child past the required timeframe the parent must contact the school to inform them and give reason for the lateness. The parent/guardian should give an estimated time of arrival.

Note for late pick-ups: If the child's parents and/or other emergency contacts are unable to be reached by 4:00 PM (3:30 PM for EHS) the closing manager will notify the Department of Human Services or the Arkansas State Police Department.

Attendance Success Plans

Families that fall below the 85% attendance rate or have shown signs of sporadic attendance / tardiness or late pick-up will be required to complete Attendance Success Plans in partnership with the Family Enrichment Specialist.

Head Start / Early Head Start Operational Hours

Operational Hours consist of 7 ½ hours for students:

Head Start – 3 & 4 Year Olds: 7:30 a.m. – 3:00 p.m.



Some of the classrooms are located in a public school building & may require you to pick your child up by 2:30 p.m. To ensure a full day of services, sites may have to adjust their time to accommodate the change in the public school operational hours.

Early Head Start – Infants & Toddlers: 7:30 a.m. – 2:30 p.m.

Staff hours are from 7:00 a.m. until 3:30 p.m. The time between 7:00 am and 7:30 am and 3:00 pm and 3:30 pm has been designated as preparatory time for the staff, **so it is imperative that parents abide by set operational hours.**

Education and School Readiness

Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning in life. The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Head Start is a leader in the early childhood field with a strong, clear, and comprehensive focus on all aspects of healthy development, including physical, cognitive, social and emotional development, all of which are essential to children getting ready for school. Children participate in indoor and outdoor activities and are introduced to skills and concepts through play. They are encouraged to express their feelings in appropriate ways, to develop self-confidence and self-esteem, and to learn how to get along with others.

Each child is an individual with their own rate and style of learning and growing, their own unique patterns or approaches to situations, and their own instinctive capacities. Every child needs opportunities adapted to their individual needs with respect for individuality. We are interested in how positive learning experiences build self-confidence, increase opportunities for contact with other children, and add to the child's knowledge of their world to ensure school readiness.

Children learn through intentional hands on experiences and appropriate play. Children learn to explore, discover, adapt, classify, organize, and reorganize their experiences as they play. The values of play are increased by informed guidance and equipment as well as a provision for space and uninterrupted time.

Learning activities and materials will be concrete, real and relevant to the lives of young children. Learning takes place as children touch, manipulate, experience their environment, and interact with people. Pictures and stories will also be used frequently to build upon the child's real experiences.

Daily Classroom Schedule

The following typical Head Start Day Schedule offers a preview of your child's activities within the program day.

7:30-7:45	Welcome / Learning Centers
7:45-8:00	Wash Hands
8:00-8:30	Breakfast
8:30-8:45	Large Group / Good Morning Activities
8:45-9:00	Child Planning / Transition
9:00-10:00	Learning Centers
10:00-10:45	Outdoor Play
10:45-11:00	Small Group Activities
11:00-11:15	Story / Finger Plays / Musical Activities
11:15-12:00	Wash Hands / Lunch
12:00-12:15	Brush Teeth / Hygiene
12:15-2:00	Nap Time
2:00-2:15	Hand Wash / Snack
2:15-2:50	Outdoor Play
2:50-3:00	Learning Centers
3:00-3:30	Teachers Planning / Cleaning Time



(Times may vary depending on location of site)

Curriculum

We are your partners in preparing your children for success throughout life. To make sure we have a quality program that promotes your child's development, the Head Start / Early Head Start Program uses the Creative Curriculum.

The objectives of the Creative Curriculum are:

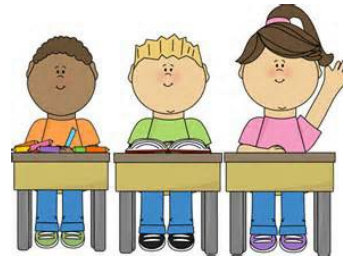
- ✚ To provide children with a learning environment and the varied experiences that help them develop socially, intellectually, physically, and emotionally in a manner appropriate to their age and stage of development toward the overall goal of social competence.
- ✚ To integrate the educational aspects of the various Head Start components in the daily program of experiences.
- ✚ To involve parents in the educational activities of the program to enhance their role as the principle influence on their child's education and development.
- ✚ To assist parents to increase knowledge, understanding, skills and experience in child growth and development.
- ✚ To identify and reinforce experiences that occur in the home that parents can utilize as educational activities for their children.
- ✚ To provide services that are multicultural and meets the special needs of all children.

Head Start Early Learning Outcomes Framework (ELOF)

The Head Start Early Learning Outcomes Framework (ELOF), outlines the essential areas of development and learning that are used by the Head Start Programs to establish school readiness goals for the children, monitor children’s progress, align curriculum and conduct program planning.

The 11 Sub-Domains within Head Start/ Early Head Start Learning Outcomes Curriculum Framework: Ages Birth to Five

1. Language Development
2. Literacy Knowledge & Skills
3. Mathematics Knowledge & Skills
4. Science Knowledge & Skills
5. Creative Art Expressions
6. Social and Emotional Development
7. Approaches to Learning
8. Physical Development & Health
9. Logic & Reasoning
10. Social Studies Knowledge & Skills
11. English Languages Development



Screenings & Assessments

To provide individualized education and care for your child, we do our best to find out all we can about their emerging abilities and interests. All children enrolled in the Head Start/Early Head Start Program are required to have a developmental assessment completed within the first 45 days of enrollment.

- **Teaching Strategies Ongoing Assessment Gold (TSG):** Research-based, birth through kindergarten assessment. Based on 38 research based goals and objectives from Creative Curriculum. This comprehensive assessment solution is based on the latest research, and has been proven valid and reliable. The assessment is fully aligned with the Common Core State Standards, Arkansas Child Development and Early Learning Standards: Birth through 60 Months, and the Head Start Early Learning Outcomes Framework: Ages Birth to 5.
- **Devereux Early Childhood Assessment (DECA):** The Devereux Early Childhood Assessment Preschool Program is a strength-based assessment and planning system designed to promote resilience in children ages 6 weeks through 5. It provides teachers with research-based strategies and tips to enhance children’s social and emotion health. When a child’s score in this screening, along with classroom observations, suggests the child could benefit from additional supports, we will schedule a meeting with the parent to discuss concerns.
- **Brigance Screening:** The purpose of the Brigance Screening is to obtain a snapshot of a child’s development in order to identify the child who may need a more comprehensive evaluation. When the decision is made to refer a child for further assessment because of failed screening assessments and / or previous services, the classroom teacher will conduct a conference with the parent of the child and discuss the developmental screenings and assessments.

Your child will be taught many different skills through study topics such as Trees, Clothes, Roads, Buildings, Balls, Recycling, Pets, and Getting Ready for Kindergarten. The teaching staff will monitor your child's skill development and report their progress during home visits and parent / teacher conferences throughout the year.

Language and Cultural Diversity Services

Bilingual staff are available to ensure that families who speak Spanish at home have ongoing communication and case management in a culturally sensitive way and in their preferred language. The program will assist parents who speak another language to the greatest extent possible. Screenings for development, sensory, and behavioral concerns are administered which are sensitive to the child's cultural background. UAMS Head Start/Early Head Start provides support and training to staff about cultures and languages of enrolled families, teaching children with limited English proficiency, promoting interactions and languages with children and respecting children's developing skills in English and in their home language. Bilingual services are provided for Parent / Teacher Conferences, Home Visits, Disability Conferences, Transition Conferences and any other meetings or interactions as needed. Bilingual staff assists families with limited English proficiency starting at the registration process until their transition from Early Head Start to Head Start, to Kindergarten or to another placement.





Birthday Celebration Policy

Procedures:

- ✚ The last day of the month is designated to celebrate all birthdays for that month. If the last day falls on a weekend, the Friday before will be the designated day. For children whose birthday is in the month of June or July, will be included in the May celebration.
- ✚ The food service staff will provide cupcakes for that day. In the centers that do not have kitchens, their assigned kitchen will order and supply the food to the site. Parents of children whose birthday falls within the month may wish to plan additional activities for that day.
- ✚ Teachers will have a **"Me Day"** for the child on his/her actual birthday which gives the child extra attention without the focus being on food. **Parents should not bring any food items to the center on their child's birthday.** On the child's **"Me Day"**, the child will be given the opportunity to share something special about him / her. Children with summer birthdays will be assigned a **"Me Day"** during the course of the year.

Examples of activities that your child may participate in during their **"Me Day"**:

- ✚ Making A Group Mural
- ✚ Birthday Card Signed by The Children and Teachers
- ✚ A Special Birthday Crown for Child/Children Celebrating Birthday
- ✚ Special Birthday Chair
- ✚ Bringing in Show and Tell Items to Share at Circle Time
- ✚ Act as The Classroom Helper for The Day
- ✚ Invite The Parent or Guardian to Eat Lunch with Their Child

For celebrations, such as Valentine's Day and Fall Festival, the parents and staff will work together to plan fun activities for the children. The kitchen will provide healthy refreshments or a special lunch for that day so Food Service Staff need to be included in the planning process.

Encouraged Foods for Special Occasions

- Cheez-It, Goldfish, or Animal Crackers
- Fresh Whole Fruit or Dried Fruit
- Pretzels
- Tortilla Chips & Salsa
- Cheese (cubes, slices, string)
- Fresh Vegetables (baby carrots, carrot sticks, celery sticks, bell pepper strips, pickles)
- Dips (ranch, cheese, veggie)
- Yogurt cups, Go-Gurt or Frozen Yogurt
- Teddy Grahams
- Vanilla Wafers
- Whole-grain muffins and cookies (**Must Not Contain Nuts**)
- Bagels and low-fat cream cheese
- 100% Fruit Juice
- Jell-O Cups
- Chex Mix
- Rice Cakes
- Nonfood Items: pencils, stickers, erasers, crayons, etc.



Clothing

While at the Head Start/Early Head Start Program your child will be involved in many activities indoors and outside. Children need to be dressed in comfortable clothes that are appropriate for the weather and play. **Please do not dress your child in expensive clothes that should be used for special occasions.** Your child will get dirty as they explore messy material and play outside. **For health reasons, all children must wear underwear, socks, and shoes.** They should also have coats, hats, and gloves in cold weather. **Flip flops and sandals are unsafe when children are outside running and playing.** Sneakers and rubber-soled shoes are best. **If you need help in getting the necessary clothes for your child, please contact your child's teacher or your Family Enrichment Specialist.** Please make sure your child has an extra set of clothes in his/her cubby in case of spills or accidents. Head Start will not be responsible for clothing that is lost or stolen.

Rest Time (Licensing Section 1002)

The UAMS Head Start children sleep on cots labeled with their name or a number. **Each child is required to bring two medium size covers such as the size of a bath towel.** The covers are sent home weekly for washing and returned on Monday mornings.

Religious Activities in Head Start / Early Head Start Program (45 CFR 87.1)

Organizations that receive direct financial assistance from the Department of Health and Human Services, including the Office of Head Start, "may not engage in inherently religious activities, such as worship, religious instructions, or proselytization (preaching), as part of the program.

Field Trips



Field trips are a fun and important part of the Head Start experiences. We encourage parents to participate whenever possible. Please notify your child's teacher if you would like to be a chaperone. Parent chaperones must follow the same nutritional guidelines children are offered during the field trips. The purchase of outside foods is **not allowed** while on the field trip. All food provided for children will also be provided for the chaperones. **If you have a food allergy, please notify your child's teacher ahead of time so we can provide a substitute.** Parents are asked to complete a request form giving permission for their child to participate prior to all field trips.

Field trips support the classroom educational experience, current curriculum, and the developmental level of the children. **Head Start/Early Head Start is prohibited from asking parents for money for a field trip, therefore community sponsorships are welcomed.**

Home Visits



Home visits provide great opportunities to make connections between the home and program setting. They offer a chance for parents and staff to get to know one another and for staff to give individualized attention to family strengths, interests and goals. Teachers and Family Enrichment Specialist will together conduct at least two home visits per year with each family. The staff will work with you on arranging convenient times for these home visits to take place in your home.

Parent / Teacher Conferences



Parent / Teacher conferences are held three times during the school year for Head Start children and 4 times a year for Early Head Start children. This is the time of year to discuss individual child progress and establish goals for school readiness. Conferences are for parents to ask questions, inform the teacher of your expectations for your child, and learn to work together to reach educational goals.

The initial conference is held approximately three months after the child enters the program. An assessment is made with written goals and strategies planned for each individual child.

A Mid-year conference is held to review objectives and goals and to discuss any concerns about your child's progress.

The final conference is held before the end of the school year for Head Start children and during the summer for Early Head Start children to summarize your child's progress and make recommendations for continued growth. Summer packets are prepared for each Head Start child with activities that will reinforce skills learned during the year.



Early Head Start (Birth to 3 Years Old)

The care of infants and toddlers must be regarded as a distinct kind of service. The unique characteristics of infancy make this care different from the care of older children because:

- Physical growth and developmental changes are far more rapid between birth and three (3) years than during any other period in life.
- The younger child is more dependent on the caregiver – more vulnerable, less able to cope actively with discomfort or stress of any kind.
- Physical, social-emotional and cognitive aspects of development are more interrelated for this age group than for older children and more dependent on a consistent, loving relationship with an adult caregiver.

This rapid early development is best understood in three different stages: (1) Young infants (birth to nine months), (2) mobile infants (six to eighteen months), and (3) toddlers (16 to 36 months). The age ranges overlap because children develop at different rates. In this program the kinds of environments, experiences, and interactions that a caregiver provides will have different emphases and aims according to the child's age.

- A primary concern in working with young infants is to nurture feelings of security and trust through consistently warm, supportive, personal contact with each child.
- For mobile infants, the caregiver acts as a safe, readily available home base from which the infants can venture out and explore, aware that they may return at any time for loving contact and support.
- For toddlers, who are experiencing greater awareness of separateness and independence, caregivers can focus on activities that build feelings of initiative, creativity, and individuality while at the same time helping the toddlers learn to interact cooperatively as members of a group.
- Small Groups – The center-based program has no more than eight (8) infants and toddlers in a group, (4 children per 1 adult child care giver) and no more than two (2) high-risk (special needs) infants per group.

Disabilities Services

Since 1972, Head Start has operated under the requirements of a congressional mandate to make available, at a minimum, ten percent of its enrollment opportunities to children with disabilities. Head Start staff plays an important role in helping to identify children who may be in need of special services. Staff actively recruits families and offers enrollment opportunities for children with disabilities. The Program collaborates with other community agencies that assist children with disabilities to ensure that children are identified and provided a full range of services to meet individual needs. Head Start's philosophy of inclusion supports the rights of all children to be active participants in natural settings within their communities.

Children with Special Needs

All children enrolled in the Head Start / Early Head Start Program will receive a Developmental Screening within forty-five (45) days of the child's enrollment date with parental consent.

The purpose of the Brigance Screening is to obtain a snapshot of a child's development in order to identify the child who may need a more comprehensive evaluation.

When the decision is made to refer a child for further assessment because of failed screening assessments and / or previous services, the classroom teacher will conduct a conference with the parent of the child and discuss the developmental screenings and assessments.

Children, ages six weeks to three years, also receive the "Brigance Infant-Toddler Screen." Any child needing further assessments will be referred to the Division of Developmental Disabilities Services/Arkansas First Connection (Part-C) / Early Intervention upon written permission from the parent. The Mental Health /Disability Program Specialist will assist the family throughout this process.

Children three to five years of age with suspected disabilities are referred to the Local Educational Agencies (LEA's), according to child's residential address – school zone, once parental consent has been obtained. Services will be provided to address developmental needs through the implementation of an Individual Educational Plan (IEP).

Mental Health Services

In the over-arching goal of Head Start / Early Head Start to aide in the development and growth of the *whole* child, we strive to monitor, assess, and provide intervention related to the social, emotional, and behavioral learning needs of participating children. All Head Start / Early Head Start children will receive a social emotional screening within the first 45 days of entry using the Devereux Early Childhood Assessment (DECA) tool.

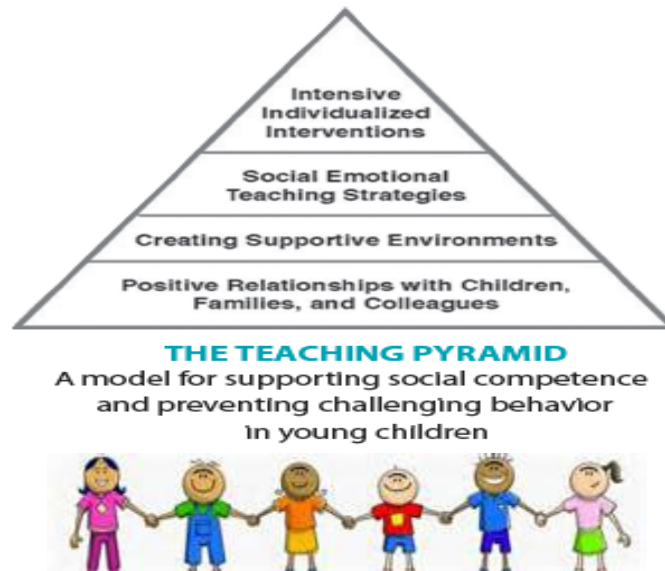
Being mindful of all the various social and environmental factors that can impact development, the Mental Health/Disabilities Program Specialist provides both educational opportunities and hands-on consultation with parents and staff to address the needs of each child. We focus on developing healthy relationships with children and their caregivers, creating a supportive, nurturing, safe environment, and using age appropriate social/emotional curriculum to help children develop greater awareness and improved social functioning.

These strategies are typically effective at helping children reach social, emotional, and behavioral milestones, but for those children and families identified through early screening, teacher or parent

referrals as needing additional support, more intensive individual and family interventions are available from trained mental health professionals and paraprofessionals, including observations, screenings, assessments, and treatment services for the child and family.

Response to Intervention

All Head Start / Early Head Start staff will modify the curriculum to provide high-quality, culturally responsive instruction to support a child's academic and behavioral needs. Interventions will take place in addition to general curriculum and classroom routines. The interventions are embedded in the learning activities and are selected on an individual basis.



Child Guidance

The philosophy of the UAMS Head Start Program is that children respond to positive suggestions, re-direction and encouragement. Behavior management used by the Head Start program focuses on creative conflict resolution. This technique emphasizes children learning to resolve their own conflicts with each other and with adults in a positive manner.

Discipline is individualized and consistent for each child. It will be positive and appropriate to the child's level of understanding and be directed toward teaching the child acceptable behavior and self-control. Staff will offer guidance to a child needing re-direction. Discipline will never be humiliating or physically harmful to a child. Discipline should be consistent, fair and used only as a tool for learning.

Discipline will not be associated with food, rest, toilet training and / or isolation for illness. Children will not be labeled as bad or naughty. **No spanking or any other mental, physical, or verbal abuse such as profanity or name-calling is allowed.**

Guidance Steps:

- Prevention – teach replacement behavior for inappropriate behavior and recognize these potential behaviors before they occur
- Redirection- encouraging other activities, role play appropriate behavior, or conference with the child.
- Teachers contact the Site Manager/Family Enrichment Specialist to schedule a meeting with the parent to develop an individual plan.
- Refer the child to the Positive Behavior Support Team (PBST) which, consist of the Mental Health / Disabilities Program Specialist and the Educational Program Specialist. A behavior management plan will be developed and staff will be trained to implement the plan.
- If disruptive and aggressive behavior continues and all efforts have been exhausted, **a referral will be made for the child and family to receive services in the professional community.**

The Head Start guidance steps meet Licensing Requirements as set forth by the Arkansas Department of Human Services, Division of Child Care and Early Childhood Education Licensing Unit.



Health

Healthy Children Have a Greater Opportunity to Learn

UAMS Head Start / Early Head Start Program helps participating families recognize the importance of prevention and early identification of health concerns. Collaborative efforts with health care providers are made to help connect families to available resources in their community. Healthy living habits and injury prevention techniques are combined into the classroom curriculum. Personal hygiene is a part of your child's daily routine, such as hand washing and brushing teeth. Daily health needs of each individual child are identified upon his/her arrival at school.

All Head Start / Early Head Start employees are trained in American Red Cross Cardiopulmonary Resuscitation (CPR) and First Aid training. These trainings are also available to all parents by contacting their Site Manager. Health Services staff are available to address your concerns, either individually or as part of your parent meetings at the center.

Health and Nutritional Services:

- Health, wellness, safety, and nutrition education for families and children
- Vision and hearing screenings
- HGB/Lead Screening
- Blood pressure
- Height and weight measurements are completed twice during the year.
- Nutritious breakfast, snack and lunch served each class day. Daily menus and nutrition education are provided.
- Child nutrition screening
- Family nutritional counseling



- Food substitutions may be made for medical and other special diets. **ALL** food substitutions require documentation from child's Primary Care Health Physician or Specialist
- Resources and referrals for family health issues
- Oral Health Education

Health Requirements for Physicals, Lead Screenings, Immunizations and Dental Exams

Federal and State Regulations require that all children enrolling in the Head Start Program / Early Head Start Program submit the following documentation. Failure to comply with the health requirements may result in your child not being allowed to attend.

- **Up-to-date Shot Record** – completed within 15 days of entry into the program and maintaining up-to-date shots as required throughout the school year to maintain compliance with Arkansas State Licensing requirements.
- **Source of Ongoing Health Care**– If your child does not have a medical home / a current primary care physician; we will assist you in accessing a source of care. We can provide a list of doctors and information about ARKids First, Medicaid and Connect Care services.

Current Physical Examination from a licensed physician within 90 days – Children and young people need to see their doctor regularly even when they are not sick. This is called a well-child visit. Preschool, physical examinations (well child check-ups) performed within one year prior to the date of school entry are acceptable for enrollment purposes. ARKids First and Medicaid insurance covers one well child checkup per year. A well child checkup should also include the following: health history, height and weight, blood pressure, immunizations, vision and hearing screen, and laboratory blood tests including lead screening, hematocrit and hemoglobin.

- **Children with Special Health Needs** – Children with special health care needs who require scheduled daily medications or rescue medications will need an **Individualized Health Care Plan**.
- This process will be completed by a Health Staff person. This process will be completed only if the child does not have an asthma action or a food allergy plan.
- **If your child had a lead screening at 12 months and /or 24 months, please provide a copy of the lead results.** If your child did not have a lead screening done at 12 and 24 months, it should be done between 36 and 72 months (3-6 years old). Ask your doctor to send the results to UAMS Head Start.
- **For Infants and Toddlers Entering Early Head Start:** At the time of enrollment for infants and toddlers, an age appropriate well baby checkup is required. A blood **lead screening, hemoglobin and hematocrit screening** are required at the age of 12 months and 24 months. Children at risk may also need documentation of a TB screening done at 12 months of age. **Arkansas EPSDT Periodicity Schedule recommends well baby checkups at 1 month, 2 months, 4 months, 6 months, 9 months, 12 months, 15 months 18 months and 24 months. These are program requirements and necessary in maintaining your child's health status.**
- **Current Dental Examination from Licensed Dentist** – Good oral health for infants, toddlers and pre-school children serves as a precursor to adult oral health and is essential for a child's behavioral, speech, language and overall growth and development. Head Start requires that all children must

have a dental home and receive a dental examination performed by a dentist within 90 days of entry into the program. The program will assist parents in finding a dental home or a local dentist that serves children and will assist with any dental follow-up and treatment needs.

For infants 6 weeks - 12 months of age, an oral screen should be performed during well baby checkups by the medical physician. A dental exam performed by a dentist should begin at 12 months of age and then every six (6) months.

The ongoing accessibility to dental care should occur every six months or at a minimum, annually from the date of the first examination. If a child is not up to date, the program will assist parents in making necessary arrangements to keep children up to date.

A Head Start physical and dental form should be completed by the health professionals and returned to the program to verify services / treatment received.

Tooth Brushing: Each classroom will have a daily supervised tooth brushing activity with toothpaste contain fluoride to teach good dental hygiene practices to the children. Cavity Free Kids is the curriculum used in the classroom to teach children the importance of oral health care.

Daily Health Observations



A daily health check of each child is made upon arrival in the presence of the parent or caregiver. Communication between teachers and parents about the child's health status is vital to identify any specific signs or symptoms of illness and to prevent the spread of infection.

Head Start and Early Head Start Children with any symptoms of illness will not be allowed to remain in the center

- ✓ Temperature over 101 degrees and also has pain, behavior changes, or other symptoms of illness
- ✓ An unexplained rash
- ✓ Vomiting (in the past 24 hours)
- ✓ Diarrhea (in the past 24 hours)
- ✓ Blood or mucus in stools
- ✓ Mouth sores with drooling
- ✓ Abdominal pain lasting longer than 2 hours
- ✓ Conjunctivitis or pink eye, exclude with additional symptoms
- ✓ Lice or nits
- ✓ A contagious disease (ex. Chicken pox)

Health / Emergency Information

During the enrollment process, parents must complete and sign a "Consent for Emergency Medical/Dental Treatment" form. This form is kept in the classroom and is accessible to the teacher in case of any emergency. ***Note: Be sure to keep your emergency contact information updated so that we can let you know if your child becomes ill, has an accident or needs emergency medical care.***

Accident Reports

Despite all efforts to promote safety and injury prevention, should a child be involved in an accident or a physical observation is noted by the staff, it shall be recorded on an Accident / Incident Report Form and signed by the parent and staff. **It is very important to communicate the accident / or observation to the parents both verbally and in writing.**

Medication Administration

Whenever possible, arrangements should be made with the family and the child's physician to schedule administration of medication during times when the child is most likely to be under parental supervision. **Therefore, medications given once or twice a day will be administered at home and NOT at the Head Start / Early Head Start sites.**

When medication must be administered in the classroom, a "Consent for Administration of Medication" form must be completed prior to administration of any medication in the center. All medication will be stored in a locked cabinet. **Medication must be in the original container with a pharmacy label, a current date, and directions for use from the physician.**



Health Service and Education Advisory Committee

The Health Service and Education Advisory Committee (HSEAC) will advise and serve as a resource to guide our program in health and education issues and the development of health-related policies.

Community health and education professionals from various community organizations and parents of enrolled children will serve as members of our HSEAC committee.

Content area program specialists also attend the meeting and give updates about program services throughout the year.

There are three (3) meetings each program year scheduled for the 3rd Tuesday of September, January, and April. The meeting is from 12-1:30pm and lunch is provided. Parents are encouraged to attend and become members of the committee.

You may contact Central Office staff @ 570-5000 for more information about how you can participate.



Nutrition

Family style eating with balanced, nutritious meals gives children an opportunity to learn about healthy eating habits with support from their peers. UAMS Head Start's child nutrition services help families in meeting each child's nutritional needs and in establishing good eating habits that nurture healthy development and promote life-long well-being. An eight (8) week cycle is developed by our Nutrition Program Specialist, who is a registered dietician. The menu is developed to meet CACFP Meal Pattern Requirements. It is distributed to the classrooms each week and is posted for parents to review.

Growth assessments are conducted twice a year to assess each child's nutritional status and growth pattern. If necessary, a nutritionist will follow-up with child's parent or guardian to address the child and family's nutritional needs. Referrals are made to Women, Infant and Children (WIC) and other community agencies when necessary.

The "Color Me Healthy" curriculum and the "I Am Moving, I Am Learning" program are utilized in the classroom. The curriculum and program emphasize the importance of making healthy food choices and participating in physical activities every day. These programs include classroom activities such as song, games, and imaginary trips all developed especially for preschool age children.



Meals

One essential aspect of healthy growth and development is good nutrition. All meals served in our program meet the United States Department of Agriculture (USDA) standards for nutritional content. It is the parent's responsibility to inform the teacher if their child has any food allergies or if the child is on a special diet. **A doctor's statement is required in order for specific adjustments to be made to the meals served.**

The program works closely with parents in ensuring that infants, toddlers and preschoolers receive food that meets their nutritional needs and feeding requirements, including provisions for those children with special dietary needs or disabilities.

Mealtime is also used as a learning experience to model healthy eating habits and table manners. With the enhancement of family style meal service by allowing the children to serve themselves, fine motors skill will improve their self-help skills. Parents and volunteers are invited to have lunch with their child.

All children in Head Start / Early Head Start are served breakfast, lunch, and one snack. **These meals must be consumed at the center.** The meals provide one half to two thirds of the child's daily nutritional needs.

Outside Food Policy

Parents wanting to help their children's classroom celebrate special occasions must check with the Program Staff for recommendations on food and non-food items to bring.

NO OUTSIDE FOOD IS ALLOWED IN THE SITES AT ANY TIME OTHER THAN APPROVED FOOD ITEMS FOR CELEBRATIONS

Parents must bring enough snack items to feed each enrolled child and teacher in the classroom. The food service staff will prepare additional meal components as needed to meet the CACFP Meal Pattern Requirements.

The food service department will provide a special treat once a month to celebrate birthdays.



Parent, Family and Community Engagement

What is Parent, Family & Community Engagement (PFCE)?

- Parent, Family and Community Engagement** in Head Start / Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. The PFCE Framework was developed in partnership with programs, family experts, and the National Center on Parent, Family, and Community Engagement. It is a research-based approach to program change that shows how an agency can work together as a whole – across systems and service areas to promote parent and family engagement and children’s learning and development.

The PFCE Framework consists of seven (7) Family Engagement Outcomes and the ultimate outcome for the children.

Family Engagement Outcomes	Child Outcomes
1. Family well-being	Children are: <ul style="list-style-type: none"> • Safe • Healthy and well • Learning and Developing • Engaged in positive relationships with family members, caregivers, and other children • Ready for School • Successful in school and life
2. Positive Parent-Child Relationships	
3. Families as Lifelong Educators	
4. Families as Learners	
5. Family Engagement in Transitions	
6. Family Connections to Peers and Community	
7. Families as Advocates and Leaders	

Why Parent, Family & Community Engagement is Important?

Benefits for Children

- Higher grades & test scores
- Better school attendance
- Excel in extracurricular activities, sports and clubs
- Decrease the likelihood of children dropping out of school in later years
- Children have a more positive attitude about school and other life situations
- Less likely to misbehave and get into trouble
- Sends the message to the child that they are cared for
- Builds up a child’s self-esteem
- Develops productive qualities like self-discipline and high aspirations
- Motivated to succeed because they feel good about themselves
- More likely to attend college because they have always been supported with their academics
- Decrease the likelihood of getting involved with drugs and alcohol

Benefits for Families

- ✚ Parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's needs.
- ✚ Parents are more confident in their parenting and decision-making skills.
- ✚ As parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children.
- ✚ Parents have a better understanding of the teacher's job and school curriculum.
- ✚ When parents are aware of what their children are learning, they are more likely to help become more involved in their children's learning activities at home.
- ✚ Parents' perceptions of the school are improved and there are stronger ties and commitment to the school.
- ✚ Parents are more aware of, and become more active in school and take part in decision making that affect their children's education.

Family Partnership Agreement

The Family Partnership Agreement is a tool used by the UAMS Head Start / Early Head Start staff to help families develop and achieve goals. The Family MAP Inventory Tool will be used to identify the strengths, needs, and interests of a family. The Family Partnership Agreement is completed in collaboration with your Family Enrichment Specialist and the Teaching Staff. Good partnership exists when the families and staff learn from one another. Families are supported as they meet their own goals and as they nurture the development of their children. All information in the Family Partnership Agreement is confidential and will be kept in that manner.

The key to the Head Start / Early Head Start approach is its focus on actively engaging parents and the community in all aspects of the program. The partnering process with parents begins at intake and continues throughout their participation in the program. The agreement looks at family strengths, support, needs and resources and contains goals initiated by parents that will help to improve their lives and achieve greater self-sufficiency. The staff members advocate within the community for parents and provide tools to effectively advocate for themselves. The Family Enrichment Specialist and Teaching Staff work individually with each family to improve their conditions and quality of life.

Parent Engagement

Parent Engagement is an integral part of a successful program for you and your child. Recent studies have shown that children are most successful in school when parents are engaged. Home visits build strong, supportive relationships between staff and parents. Parents meet together for monthly meetings, educational programs, and other parent gatherings throughout the year. Parent workshops are offered that are based on parent interests and give parents an opportunity to learn and practice leadership skills.



Fatherhood & Male Engagement

Head Start / Early Head Start Program believe in the growing awareness of fathers or male figures having an active role in the lives of children. Fathers are a vital source of caring and nurturing, as well as financial support. They are care givers and role models. Fathers set expectations and help children to accomplish goals. Developing these strong relationships is not only important to the children and mothers, but also to the men themselves. The UAMS Head Start / Early Head Start Program provide activities that will give fathers / father figures an opportunity to network with others the importance of father/child relationships and the opportunity to enhance their parenting skills.



In-Kind

The Federal Government requires that twenty percent (20%) of the Head Start grant be matched with contributions from parents and the community. These contributions are called "in-kind" and consist of volunteering, attending Head Start activities, donating materials, working on your child's educational goals at home, serving on Policy Council or Health Service and Education Advisory Committees and many other ways. You will be asked to fill out an "in-kind" form when services or materials are provided to the Head Start / Early Head Start Program. If goods or materials are purchased, please submit receipt.

Volunteering or becoming active at the site or with home activities is a great way to be engaged in your child's education and is included with the Head Start Performance Standards. All of the activities listed (but not limited to) in this handbook are ways for parents to lend a helping hand and volunteer. The activities also count as "In-Kind" for the program. See Chart Below

Classroom or Site Activities	Non-Classroom Activities	Home Activities
Reading or telling stories to children	Working on parent or classroom bulletin boards	Cutting out items for collages, arts and craft items
Assisting the teacher in preparing a class activity (large or small group)	Attending Parent Committee, Health Services & Education Advisory Committee and Policy Council Meetings	Typing site meeting minutes
Participating in Circle Time	Attending Parent Trainings	Scheduling Reading Time in the Home
Assisting with office task or call other parents to encourage engagement	Chaperone Field Trips	Telling your neighbors about Head Start/ Posting Head Start fliers in your community
Working on the Newsletter	Assisting with Annual Self-Assessment	Completing Home Activities with your child

*** If you want to volunteer on a consistent basis we will need you to complete a background screening and a TB skin test. ***

Policy Council



Policy Council is the parents' voice in major program decisions including such items as our recruitment plan, personnel policies, and budgets and funding proposals. Each site elects one Policy Council Representative and one Alternate. These individuals represent their site at monthly Policy Council meetings and report during the monthly parent meetings. The Policy Council function is to ensure that the Head Start / Early Head Start Program is in compliance with federal regulations and make decisions regarding programming.

The Policy Council meets monthly at a date and time set by the Council. Meetings are open to anyone who wants to attend; however, only elected Policy Council members may vote.

Policy Council Responsibilities

- To be informed and keep other parents informed about issues facing the Head Start / Early Head Start Program.
- To attend monthly meetings regularly and notify staff in advance if you are unable to attend.
- To advocate for the best interests of all Head Start families.
- To attend classroom parent meetings and represent parent concerns to the Council.
- To assist with facilitating the parent committee meetings.
- To attend trainings and share the information with others.
- To participate on committees that will enhance the Head Start / Early Head Start Program.

Program Design and Management

This section addresses quality standards, program systems, procedures, facilities, materials, equipment and human resources. All of our facilities are state licensed, have the appropriate safety and developmental equipment and materials, and follow designated procedures in meeting federal guidelines. All enrolled children and families are afforded opportunities to receive Head Start services. Every year parents in our program are asked to participate in the program's self-assessment that is used to assess current program operations and assist in planning future direction.



Parent / Community Complaint Procedures

Head Start / Early Head Start Program is required to have procedures for resolving parent/community complaints – Performance Standard 1304.50 (d) (2) (v).

These are the steps to follow, if you or member of the community has a concern or problem regarding your child's services in the Head Start Program:

UAMS Head Start/Early Head Start is a high-quality program. Sometimes you may have concerns that you would like to share with us. Most issues can be fixed by talking with the school staff. Please talk with your Classroom Teacher or Family Enrichment Specialist. After talking directly to the staff person, you feel your concern is not addressed please speak with the Site Manager at your school. If you are still concerned, please notify the Central Office to speak with the Supervisor for your school. You may request a meeting with the Program Director if the concern is not addressed to your satisfaction through Steps 1-3.



At each site a copy of the Head Start Performance Standards, The Arkansas Child Care Licensing Manual, and The UAMS Head Start / Early Head Start Administrative Guide Policies & Procedures Manual are available to you for review at any time.



Adult Code of Conduct

We want every Head Start / Early Head Start site to be a happy welcoming place where children can find an atmosphere conducive to learning and to enhancing their self-esteem. Staff and parents can work together for the welfare of children.

Therefore, the following policies will be observed:

- No child will be subjected to physical punishment while on Head Start premises by any staff, parent, volunteer or visitor.
- No child will be subjected to verbal abuse, name calling, ridicule, or cursing by a staff, parent, volunteer, visitor while on Head Start premises.
- No harsh words, cursing, or other abusive language or physical altercation will be exchanged between adults in or around the site, especially in the presence of children.
- No threats will be made by any adult to any other adult in or around the site.
- UAMS is a smoke-free environment. No smoking is permitted on any Head Start / Early Head Start premise, which includes the parking lot area.
- Any person unwilling to abide by these policies will be required to leave the premises. A conference will be held with the person or persons involved and appropriate Head Start/Early Head Start staff to determine the necessary action. **Action may include site reassignment or permanent dismissal of staff, children or parents from the Head Start / Early Head Start Program.**
- **In cases where cooperation cannot be achieved, the proper authorities will be contacted for further action. Authorities will be contacted immediately with any physical altercations for removal from the UAMS Head Start / Early Head Start Properties.**

Special Notice: Picking up children while under the influence of drugs / alcohol is considered inappropriate by our program. If a parent / guardian appears to be under the influence of drugs / alcohol or is otherwise impaired, the program may call other persons authorized to pick up the child. If the adult appears to be so impaired that the child would be placed at risk of serious and immediate harm, the police will be called. Also, a call to the Child Abuse Hotline will be made and the Department of Human Services Childcare Licensing Specialist for that particular site.

Important Policies

Confidentiality



Information is gathered so that Head Start / Early Head Start can completely understand the needs for your child / family and work together to meet those needs. All information obtained from you is completely confidential. At the end of the school year, records are stored at the Central Office for five (5) years, and then destroyed. Records will only be sent to another agency with written permission of the parents or legal guardian.

- Parents/guardians have access to view their own child's record at all times.
- When custody has been awarded to only one parent, access to records must be limited to the custodial parent. In cases of disputed access, the facility may need to request that the parents supply a copy of the court document that defines parental rights.
- Only authorized staff from the UAMS Head Start / Early Head Start Program and employee from Department of Human Services, Law enforcement and the federal agency that funds the Head Start Program can access the file.
- Records are kept in a secure file.
- When accessing a record, the authorized person needs to sign the confidentiality form at the front of the child's file indicating reason for the review and the form will also indicate who authorized the review.
- Discussion and expressed concerns among staff members or other authorized persons about a child or family will be conducted in a professional manner and never in the presence of another person.
- Only authorized staff will have access to the computerized tracking systems for children's and families' information.
- Written releases shall be obtained from the child's parent or legal guardian prior to forwarding information and/or the child's records to other service providers (elementary school, special services, etc).

Right of Access

Head Start / Early Head Start strongly encourage you to participate in your child's preschool experience. Parents / guardians are welcome at the center at any time. Head Start / Early Head Start is here to support your family.

Social Media Policy

We ask that you set a good example for your child by using Social Media responsibly.

- Please show respect to UAMS staff, parents and children on all social networking sites.
- Please use appropriate language when discussing UAMS Head Start/Early Head Start.
- Please address concerns directly with program staff and not on social media.
- Please only post photos and videos **showing your own child** on social media. Do not post photos or videos that show other children, parents and staff.
- Please do not engage in cyber-bullying using text messages, emails, phone calls, instant message services, posting photos/videos and/or comments on internet sites, blogs or chatrooms.

Any of the above violations including using social media to make derogatory comments toward our program, staff, other parents, or children could put your child's enrollment at risk.

Shared Custody

Our staff will not engage in any disputes between family members regarding the custody of a child in our program. Parents will not be excluded from visiting with their children in the site, and we cannot refuse to allow pick-up or drop off by a parent without original, legally binding documentation that specifically names you and the person or persons who must be excluded from contact. We will make a copy of this documentation and keep the information in the child's file. Information will be shared with staff on a "need to know" basis.



Child Abuse & Reporting Policy

Staff, who works with your child and family, cares about your health, safety and well-being. We are required by law to report suspected child abuse or neglect. Being a parent is not an easy task and we are here to support you by offering guidance in alternative discipline techniques and resources to parenting classes and other useful workshops.

Head Start / Early Head Start staff is required by state law to report any suspected or identified child abuse to the Arkansas Child Abuse Hotline. Head Start / Early Head Start staff will support families who have an involvement with DHS and will *preserve absolute confidentiality* of all records pertaining to a report in accordance with state law.

Inclement Weather Procedures

All Head Start / Early Head Start Sites Will Abide by the Little Rock School District's Decision to Keep Schools Open or to Close Them.

Please listen to the local television and radio stations. As we approach inclement weather time, details will be provided to parents by the Site Manager and / or the Family Enrichment Specialist.

If the school is open and you are unable to drive to school, we encourage parents to always use their best judgment with regards to safety.

Emergency Evacuation Plan



In the event of a situation requiring relocation outside the local area of the facility such as hazardous spill, brush or forest fire or other dangers threatening the safety of the occupants of the immediate area of the facility, all staff and children will relocate as a group to the pre-designated relocation site unless otherwise directed by emergency services personnel. Site Manager/Designated Staff will notify the Program Office of the situation and buses will be dispatched to transport children and staff to pre-designated locations. Program Staff as assigned by the Education Program Specialist will contact the parents to inform them of the situation and directions to the relocation site. Telephone numbers will be obtained from the Head Start Data System.

Site Manager/Designated staff will be responsible for picking up the emergency pack, parents contact information and insuring the notification poster is attached to the facility entrance providing the relocation site and contact information. Children will not be released except to an identified authorized pick up person. **Pre-designated relocations (to verify or ask questions call 296-1042 Program Office)**

Attendance Site	Relocation Site	Relocation Address	Relocation Telephone #
Davis Head Start	Southwest Head Start Gym	5615 Geyer Springs Road Little Rock	603-1342
Kennedy Head Start	Southwest Head Start Gym	5615 Geyer Springs Road Little Rock	603-1342
King Head Start	Douglasville, Program Office	7415 Colonel Glenn Little Rock	296-1042
Metro Head Start	Nathaniel Hill South Head Start	200 East 29 th Street Little Rock	526-6151
Sherwood Head Start	New Start Head Start	1000 School Drive Jacksonville	982-5854
UAMS HS/St. Augustine	Douglasville, Program Office	7415 Colonel Glenn Little Rock	296-1042
Southwest Head Start	Douglasville, Program office	7415 Colonel Glenn Little Rock,	296-1042
UAMS EHS/Family Development Center	Douglasville, Program office	7415 Colonel Glenn Little Rock,	296-1042
Chicot Early Head Start	Southwest Head Start	5615 Geyer Springs Road Little Rock	603-1342
UAMS EHS/Methodist Children's Home	Douglasville Program Office	7415 Colonel Glenn Little Rock	296-1042

Emergency Phone Numbers

Fire.....	911
Police	911
Ambulance.....	911
Non-Emergency #	311
Community Resources.....	211
Little Rock Police Department.....	1-501-371-4617
North Little Rock Police Department	1-501-758-1234
Jacksonville Police Department.....	1-501-982-3191
UAMS Police Department.....	1-501-686-7777
Poison Hotline (Arkansas Poison Control Center).....	1-800-222-1222
Environmental Protection Agency.....	1-800-424-8802
Child Abuse Hot Line.....	1-800-482-5964

Head Start Frequently Asked Questions (FAQ)

Are Students required to wear uniforms?

Answer – Students are not required to wear uniforms in Head Start building. If the classroom is located in a School District Building, the parents are asked to abide by the dress code of that school. If needed, referrals will be made to outside agencies to assist with uniforms.

What supplies are required by licensing?

Answer – Child Care Licensing requires that the parents provide a change of clothing and covers for nap time, (two medium size covers such as the size of a **Bath towel**). For infants and toddlers, please note all bottles, formula, diapers and sippy cups are provided by the program. Parents do not need to bring these items.

These are the only supplies required.

Appendix

UAMS EARLY HEAD START 2019-2020 PROGRAM CALENDAR

Aug. 2019				1	2	5	6	7	8	9	12	13 1 st Day	14	15 PD	16 PD	19 RD	20 RD	21 RD	22 PO	23 PO	26* 1 st Day	27	28	29	30	5
Sept.	2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30 PD				19	
Oct.		1	2	3	4	7	8	9 45 Day	10	11 RD	14	15	16	17	18	21	22	23	24	25 RD	28# Due	29	30	31 PD	20	
Nov.					1 PD	4 PTC	5 PTC	6 PTC	7 PTC	8 PTC Due	11	12	13	14	15	18	19	20	21	22 90 Day	25 B	26 B	27 H	28 B	29 B	15
Dec.	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 B	24 B	25 H	26 B	27 B	30 B	31 B			15	
Jan. 2019			1 H	2 B	3 B	6 RD	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31	18
Feb.						3	4	5	6	7 RD	10# Due	11	12	13 PTC	14 PTC	17 PTC	18 PTC	19 PTC	20 PTC Due	21 PD	24	25	26	27	28	18
Mar.	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 SB/ IW	24 SB/ IW	25 SB/ IW	26 SB/ IW	27 SB/ IW	30	31			17	
Apr.			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23 RD	24# Due	27 PTC	28 PTC	29 PTC	30 PTC	20	
May					1 PTC	4 PTC Due	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25 H	26	27	28 EOY PD	29	18
June	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19 RD	22# Due	23 HV/ PTC	24 HV/ PTC	25 HV/ PTC	26 HV/ PTC	29 HV/ PTC	30 HV/ PTC			21	
July			1 HV/ PTC	2 HV Due	3 H	6	7	8	9	10	13	14	15	16	17** End	20 CRC (T)	21 SCO (FES)	22	23	24	27	28			12	

H – Holiday
B – Break
 RD-Record Days- 10/11, 10/25,1/6, 2/7, 4/23, 6/19
 PD- Professional Development- 9/30, 10/31, 11/1, 2/21, & 5/28
 CRC: Classroom Close-Out
 SCO: Site Close-Out

HV, Brigance, e-DECA
45 Day=10/9 90 Day=11/22
= Check Points Due:
 10/28, 2/10, 4/24
PTC = Parent/Teacher Conf. Due:
 11/8, 2/20, 5/4, 7/2
HV = Home Visits Due:
 10/9 & 7/2

Holidays:
 9/02-Labor Day
 11/28-Thanksgiving
 12/24 & 25-Christmas Eve and Christmas
 01/01-New Years Day
 01/20-Martin Luther King Day
 05/25- Memorial Day
 07/03-Independence Day

*School Begins 1st Day for Students
 ** School Ends Last day for Students
 Students Stay Home: B- Breaks, H-
 Holidays and on RD-Record Days
Breaks:
 Week of Nov.25-Fall Break
 Dec. 23-Jan. 3 –Winter Break
 March 23-27– Spring Break

STUDENT DAYS: 198
TEACHER DAYS: 213
FES DAYS: 214
HOME BASED SERVICES: 228

Calendar dates are subject to change

*Inclement weather make up days will be determined by Program Director.

Home Based provides services all year completing 46 home visits a school year August 2019

UAMS HEAD START 2019-2020 PROGRAM CALENDAR

Aug. 2019				1	2	5	6	7	8	9	12	13 1st Day	14	15 PD	16 PD	19 RD	20 RD	21 RD	22 PO	23 PO	26* 1st Day	27	28	29	30	5
Sept.	2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30 PD				19	
Oct.		1	2	3	4	7	8	9 45 Day	10	11 RD	14	15	16	17	18	21	22	23	24	25 RD	28# Due	29	30	31 PD	20	
Nov.					1 PD	4 PTC	5 PTC	6 PTC	7 PTC	8 PTC Due	11	12	13	14	15	18	19	20	21	22 90 Day	25 B	26 B	27 H	28 B	29 B	15
Dec.	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 B	24 B	25 H	26 B	27 B	30 B	31 B			15	
Jan. 2019			1 H	2 B	3 B	6 RD	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31	18
Feb.						3	4	5	6	7 RD	10# Due	11	12	13 PTC	14 PTC	17 PTC	18 PTC	19 PTC	20 PTC Due	21 PD	24	25	26	27	28	18
Mar.	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 SB/ IW	24 SB/ IW	25 SB/ IW	26 SB/ IW	27 SB/ IW	30	31			17	
Apr.			1	2	3	6	7	8	9	10	13#	14	15	16	17	20	21	22	23 RD	24# Due	27 PTC/ HV	28 PTC/ HV	29 PTC/ HV	30 PTC/ HV	21	
May					1 RD/ HV	4 PTC/ HV	5 PTC/ HV	6 PTC/ HV	7 PTC/ HV	8 PTC/ HV Due	11	12	13	14	15	18	19	20	21	22	25 H	26	27**	28 EOY PD	29 CRC (T)	17
June	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22#	23	24	25	26	27	30				

H – Holiday
B – Break
RD-Record Days- 10/11, 10/25,1/6, 2/7, 4/23, & 5/1
PD- Professional Development- 9/30, 10/31, 11/1, 2/21, & 5/28
CRC: Classroom Close Out
SCO: Site Close Out

HV, Brigance e-DECA
45 Day=10/9 90 Day=11/22
= Check Points Due:
 10/28, 2/10, 4/24
PTC = Parent/Teacher Conf. Due:
 11/8, 2/20 4/13 & 5/8
HV = Home Visits Due:
 10/9 & 5/8

Holidays:
 9/02-Labor Day
 11/28-Thanksgiving
 12/24 & 25-Christmas Eve and Christmas
 01/01-New Years Day
 01/20-Martin Luther King Day
 05/25- Memorial Day
 07/03-Independence Day

***School Begins 1st Day for Students**
**** School Ends Last day for Students**

Students Stay Home: B- Breaks, H- Holidays and on RD-Record Days
Breaks:
 Week of Nov.25-Fall Break
 Dec. 23-Jan. 3 –Winter Break
 March 23-27– Spring Break

STUDENT DAYS: 165
TEACHER DAYS: 167
FES DAYS: 177

Calendar dates are subject to change *Inclement weather make up days will be determined by Program Director. Home Based provides services all year completing 46 home visits a school year August 2019

Observed Holidays



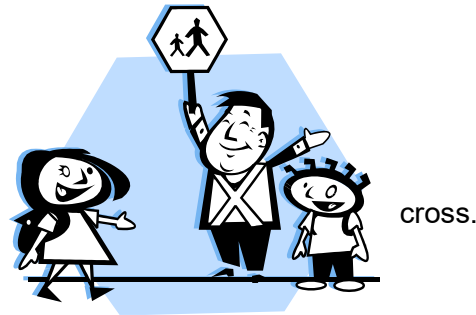
New Year's Day	January 1 st	1 day
Martin Luther King's Day	January 20 st	1 day
President's Day	February 17 th	1 day
Memorial Day	May 25 th	1 day
Independence Day	July 4 th	1 day
Labor Day	September 2 nd	1 day
Veteran's Day	November (Observed during winter break)	1 day
Thanksgiving Day	November 28 th and 29 rd (Day after Thanksgiving is a Holiday only if declared by the Governor)	2 days
Christmas Eve	December 24 th	1 day
Christmas Day	December 25 th	1 day



Traffic Safety Tips

I want to be safe. Did you know that my ability to judge distance and speed won't be fully developed until I am 10 years old? So until then, without your help, I can hurt myself just crossing the street, or playing in my own driveway. I don't know what the red, yellow, and green lights mean, or that drivers might not even see me because I'm small. I'm fast too, and when I'm playing outside, I get excited and I might run out of my yard or play-space into the street and not even know I'm in danger. You can help me stay safe by explaining the safety rules to me and by setting example when you follow the safety rules too. Let's both be safe!

- Do not let me cross the street alone if I am younger than age 10.
- Since I am just a preschooler, supervise me at all times.
- When you cross a street with me, hold my hand and stop at the curb.
- Look left- right –left for traffic in all directions and keep looking as we
- Let's walk, not run as we step into the crosswalk.
- Let's always walk on the path or sidewalks. If there are no sidewalks, we can walk facing traffic.
- Don't let me play in the road or the driveway.
- If you are backing out of the driveway, make sure you can see me!
- When I follow your lead by following the rules just like you, praise me. Then I'll want to do it again.





Arkansas Poison & Drug Information Center

1-800-222-1222



You can call the UAMS College of Pharmacy Arkansas Poison Center 24-hours a day at **1-800-222-1222**. We do not see patients, but we work with hospitals in your area to help if you are poisoned. The Poison Center's goal is to serve all members of the great state of Arkansas and to become the best Poison Control Center in the United States.

We are committed to making this dream come true. Below are some of the reasons people call Arkansas Poison Center. Please put the **1-800-222-1222** number in your cell phone speed dial for easy access. You can also like us on Facebook and check out our website at ARPoisoncenter.org.

Please **CALL US** for any of the following reasons and more:

Reasons to Call the Arkansas Poison Center

- Bitten by a spider, snake or any adverse reaction to bee or wasp stings
- Accidentally double the amount of your daily medications
- Accidentally take someone else's medicine
- Any kind of medication overdose
- Not sure if you took your medication or not and want reassurance
- Accidental exposure to chemicals, pesticides, gasoline or oil
- Any bad reaction to an herbal tea or remedy
- Need poison stickers, magnets or brochures

Ways to Prevent Poisonings in Your Home

- Lock all cabinets that have medicines or cleaning products that are poisonous to children.
- Keep all medication in the original container and throw old medications away.
- Child resistant does not mean child proof; given enough time, kids can open lids.
- Garages and shops have poisons everywhere! Be sure and store gasoline, kerosene, turpentine, paint, paint thinner and antifreeze out of children's reach at all times.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

USDA Nondiscrimination Statement 2015 (Spanish Translation)

De conformidad con la Ley Federal de Derechos Civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA, por sus siglas en inglés), se prohíbe que el USDA, sus agencias, oficinas, empleados e instituciones que participan o administran programas del USDA discriminen sobre la base de raza, color, nacionalidad, sexo, discapacidad, edad, o en represalia o venganza por actividades previas de derechos civiles en algún programa o actividad realizados o financiados por el USDA. Las personas con discapacidades que necesiten medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal de Retransmisión] al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas. Para presentar una denuncia de discriminación, complete el Formulario de Denuncia de Discriminación del Programa del USDA, (AD-3027) que está disponible en línea en: https://www.ocio.usda.gov/sites/default/files/docs/2012/Spanish_Form_508_Compliant_6_8_12_0.pdf y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por: (1) correo: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; o (3) correo electrónico: program.intake@usda.gov.

Esta institución es un proveedor que ofrece igualdad de oportunidades.

