



Preschool
2023-2024
Family Handbook



CenClear
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www.cenclear.org

WELCOME!!!

Hello and Welcome to Preschool!

CenClear Preschool Programs provide a variety of experiences for you and your child. We have the belief that you, the parent, are the primary educator and most important person in your child's life.

Parent Engagement encourages you, your Teacher and your Family Service Worker to work together to support and improve your child's learning and development. We encourage parents to attend meetings, events, and volunteer in classrooms.

Health provides health screenings for your child and assists you in obtaining any necessary care. Preventative health care is encouraged.

Nutrition, through various learning experiences, provides children and families with activities to promote inexpensive healthy food habits. Specialized nutrition services are available for children who need additional services.

Family & Community Partnerships encourage families to work on self-driven goals. Emphasis is placed on using community resources for job/trainings, information, support, and recreation. Also encouraged is in-home parent/child interaction, literacy for children, and financial literacy for adults.

Child Development provides opportunities to meet the individual needs of your child. These experiences will help your child progress developmentally, socially, mentally, physically, and emotionally. The Teacher will help you provide these experiences for your child. CenClear also assures that every child with special needs receives the services necessary to grow and progress.

Mental Health encourages mental wellness through prevention, identification and early assistance. This way children and families can maintain a healthy balance of work, play, and positive relationships.

We look forward to spending time this year with you. We know that you will find our preschool programs to be a wonderful experience for you and your child.

CenClear Staff

Parent Engagement Information

Parent and family engagement is about promoting safety, supporting strong relationships between parents and children and nurturing ongoing learning and development. Our motto is *“Reaching Children Through Families.”*

Parent Committee

Parent Committee are comprised exclusively of parents of currently enrolled children.

Parents are encouraged to attend activities, trainings, and meetings to promote collaborative-thinking and problem-solving.

Volunteer Opportunities

- Bus aide
- Classroom volunteer
- Cook’s helper
- Prepare classroom materials
- Policy Council Representative
- Parent Advocate

Policy Council

Policy Council is a decision-making group that works together with the Board of Directors and Administrative staff. Each member is elected annually, at the beginning of the program year starting in August, by the parents of each Parent Center Committee. This is a very important role and the representative serves as a link between those people making and carrying out decisions and with the Head Start and Early Head Start parents. Pre-K Counts parents interested in joining may participate as a community representative. **No CenClear employee or members of their immediate family may serve on Policy Council.**

Responsibilities are as follows:

- Attend monthly Policy Council meetings in person or virtually.
- Report on activities and trainings going on at the center and openly communicate information to the Parent Center Committee.
- Plan and organize agency-wide activities for parents with the assistance of staff.
- Actively assist with recruitment, selection, and enrollment priorities.



PLEASE NOTE:

**All volunteers are required to have clearances.
Any parent with “crimes against children” are not permitted on CenClear property.**

Becoming a Parent Volunteer

In order to be a parent volunteer, the following procedures must be followed:

1. A parent volunteer must complete the Volunteer Agreement form, the Tuberculosis/Health Risk Assessment form and the Physical Punishment Statement, Disclosure Statement Application for Volunteers and return it to their Classroom Teacher/Home Visitor.
2. Parent volunteers must obtain the Pennsylvania State Police and PA Child Abuse Clearances. These clearances are available at no cost for volunteers.
3. FBI fingerprinting is not required unless the school districts we have classrooms in require it to be completed and if the parents have not lived in PA for the past 10 years.

However, if a volunteer has lived in PA for 10 years, they will only need to sign the Swear and Affirm Statement for Volunteers. This form can be requested from the Parent Engagement Department Assistant.

The FBI Clearances can be received at: <https://uenroll.identogo.com>

Any parent with “crimes against children” is not be permitted on CenClear property.

School Relations and Policies

We are fortunate to have many classrooms within school district buildings. If your child attends a class in an elementary school, we are required to follow the policies established by the school district. We are often invited to participate in school district activities and this is a great way to help your child prepare for Kindergarten.



Parent Curriculum

CenClear uses the **Ready Rosie** parenting curriculum. Ready Rosie enables our teachers, home visitors, and family service workers reach families on a personal level. You can use this app on your phone or computer for simple two-way communication. Teachers share information with families and recommend short videos that are fun for the entire family. Families then share outcomes with their teachers.



Transportation

For some classrooms, transportation is provided. For these classes, we also provide transportation for parents when they volunteer in the classroom. We try to keep the children on the bus for as little time as possible so we are asking that you follow some basic rules for the safety of all of the children. Assigned pick-up and drop-off areas other than your home may be established.

Due to our regulations, all items on a bus must be secured so they don't become safety hazards. This includes children's backpacks AND adult purses. Children's items will be clipped in the seatbelt of a designated bus seat. Parent items should be secured in the seat belt in your seat.

1. Our bus will pick up and drop off your child at the assigned location only. The child may be put on or taken off the bus at the assigned bus stop by any adult listed on the Release Form. The bus driver is required to ask for identification (valid Driver's License, State ID) for anyone listed on the release form.
2. An adult must accompany their child out to the bus steps to help them with boarding. Also, an adult must be present to help with exiting the bus steps during drop-off. If you wish, you can accompany the child onto the bus to buckle him/her into their seat. There is a bus aide on the bus that will help the child buckle into their seat if you choose to allow them to help.
3. Have your child ready and waiting at your assigned bus stop 10 minutes prior to the scheduled pick-up time. Please be at the assigned bus stop 10 minutes prior to the scheduled drop-off. The extra 10 minutes is to allow for the bus to be ahead of schedule due to other children being absent. We ask that you allow 10 minutes after the scheduled pick-up and drop-off time before leaving the bus stop. The bus can be delayed due to weather, road construction, and traffic.
4. If no adult is present at the scheduled bus stop for drop-off, the child will be returned back to the school on the bus. The teacher will then attempt to contact the parents/guardian and any person on the Consent for Program & Emergency Services form to come pick the child up from the school.
5. Since drivers and bus aides are concentrating on the safety of transporting your children, we ask to you send all messages directly to your child's teacher. You can also always communicate through Class Dojo.
6. **VERY IMPORTANT:** Contact your driver when your child is not going to school.
7. No eating, drinking or smoking on the bus at any time.
8. Everyone must wear seatbelts at all times.
9. Do not delay the driver with conversations or distract him/her while driving.
10. Both bus driver and parents are asked to keep to the time schedules developed.



Our Curriculum and Assessment

In our classrooms, we follow the *Creative Curriculum for Preschool*. Based on strong theory and research, this curriculum has 5 areas that focus on how to provide a developmentally appropriate program for children ages 3-5. **The Family's Role, The Teacher's Role, What Children Learn, How Children Develop and the Learning Environment.** An important focus in this curriculum is based on how to set up a preschool room that has interest areas. These interest areas include: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery (science), Sand and Water, Music and Movement, Computers, and Outdoors. Within the art area, woodworking with real and developmentally appropriate toys is an activity that is suggested. Having this area in the room is not mandated but we support teachers who provide this wonderful center for children.

As noted above, woodworking is an exciting art experience for preschoolers. In this area, children learn how to be safe and creative. They also learn important goals related to literacy, math, science, social studies, and the arts. **Safety** is our most important goal in all of our classrooms. Children are taught how to be safe and specific rules for this area are introduced. As always, we have an "open door" policy for all of our classrooms. Make sure you visit your child's classroom to see all the wonderful things they are learning.

All children are assessed utilizing the Teaching Strategies GOLD. Child strengths are determined through observations at home and in the classroom. This assessment directly links to our curriculum and staff can plan activities specific to each class and each child! A part of our child assessment process includes involving parents. Through our on-line assessment, Teaching Strategies GOLD, you can have access to your child's information. You will be able to view reports and observations shared with you by the teacher. Weekly lesson plans can also be shared with you. With your permission, you will receive an email from Teaching Strategies GOLD inviting you to join your child's on-line account. The email will include directions.

Literacy Skills

For lifelong learning, it is very important for young children to have a strong solid base with reading skills. Preschool children are learning skills such as rhyming, naming letters, understanding units of sound and much more!

To help support their learning, we use Heggerty Phonemic Awareness: The Skills That They Need to Help Them Succeed! We use this program in all classrooms! Large group activities will last for 10 to 12 minutes are designed to help children with many important skills. We will be using the preschool version of this program and will share information with you throughout the year.



On to Kindergarten...

Here is a list of ideas that will help you plan for your child's transition from preschool to kindergarten. Following these suggestions can make the transition process smoother and less stressful for your child, family, and school.

- Work on your child's readiness skills at home. Your Teacher, Family Service Worker or Home Visitor can give you ideas.
- Sign the consent to exchange information with the school district.
- Update your child's immunizations.
- Make sure you register your child for Kindergarten.
- Arrange to visit your child's school with your Teacher or Home Visitor.



What is School Readiness?

The Office of Head Start has defined school readiness as: "children are ready for school, families are ready to support their children's learning, and schools are ready for children."

We follow this philosophy to help parents and all program staff understand how enrolled children are developing and what all of us can do to help them prepare for school. The plan includes ideas for health and nutrition, parent engagement, social services, mental health, and educational support for all children enrolled in our Early Childhood division.

The "Parent, Family, and Community Engagement Framework," which includes our "School Readiness Plan," helps guide us to:

- Decide what trainings to provide for staff.
- Form strong partnerships within the community.
- Provide services that meet the needs of children and families.
- Supports parents to be strong advocates for their children.

Please make sure you talk with your Teacher, Family Service Worker, or Home Visitor about this plan. It is important for all of us to work together to prepare children for school!



Screening and Assessment

- All enrolled children are screened using the Ages and Stages Questionnaire (ASQ) and the ASQ-SE (the Ages and Stages Questionnaire-Social Emotional).
- For children entering Kindergarten in 2024, teachers will complete a Heggerty Phonemic Awareness Screen at the beginning and end of the year.
- The results are shared with you and your child's strengths and needs will be discussed.
- If needed, your child's teacher will discuss a referral to the Early Intervention program.
- Three times a year, your child will be assessed using Teaching Strategies GOLD. This authentic, observational assessment will allow staff to gain important knowledge about how your child is developing.
- As part of this assessment, your child is observed on an ongoing basis and these observations are documented.
- The teacher will review assessment results with you and you will receive a family conference form.
- The knowledge gained from child assessment is used to generate daily lesson plans and helps drive our curriculum.
- Home activities should reflect these goals to help your child grow academically.

Social Emotional Development

To support Social Emotional Development, we utilize Positive Behavioral Interventions and Supports (PBIS) through the framework of the Pyramid Model. This method of support focuses on a variety of methods to help children, families and staff understand and support the development of these skills at home and in social settings. This model focuses on nurturing and responsive relationships, high quality supportive environments, targeted social emotional supports and intensive interventions when needed. More information can be found at www.challengingbehavior.org website.

One of our goals is to teach children appropriate behavior in the classroom. With your support, we will help them learn to exhibit socially acceptable and respectful manners and to express their ideas and opinions in appropriate ways.

The classrooms are structured to help children learn to interact appropriately and we have classroom systems in place to address routine behavior concerns when they occur.

Classroom teachers and support staff are trained in techniques that support Social Emotional competence and limit challenging behaviors. There are times when children do not respond to supports and adaptations. If this occurs, the team working with you and your child will meet to discuss methods to use to address these concerns. Our main goal within every classroom is to assure that all children and adults are safe at all times. Parent support and involvement is critical during these situations and we will work with you and your children to address challenging behaviors.

Mental Health Consultation

Our Preschool Division has a Mental Health Consultant who provides staff with support and information on addressing behavioral issues. Together staff work collaboratively to meet the needs of families, children, and teachers. A Mental Health Consultant may visit a class upon a teacher's request. You may also speak with the Mental Health Consultant. Our goal is to make sure classrooms are supported using mentally healthy teaching practices and positive behavior models.

Our PBIS Mission Statement

We will provide a culturally responsive education to all children, families, CenClear staff and community partners in order to promote equitable outcomes that are developmentally appropriate and inclusive of all children and families. We will implement evidence-based practices to promote healthy social and emotional well-being.

PBIS Vision Statement

We will support the behavioral needs of all children through the Framework of the Pyramid Model to promote healthy social emotional development and reduce the need for more intensive interventions. A knowledgeable PBIS team will create a safe and consistent environment that is inclusive, culturally responsive and supports equitable outcomes for all children, families and staff.

PBIS Program-Wide Expectations

- Be safe with yourself, other and materials.
- Respect yourself, others, and materials.
- Be kind to yourself and others.

Check out our Behavior Matrix! All parents receive a copy. The Matrix explains the behavior expectations for children and adults.



Phones Call

On class days, the staff are very busy. They must focus on the children. Therefore, calls to the center, except on non-class days or times, should be for emergency reasons only.



Attendance Policy

Consistent classroom attendance is an important part of preparing your child for successful life-long learning. Attendance is required each day class is offered. If your child is absent, the absence is considered excused or unexcused.

When your child is absent, you must provide a written excuse. Absences for the following reasons are considered to be excused:

- Illness
- Death of a family member
- Extenuating family situations/emergencies including health issues of family members that affect the classroom attendance of the child. In these circumstances, referrals to the appropriate department and possible support resource agencies need to occur.
- Health, dental or mental health appointments
- Fire, natural disaster, or other extenuating circumstances (must provide details)
- If a child's IEP indicates an altered schedule (must receive prior approval)
- Other extenuating circumstances deemed as excused by CenClear. These instances are approved through the Child Development Department.

The following guidelines apply to all families:

- Parent must contact teacher daily if child is absent.
- A doctor's excuse is required after 3 or more absences related to illness or health appointments.
- An excuse must be turned in for each day absent.
- If 4 (Head Start) or 5 (PreK Counts) consecutive unexcused absences occur, an attendance plan is developed.
- For Head Start, all unexcused absences must be analyzed. An attendance plan will be developed after 4 or more consecutive absences occur, or after a pattern of absences develops.
- For PreK Counts, a child who has 10 or more consecutive unexcused absences or more than 10% unexcused absences over the course of the school year (more than 18 total days) and has not responded to program supports must be dismissed from PreK Counts and should be replaced with an eligible child from the waiting list.

Children who have excessive unexcused absences and efforts to improve attendance have not been made by the parent(s)/legal guardian(s) may be dismissed from the program.

It is important for all families to communicate regularly with staff about attendance issues.

Classroom Cancellations

If the weather looks questionable, please listen to your local radio station or your local TV news channel for classroom cancellations. Also, your Home Visitor/Teacher will organize a method to contact you regarding classroom cancellations.



Family & Community Partnership



Home Visits are a very important part of all programs. During your home visit, we will discuss your family goals and your child's development. You will learn to use everyday activities and materials as positive learning experiences. Your Teacher or Family Service Worker will assist you in working with community resources that will help you reach the goals you want to achieve. Throughout the year, you and your family could call or go to different agencies/resources near your home that would help your family. Your Teacher or Family Service Worker will also help guide you through working with community agencies. Remember, our aim is to work *with* you, not *for* you.

Home Visit Information

The number of home visits depends on the program model.

1. Your Teacher or Family Service Worker will visit with all members of your family living in your home. Please encourage friends and extended family members to visit or call at a time other than your scheduled home visit time.
2. Your home visit is recorded on a home visit plan on the computer. When you sign the electronic form form, you are verifying the time length of the visit and date of the visit.
3. At any time, another staff person may accompany your Teacher or Family Service Worker on a home visit. When possible, you will be notified in advance of extra people coming into your home.

Home Visit and Parent Conference Cancellations

Please remember in order for our program to be productive and meet program guidelines, you need to be a constant and active part of home visits and parent conferences. You, the parent or legal guardian **must** be present for home visits and conferences. With the price of gas, Teachers must find you at home whenever they come for a scheduled visit. If, for some serious reason, you need to reschedule your home visit, please give your Teacher as much notice as possible. Your child's Teacher must reschedule your visit. Remember: Please try to be available at your scheduled time.



Family & Community Partnership



Confidentiality

All program information is kept confidential. Records are kept for each CenClear child/family in order to best serve you and to document for the State and Federal Government that we are doing our job. These records are open to CenClear employees who need the information to provide services for your child/family. You, the legal guardian, may review only the records concerning your child and family. Please notify the office in writing if you wish to do so. Should you disagree with any recorded information, you will be asked to write your own comments to be kept with your child's records.

As you participate in the program, you may become aware of information pertaining to other children and families. We want a promise from all families, that any and all information remains within the group in which it was shared (e.g. Young Parent Group, training, etc.). Innocent comments can sometimes lead to terrible misunderstandings. Please address any confidentiality concerns with your Teacher or Family Service Worker.

Custody Matters

CenClear respects that adults sometimes make personal choices of separation and divorce. CenClear staff cannot become involved in divorce or custody proceedings. We **can** refer individuals and families to counseling and legal services. Also, please provide us with a copy of your custody orders so that we can maintain accurate information regarding custody.

Mandated Reporter

By law, all agency staff are Mandated Reporters. This means that we must report any repeated or patterned bruises, burns, and injuries that don't appear to be caused by a child's normal activities. Remember, we do care about you and your child and will help you work through any mandated reporter situations that may occur.

Any individual that has direct contact with children under the age of 18 must report any suspected child abuse. CenClear is committed to the safety of all children we serve. This policy is available for review in the Parent Area of our website: www.cenclear.org

CenClear's programs are family/child-focused programs, so your Teacher or Family Service Worker want you to remain the key person in your child's preschool experience.

The following are services you can expect to receive:

- A program that supports the social and emotional well-being of you and your child and provides services that are trauma informed and responsive. This occurs by following guidelines established by the Sanctuary Model of Care and Positive Behavioral Interventions and Supports (PBIS).
- Home visits and parent conferences. The number of visits and conferences depends on your preschool program. These will be scheduled at a time convenient for you. You and your teacher, home visitor and/or family service worker will share ideas about ways to teach your child.
- Resource referrals as needed.
- Information and help to resolve family needs: (supplemental food, food stamps, speech therapy, health and nutrition information, childcare, etc).
- Parent engagement activities and professional development trainings.



Community Resources

Information on community resources can be found in the Resource Directory, online at www.cenclear.org or dialing 211 (nationwide service directory). Your Teacher or Family Service Worker can also assist you in locating community resources.



Physical Requirements

It is a requirement for all programs that each child has current physical examinations according to the EPSDT guidelines. If your child is due for a new physical, we have provided a blank form for you to have completed by your child's doctor.

Consult with your doctor to ensure the recommended schedule for examinations and screenings listed below is followed to keep your child up-to-date.

Early and Periodic Screening, Diagnosis, and Testing (EPSDT) Program Schedule

- Age-appropriate scheduled of Well Child Exams:
 - ⇒ Newborn—By 1 month—2-3 months—4-5 months—6-8 months—9-11 months—12 months—15 months—18 months—24 months—30 months—3 years
- Oral Health Risk Assessment completed at age 12 months. Referral to dental home begins at 12 months of age.
- Vision and hearing up to 30 months of age. Vision and hearing screening is required at 3 years and at every check-up thereafter.
- Hemoglobin is tested at age 9-11 months.
- A Tuberculin test is done if indicated by history or symptoms.
- Urinalysis is done at age 5 years.
- Blood Lead Level is to be done at 9-11 months and again at 24 months.
- Sickle Cell testing is to be done if indicated by history or symptoms.

Immunizations

The Pennsylvania Department of Health requires that each parent must submit a copy of their child's immunization record upon entry into school. Please consult with your child's Home Visitor/Teacher if your child is not up-to-date with his/her immunizations. If your child is not up-to-date, you will need to send a medical plan of action to bring your child up-to-date from your child's physician.

Medication Policy

No medications will be given in class without a physician's prescription and the parent's written permission. If your child requires daily medication, your Home Visitor/Teacher must have you complete all the necessary paperwork.



Immunizations

Effective with the 2023-2024 program year, all preschool children are required to be up-to-date on their childhood immunizations according to the schedules prescribed in the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) before they can be enrolled in preschool. If a child does not have all the prescribed doses, they must work with their doctor to provide a catch-up schedule within the first 5 days of class. The only exceptions are if a child has a medical or religious/moral exemption. A medical exemption must be signed by their doctor. Religious/moral exemptions require a written note from the parents/guardians.

Recommended Childhood Immunization Schedule

Vaccine	Birth	1 month	2 months	4 months	6 months	12 months	15 months	18 months	19-23 months	2-3 years	4-6 years
Hepatitis B	Hep B		Hep B			Hep B					
Diphtheria, Tetanus,			DTaP	DTaP	DTaP		DTaP				DTaP
Haemophilus Influenza			Hib	Hib		Hib					
Inactivated Polio			IPV	IPV	IPV						IPV
Measles, Mumps, and Rubella						MMR					MMR
Varicella						Varicella					Varicella
Pneumococcal			PCV	PCV	PCV	PCV					
Rotavirus			RV	RV	RV						
Hepatitis A						HepA (2 doses)					
Influenza					Influenza (yearly)						

Dental Requirements

In class, each child will have a toothbrush and will brush daily with fluoride toothpaste.

It is a requirement for all programs that each child have current/yearly dental exams.

Please schedule a dental exam as soon as possible. Please consult your Home Visitor/Teacher or Family Service Worker if you need assistance with finding a dentist.

Individualized Health Services for Children

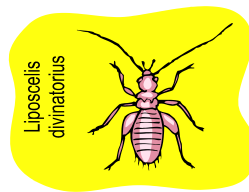


Individualized health planning (IHP) for children with chronic conditions involves close communication and collaboration among parents, staff and service providers.

It is a process of collecting all the necessary information from screening and evaluations, developing plans for the child's routine and emergency care, conducting ongoing assessment and revising the plans as needed.

The plan should be documented in writing to serve as a clear guide for staff, parents, and health care providers in meeting the child's health needs.

Head Lice



Children are checked for lice regularly. If live lice are found while your child is in class, he/she will be permitted to stay until the end of the day. The live lice will be removed and the child must be treated before returning to class.

Illness



The Teacher will determine if your child is too ill to remain in the center. If your child needs to go home, the Teacher will call you or the listed emergency contact and request that you or the contact make arrangements to have your children taken home. Until transportation can be arranged, your child will be provided with a quiet and safe place to rest. Your child will be supervised at all times by someone familiar to your child.

Exclusion/Readmission Policy

The following conditions require the parent to have the child evaluated by a health care provider. The advice of the health care provider shall be documented for the child to return to class in the following situations:

- Any illness that prevent the child from participating in classroom activities.
- The child has any of the following conditions: fever above 101 degrees Fahrenheit with behavior change.
- The child has diarrhea.
- The child has E. coli, Shigella or Salmonella infections.
- The child has mouth sores with drooling.
- The child has a rash with fever and behavioral change.
- The child has tuberculosis.
- The child vomits 2 or more times during the previous 24 hours.
- The child has impetigo, until treated.
- The child has streptococcal pharyngitis, until the child has had 2 doses of antibiotics.
- The child has scabies, until treated.
- The child has pertussis, until child has had 5 days of treatment.
- The child has hepatitis A virus infection until one week after onset of illness.
- Children are to be fever-free and have no episodes of vomiting within 24 hours before returning to school.

Meals

During meals, staff eat with the children to model appropriate practices. Some locations will pass food around the table as each person serves him/herself, while other locations will have the food served on an individual tray to each child.

The focus of the family-style dining experience will be on pleasant conversation or simple nutrition education experiences.

The Nutrition Coordinator must be contacted regarding any medically-based diet, food allergy or special diet requests. These requests will be reviewed and accommodated on an individual basis with documentation by a health care provider.

Outside Food Policy

It is a policy of CenClear that absolutely **no food items** are sent or brought into any of our centers or classrooms. This includes snack time, holiday celebrations, PCC and classroom activities. **There are no exceptions!**

We may have children in our classrooms that have serious health conditions prohibiting them from eating or even being near certain foods.

Sending in food items could cause serious harm or even death to a child.

We encourage cooking experiences during class and we provide items so this can happen.

Reporting

To help the state plan for services, we submit demographic and income information will be submitted as requested. The information share is only used for program services and is not shared outside of this system.

The goal is to have a single, integrated information system that will allow the Office of Child Development and Early Learning to focus on quality and provide easily accessible information for PA parents about early learning programs and services. Your permission is required to do this and a signature is obtained on the Child Development Classroom Policy and Procedures form.



Emergency/Accident Policy

During the enrollment process, you were asked to sign a Consent for Program and Emergency Services form. Only those persons listed on this form, in case of an emergency, will be contacted. If the teacher is not able to contact you or your emergency contacts, we will then call your family doctor. If the doctor is unavailable, we then contact the nearest doctor or hospital emergency room to seek qualified care for your child.

Dress and Items From Home

Please dress your child in comfortable, suitable clothing for active indoor and outdoor play. It is very important for children to learn independence with dressing skills. Play clothes with simple styles will encourage this independence.

Your child's shoes need to be safe for indoor and outdoor play. Please do not send flip flops, sandals, jellies, or smooth-soled shoes for your child because they can be dangerous.

Children who do not wear safe shoes will not be permitted to climb on playground equipment.



CACFP Non-Discrimination/Complaint Procedure

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 http://www.ascr.gov/complaint_filing_cust.html, 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:

Mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

Fax: (202) 690-7442

Email: program.intake@usda.gov

This institution is an equal opportunity provider.





What is WIC?

WIC is the Special Supplement Nutrition Program to help improve the health of women, infants and children. WIC services are provided at no cost to you and your family.

Who is Eligible?

- **Women** who are pregnant, breastfeeding or recently had a baby (under 6 months).
- **Infants.**
- **Children** under age 5.

WIC is for married and single parents, working families and the unemployed. If you are a father, mother, foster parent or other legal guardian of a child under age 5, you can apply for WIC for your child.

You must live in Pennsylvania, have a nutrition need and not exceed the income guidelines:

WIC Income Guidelines

Household Size	*Monthly (Approx.)
1	\$1,986
2	\$2,686
3	\$3,386
4	\$4,086

For each additional family member, add \$700.

Income (before taxes) is effective 7/1/2021 for each unborn infant, add one to household size.

How To Apply

Get started online at www.pawic.com or call
1-800-WIC-WINS
(1-800-942-9467)



Flexible Instruction Plan (FIP)



There are circumstances throughout the year when remote learning could occur in place of face-to-face class. These days are called Flexible Instruction Days and the details of our plan are listed below.

Flexible Instruction Days will be utilized for the following circumstances:

- Closure due to inclement weather.
- Act-80 or teacher-in-service days in locations located in district buildings when no other students are in the building.
- Center closures due to emergency-related issues (flooding, sewer, building damage resulting in unsafe conditions, health/safety-related cleaning).
- Special circumstances, not known in advance, that are approved by the PKC/HSSAP Steering Committee prior to implementation. It is understood that these non-predefined circumstances have to be approved in advance are only for individual circumstances.
- When a child is absent for an excused reason.

Parents will be notified of these instances through the individualized system established for their classroom. Teachers are notified as early as possible through CenClear's School Wires Notification System.

Assessment of Technology:

- Upon enrollment and at the beginning of the program year, each family's technology needs will be assessed to determine the most appropriate way for remote learning to occur.
- Teachers/Family Service Workers will record this information in the provided chart and will indicate the format to be utilized with each family when providing remote learning activities.

Acknowledgment of the Flexible Instruction Plan:

- Upon enrollment and prior to the child's first day of class, each parent/guardian will review the Flexible Instruction plan located online in the Parent Area.
- Information on the Flexible Instruction Plan will also be included in the Parent Handbook and the Health/Safety Plan.

Remote Learning/Engagement of Children:

- If an entire classroom is cancelled, your child's teacher will provide a remote lesson.
- Remote learning opportunities will be provided through the Creative Curriculum Cloud and Ready Rosie.
- The Creative Curriculum Cloud and Ready Rosie utilize the home environment so materials needed should be easily accessible. If not, families will receive items in advance to help with remote learning activities.

- Teachers will send At Home Guided Learning Plans to each family. These guides will be sent in a format accessible to the family.
 - ◊ Results of the activities from the At Home Guided Learning Plans will be tracked through the text messaging system incorporated into the Creative Curriculum Cloud. Parents who are unable to access the cloud may include activity completion information through another form of communication accessible to them (text message, email, phone call with teacher).
- In addition to the Guided Learning Plan, each family will receive a Ready Rosie videos to view. Parents will complete the Ready Rosie activity with their child.
 - ◊ Ready Rosie reports will be viewed to determine if the video was watched.
 - ◊ The parent must submit a comment about the video and/or follow-up activity.
- In circumstances when a family may need individual attention based on their needs, a home visit could occur and count as a flexible instruction day.
 - ◊ This visit will only count for attendance if an instructional component is included in the visit.
 - ◊ The visit must be completed by the teacher and must be a minimum of 30 minutes.
 - ◊ The visit must occur within 3 days of the flexible instruction day.
 - ◊ Child progress must be noted in their assessment through Creative Curriculum Gold.
- For attendance to count for the day, the parent must send results for both the At Home Guided Learning Plan and the Ready Rosie video.
- When activity results are submitted to the teacher, this information will be entered into the child's Creative Curriculum GOLD account. Child progress is noted at this time.
- Teachers and Family Service Workers will work individually with families as needed to encourage completion of the activities.



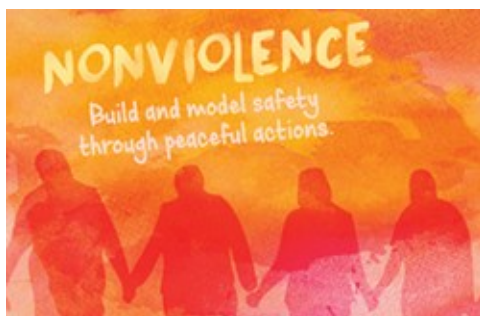
Sanctuary Model

The Sanctuary® Model is a nationally recognized plan for trauma-informed care. CenClear applies Sanctuary principles as the basis for our programs and to guide our staff to share the same values and language. As a result, we have a safer organization that is focused on growth and change.

The Sanctuary model uses **(SELF)** as another component of trauma-informed care:

SAFETY allows us to manage our emotions well.
EMOTIONAL MANAGEMENT allows the expression of loss.
The ability to express **LOSS** allows us to think about our future.
Creating our own **FUTURE** allows us to create a safe one.

The Sanctuary model is based on the following **SEVEN COMMITMENTS** which are used to create and maintain a safe and healing environment:



Please ask your teacher and/or home visitor how Sanctuary can benefit you and your family.

Your Rights!

Admission, the provision of services, and referrals of residents shall be made without regard to race, color, religious creed, disability, ancestry, national origin, age or sex.

Program services shall be made accessible to eligible disabled persons through the most practical and economically feasible methods available. These methods include, but are not limited to, equipment, redesign, the provision of aids, the modifications shall be considered only as a last resort among available methods. Any client (and/or their guardian) who believes they have been discriminated against should contact one of the following agencies:

CenClear
50 Bigler Road, P.O. Box 319
Bigler, PA 16825
1-800-525-5437

Bureau of Equal Opportunity
Department of Public Welfare
Room 223, Health & Welfare Building
P.O. Box 2675
Harrisburg, PA 17105
1-717-783-1130

Office for Civil Rights Region 3
U.S. Department of Health & Human Services
Suite 372 Public Ledger Building
150 South Independence Mall West
Philadelphia, PA 19106-9111
1-800-368-1019

Pennsylvania Human Relations Commission
301 Fifth Avenue, Suite 390, Piatt Place
Pittsburgh, PA 15222
1-412-565-5395

