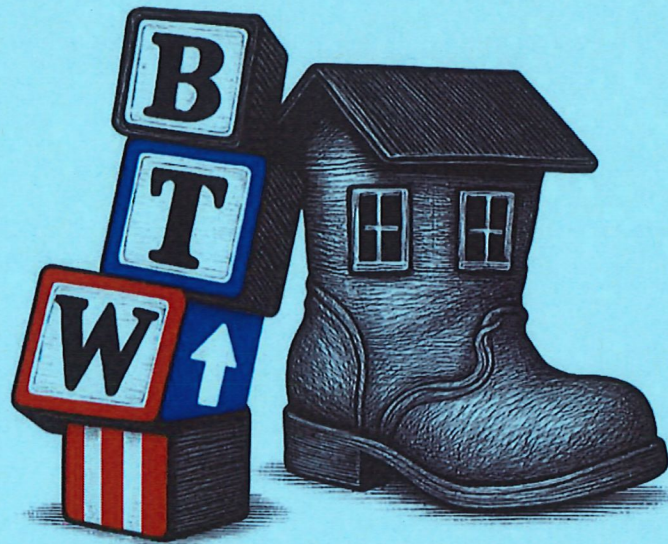


Booker T. Washington Child Development Center, Inc.

Parent Handbook



Program Statement of Services, Policies and Procedures

Revised 6/2026

1519 E. Adams St.
Phoenix, AZ 85034
Phone (602) 252-4743
Fax (602) 252-4894

Funded through the City of Phoenix Human Services Department & U.S. Department of Health and Human Service

Booker T. Washington Child Development Center, Inc.

1519 East Adams Street

Phoenix, AZ 85034

602-252-4743

Executive Director: Josie Ayon

Program Information

2026 – 2027

The Boot:

1522 E. Adams Street, Phoenix, AZ 85034

Drop-off time: 7:30 a.m. Pick-up time: 2:30 p.m.

Bethune Site:

1310 S. 15th Avenue, Phoenix, AZ 85007

Drop-off time: 7:30 a.m. Pick-up time: 2:30 p.m.

Edison site:

804 B. 18th Street, Phoenix, AZ 85006

Drop-off time: 7:30 a.m. Pick-up time: 2:30 p.m.

Lowell site:

1121 S. 3rd Avenue, Phoenix, AZ 85003

Drop-off time: 7:30 a.m. Pick-up time: 2:30 p.m.

ASU Prep @ Pilgrim:

1401 E. Jefferson Street, Phoenix, AZ 85034

Drop-off time: 7:30 a.m. Pick-up time: 2:30 p.m.

Wilson Site:

500 N. 30th Place, Phoenix, AZ 85008

Drop-off time: 7:30 a.m. Pick-up time: 2:00 p.m.

Southwest site:

1111 W. Dobbins Road, Phoenix, AZ 85041

Drop-off time: 7:30 a.m. Pick-up time: 2:30 p.m.

Valley View site:

8220 S. 7th Avenue, Phoenix, AZ 85041

Drop-off time: 7:45 a.m. Pick-up time: 2:45 p.m.

Cesar Chavez site:

4001 S. 3rd Street, Phoenix, AZ 85040

Drop-off time: 7:30 a.m. Pick-up time: 2:30 p.m.

Martin Luther King site:

4615 S. 22nd Street, Phoenix, AZ 85040

Drop-off time: 7:30 a.m. Pick-up time: 2:30 p.m.

TG Barr Site:

2041 E. Vineyard Road, Phoenix, AZ 85042

Drop-off time: 7:30 a.m. Pick-up time: 2:30 p.m.

Travis Site

4732 S. Central Avenue, Phoenix, AZ 85040

Drop-off time: 7:30 a.m. Pick-up time: 2:30 p.m.

Pastor site:

2101 W. Alta Vista Road, Phoenix, AZ 85041

Drop-off time: 7:30 a.m. Pick-up time: 2:30p.m.

Bernard Black Site:

6550 S. 27 Avenue, Phoenix, AZ 85041

Drop-off time: 7:30 a.m. Pick-up time: 2:30 p.m.

Sullivan Site:

2 N. 31st Avenue, Phoenix, AZ 85009

Drop-off time: 7:30 a.m. Pick-up time: 2:30 p.m.

Kuban Site:

3201 W. Sherman Street, Phoenix, AZ 85009

Drop-off time: 7:30 a.m. Pick-up time: 2:30 p.m.

Foothills Site:

920 W. Alta Vista Road BLDG 32, Phoenix, AZ 85041

Drop-off time: 7:30 a.m. Pick-up time: 2:30 p.m.

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July 1, 2026

Welcome to Booker T. Washington Child Development Center, Inc - Head Start & Preschool Programs,

Booker T. Washington Child Development Center, Inc. has educated and prepared young children for kindergarten since 1967. We continue to grow and expand our service area which now puts us in four of the Phoenix School Districts; Phoenix Elementary, Murphy, Wilson and Roosevelt, as well as our partnership with ASU Prep at Pilgrim Rest.

Head Start has always been a leader with high standards for quality preschool environments. Which includes services to children and families in core areas of early learning, health, and family well-being while engaging parents as partners every step of the way. We work hard to ensure safe, learning and working environments for children, employees and the surrounding community.

We look forward to serving you and your family. My door is open, I'm always available to meet with parents, families and anyone interested in learning more about our program. I welcome your conversation and positive input in achieving success for the students and families we serve.

In kindness,

Josie Ayon
Executive Director

MISSION STATEMENT

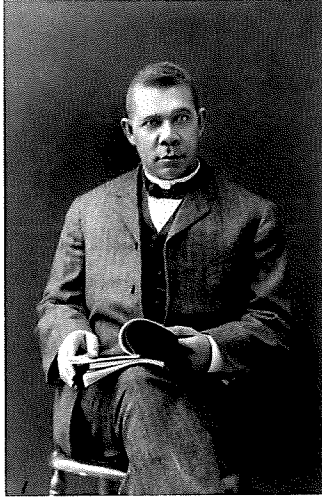
Our mission is simple. We will nurture young children through quality preschool programs. We will inspire children to use creativity and discover freely the world around them.

CORE VALUE

As a UNITED school family, we create an exemplary diverse community which promotes an atmosphere of trust, respect, and safety for all

VISION

Booker T. Washington Child Development Center, Inc. will inspire young children in a safe and nurturing environment. Promote life-long learning and cultivate children's learning in a way that is meaningful to them. Seek to provide passion and innovation in education by cooperating, collaborating and communicating with all who interact with us. Booker T. Washington is a place where we celebrate the diverse and unique talents of our peer. We see the beauty in transforming the future by making differences in the lives of children and families.



Booker T. Washington

Booker Taliaferro Washington (April 5, 1856 – November 14, 1915) was an American educator, author and leader of the African American community. He was freed from slavery as a child, gained an education, and as a young man was appointed to lead a teachers' college for blacks. From this position of leadership, he rose into a nationally prominent role as spokesperson for African Americans.

Booker T. Washington was born on April 5, 1856 on the Burroughs farm at the community of Hale's Ford, Virginia. His mother Jane was a black slave who worked as a cook and his father was an unknown white plantation owner. Under the laws of the time, his mother's status also made young Booker a slave. The "T" in his name stood for Taliaferro (pronounced TAH-li-ver), his owner's name. He recalled Emancipation

in early 1865.

INTRODUCTION

Booker T. Washington Child Development Center, Inc. is a non-profit federally funded comprehensive Head Start program for preschool children (*includes children with special needs*) from low income families who live within the Booker T. Washington boundaries. Students receive free meals through the United States Department of Agriculture (USDA) Child Nutrition Program. The Program accepts children ages one to five years old. Our programs have a low child staff ratio: 1 adult to every 10 children.

Staff members receive ongoing training in child development and early childhood education. It is the policy of the program that parents are allowed unlimited access to their child while in Booker T. Washington's care.

SERVICES PROVIDED: Phoenix Elementary, Murphy, Wilson, and Roosevelt School Districts all provide special needs services to children with disabilities. Other services provided are Mental Health, Health (*medical/Dental*), Hygiene (*tooth brushing*), Nutrition.

HEAD START

This program is federally funded by the Administration for Children and Families, Office of Head Start; Serves children from 3 to 5 years of age with and without disabilities; In addition, provides children and their families with comprehensive services to meet their educational, social, health, nutritional and emotional needs. **There is no fee to participate**

To be eligible:

- Children must have reached their third or fourth birthday prior to September 1.
- Families must meet federal income eligibility guidelines.
- Families must reside within the boundaries of the Booker T. Washington CDC.
- Families must be able to transport their children to and from Head Start classes. *Transportation is not provided.*

Early Head Start

This program is federally funded by the Administration for Children and Families, Office of Head Start; Serves children from 1 to 2 years of age with and without disabilities; In addition, provides children and their families with comprehensive services to meet their educational, social, health, nutritional and emotional needs. **There is no fee to participate**

To be eligible:

- Children must have reached their first birthday and be independently walking
- Families must meet federal income eligibility guidelines.
- Families must reside within the City of Phoenix boundaries
- Families must be able to transport their children to and from Head Start classes. *Transportation is not provided.*

Tuition Based - PRESCHOOL

Booker T. Washington Child Development Center, Inc. offers a full day tuition-based community preschool program that offers open enrollment to families who are seeking a quality preschool experience for children who are 3-5 years of age. Quality First Scholarship offers a limited number of scholarships to families that qualify. Families that qualify for a scholarship can have an income up to 200% of the Federal Poverty level.

To be eligible:

- Children must have reached their third birthday and be fully toilet trained
- Families **need not** reside within the boundaries to be eligible for enrollment

Tuition Costs for Full Day three- and four-year-old students:

- \$25.00 non-refundable registration fee
- \$150.00 per week full day (*without Scholarship*)
- Tuition includes breakfast and lunch.

- Families that don't qualify for Head Start are encouraged to apply for a scholarship
- Scholarships are on a first come first served basis.

OUR PURPOSE AND PHILOSOPHY

The purpose of the Center and its staff is to provide a comprehensive, inclusive child development program for children three (3) years to five (5) years of age. We accomplish this by providing experiences and activities that are age appropriate of each individual child. We will coordinate the provision of additional special needs services as needed by individual children. Classrooms are staffed by fully qualified early childhood teachers and assistants. We also provide family support through parent trainings, educational programs and individual assistance as needed.

Our goal is to provide a program that:

- ☐ Helps children in their cognitive, emotional, social and physical development
- ☐ Provides individualized, quality services to children and their families
- ☐ Provides a family-centered program where each family's priorities, concerns and culture are included in their child's daily activities
- ☐ Provides a natural and warm environment where each child is allowed to play, explore, socialize, and develop and test his or her skills in a comfortable setting
- ☐ Includes children as active participants in their learning experiences
- ☐ Provides services to children with disabilities along with their non-disabled peers in order to promote development and acceptance

Some of the ways we achieve these goals are to:

- ☐ Provide a healthy and safe environment,
- ☐ Communicate regularly with family members,
- ☐ Provide for ongoing training experiences and professional development for our staff,
- ☐ Maintain appropriate adult/child ratios,
- ☐ Provide nutritious meals and snacks,
- ☐ Support and encourage positive and warm interactions between staff and children,
- ☐ Provide learning activities and materials appropriate to each child,
- ☐ Create opportunities for children with diverse abilities to participate in activities together.
- ☐ Provide materials to parents and continue home school connection through weekly activities.

Licensing

Booker T. Washington Child Development Center is licensed through the Arizona Department of Health Services, Office of Child Care. A copy of the current license is posted at each site. Licensing regulations and reports are kept on site and may be examined in the program office. A copy of these regulations may also be obtained through the local office of the state Division of Licensing. The program is inspected by the City/State Fire Marshall, and Environmental Service Department.

Arizona Department of Health Services
150 North 18th Avenue, Suite 400
Phoenix, Arizona 85007-3244

ENROLLMENT/TERMINATION OF SERVICES

Each child enrolled in the Booker T. Washington CDC Head Start program is eligible to remain in the program until age eligible for kindergarten. Once a child is enrolled and attending the program and a concern arises regarding the child's individual needs, a Family/Child Team (FCT) meeting must occur to discuss concerns and related services available prior to discussing alternative placement options. No child shall be dropped from the program based solely on a parent's refusal to participate in the program.

Reasons for termination from the program are as follows:

1. The parent no longer needs or wishes child to attend.
2. The Director/ Behavioral Specialist have determined that the child is a danger to themselves or to others.
3. Immunizations are not up to date and/or no immunization record is on file.
4. The child has excessive absences, tardiness, or late pickups.

If services are being terminated the parents will receive a notification from the Center about the termination decision. If you feel the termination is unfair please follow the grievance/appeal procedure on page 24.

WITHDRAWING YOUR CHILD

If you decide to withdraw your child from the program, you must notify the child's teacher and the Administrative Office (602-252-4743) before your child's last day of class.

NON-DISCRIMINATION POLICY

Booker T. Washington Child Development Center, Inc. does not discriminate when determining which children will be served. The program does not discriminate on the basis of sex, sexual orientation, gender, race, religion, ethnicity, national origin, color, or mental or physical disability in determining which children are served.

BTW program:

- ▶ Welcomes the enrollment of children with disabilities.
- ▶ Understands the requirement of the American with Disabilities (ADA) ACT to make reasonable accommodations for such children and implements such accommodations

HOURS OF OPERATION

The Booker T. Washington Administrative Office is open year-round. It is open Monday through Friday from **8:00am to 3:30pm**. The program is closed weekends, major holidays, and staff development days. Parents will receive advance notification of all closure days.

CLASSROOMS

It is the policy of the program that parents are allowed unlimited access to their child while in Booker T. Washington's care. All classrooms are staffed by a qualified teacher and assistant. Other professionals like school district personnel, therapist, and mental health specialist, may be utilized in the classroom to provide specialized services as needed. When needed, substitute classroom staff or other program staff will be used. All substitutes meet the requirements of the position they are filling.

ARRIVALS

During arrival times please help ensure the safety of your child as well as others. Children **must be signed in** upon arrival with a full signature, by a parent or authorized individual over the age of 12 years. **Children cannot be present without parent's signature.**

Drive slowly when approaching the school, not to exceed 10 miles per hour. When walking with your children, **parents must hold their hands to ensure their safety.** Upon Arrival children will wash/sanitize their hands before entering the classroom.

When picking children up at dismissal time, parents must closely supervise children. Do not allow children to run ahead of you or exist the campus without your supervision.

*** FOR THE SAFETY OF CHILDREN, our campuses are *No cell phone zones. Refrain from using cell phone upon arrival/departure times. Thank you.*

Parents must wait with their child each morning until the teacher completes the mandatory daily health check.

DEPARTURE

Parents are required to sign their child out on attendance form when departing. All signatures must include full name, be legible and must include the **date and exact time**.

PICK UP/ RELEASE OF CHILDREN

Children must be picked up daily at their scheduled times. *Please see calendar for scheduled holidays, school breaks and closures.*

Children will only be released to an adult listed on the emergency card unless the parent gives written authorization for another adult to pick up the child prior to the child's departure. A photo ID is required for all adults except for the child's parent. **No one under the age of 12 will be allowed to pick up the child.**

The program cannot refuse to release a child to his/her parent or legal guardian who shares legal custody of the child. If the individual claims this right, the Center staff will ask for reliable evidence of their custody claim along with a photo I.D.

If you have sole custody of your child and you do not authorize the other parent to pick up your child, you must provide the Booker T. Washington Administrative Office with the court order awarding sole custody to you or denying custody to the other parent. Without such an order, the program staff **cannot** prevent the other parent from picking up the child. If the safety of the staff or children is threatened by an individual determined to remove a child from the Center, Booker T. Washington cannot guarantee that the child will not be released to that person. Under such circumstances, local law enforcement will be notified immediately.

If you are experiencing custody difficulties, please keep the Executive Director aware of the current status of the custody dispute.

LATE PICK UP

All parents MUST be on time at dismissal to pick up their children. When a child is not picked up at dismissal time and all emergency contacts have been tried without success, the Phoenix Police Dept. and Department of Child Safety (DCS) will be contacted and the child will be released to the appropriate authority. .

Late arrivals and Late pick up will not be tolerated. If your child is dropped off/picked up late they run the risk of being dropped from the program. **After the 3rd tardy child may not be accepted into class, until administrative staff approves return to class.**

ABSENCES

Children are expected to be in school every day. Please notify the BTW Administrative Office 602-252-4743 as soon as possible if your child will be absent from school. ***Excessive Absences could result in child being dropped from the program. See absenteeism policy in the classroom.***

***** Unreported absences will receive a call from the school to ensure the child is safe.**

DRESS CODE

Parents are encouraged to bring their students in comfortable, safe, and weather-appropriate dress. **Children must wear closed toe shoes daily for their safety.** Children are encouraged to explore messy media as part of the daily activities which could include, but not limited to, paint, water and sand which could result in stained or damaged clothing. If your child is dressed in a manner that can cause a safety concern, you will be asked to provide other attire for the child

SUN SAFETY

We at Booker T. Washington Child Development Center, Inc. are committed to our children's health and protecting children from the sun's rays during outdoor activities. In keeping with this philosophy, our facility will:

- Ask the child's family to apply sunscreen prior to arriving at school.
- Ask the child's family to provide a hat and/or long sleeve clothing when the child goes outdoors.

- Provide shade during outdoor activities.
- Limit outdoor activities between the hours of 10am and 4pm, when the UV rays, are at their highest level.
- When the temperature is 110 degrees and above children will not engage in outdoor activities.
- Be a role model for sun safety practices.
- Limit sun exposure for children under 12 months old.

Pedestrian Safety

Pedestrian (walkers) / Car Riders

All Children must be accompanied to their classroom and must be signed in by a parent or guardian that is at least 12 years of age. Parking on Adams

Street is very limited. When space is available use caution when walking children across the street.

1. Parked cars on the street will be parked on the correct side of the street.
2. When exiting a vehicle, children should exit on the side of the sidewalk. **Do not allow children to exit from the street.**
3. Always *hold your child's hand when crossing the street*. Never let your child run ahead or walk in the street.
4. Please park vehicles in designated parking spots. DO NOT block driveways or park in coned areas.
5. **Do not leave children unattended in vehicles.**
6. Do not park directly in front of 1522 E Adams. Orange cones are placed in the street to allow school bus to drop off and pick up children.
7. Be sure to use age/weight appropriate car safety seats in your car for all children weighing less than 40 pounds. Small children should never ride in the front seat of a vehicle.
8. Please be very cautious of others when driving near school sites.
9. Abide by all traffic signs and signals when walking or driving to school. Use designated crosswalks to cross the major streets in the area.

CREATIVE CURRICULUM

Booker T. Washington Child Development Center, Inc. Preschool program uses the Creative Curriculum 6th Edition for Preschool, designed for early childhood programs serving children ages 3-5. The Creative Curriculum for Preschool is based on five fundamental principles.

These are the principles:

- Positive Interactions and relationships with adults provide a critical foundation for successful learning;
- Social Emotional competence is a significant factor for school success;
- Constructive, purposeful play supports essential learning;
- The physical environment affects the type and quality of learning interactions;
- Teacher-Family partnerships promote development and learning.

Teacher-child interactions and relationships:

Relationships are built on personal knowledge and interactions over time. Teachers use these strategies to build these important relationships with children:

- Get to know each child well. Frequently interact with each child one-on-one to develop a warm, positive relationship;
- Demonstrate respect for children's ideas and efforts to solve problems;
- Validate children's efforts by acknowledging what they did and how they did it;
- Model self-talk that supports children's thinking. Offer ideas about how to approach tasks successfully;
- Observe children purposefully and regularly, and document what you see and hear. Teachers use this information to understand each child's development and learning better. *Taken from "The Creative Curriculum for Preschool, Sixth Edition Volume I, The Foundation"*

PARENT COMMUNICATION SYSTEM

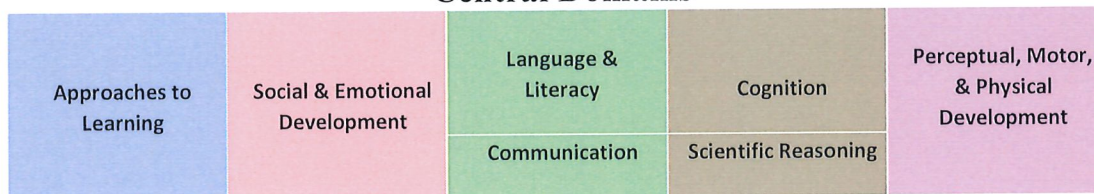
Virtual learning – Learning Genie is a technology platform that enables teachers to communicate with children/families and share research – based content to help parents extend learning experiences beyond the classroom.

It is required that at least one parent or guardian download the application as this is the only form of communication with the teacher. Important notices, flyers and resources will be sent out through the application.

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

During the school year you will hear the words school readiness. The Office of Head Start will continue to reinforce how programs promote Positive Outcomes in Early Childhood programs serving children 3-5 years old.

Central Domains



School readiness are skills that research indicates are important for preschool children to obtain prior to entering kindergarten. Your child will be taught many different skills from ten domains and domain elements. We will be monitoring progress in all areas using Teaching Strategies Gold. The Ten Domains and domain elements are listed:

Ten Domains

- | | |
|------------------------|------------------------|
| ♥ Social Emotional | ♥ Language |
| ♥ Physical Gross Motor | ♥ Mathematics |
| ♥ Physical Fine Motor | ♥ Science & Technology |
| ♥ Cognitive | ♥ Social Studies |
| ♥ Literacy | ♥ The Arts |

CONSCIOUS DISCIPLINE

Booker T. Washington is a Conscious Discipline school. We believe in creating a school family and teaching all children the skills to problem solve. Below is a statement from Dr. Becky Bailey the creator of Conscious Discipline. *For more information, you can visit consciousdiscipline.com* In a sea of self-help and parenting books, Conscious Discipline provides a proven and comprehensive approach that will improve both your life and the lives of your children. It empowers you with the self-awareness, brain information, developmental knowledge and useable skills necessary to create safe, connected, problem-solving homes.

Easy to Love, Difficult to Discipline is the core Conscious Discipline publication for parents. It is unique from other forms of guidance because it:

- Defines discipline not as something you do to children, but something you develop within them.
- Teaches new skills to the adult first and the children second, empowering you to become the mindful parent you want to be.

With Conscious Discipline, we can learn to discipline differently than we were disciplined, break the cycle of "do as I say, not as I do," and discipline our children without permissiveness, aggression or guilt.

DAILY SCHEDULE

A general schedule of daily activities is posted in every classroom. Schedules will vary somewhat from day to day depending on the specific activities planned, the weather, and the age and needs of the individual children and the class as a whole.

Children engage in an extensive assortment of activities each day, which includes hygiene (i.e. hand washing, tooth brushing, etc.). They have opportunities to participate in large group, small group and individual activities, quiet play and active play, teacher-led and child-directed activities. Activities allow children to problem solve, express their creativity, try new things, exercise their bodies, interact with others and learn how to communicate. Specific activities will be planned around the needs of individual children as well as the group as a whole.

FIELD TRIPS

BTW promotes and provides education on pedestrian safety among children, parents, and families. Booker T. Washington provides transportation for field trips only. Permission slips must be signed by the parent/guardian prior to students going on field trips.

HEALTH & DEVELOPMENTAL SCREENINGS

Head Start requires many different health and development screenings including a physical and dental exam for children enrolled. Preparing your child for these screenings will help them to feel more comfortable, in control, and less frightened during these experiences. The screenings that may be done at the Head Start Center are: hematocrit (or hemoglobin), blood pressure, vision, height and weight, hearing, speech, and development screening. Parents will be notified in writing results of screening. Please check with your caseworker to ensure all screenings have been completed.

Development / Social Emotional Screening:

Your child will be assessed in the following development areas: personal, social, fine motor, gross motor, cognitive (thinking, reasoning and problem solving), and language. The social emotional screening consists of observations done by the teacher that focuses on attachment, self-control, initiative, and behavior.

NUTRITION

The Nutrition program provides breakfast and lunch for enrolled children. Meals provide a minimum of one-third of the child's daily nutritional needs. Foods and quantities served conform to USDA meal patterns. Our food program is available to all enrolled students. The Booker T. Washington Child Development Center, Inc. Head Start Program operates in accordance with the U.S. Department of Agriculture Policy, which does not discriminate because of race, color, sex, age handicap or national origin. Any person who believes that he or she has been discriminated against should write to: **Secretary of Agriculture Washington DC 20250**

Parents are welcome to provide comments and input on BTW's nutritional services, i.e. give comments on menu or request nutrition education.

Foods prepared at home or foods that are high in sugar or fat such as cakes, candy, cupcakes, soda drinks, fruit punch, pastries, chips, cookies, coffee, sodas, etc. **are not permitted to be served**

* Parents/children are **not allowed** to bring snacks or beverages into the classroom.

Special Diets:

When parents indicate that a child has a food allergy or requires a special diet for **medical reasons**, it is the responsibility of the parent to provide written documentation from a licensed medical doctor. The parent should provide the written documentation to the caseworker or teacher. Special diet requests due to medical conditions or food allergies will be provided *once* staff receive written documentation from a doctor. **Medical** verification must be provided and kept in student file. Documentation is provided on nutrition assessment and child emergency cards. Food allergy postings are in each classroom. Special diet request due to religious preferences require a written note from the parent/guardian describing foods to be avoided. These food requests will be accommodated if they are determined feasible by administrative personnel and will be substituted with nutritional value foods available.

COMMUNICATION

Your child and family are connected to our BTW family. Open and clear communication between you and the program staff is extremely important. In addition, program communication, flyers, newsletter and notices will be sent home and /or communicated electronically through the **Learning Genie Application**. If your email address and/or telephone numbers changes please inform your child's teacher or caseworker.

If your child shows symptoms of illness keep your child home. Examples of illness are:

- Fever of 100.4 or higher
- Consistent cough
- Runny nose not allergies related
- Mucous/ discharge from nose
- Un-explained rash or break out.

It is expected that you will keep the program staff informed about absences or concerns you may have. You may talk with your child's teacher at a time that is convenient for both of you. You may contact the Director at any time.

Please note: Classroom teachers will not take phone calls while working with children. You may speak with the administrative staff during classroom hours. All calls during classroom hours should be directed to BTW Administrative Office 602-252-4743, messages will be forwarded to classroom.

PARENT ENGAGEMENT

Booker T. Washington Child Development Center encourages parents to participate at all levels of the program.

Parent's as Primary Educators:

Our program recognizes that parents are the first and primary educator of their child. This means that parents understand their child best, will continue to be involved in their child's education and that makes decisions about their child's education and health.

There are many ways in which parents may participate.

- **IN THE CLASSROOM:** Reading stories, assisting children on the playground, singing, cooking activities, helping in small groups and attending classroom meetings.
- **IN THE CENTER:** Repairing equipment, typing, kitchen duties, attending parent workshops and meetings provided by the program, attending Policy Committee/Board of Director Meetings, and working in the Lending Library.
- **IN THE HOME:** Reading stories, carpooling, contacting other parents. Actively participating in home visits and parent conferences. Teachers conduct two home visits and three parent conferences each year.

Parents as Volunteers:

Parents/guardians are an integral part of our program and are encouraged to participate in a variety of ways as their schedules allow and according to their interest. Be sure to clarify with the classroom team about ways to participate. We welcome other family members to volunteer as well. **Parents are responsible for recording their own volunteer-time through the Learning Genie Application.**

- **Regular parents will require fingerprints clearance card and a TB skin test on file.**

IN-KIND (NON-FEDERAL-MATCH)

What is In-Kind? In-Kind is described as anything given to Head Start that would normally be paid for and is an allowable expense such as donated time, material, services or space.
(ex: parents read a story to classroom, parent attended Policy Committee)

Booker T. Washington provides volunteer training to help volunteers learn about the classroom and how to appropriately interact with the children in that setting.

Classroom Parent and Curriculum Planning Meetings:

Along with the other parents in your child's classroom, you will have the opportunity to meet monthly to address issues that are of interest to you. You are also encouraged to participate in giving ideas to your child's teacher about activities you would like to see in the classroom. Watch for announcements of the meetings and minutes on the parent board. Activities may include: family activities, Policy Committee, parenting classes, Fatherhood, Conscious Discipline, and nutrition activities, etc.

HOME VISITS / PARENT CONFERENCES

Home visits are a Head Start requirement they occur prior to the first day of school. Home visits will be conducted in your child's home. Home visits allow the teacher to see the child in their own environment. Home Visits and Parent conferences are opportunities to discuss your child's progress and what goals you may want for your child. It is important that you participate in these conferences. Booker T. Washington can serve your child and your family in the best possible way. From these conferences, an individual plan is developed for your child and family. In the plan your child's strengths, abilities, needs, and goals, will be addressed. In addition, immediate family needs are identified and referrals to community resources are made that may assist the family in meeting those needs.

CELEBRATION POLICY

Booker T. Washington preschool programs recognizes that families each have individual customs, traditions, and special events that they celebrate. While honoring these individual differences, we also recognize the importance of ensuring that all Booker T. Washington functions are inclusive of all enrolled families. **We will not celebrate holidays.** The last week of school each classroom will choose an activity with each child receiving a certificate of participation at the end of the day. We ask parents to respect the No-Sugar Policy, do not to bring the following items into the classrooms, cookies, cakes, cupcakes, candy, soda, juice etc.

DISCIPLINE

The goal of discipline is to have each child be responsible for his or her own behavior. Booker T. Washington shall keep children engaged in challenging and interesting activities. We provide a predictable structure so that the children know what to expect. At no time is physical punishment or punishment related to food or use of the bathrooms allowed.

The Booker T. Washington Child Development Center is not a behavior modification program. Children requiring restraints will be referred to a more appropriate program.

NO-SMOKING POLICY / NO-ALCOHOL POLICY

Marijuana, cigarettes, other smokeless tobacco, alcohol products are prohibited on or around Booker T. Washington classrooms.

If at any time we feel that a parent, guardian or anyone authorized to pick up or drop off the child is under the influence of marijuana or alcohol and or any other toxic substance, the facility may refuse to release the child. They will be asked to leave the premises, and it could result in a call to the police department and being banned from the campus.

ILLNESSES

The goal of the illness policy for the Center is to ensure the health and safety of all children and adults. If a child becomes ill while attending the program, the child's parent must be immediately notified for the child to be picked up. If the child's parent refuses to come and pick up the child at the time or make the arrangements. The Department of Child Safety (DCS) should be contacted as this could be considered neglect.

Children with the following symptoms or illnesses must stay home or be picked up within one hour of notification:

- ❑ **Fever**
 - 100.4 or higher (*per Licensing*)
 - 2 days/ 48 hours or return when child is free of fever.
- ❑ **Rapid or labored breathing**
- ❑ **Runny nose**
 - Yellow or green mucous unrelated to allergies
 - Return when mucous is clear
- ❑ **Diarrhea**
 - Three or more diarrhea stools within a 24-hour period
 - May return 24 hours after last diarrhea stool
- ❑ **Vomiting**
 - Two or more episodes of vomiting within an eight-hour-period
 - Return 24 hours after the last vomiting episode or when a health care provider determines that the child's illness is not communicable, and the child is not in danger of dehydration.
- ❑ **Persistent cough or congestion**
 - Accompanied by yellow or green phlegm or is persistent and interferes with child's comfort or ability to drink, talk or sleep.
 - Return when symptoms are no longer present
 - A clearance from doctor may be required to return
- ❑ **Rashes**
 - Un-explained rash or break out until is cleared or doctor provides clearance to return.
- ❑ **Conjunctivitis (Pink eye)**
 - May return 24 hours after treatment has started or return when symptoms are no longer present
 - A doctor's clearance including the diagnosis and prescribed treatment is required upon return.
- ❑ **Impetigo**
 - May return 24 hours after treatment has started.
 - A doctor's clearance including diagnosis and prescribed treatment is required upon return.
- ❑ **Strep Throat**
 - May return 48 hours after treatment has started and child is free of fever for 24 hours.
- ❑ **Lice**
 - May return when child is free of lice and nits.
- ❑ **Chicken Pox**
 - May return after sores are dry and crusted over.
 - Doctor clearance is required to return
- ❑ **Ringworm**
 - Ringworm of the scalp - return after treatment is started and with doctor's clearance
 - Ringworm on the body does not require exclusion under the following circumstances:
 1. The affected area is covered at all times
 2. Treatment has started, if condition does not improve, a doctor's clearance may be required.

Please notify the Teacher/Director if your child has been exposed to chicken pox, rubella (German Measles), rosella or any other contagious disease or condition. Booker T. Washington will notify staff, parents and the local health department of exposure of communicable disease or infestation. Additional medical information, tests or examinations may be required prior to returning.

IMMUNIZATIONS

Booker T. Washington Child Development Center, Inc requires all children to be up -to- date on immunizations. Caseworker will provide resources to parents and assist them with delinquent immunizations. Per Licensing, *personal exemptions are not allowed for childcare*. If there is an outbreak of disease like measles or chicken pox, our preschool program will acknowledge religious exemptions. Parents can provide a written letter on a letterhead from place of worship. Every September, the program provides to parents of enrolled children information related to recommendations for influenza vaccinations for children

ALLERGIES

Please notify the Center in writing of any allergies or medical conditions your child may have at enrollment or as you become aware of them. Children with identified allergies must have additional documentation completed by their physician.

MEDICATIONS

Booker T. Washington staff are only permitted to administer rescue medications prescribed by a physician. Parents must contact the Admin Office to complete the Medication Consent Process. Decisions regarding administering prescription medications will be made on a case-by-case basis. If approved, the following procedures must be followed:

1. Prescription medications will only be given with written parent permission and doctor's prescription. Over-the-counter medications will only be given with written permission and a written doctor's recommendation and instruction on administration.
2. Medications must be given to the office staff in the original container/prescription bottle with the original/pharmacist's label.
3. Parents must sign a Medication Consent Form authorizing Booker T. Washington to give the medicine.
4. All forms are kept in the administrative office and a copy is provided to the teacher.

EMERGENCY CONTACT

Parents provide the program with information prior to starting school about who should be contacted in case of an emergency. The emergency contact individuals must be willing and able to pick up the child in an emergency. Parents are required to let the program know of any changes in emergency contacts and phone numbers as they occur. Failure to provide current emergency contact information will result in the program contacting the Department of Child Safety when parents cannot be reached.

MEDICAL EMERGENCIES

If a child becomes seriously ill or is seriously injured requiring immediate medical attention, the teacher/ supervising staff will contact paramedics for assistance. Staff will make every attempt to contact parents prior to making this decision.

OTHER EMERGENCIES

If the Center needs to close due to emergency circumstances beyond our control parents will be notified by 7:30 a.m. If it becomes necessary to close during the day due to such an emergency parents or their emergency contacts will be asked to pick up the children as soon as possible. **Emergency Evacuation** The decision to evacuate may be made by the Director or by a government official.

SAFETY DRILLS

To ensure that everyone in the program knows what to do in case of various kinds of emergencies we conduct monthly fire/safety drills. BTW promotes and provides education on Pedestrian Safety among children, parents, and families.

CONFIDENTIALITY

All children's records and individual education plans are confidential information. Student records will only be released with parental written consent. This excludes monitoring and support agencies of the Booker T. Washington Head Start Program.

PHOTO RELEASE

Children, staff and parents may be photographed and/or videotaped during the course of the school year. These photographs are release for the sole purpose of promoting or recognizing Booker T. Washington educational programs.

SOCIAL MEDIA

At Booker T. Washington Child Development Center, Inc., (BTWCDC) we understand that social media can be a fun and rewarding way to share your life and opinions with family, friends and staff. However, use of social media also presents certain risks and carries with it certain responsibilities.

Guidelines

1. A child's right to privacy takes precedence over any other relationship. (Especially children in Foster Care). Parents may take pictures of their own children and post pictures on social media.

2. Parents/Guardians are prohibited from taking pictures of other children that attend Booker T. Washington Child Development Center, Inc.
3. Parents/Guardians **MAY NOT** post pictures of other children that attend Booker T. Washington Child Development Center, Inc.
4. Be careful when responding to comments another parent or staff makes on social media site. Anything you say can and may be used against you. It is best practice not to respond at all.
5. If you have any questions, concerns, or need further guidance, please contact the Executive Director.
6. View our website at btwchild.org or visit find us on Facebook.

CHILD ABUSE AND NEGLECT

Booker T. Washington Staff are Mandated Reporters ANY SUSPICION OF ABUSE WILL BE REPORTED.

It is the responsibility of Head Start Staff to help keep children safe. Sometimes a staff member may suspect that a child has been abused, or neglected. Sometimes children will tell teachers, other staff members or other adults that they have been abused

Arizona law requires that any individual that **suspects** a child has been abused or neglected **MUST REPORT** to the proper authorities. Booker T. Washington Head Start employees are required to obey that law by reporting suspected incidences of abuse or neglect. All reports are kept confidential.

As prescribed in A.R.S. 13-3620 the program is mandated to report the suspected or alleged abuse or neglect of a child to Department of Child Safety or local law enforcement agency.

If you are suspicious that a child is either being neglected, abused or is present during a domestic violence incidence, it **is your responsibility to call and make a report**. 1-888-SOS-CHILD (1-888-767-2445). Remember that all reports are kept confidential.

Head Start staff will be providing training for parents in the area of child abuse and neglect, as well as domestic violence, during the school year. Head Start also provides parenting classes to help parents learn how to more effectively interact with their children. Our children are our most valuable resource ... let's protect them.

EMERGENCY NUMBERS

REPORTING CHILD ABUSE OR NEGLECT: 1-888-767-2445

CHILD ABUSE HOTLINE: 1-888-SOS-CHILD (1-888-767-2445)

IF YOU FEEL YOU ARE AT RISK TO ABUSE YOUR CHILD: 602-542-3981

If you need a shelter due to domestic violence: 602-944-4999 / 602-275-7852

PESTICIDES

Notices are posted 48 hours before a pesticide is applied. Pesticides are applied when students are not on campus.

INSURANCE

Booker T. Washington Preschool Programs carries liability insurance in accordance with the City of Phoenix Head Start Administration, Arizona State Day Care Regulations and United States Department of Health and Human Services. Documentation of this coverage is available for review in the administrative office.

GRIEVANCE (*COMPLAINT PROCEDURES*)

If there is an issue, which a parent/guardian feels is unfair, he or she may take the following action:

1. Tell the classroom teacher or Education Director. Most problems can usually be resolved at this level. *If the issue is not resolved:*
2. Put the complaint in writing and speak to the Director. *If the issue is not resolved:*
3. Have item/complaint added to Policy Committee or Board of Directors Agenda for discussion. Director will determine which meeting is appropriate dependent on subject matter and/or severity of complaint. *If the issue is not resolved:*
4. You may contact any representative, or any other advocacy organization for assistance.

BOOKER T. WASHINGTON HEAD START
1519 E. Adams St.
Phoenix, Arizona 85034
(602) 252-4743

BTW Board of Director:

MEMBERS	POSITION
Jevin Hodge	<i>Chairman</i>
Berdetta Hodge	<i>Vice-Chairman, Secretary</i>
Dale Fisher	<i>Treasurer</i>
Nora Chavero	<i>Member</i>
Charles Cobbs	<i>Member</i>
George Pauk	<i>(Emeritus Status)</i>

Administrative Staff and Support Staff:

Executive Director	Josie Ayon
Assistant Director	Cecelia Ochoa
Office Manager	Cynthia Ayon
Compliance Specialist	Angelica Duran
Education Director	Lauren Paiva
Mentor/Coach	Bianca Hernandez
Mentor/Coach	Amy Corona

BTW CASEWORKERS

Melissa Trujillo	602-622-1741	Graciela Ruiz	602-499-1884
Anita Cano	602-489-0477	Maribel Velez	602-397-2674
Linda Corrales	602-361-5836	Kaylah Cooper	602-489-3911
Rosemary Rivera	602-262-6958		

FACILITY LOCATION CHART / PROGRAM OPTION

2026 – 2027

DELEGATE AGENCY: Booker T Washington Child Development Center, Inc.

DIRECTOR'S NAME:	PHONE NUMBER:	FAX NUMBER:	EMAIL ADDRESS:
Josie Ayon	602-252-4743	602-252-4894	jayon@btwchild.org
OTHER KEY STAFF:	PHONE NUMBER:	FAX NUMBER:	EMAIL ADDRESS:
Cecelia Ochoa	602-252-4684	602-252-4894	cochoa@btwchild.org
Angelica Duran	602-252-3991	602-252-4894	aduran@btwchild.org
Lauren Paiva	602-252-3994	602-252-4894	lpaiva@btwchild.org
Cynthia Ayon	602-252-4743	602-252-4894	cayon@btwchild.org

NAME OF SITE / ADDRESS	CLASSROOM	HOURS	# OF CHILDREN	PROGRAM OPTION
Boot 4 – 1522 E. Adams St.	4	7:30-2:30	12	HS
Boot 5 – 1522 E. Adams St.	5	7:30-2:30	8	HS (3 year olds)
Boot Site – 1522 E. Adams St. (EHS)	6 & 7	7:30-2:30	16	EHS
Bethune – 1310 S. 15 th Ave	102	7:30-2:00	17	HS
Edison – 804 N 18 th Street	513	7:30-2:30	17	HS
Sullivan – 2 N 31 st Ave	6 & 7	7:30-2:30	32	HS
Kuban – 3201 W. Sherman	1 & 2	7:30-2:30	30	HS
Hamilton – 2020 W Durango	13	7:30-2:30	17	HS
Wilson – 500 N 30 th Place	606	7:30-2:00	16	HS
Lowell – 1121 S. 3 rd Ave	203	7:30-2:30	16	FD
Chavez -4001 S. Third Street	C106	7:30–2:30	17	HS
Valley View -8220 S. 7 th Avenue	170	7:45-2:45	34	HS
ML King -4615 S. 22 nd Street	119	7:30–2:30	17	HS
ML King -4615 S. 22 nd Street	122	7:30–2:30	15	HS (3 year olds)
ML King -4615 S. 22 nd Street (EHS)	309 & 312	7:30–2:30	16	EHS
Pastor -2101 W. Alta Vista	208	7:30–2:30	16	HS
Bernard Black – 6550 S. 27 th Ave		7:30–2:30	16	HS
Southwest -1111 W. Dobbins Rd.	1 & 2	7:30–2:30	34	HS
T.G Barr -2041 E. Vineyard Rd.	220 & 221	7:30–2:30	32	HS
Travis -4732 S Central Ave		7:30–2:30	13	HS (3 year olds)
ASU Prep 1401 E Jefferson	114	7:30–2:30	9	HS
Foothills – 920 W. Alta Vista Rd.	152	7:30–2:30	17	HS

EHS=Toddlers program 1 & 2 year olds	4-Total EHS classrooms	Total Funded EHS = 32
HS= Pre-kinder program 3 & 4 year olds	24-Total HS classrooms	Total Funded HS= 368

PARENT CODE OF CONDUCT POLICY

Head Start Birth to Five Booker T. Washington Head Start to Five is committed to maintaining a respectful environment that is conducive to learning, as well as ensuring the safety of children, parents, visitors, and staff in all of our program classrooms and facilities. In order to maintain an open, positive, courteous, respectful and secure environment, it is essential that all parents/guardians and visitors adhere to the expected code of conduct outlined below at Head Start Birth to Five sites, home visits and program functions:

Procedure:

All parents/guardians and visitors involved with the program will:

- Respect and promote the unique identity of each child and family do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition.
- Follow program confidentiality policies concerning information about children, families, and staff members. No photos or videos without permission.
- Conduct themselves personally and professionally in a manner that reflects positively upon the programs' reputation and upon the children and families the program.
- Maintain courteous and respectful relationships with program associates, consultants, and staff, as well as other parents, guardians, volunteers, children and other participants.

Booker T. Washington programs will not tolerate behavior by parents/guardians, visitors, or anyone else involved with the program that violates the Code of Conduct Examples of violations include, but are not limited to the following:

- BTW Head Start Birth to Five prohibits offensive words on our premises, this including but not limited to swearing or cursing. Disruptive behavior that interferes or threatens to interfere with Program operations, including the effective operation of a classroom, an employee's office, campus lobby, or school grounds including events, parking lots and car-pickup.
- Threatening to do bodily harm to an employee, visitor, fellow parent/guardian or student. In addition, all threats will be reported to the appropriate authorities and will be prosecuted to the fullest extent of the law.
- Threatening to damage the property of an employee, visitor, fellow parent/guardian or student, Damaging or destruction of school property.
- Using abusive threatening, hostile, intimidating, bullying, harassing communication, verbal/physical fighting, loud shouting, and displays of anger toward employees, volunteers, or children, including a child's family members and care providers either in person, by e-mail or text/voicemail/phone or other written or verbal communication
- Words or actions that intimidate, harass or discriminate against any person on the basis of race, color, national origin, religion, age, gender, sex, sexual orientation or disability.
- Physical or verbally aggressive punishment of a child.
- Possess, consume, sell, distribute or exchange alcoholic and/or controlled substances, or be under the influence at either on agency property or at an agency function.
- Possess or use weapons in or on agency property or at an agency function
- Clothing with discriminatory, offensive, or inappropriate statements or designs is prohibited. Inappropriate revealing clothing is also prohibited.
- Any actions that disrupts the Head Start Birth to Five/Early Head Start Birth to Five program

Consequences:

If a parent/guardian or visitor violates the Code of Conduct, Booker W. Washington programs reserves the right to:

- Restrict parent/guardian or visitor access to program children, classrooms, functions, and/or facilities.
- Add child back on waitlist.
- Contact the police

Any concerns that you may have regarding these matters must be made through the appropriate channels so they can be dealt with fairly, appropriately, and effectively for all

- School staff and administration may not always be immediately available to speak with you. The only way to ensure that you are able to speak with a staff member or administrator is to schedule an appointment. Staff and administrators have the practice of attempting to return all phone calls/e-mails within 24 hours with great success. Your calls and visits will be responded to consistent with this practice if someone is not immediately available to speak with.

Disrespectful behavior to staff, students, families, case workers and other personnel will not be tolerated, and could result in disenrolling the student from the program.

BOOKER T. WASHINGTON CHILD DEVELOPMENT CENTER, INC ¹
OPERATIONAL PROCEDURES

CONTENT AREA: **Attendance Policy**

SUBJECT: Promoting Regular Attendance

REGULATIONS: 1302.16 (a) (1) (2) (i) (ii) (iii) (iv) (3) (b) (c) (1) (2)

PURPOSE: Federal Performance Standards mandate that center based Head Start programs will maintain average daily attendance (ADA) of 85%. Head Start programs must analyze causes of absenteeism, that include a study of the pattern of absences for each child.

POLICY: Monthly average daily attendance must be kept at 85% or above for the center. Children must be in attendance every day, unless they are ill or have a well-documented reason for being absent. When absences result from other factors including temporary problems that affect the child's regular attendance the program will initiate appropriate family support for all children with excused/unexcused absences. Contacts with family must emphasize the benefits of regular attendance. All contacts with the child's family including Case management services provided must be documented. In circumstances where chronic absenteeism persists, an *Attendance Status* letter will be sent home.

ABSENTEEISM PROCEDURES:

1. First Day – absent, teaching staff will *contact parent to determine the reason and to see if there is anything that can be done to get child to school on regular basis. Document on contact log.
2. Second Day – absent, teaching staff will make follow-up contact. Document on contact log.
3. Third Day- absent, teacher will submit referral to caseworker indicating problem and absenteeism. Referral must include first, second, and third day of absence. Teacher will also document referral on contact log.

REFERRAL PROCEDURES:

1. On third day teacher will submit a referral to Caseworker
 2. Each time a referral is written, teachers will make a notation in Child Plus indicating that a referral was submitted.
 3. Examples of absenteeism
 - When teachers see a pattern of absences a referral can be written: a child is absent every Tuesday & Thursday or every Friday or Monday
 - Referrals will be written for consecutive absences as well as sporadic.
 - When absences continue and teacher makes second referral, they will inform the Office Manager for follow up.
 4. If the absenteeism continues and all efforts have been made, the child may be placed on waiting list
- ❑ **Late arrivals and late pick-up will not be tolerated.** If your child is dropped off/picked up late they run the risk of being dropped from the program. After the 3rd tardy child may not be accepted into class, until administrative staff approves to return to class.

**This also includes out of town trips – maximum allowance of days absent is ten days, afterward the child will be dropped from the program.
All contacts and/or attempts to contact parent must be documented on child's Parent Contact I

City of Phoenix Head Start Birth to Five Challenging Behavior Guidance

Philosophy

Young children can present challenging behaviors in the educational setting. The City of Phoenix Birth to Five Program is committed to using the Pyramid Model Framework and Conscious Discipline to promote social competence and address challenging behaviors. These models provide behavior management strategies and classroom management structures that provide children with emotional literacy, positive self-esteem, nurturing and safe environments. Occasionally, young children present dangerous behaviors in the educational setting with the potential to injure themselves or others. In such circumstances, children may need more intensive interventions to maintain safety and help them learn appropriate behavior.

Behavioral Specialist Observations

A Behavior Support Specialist is available to observe children in classrooms, during group connections, or at home visits. Any concerns noticed by the Behavior Support Specialist will be shared with the child's family and the classroom teacher.

Discipline

Head Start believes all behavior is communication, and all people should be treated with respect, dignity, and kindness. Adults are encouraged to model and help children learn to choose appropriate behavior. Children are encouraged to talk about their feelings instead of acting them out. Praise and positive support are used to encourage good choices and talking about feelings. The City of Phoenix Birth to Five Standards of Conduct Policy applies to all employees, parents, and volunteers. Head Start believes that children learn best with role modeling and positive guidance.

Challenging Behavior

Staff and families will work together to find ways to help children with challenging behaviors. This can include meeting with a Behavior Support Specialist or other appropriate Head Start Specialist, making referrals to mental health agencies, referrals to local education agencies and creating a behavior intervention plan. All personal information about your child, planning and activities concerning extreme behavior is kept confidential.

Encouraged Behavior

Head Start uses Conscious Discipline techniques to model, praise and reinforce appropriate behavior in order for children to know what behavior is appropriate.

- The Birth to Five Program teaches labeling of feelings through stories, pictures, and activities where children label their own feelings and teacher model emotions.
- The Birth to Five Program gives children words to express their emotions. Once a child can do this, they can make better choices on how they behave.
- The Birth to Five Program provides opportunities for children to resolve conflicts with problem-solving strategies such as Solution Kits. These kits help children resolve problems by recognizing a situation requiring resolution and trying different solutions through cards to guide the process.
- The Birth to Five Program provides modeling and guidance to enable children to make decisions in order to develop self-awareness and self-help skills. This can include getting an adult's attention, waiting and taking turns, labeling emotions, or trading one item for another.
- The Birth to Five Program uses transitions such as songs, picture schedules, and reminders to help children move from one activity to another. This provides closure for a current activity and helps to prevent confusion.
- The Birth to Five Program sets developmentally appropriate limits.
- The Birth to Five Program offers alternatives to inappropriate challenging behaviors to enable children to be in control and to help them develop self-regulation skills. This includes providing appropriate choices, working through the problem, and finding a solution together.
- The Birth to Five Program tries to be aware of situations that may cause children to lose control and take appropriate steps to prevent what can be prevented.
- The Birth to Five Program assists children in a nurturing way to locate quiet, non-threatening places to be when they are unable to work through their feelings in a group i.e. establishing a cozy or calming corner in the classroom.



MISSION

To improve the well-being of children by increasing the number of children growing up with engaged, committed, and responsible fathers or male role models in their lives.

VISION

To take a leadership role and commit to fostering the positive relationship of fathers or male role models with their children. We promote the important roles of both parents -mothers and fathers -and, in doing so, improve the lives of children and families.

FATHER "ENGAGEMENT"

Makes a commitment to a partnership that is rooted in positive relationships. With involvement, there is an emphasis on being present, with engagement, there is a focus on creating and sustaining ongoing relationships. The intent is to support families and to benefit children's learning and development.

**ENGAGING FATHERS
AND MALE ROLE MODELS**

BOOKER T. WASHINGTON
CHILD DEVELOPMENT CENTER

THE IMPORTANCE OF FATHERS IN CHILD DEVELOPMENT



M.A.N. C.A.V.E.

Every child deserves a nurturing father - a man who actively provides guidance, love and support to enhance the development and growth of children for whom he cares. Become a part of M.A.N.C.A.V.E and be a champion for your children and family.

**BOOKER T.
WASHINGTON**

**M.A.N.C.A.V.E FATHERHOOD
PROGRAM**



Website: btwchild.org



Phone: **602-252-4743**



Fax: **602-252-4894**

**MEN
ALL
NEED TO BE
CARING
ACTIVELY-ENGAGED
VESTED &
ENCOURAGED**



THE IMPORTANT ROLE OF FATHERS IN THE LIVES OF YOUNG CHILDREN

Social-Emotional Development:

- Quality father-child time increases self-esteem, increased confidence, increases social competence and builds strong life skills (*Amato, 1994*).

School Readiness and Behavior:

- Children show up for school with more of the qualities needed for learning, they are more patient, curious and confident. They are better able to remain in their seats, wait patiently for their teacher, and maintain interest in their own work (*Billler, 1993*).

Positive Fatherhood Involvement is Linked With: (*Pruett, 2000*)

- Lowered levels of disruptive behavior, acting out, depression, and telling lies.
- Obeying parents, being kind to others, and being responsible.
- Fewer behavioral problems in young boys.
- Girls are happier, more confident, and willing to try new things.

Cognitive, Motor and Verbal Development:

- Fathers tend to play more one-on-one, rough and tumble games with their children, which encourages large motor development, it allows children to explore what their bodies can do, and helps them learn to regulate their emotions when engaging in impulsive physical contact (*Rosenberg & Wilcox, 2006*).

When speaking to children:

- Mothers typically simplify their words and speak on the child's level (*Mac Coby, 1999*).
- A mothers way facilitates immediate communication with the child.
- Mothers tend to be more descriptive, personal, and verbally encouraging.

Fathers are not as inclined to modify their language for the child (*Mac Coby, 1999*).

- A fathers way challenges the child to expand their vocab and linguistic skills.
- Fathers talk tends to be more brief, directive, and to the point, it also makes greater use of facial expressions and subtle body language.

In preparing children for the real world:

Fathers tend to see their children, in relation to the rest of the world. While mothers tend to see the rest of the world in relation to their child.

Mothers are often very aware of things from the outside world that could hurt their child, fathers, while not unconcerned with these things, tend to focus on how their child will or will not be prepared for something they might encounter in the world.

Fathers often help children see that particular attitudes and behaviors have certain consequences. Fathers are more likely to tell their children that if they are not nice to others, children will not want to play with them. Generally, fathers help children prepare for the reality and harshness of the real world and mothers help protect against it.

BECOME AN ENGAGED FATHER!
IN BOOKER T. WASHINGTON TODAY!

A CONTRAST OF COMPLEMENTARY PARENTING STYLES

BY RANDELL D. TURNER, PH.D.

In general, these traits represent a healthy mother's and father's parenting styles:

Fathers' parenting style tends to be less predictable and have a more activating physical element, while mothers tend to follow established patterns of physical interaction.

Fathers are more likely to promote a child's intellectual and social development through physical play, while mothers are more likely to promote intellectual and social development through talking and teaching while care giving.

Fathers tend to teach through example, emphasizing lessons learned from experiences, while mothers tend to teach with the focus on learning through a pattern of processing.

Fathers tend to play by encouraging the child to higher levels of challenge, while mothers tend to play at the child's level, letting the child direct the play, be in charge, and proceed at his/her own pace.

Fathers tend to make use of their bodies when interacting with their children that follow activation exploration themes. Mothers tend to play in more conventional ways, employing traditional games, songs and themes.

Fathers tend to offer less immediate support in face of child's frustration, thus promoting adaptive problem-solving skills. Mothers are more likely to intervene more quickly in face of their child's frustration.

Fathers tend to discipline with an interest in the societal bottom-line outcome. In other words, they focus on what their child needs to learn in order to be successful in the everyday world. Mothers tend to discipline with focus on the impact of their child's behavior on emotional relationships.



Help Your Child Succeed in Preschool and Kindergarten Build the Habit of Good Attendance

DID YOU KNOW...

Showing up on time every day is important to your child's success and learning from preschool forward.

Missing 10% of school (1 or 2 days every few weeks) can make it harder to:

- Gain early reading and math skills.
- Build relationships.
- Develop good attendance habits.

High quality preschool and kindergarten has many benefits!

- The routines your child develops will continue throughout school.
- Make the most of early grades by encouraging your child to attend every day.

WHAT YOU CAN DO

Work with your child and his/her teacher to develop your child's strong attendance.

Talk about it – sing about it – make it an adventure!

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Share ideas with other parents for getting to school on time.

Before the school year starts

- Find out what day school starts and begin a countdown!
- Make sure your child has the required shots.
- Attend orientation with your child to meet teachers and classmates and find out about health and safety procedures.

Ready, Set, GO!

- If you are concerned your child may have a contagious illness, call your school or health care provider for advice. Ask for resources to continue learning at home if needed.
- Ask family members or neighbors for assistance if you need help.
- Try to schedule non-urgent medical appointments and extended trips when school is not in session.
- If your child seems anxious about going to preschool, talk to the program director, teacher, your doctor or other parents for advice. Make sure the program is a good fit for your child.

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Visit Attendance Works at www.attendanceworks.org for free downloadable resources and tools!