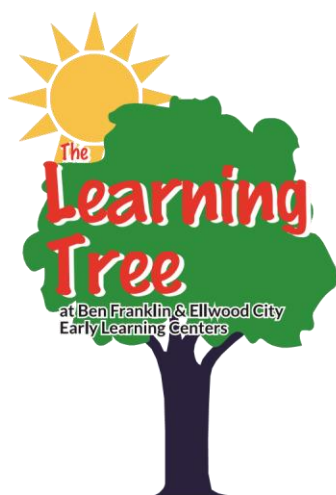


# LCCAP Early Childhood Education Program

## FAMILY HANDBOOK

2020-2021  
School Year



# Family Engagement Commitment

With

LCCAP Early Learning Programs

If you...

**IDENTIFY** your family needs

**SHARE** your parenting challenges

**SEEK** to learn and try new things

**COMMIT** to participate

**SUPPORT** your child's transitions

**EXPLORE** possibilities

We will...

**DEVELOP** a plan together to accomplish your family goals

**SUPPORT** your parenting needs

**SHARE** information

**LINK** you to resources

**COORDINATE** services into and out of LCCAP Early Learning Programs

**PROVIDE** community connections

## **Equipping Your Family for School Success!**

With the team effort of involved and committed parents and LCCAP resources, we can build the bridge to your child's readiness for school and future success!

## IMPORTANT INFORMATION FOR 2020-21

Dear LCCAP Early Learning Families,

Since early 2020, the entire world has begun to adapt to new ways of thinking as we learn how to safely live with COVID-19 in our midst. While the number of cases of the virus in Lawrence County and the Commonwealth of Pennsylvania has diminished at the time of the publication of this handbook, we appreciate our responsibility to keeping your child, and the rest of your family as safe as possible while participating in our programs.

With that said, COVID-19 has made it important to institute additional preventative practices that must be evaluated regularly to ensure that they are effective. As a result, the guidance and protocols laid out in this handbook are evolving every day, and **are subject to change based on our need to keep children, families and staff safe. You will receive written notification of any changes as they occur.**

All of our decisions about changes to operations or policy have been and will continue to be based on information gathered from official and factual sources, which are updated regularly, including but not limited to:

The Pennsylvania Department of Health

<https://www.health.pa.gov/topics/disease/coronavirus/Pages/Coronavirus.aspx>

And The Centers for Disease Control and Protection

<https://www.cdc.gov/coronavirus/2019-ncov/index.html>

LCCAP Early Learning Programs follow these safety practices, as well as others:

1. We perform daily health checks/screenings, looking for signs/symptoms of illness
2. We follow a short term exclusion policy/procedure that helps to determine when a child/staff member is healthy enough to be at school/work
3. We track child/staff absences due to illness, monitoring for trends/patterns to prevent or slow the spread of additional sickness
4. We clean, disinfect and sanitize hard/common surfaces frequently, with COVID rated commercial cleaning tools and equipment
5. We train our staff in Universal/Standard Precautions so that they can perform their daily tasks in a way that limits contact with bodily fluids that might spread disease
6. We frequently wash hands, helping children to do the same, using a paper towel to turn off the faucet: before and after eating, after playing outdoors, after toileting/diapering, and after blowing noses.
7. We sneeze/cough into our elbows and help children to learn to do the same

We urge you to help reduce the risk of getting and spreading viral respiratory infections, including the flu and the common cold, through these simple steps, which will also prevent COVID-19.



# WELCOME!

Dear Family,

LCCAP wishes to welcome you and your family to our “family” of Early Learning Programs. We hope to work as a partner with you as your child begins their educational journey. We are excited to be a part of that journey with you! LCCAP operates early learning programs that are different than those that you might be familiar with by offering education, health, social-emotional, and social services to all the children and families who participate. We encourage you to take advantage of these services and will work closely with you to assure that your child receives the best possible care, as well as meeting any needs that you or we may identify. Please know that you are welcome to visit or volunteer at your child’s center at any time, should health conditions permit. It is very important that you read this handbook and keep it handy as it will answer many of the questions that you may have. If you can’t find an answer this handbook, please don’t hesitate to reach out to any staff member, who will be happy to help you find the information that you need. Thank you for choosing LCCAP. We look forward to providing you and your child with a caring and enriching environment!

LCCAP Early Learning Center Locations		
Ben Franklin Early Learning Center –and–The Learning Tree Child Care Center	815 Cunningham Avenue New Castle, PA 16101	724-658-7671
Ellwood City Early Learning Center –and– The Learning Tree Child Care Center	924 Crescent Avenue Ellwood City, PA 16117	724-752-0238
Frew Mill Campus—and—The Learning Tree Child Care Center	1745 Frew Mill Rd. New Castle, PA 16101	724-202-6775
Hartman Intermediate School	401 4 <sup>th</sup> St. Ellwood City, PA 16117	724-758-3241
Laurel Elementary School	223 McCaslin Rd. New Castle, PA 16101	724-598-4513
Mohawk Elementary School	351 Mohawk School Rd. Bessemer, PA 16112	724-667-7782
Neshannock Memorial Elementary School	3834 Mitchell Rd. New Castle, PA 16105	724-652-8709, ext. 4102
Shenango Elementary School	2501 Old Pittsburgh Rd. New Castle, PA 16101	724-333-0783
Wilmington Area Elementary School	450 Wood Street New Wilmington, PA 16142	724-656-8866, ext. 3305
Croton Pre-Kindergarten Center	420 Fern Street New Castle, PA 16101	724-656-4815

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## ABOUT US

### *Philosophy*

LCCAP Early Learning Programs believes that a child's social skill is the gateway to school readiness. Our goal is to help children become effective in dealing with both their present environment and other responsibilities in their early education and life, so that they become both socially competent and ready for school. LCCAP offers comprehensive services, including high quality early childhood education, to all children enrolled in our programs.

The program has a strong family focus, by asking you to be engaged in support of the curriculum and our approach to child development and education. We build trust with families by effective communication and involvement through home visits, parent conferences, and the inclusion of families as classroom participants/volunteers.

Our program is developmentally appropriate, and we recognize and respect that individual children grow and learn at different rates. We use information about children's individual interests, temperaments, languages, cultural backgrounds, and learning styles to help them succeed.

### *Mission*

LCCAP is dedicated to enhancing the quality of life within Lawrence County by eliminating and preventing the causes and effects of poverty by mobilizing and directing resources to assist, educate, and promote self-sufficiency.

### *Certifications*

Some classrooms (Learning Tree classrooms) and public spaces within our Ben Franklin and Ellwood City Early Learning Centers and at Frew Mill Campus are **certified to offer childcare services** through the Pennsylvania Office of Child Development and Early Learning (OCDEL)

LCCAP early learning programs participate in **Keystone STARS**, Pennsylvania's Quality Rating and Improvement System (QRIS). A QRIS is a continuous quality improvement systems approach to assess, improve, and communicate the level of quality in early care and education programs. Keystone STARS is a program of OCDEL.

LCCAP receives state and federal grants to operate the **Head Start, Early Head Start-Child Care Partnerships** and **PA Pre-K Counts programs**. These programs are monitored regularly and frequently by the funders in order to assure that high quality services are being provided.

## ***Definition of Family***

For application and enrollment purposes, we define “family” as the parent and/or guardian who is legally assigned to make decisions for the child.

For family engagement purposes, the parent(s), legal guardian, sponsor or anyone else who provides for the well-being, best interest and responsibility of the child in our care is welcome to participate in our activities.

## ***Hours of Operation and Holidays***

You will receive a calendar for your child’s classroom prior to the start of the new school year. Post this calendar somewhere that you will see it each day, and please ask for another copy should you misplace it.

Learning Tree Child Care services (select classrooms) at Ben Franklin and Ellwood City Early Learning Centers and at Frew Mill Campus operate from 7 AM to 5:30 PM Monday through Friday, year round. The Learning Tree is closed for 10 holidays and 6 staff in-service days each school year.

Classrooms that offer “preschool-only” services operate on different schedules and calendars based on a variety of factors. You will be notified of your child’s schedule prior to the start of school.

Calendars will also be posted at <https://lccap.org/programs-services/education>. You will be notified by phone call, email, text and written memo when any updates to your child’s classroom calendar have been made.

## ***Admission & Enrollment***

Enrollment in LCCAP Early Learning Programs begins with the completion of an application and intake appointment. We accept applications for enrollment throughout the year, with active waiting lists for services maintained. The parent/legal guardian who completed the application and intake will be notified by letter if their child has been accepted into the program.

Required documents such as birth certificate, social security card, insurance card, current immunizations, physical and dental exam, proof of residency, photo ID, household income and legal documents such as custody orders, if any, will be needed at the time of intake. The information obtained at intake is used to complete the selection criteria, which ensures that enrollment slots are filled without bias or preference, and that the enrollment of the child follows any legal orders currently in place.

Children are admitted to LCCAP Early Learning Programs without regard to race, color, creed, disability, ancestry, national origin (including limited English proficiency) or sex, or parent/provider political beliefs, marital status, sexual orientation or special needs, or any other consideration made unlawful by federal, state or local laws.



LCCAP Early Learning Programs believe that children of all ability levels are entitled to the same opportunities for participation, acceptance and belonging. Parents and staff will work together to make every reasonable accommodation to encourage full and active participation of all children in our program, appropriate to his/her individual capabilities and needs.

All admission and enrollment forms must be completed prior to your child's first day of attendance. Our process for introducing children and families to our program will include a home visit or "meet and greet" session prior to your child's first day of attendance, as well.

Early Head Start serves children beginning at six weeks of age. Head Start and PA Pre-K Counts serves children who are at least three years of age (most often one or two years away from their home school district's Kindergarten eligibility). The Learning Tree Child Care services are available to children ages six weeks through Kindergarten eligibility.

### ***In-Kind***

Many of LCCAP's funding sources require the agency to match a portion of its funding. To do this, we collect contributions to the program, such as time spent at meetings and events, volunteer time, and donations (both monetary and supplies). Ask about signing an "in-kind" form each time you contribute in any way. Our continued funding depends on the support of you and members of our community!

### ***Complaint Procedure***

Your confidence in our service is important. Please feel free to discuss with any staff member any dispute, disagreement or complaint that you may have so that we may properly resolve the issue. All staff members have received training on our program's complaint policy and can assist you if you have any concerns.

### ***Confidentiality and Privacy***

Your privacy is very important to us! LCCAP Early Learning programs uses a variety of data systems to maintain child and family records and to collect information that is used to design, plan and improve our programs. Please be assured that LCCAP monitors the security of all data collected. All staff members are trained in and required to comply with policies related to data privacy and general confidentiality.

The only way information about you and/or your family is shared with an outside source is by you giving us written consent to do so. You may choose to revoke the consent at any time, in writing. The only way information is shared without your consent is in the event of a legal issue or emergency that has placed your child or family member in danger.

### ***Open Door Policy (when community health conditions permit)***

We are delighted to have family members participate/volunteer in our program. Parents/Guardians are welcome to visit the program any time during regular program hours. The infant room welcomes mothers who are breastfeeding to nurse their infants by prior arrangement.

Our “Open Door” policy, however, does not mean the doors will be unlocked, or, kept open. For the safety and protection of the children, all external doors--at every facility--will be closed and locked at all times. Doors to individual classrooms are most often kept closed for this same reason.

Our staff will always do their best to speak with parents/guardians. Since classroom staff days are devoted to caring for children, it is usually not feasible to have a long discussion either in person or by phone during regular program hours. If a situation requires a longer discussion, staff will ask you to kindly work to arrange for mutually agreeable time to speak by phone or meet in person.

### ***Classroom Staff Qualifications***

Our classroom staff persons are hired in compliance with the state and federal requirements and qualifications as a base minimum. Typical staff certifications are as follows:

<b>Position Title</b>	<b>Education/Certification</b>
Preschool Teacher	Associate or Bachelor Degree in Early Childhood Education, or, a related field with preschool experience
Preschool Assistant Teacher	HS Diploma with preschool experience, or, Preschool Child Development Associate Credential
Infant/Toddler Teacher	Associate or Bachelor Degree in Early Childhood Education or related field with coursework focusing on Infants and Toddlers, or, Infant/Toddler Child Development Associate Credential
Infant/Toddler Aide	HS Diploma with child care experience

Classroom staff participate in orientation and ongoing training in the areas of child growth and development, healthy and safe environments, developmentally appropriate practices, guidance, family relationships, cultural and individual diversity, and professionalism.

### **Active Supervision and Child to Staff Ratios**

Active supervision requires focused attention and intentional observation of children at all times. Staff position themselves so that they can observe all of the children: watching, counting, and listening at all times. During transitions, staff account for all children with name-to-face recognition by visually identifying each child. They also use their knowledge of each child's development and abilities to anticipate what they will do, then get involved and redirect them when necessary. This constant vigilance helps children learn safely.

In order to support the methods of active supervision, we maintain the following standards for child to staff ratios:

<b>Age</b>	<b>Child to Staff</b>	<b>Maximum Group Size</b>
6 weeks-35 months	4 to 1	8
3 to 5 year-olds (in preschool rooms)	10 to 1	20

While in our facilities, we ask that you also practice active supervision of your own children, whether it be in the parking lot or buildings at drop off/pick up times, during family engagement events, etc. You can do this by keeping children physically close to you, taking their hand, being able to see them at all times, etc. Young children like to test limits...It only takes a moment for accidents to happen, and it takes everyone to help keep all children safe!

### **Methods of Communication**

**Ongoing Communication.** Regular phone calls, texts and/or notes from center staff will keep you informed about your child's activities and experiences at the center.

**Bulletin Boards.** Located at classroom doors and throughout the center, bulletin boards provide center news, upcoming events, faculty changes, holiday closing dates, announcements, etc.

**Newsletters.** Regular newsletters provide center news, events, announcements, helpful information related to child growth and development, etc.

**Electronic communication systems.** The **School Messenger** system is used to make phone calls and/or send text messages and emails to families on a regular basis to stay up to date about events and opportunities for additional services. School Messenger is also used to alert families and staff of critical situations, such as emergencies, weather closures, early dismissals, etc. Please be sure to keep your phone numbers and email address up to date to insure that you receive all critical information of this nature. You must "Opt In" to receive text messages, and will receive instructions about how to do so at your first home visit. Don't hesitate to contact us if you have more questions about how this system works to help keep you informed.

**Class DoJo** is a school communication platform that teachers and families use every day to share what's being learned and happening at school and home through photos, videos and messages. The platform works on any iOS or Android device, Kindle Fire, or on any computer. Your child's teacher will share information with you about how to join.

**Family Visits (when community health conditions permit)** Family participation is encouraged! Consider visiting the classroom, volunteering, or eating a meal with your child. Signing in at the main office is required for the safety and protection of our children. Each visitor must wear a visitor's badge while on premises and sign-out upon leaving. Some facilities (school district buildings) require that additional security measures be taken. Please cooperate with all of these precautions. Failure to follow these procedures may lead to restrictions of visitation privileges.

### ***Accuracy of Contact and Other Information***

There are several pieces of information that need to be kept up to date so that we can communicate with you on a regular basis, or, in an emergency situation. Before your child's first day of care, an emergency card is completed. This information is required to identify adult family/guardians and friends (age 16 or older) who, with proper photo identification, are permitted to drop off and/or pick your child up from school or the bus stop (if applicable). This emergency card information must be kept up to date. The Classroom staff or Family Service Worker should be ***notified in writing*** of any changes in phone numbers, addresses or emergency contact names as soon as possible. There is a minimum of 48 hours required before any change to an emergency card can take effect.

Next, please make sure to notify us of any change to your mailing address, telephone number(s) or email address. We use these to support the sending of important messages to you from our School Messenger system.

At a minimum, we will ask you to review your contact information and the list of those that you have named as alternate contact and/or emergency release persons for your child at every home visit and parent conference. ***Please do not wait until these times to notify us of any changes to help assure that we can keep your child safe and contact you immediately if necessary.***

### ***Publicity/Photos***

Occasionally, photos or videos will be taken of the children for use within the program or on our agency website or social media outlets. Written permission will be obtained prior to taking/use of photographs or videos and kept on file.

Unless the family indicates that they want their child to participate, we will not use pictures or videos and names of children for publicity. A family may choose to revoke permission at any time, in writing.

## *Transitions*

Your child's transitions in an early learning program should be positive, exciting and an opportunity to grow. We will work with you and your child to ensure the smoothest possible transition occurs as new routines and new people are introduced. A Transition Specialist will be assigned to support these processes when warranted.

### *From home to center*

When entering LCCAP Early Learning programs, you will be provided with several opportunities to visit with the staff, who will work with you and your child, **through activities such as an orientation, first home visit and/or meet and greet meeting.** We will consult with you in order to make an individualized plan that meets both your child's needs, as well as yours, whenever possible.

### *Between learning programs*

Once enrolled, transfers between classrooms, as a child gets older (Infant to Toddler room to Preschool room) and sometimes even between facilities (in the event of a family moving) are necessary. Again, keeping the comfort of both you and your child in mind, we will make transition activities available to ensure that services continue to be delivered effectively. These activities are also designed to help a child/family feel comfortable and confident as these changes occur.

### *To Kindergarten*

Finally, when your family is leaving an LCCAP Early Learning program, we offer services ranging from assistance with Kindergarten registration, the transfer of a child's records to a new program or school district, kindergarten visits and much more. All staff members are trained to facilitate each of these transition procedures and will offer to be of assistance in any of these instances.

## *Electronic Media*

Best practice and expert recommendations are what LCCAP early learning programs used to develop our policy on electronic media/screen time, which includes TV, videos and computers. While at our centers, children under 2 will have no screen time, with very specific and limited exceptions involving strengthening family-child relationships when interaction is otherwise unavailable. Over 2 years of age, children will be limited to 30 minutes a week used to support active play and exploration. No screen time happens during our meals or snacks. All media use at our centers is to be reviewed by teachers prior to any viewing for appropriateness.

## *Multiculturalism*

We strive to create a welcoming environment for all children and families, including those from a variety of cultures and who speak different languages. Together, with all children and families, we will learn about what makes each and every child and family special. We will work with each family to develop strategies and find/use resources that make everyone feel valued, and a part of our early learning community.

Multiculturalism is vital for all children because it sets social goals and promotes respect for all people and the world that we live in. We utilize books, music, games, and a wide range of activities as aids to teach our children respect for our world and the diversity of life upon it.

## ***Celebrations and Holidays***

Our holiday policy encourages an enhanced understanding of and respect for different cultures and beliefs of children, families, staff and community. Our philosophy is to recognize and respect the unique identity of each child and family. Therefore, we do not assume that all families share in the celebrations of holidays and other special events in the same way.

In order to be respectful of all children and families, what we celebrate throughout the year is children and their growth, in ways that are simple, developmentally appropriate, fun and stress-free. Examples of these celebrations are the change of seasons, the conclusion of special learning “studies” or projects, a new baby in a family, or a new child enrolled into a classroom, etc. Staff are also able to create cooking activities for children related to their lesson plans, special occasions, or cultural experiences.

In addition, a fun birthday snack is provided by the program once each month, so that children whose birthdays will be or have been celebrated during that time can enjoy a treat with their friends. When we celebrate birthdays, we do so simply, with activities like a special song or cheer, or a special story.

## ***Rest Time***

Infants and young toddlers sleep according to their own schedule and are put to sleep on their backs. Caregivers/teachers directly observe infants by sight and sound at all times and check on sleeping infants and young toddlers frequently.

After lunch, all older toddlers and preschoolers participate in a quiet rest time, and may sleep if they choose to, or, need to. However, children are not required to sleep and will be given quiet activities during this period if not sleeping after an appropriate length of time has gone by.

Due to concerns with the spread of communicable disease, we request that you refrain from bringing toys from home to the center. Additionally, the center will furnish all crib and cot sheets/blankets, which will be laundered frequently--at least once per week or more often if needed.

Appropriate spacing will be maintained between children to prevent spread of communicable illness.

## ***Toilet Training***

The most important factor in making the toilet learning experience successful and as low-stress as possible is a family/teacher partnership that supports the child. Research indicates that children cannot successfully learn how to use the toilet until they are physically, psychologically, and emotionally ready. Many pediatricians say that most children under 24 months of age are not physically capable of regulating bladder and bowel muscles. Most positive toilet training occurs only after children show signs of physical control or awareness of their bodily functions, and, when they demonstrate an interest or curiosity in the process. We are committed to working with you to make sure that toilet learning is carried out in a manner that is consistent with your child’s physical and emotional abilities and your family’s concerns.

## Service Areas

### Health Services (Health, Mental Health, Disabilities, Nutrition)

#### *LCCAP Partnerships for Well Children*

We strongly believe that a child needs to BE well to DO well. LCCAP is proud of the partnerships we have established with local educational and health providers in order to meet the educational and health needs of our children and families. These partners consult, advise and collaborate to help us provide the greatest quality of care possible, with wellness in mind.

- Jameson UPMC
- Adagio Health
- Behavioral Health
  - Vocational & Psychological Services
  - Sharon Regional Health Systems
  - Community Alternatives
  - Comprehensive Family Services
  - Family Behavioral Resources
- Mental Health Consultation
  - Human Services Center, Inc.
  - ABA Therapy Solutions, LLC.
- Midwestern Intermediate Unit #4 (ages 3-5 Early Intervention)
- Early Learning Resource Center
- Children's Advocacy Center
- LifeSteps Inc.
- Human Services Center (ages 0-3 Early Intervention)
- Miracle Dental Associates
- McGuire Memorial

Although these partners and others support LCCAP with providing early learning services regularly, should we need to speak to any of these providers with questions that directly concern YOUR CHILD, there first would need to be permission given by you for LCCAP to do so on a Consent and Authorization to Disclose and Use Confidential Information Form.

Our goal is to assure that each child is healthy and ready to learn! We provide assistance to families with:

- Obtaining a well-child/physical exam prior to enrollment, inclusive of lead, hemoglobin, height/weight, vision and hearing screenings
- Obtaining a dental exam within 60-90 days of a child's first day of attendance
- Obtaining regular fluoride treatments if your child has tooth decay and/or the main source of drinking water does not contain fluoride (well water, bottled water, etc.)
- Establishing an ongoing source of continuous care with doctors and dentists
- Providing screening outcomes for development and behavior. When conditions warrant, updated vision and hearing re-screenings will be conducted
- Providing height and weight measurements up to twice per year to track growth/development by age

- Providing balanced, nutritious meals that meet Child and Adult Care Food Program requirements
- Educating children on how to take care of their physical well-being to include handwashing, tooth brushing, face washing, etc.
- Educating families with understanding the importance of preventative health care and the impact on a child's overall health

## **Physical Health**

### **Health Requirements**

#### **Immunization Record requirements:**

Preschool Head Start and PA Pre-K Counts: **Prior to entry**/first day of attendance

Learning Tree Infant, Toddler and Preschool child care classrooms: **Within 60 days** of attendance

**Within 60-90 days of enrollment, the following health needs should be met for each child and documentation by a medical provider on file with the Health Office:**

1. **Well-Child/Physical Exam** (current within the last 12 months)
  - a. Must include Blood Iron Level
  - b. Must include Blood Lead Level
  - c. Must include immunization record
  - d. Must include vision screening
  - e. Must include hearing screening
2. **Dental Exam** (current within the last 12 months)
  - a. *Note: Dental exams are recommended by first tooth/age 1 year*
3. **Dental Follow Up Treatment** (dental care such as fillings, caps, extractions, etc.) completed as recommended by a dentist

#### **Health information can be submitted to the Health Services Office by:**

1. Requesting that your child's doctor/dentist **FAX IT DIRECTLY TO THE HEALTH OFFICE at 724-658-7389**
2. Mailing forms to:
 

**ATTN: Health Services Office**  
**Ben Franklin Early Learning Center**  
**815 Cunningham Ave.**  
**New Castle, PA 16101**
3. Submitting to your Family Service Worker
4. Submitting to your child's Teacher

### **Staff Responsibilities**

- Complete training in Adult and Pediatric CPR and First Aid (all personnel)
- Monitor a child's health daily
- Conduct weekly head checks for lice
- Follow the Short Term Exclusion Policy & notify parents/guardians
- The program will notify parents/guardians when infectious disease is present and a child is at risk



for exposure

- Demonstrate, teach and model self-help skills and health care habits such as hand-washing
- Teach and model healthy eating habits and choices

### Family Responsibilities

- Allow for 24-48 hours for program staff to make accommodations for dietary and health needs.
- **Inform staff** if your child uses a **rescue medication** such as an **inhaler, nebulizer, epi-pen, or seizure medication**
- **Inform staff & provide documentation from a physician for food and drink accommodations**
  - **NOTE: A Health Alert for medication & Food Alert for dietary modifications must be in place prior to a child's entry / first day into the program OR re-entry into the program. The HEALTH OFFICE REQUIRES 24-48 HOURS TO CREATE an Alert & MEET WITH ALL OF THE NECESSARY PROGRAM STAFF.** Health Services Staff will need to meet with the parent/guardian to review the Health Alert.
  - **Notes for ALL rescue medications must come from the child's pediatrician.** The Health Services Office will not accept notes from an Urgent Care facility.
- Talk with your Pediatrician to ensure well child exam/physical is complete and includes both a hearing and vision screening.
- Inform staff if your child has been treated for an injury or other condition that may require modification to activity / diet (stitches, broken bones, sprains/strains, dental surgery)
- Follow-up on any health and nutrition needs to include (well-child / physical exams, blood work including iron and lead, dental, dental follow-up, hearing, vision, etc.) Share all updates and follow up work with LCCAP Early Learning Health Services Office.
- Pick up or arrange transportation when a child is sent home due to Short Term Exclusion Policy.  
NOTE: Person must be on the Emergency Contact Card
  - If a physician's **note is required, provide note** to Health Office or Classroom **BEFORE child can return.** Health Office fax number: (724) 658-7389
- Inform staff if medications have been prescribed due to the, Short Term Exclusion Policy. NOTE: If a physician prescribes your child an antibiotic, the child may not return to school until 24 hours after the first dose has been given
- Obtain fluoride treatments for their child if their teeth are decayed and/or if their main source of water is well-water.
- Perform lice treatments when necessary and bring their child to school to be re-checked by an appropriate staff member

### Health Emergencies

Unfortunately, minor accidents do happen, even in the most secure and child safe areas. Should your child ever receive an injury while at the center, first aid will be administered by a trained care giver in the event that your child sustains a minor injury (e.g., scraped knee). You will receive a copy of the accident form, and another copy will be kept on file.

The accident report will outline the incident and course of action taken. If the injury produces any type of swelling or needs medical attention, you will be contacted immediately. Each classroom is equipped with a first aid kit.

In the event of a serious medical emergency, the child will be taken to the hospital immediately by ambulance, while we will try to contact you or your designated emergency contact person(s).

**In the case of a severe accident, medical emergency or illness**, we contact 911 immediately. All staff with direct child contact are First Aid and CPR certified, and will provide emergency care until medical services arrive on-site. At the same time, you will be contacted. Should you not be able to arrive at the center before the ambulance leaves for the hospital, staff members will accompany your child to the emergency room. It is very important that you keep all phone numbers and parental consent forms up-to-date for this reason, and to inform us of any and all medical conditions that your child has. Any accommodations or restrictions following an accident or illness that need to be made for school hours should be in place prior to the child's return.

### ***Medication Administration and Care Plan Policy***

**LEARNING TREE/Child Care:** ANY ORAL MEDICATIONS that are requested to be administered during childcare hours will require a doctor's note and parent signature on the Medication Administration Request form. Rescue medications will follow the same requirements as stated below. Any topical medications will require parent signature on the medication administration form.

**PRESCHOOL Only classrooms:** ONLY RESCUE MEDICATIONS can be given at school. (Examples: inhalers, nebulizers, epi-pens, and seizure medication). Rescue medications will require a doctor's note and/or school emergency action plan from the doctor in order for the Health Services Office to create a health alert for at school administration, training and implementation. The Health Office will request consent to be able to communicate directly with the prescribing doctor to assist in the creation of the care plan. Because this is for a rescue medication, nothing from an Urgent Care facility will be accepted. A Medication Administration Request form and Health Alert will be created by the Health Services Office and must be signed by parent/guardian. Parent/Guardian must provide the medication to the school.

- **NOTE: Medications are never to be sent to school in a child's backpack. They are to be exchanged between adults only.**

#### **Medications MUST:**

**BE PRESCRIBED IN THE CHILD'S NAME  
IN THEIR ORIGINAL CONTAINER / BOX  
HAVE A CURRENT DATE**

When Rescue Medication plans and/or Health Alerts need to be created, it will take 24-48 hours to be implemented once it is written, and then signed by the parent. This allows adequate time for the Health Services Office to train education staff and ensure that resources are available to support any and all needs noted.

### **Health Alerts are created for the following reasons . . .**

- Medication Administration
- Food Allergy that requires a rescue medication
- Any and all adaptations required for health conditions

### ***Sunscreen Policy***

Families are permitted to provide sunscreen for their child. The sunscreen must be a new bottle (never used) of SPF 30 or above, labeled with the child's first and last name, and have an expiration date on the bottle. A parent/guardian will be required to sign a Medication Administration form before staff can apply the sunscreen. Sunscreen should not be sent to school in a child's backpack.

### ***Short Term Exclusion Policy***

If your child has any of the following conditions, he/she will be excluded from class for a short time. The illnesses **highlighted** below **require a note from your child's health care provider stating that he/she is able to return to school.**

The program reserves the right to restrict attendance for instances other than described below, at the recommendation and/or request of the PA Department of Health.

Any illness that prevents a child from participating comfortably in activities, results in a need for care that is greater than the staff can provide, or poses a risk of spread of harmful diseases to others.

All short term exclusions for our Certified Child Care Classrooms will require authorization from the Health Services Office PRIOR to implementing.

#### **CHICKEN POX: (Varicella)**

Until the last crop of blisters has dried into scabs (usually 6 days after onset of rash and when no new lesions have appeared for at least 24 hours)

#### **CONJUNCTIVITIS: (pink eye)**

**Bacterial Conjunctivitis:** Red eyes and green/yellow discharge requires exclusion until a physician has been contacted and medication administered for 12-24 hours

**Viral Conjunctivitis:** Does not require exclusion unless a child has a fever (temperature of 101°F or greater). Child can return after being fever free for 12-24 hours (w/o the use of a fever reducing medication)

**COVID-19 (Coronavirus):** Children will be monitored for two or more Coronavirus-type symptoms (fever of 100.4°F, rash, flushed cheeks, rapid or difficult breathing, cough). Should COVID-like symptoms appear, they will immediately be isolated under supervision. A doctor's note will be required to return. Should COVID-19 be confirmed, additional guidance will be provided at that time.

**DIARRHEA:** (stools that are more frequent or less formed than usual for the child)

(DIARRHEA continued) Non-toilet trained children: Requires exclusion if the stool frequency exceeds two stools above normal for the child during programming OR it cannot be contained by the diaper or pull-up. A child may return 24 hours after the last episode.

Toilet trained children: Requires exclusion if stool frequency exceeds two stools above normal for the child during programming OR if a child soils their pants or clothing

NOTE: Diarrhea can sometimes be caused by specific infections (E.coli, Shigella, or Salmonella). When there is **cause to suspect these infections** (fever, abdominal cramps, blood in stool), a child will be excluded and stool samples may be requested by a physician and have a negative result in order for program readmission

**FEVER:**

Unexplained fever greater than 100.4° F with no additional symptoms will be sent home. Children may return 12-24 hours after being fever free.

**UNDIAGNOSED RASH:**

The parent will be asked to have the rash evaluated by a health care provider. A Doctor's note is required for the child to return to school. The short term exclusion form is to be provided to the doctor and then returned to the school with the Physician section completed on the first day the child returns.

**PERTUSSIS:** (whooping cough)

Until 5 days after antibiotic treatment begins

**PIN WORMS:**

Until after the treatment has been started

**STREP THROAT/SCARLET FEVER:**

Until the child has had two doses of antibiotic (one may be taken the day of exclusion and the second just before returning the next day)

**THRUSH:**

No need to exclude unless an outbreak among infants is documented.

**VOMITING:**

A child who vomits twice in 24 hours will be sent home and will be unable to return for 24 hours.

**HEAD LICE/NITS**

At **any time** that a child is found to have **nits** and/or **live lice**, the parent/guardian will be notified by an appropriate staff member.

#### For Children with **NITS ONLY**

- ☐ Parent/Guardian will be notified by an appropriate staff member
- Child will remain in the classroom for the rest of the day
- ☐ Parent/Guardian will be asked to treat the child for lice (removal of nits/eggs)
- ☐ Child may return to school on the bus
- ☐ Child will be evaluated **weekly** by a staff member

#### For Children with **LIVE LICE**

- ☐ Parent/Guardian will be notified by an appropriate staff member
- ☐ Parent/Guardian will be asked to pick up the child. Child will be excluded for live lice
- ☐ Parent/Guardian will be asked to treat the child for lice (lice treatment & nit/egg removal)
- ☐ Child **MUST** be accompanied by an adult in order to return to school (CANNOT RIDE BUS)
- ☐ Child **MUST** be re-evaluated by the Health Services Office or appropriate staff member and determined to be **FREE** of live lice, with minimal to no nits present, which indicates that treatment was provided.
- ☐ Health Services Office will provide education/guidance to families about lice treatment and removal, and lice comb or lice treatment, when warranted

### Mental Health

#### *Philosophy and Approach to Guidance*

LCCAP is committed to each student's success in learning within a caring, responsive, and safe environment that is free of discrimination and violence. Our programs work to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with people in the school community.

Thoughtful direction and planning ahead are used to prevent problems and encourage appropriate behavior. Communicating consistent, clear rules and involving children in problem solving help children develop their ability to become self-disciplined. We encourage children to be fair, to be respectful of other people, of property, and to learn to understand the results of their actions.

#### *Social Emotional Well-Being*

For many of you, this will be your child's first experience in a group setting. All children react and respond differently as they interact with various peers of their age. LCCAP Early Learning Staff are working with ALL the children on a daily basis to help them recognize, respond and interact with each child positively. Children of this age are learning to become independent thinkers and doers, and sometimes this creates challenges within group settings. We are asking that you, as the responsible adult in the child's life, work with him/her to help them understand that all children respond and act differently to daily happenings. We want to encourage all children to accept one another and to encourage one another. Sometimes, we as adults need to be reminded of this ourselves. Remember that everyone has a story that we don't know or may not understand. That is what makes each of us different and unique.

All of us only have the ability to see actions, behaviors and attitudes. What we don't have is the ability to see is all that has happened in someone's life to create each person's actions, behaviors and attitudes. Interacting with people (social emotional development) is critical for the success of any child. As the important adult in your child's life, please encourage and model for them to understand that we need to help one another and not judge harshly.

The first step of wellness services for children begins with the parent or legal guardian during the first home visit. At that time, a social emotional screening is completed by the primary home caregiver. This screening tool notes any/all concerns regarding a child's social emotional development that may impact their behavior. This provides education staff with necessary insight on how to strategize and individualize for successful adjustment into our programming. Families and staff work together to plan and prepare for the arrival of each child. When requested/ recommended by either the family and/or education staff, children may start school slowly with an individualized transition plan. This plan will allow for the child, family and staff to start slowly while allowing for special attention to be provided for successful adjustment into programming.

Teachers encourage self-control by providing activities and a daily schedule that is interesting and developmentally appropriate for the attention span of each child. This limits the possibility of negative behavior. Guidance is a very important part of the educational process and children need and expect rules to feel safe. Teachers and children write age-appropriate rules together for successful behaviors in the classroom. They post the rules, along with picture reminders, and review them frequently. Our Early Learning classrooms support children, families, and staff with best practices. For infants and toddlers, we promote the use of an approach called responsive caregiving, which is a teaching practice that promotes their social and emotional health. For preschoolers, we use a curriculum that provides specialized social emotional supports called **PATHS** (Promoting Alternative Thinking Strategies).

At LCCAP, guidance is always given in a positive and supportive manner. No form of physical discipline is utilized by the LCCAP staff. Teachers use redirection as their first and major form of class management. During home visits and conferences, teachers discuss the supportive management techniques used in the classroom.

### **Challenging Behavior**

If/when a behavior presents a safety challenge for the individual student, other children, or for staff, a BIR form (Behavior Incident Report) is completed and submitted to the Health Services Office for review. This documentation requires parent notification so that parents are aware of the concerns at school. When several BIRs are submitted and supportive practices are not being effective, a parent meeting will be scheduled. The goal of this meeting is to allow LCCAP Early Learning Staff and families to partner together to meet the needs of each individual student. Staff and parents meet to discuss strategies to be used both at school and at home to improve a child's ability to control their behavior. Referral options will also be shared with families when necessary. Staff will support families through the referral process and participate by sharing documentation and communicating the needs present at school.

### ***Responsive Classroom Placement***

We operate one Responsive Classroom as an alternative version of our typical preschool classrooms, at Ben Franklin Early Learning Center. This classroom has a smaller staff to child ratio with an emphasis on social emotional development and skill building. This classroom requires a joint partnership with families to ensure that these skills are being taught and implemented in both the home and in the classroom setting. The Responsive Classroom is staffed using a co-teaching model that includes highly skilled, trained and educated staff who are able to manage the needs of children who are struggling to succeed in a typical preschool classroom setting.

### ***Outside Supports***

LCCAP partners with a Licensed Mental Health Consultant who works to provide observations, recommendations, trainings and parental supports to ensure staff, families and children are supported in social emotional well-being. The Mental Health Consultant will work alongside the classroom educational team to focus on providing recommendations for strategies that staff can use to help all children build the social emotional and behavioral skills necessary for school success. The Mental Health Consultant is also used to assist with individual plans for children and consultation / training for families.

LCCAP partners with the Human Services Center and has spaces licensed on site at our Early Learning locations so that services are able to be offered during the course of your child's daily attendance.

A new partnership has also been formed with McGuire Memorial, which educates children ages 3-21 with severe disabilities and those who are on the autism spectrum. The intent of this partnership is to better individualize services, and to offer the best possible early learning experience for all children. The School at McGuire is licensed by the PA Department of Education as a Private Academic School, and will soon operate a preschool classroom housed at Ben Franklin Early Learning Center.

### **Disabilities**

LCCAP Early Learning is committed to assuring that every enrolled child with an IEP (Individual Education Plan) or IFSP (Individual Family Services Plan) and his or her family is provided with a full range of services, which may include making modifications to meet special needs. Partnering with the family and outside services provided is critical for the success of the child.

Children with disabilities and their families receive the full range of developmental services, assisted by the Health Services Office. The Health Services Office is responsible to case manage the child's file and services, assuring that services are being provided, and to track progress with therapies and the child's development, in general. In addition, all LCCAP Early Learning staff members work closely with community agencies to provide supportive services for children with special needs.

All children will receive developmental screenings during the first home visit. If and when a child fails screenings, parents will be notified by education staff. This will result in a referral being made through the Health Services Office. Permission for a referral is given during the first home visit by completing the



Screening and Referral Consent form. After the referral is made, an Interim Service Plan will be created by the family and teaching staff. This plan will include goals to work on while we wait to see if your child qualifies for outside services.

Additional Early Intervention educational services are provided by staff from the Lawrence County Mental Health/Developmental Services office (infants and toddlers) and the Midwestern Intermediate Unit IV (preschoolers). These services are available to children who display a 25% delay in any developmental area on evaluations completed by these agencies. If your child does not qualify for these outside services, teaching staff will continue to work on the goals identified in the Interim Service Plan. Ask your child's teacher if you have questions regarding your child's development.

To facilitate appropriate programming for all children, families are asked to provide information to Classroom Staff and/or Family Service Workers if their child is receiving "Supportive Services" of any type. If applicable, please provide a copy of your child's IEP or IFSP, written plans and/or special needs assessments to better assist us in planning your child's classroom experiences.

LCCAP has an established partnership with McGuire Memorial through which their services are accessible, when warranted, at our Ben Franklin Early Learning Facility. This classroom placement would be determined during your child's IEP meeting.

### Nutrition/Meal Service

When the threat of widespread illness is not present, we utilize family style dining when developmentally appropriate. In family style dining, the tables are set with plates and flatware by the children, and the food is placed in small bowls from which the children help themselves, as food is passed around each table. Both children and adults sit at the tables during the meal. Good table manners are modeled and encouraged. This method of meal service helps promote both language and fine motor skills, as well social skills and self-control.

However, until the threat of widespread illness (like COVID-19) subsides, we will adapt our mealtime procedures as follows:

- Continue to serve meals in children's individual classrooms.
- Make sure children and staff wash their hands before and after eating.
- Spread out seating so that children are as far apart as possible at table—at least every other seat, or more, if space permits, or have children eat in "shifts" within the classroom to allow for adequate physical distancing.
- Children will not be allowed to serve themselves their own food or snacks. Teachers will prepare children's plates.
- All teachers will sit with children at the table, providing close supervision to ensure that children are not sharing food or touching each other during mealtime.
- Tongs, utensils or wax paper will be used to serve foods onto children's plates. Teachers will not touch prepared food with bare hands, and will always wear gloves when preparing plates/meals.



### **CACFP**

LCCAP is able to provide nutritious meals and snacks for each child through the Child and Adult Care Food Program (CACFP). Meals are served to children under CACFP at no separate charge regardless of race, color, national origin, sex, age or disability. There is no discrimination in our admission policy, meal service or use of facilities.

CACFP meals and snacks help increase participants' daily consumption of vegetable, fruits, and whole grains, as well as reduce the amount of foods served with added sugars, sodium and saturated fats.

Any complaints of discrimination should be submitted in writing within 180 days of the incident to:

USDA Director,  
Office of Civil Rights  
Washington, D.C.  
20250-9410

### **Cooking Activities (when community health conditions permit)**

The monthly cooking experiences/activities offered in each preschool classroom are designed to introduce children to new foods and encourage healthy eating.

### **Menus**

- Approved by a registered dietician from UPMC Jameson
- Comply with the Department of Human Services regulations for child care
- Will be posted in classrooms and sent home each month
- Offer a variety of healthy foods (Infants up to 13 months will receive approved formula, cereal and baby food.)
- Introduce children to new foods

### **Food Allergies**

Accommodations for special dietary needs can be met if there is a note from a physician / medical provider.

**NOTE: For your child's safety, they may not be able to attend for 24-48 hours until:**

- A note from a physician / doctor has been received by the Nutrition Office (fax: 724-658-7389)
- A plan & appropriate food/drink substitutes have been identified /obtained
- All appropriate staff have been informed (classroom staff, kitchen staff, district partners)

### **Outside Food**

**NO** "outside food" is permitted into the program. This includes breakfast, packed lunch, snack or any other treats for special occasions. This policy was created to ensure compliance with nutritional guidelines, and to provide safety for children with food allergies/sensitivities.

## Education Services (Early Childhood Development)

### ***Learning Environment***

The environments the children participate within provide rich learning experiences that are developmentally appropriate to the specific ages in each classroom and also have the children's interests in mind as well. Each environment has easily accessible materials to help children develop independence. Materials are chosen according to the children's interests, which invites them to explore and develop skills more naturally. There is a flexible daily routine that allows children to advance at their own pace. We strongly believe that learning happens through play. In a hands-on manner, children are free to explore the materials available within the interest areas. Our program is designed to enhance children's development, encourage openness to that which is different from us, and help the children grow in the ability to work and play with others.

### ***Curricula & Assessment***

The Creative Curriculum for Infants, Toddlers and Twos® is used for planning in classrooms with children ages birth to three. In preschool-aged classrooms, the Creative Curriculum for Preschool® 6<sup>th</sup> edition is used. Both use the aligned assessment tool, Teaching Strategies GOLD. The cycle of the curriculum guides teachers through ***planning*** developmentally appropriate goals based on the children's individual strengths and areas of need. With the ***implementation*** of consistent daily routines and meaningful experiences, the learning and development of children comes more easily. Children want to learn! By ***assessing*** for the goals, we are able to identify children's progress, in nine developmental areas, towards getting ready and being ready for Kindergarten. These areas include social emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies and the arts. All of these areas are incorporated into STEAM learning (Science, Technology, Engineering, the Arts and Mathematics) that helps build the foundation for the development of appropriate social relationships, receptive/expressive skills, problem solving, analysis and reasoning and many other life skills.

### ***Home Visits and Parent Conferences***

As the first and most important teachers, families are highly valued in LCCAP's educational plans for children. During home visits and parent conferences, which are held 3 or 4 times a year, families' ideas are considered for planning purposes. Observations from home are always welcomed and can be contributed in person or by connecting to GOLD online for families, or, Class Dojo. We also encourage you to stop in and participate in your child's educational experience by joining the daily activities of the classroom, when community health conditions permit. Partnering together means great success for everyone!

## Family and Community Partnership Services

During the time that a child is a part of an LCCAP Early Learning program, the child's family is encouraged to be involved in services as well. Our staff is able to provide:

- \* Case management
- \* Referrals within LCCAP and to outside agencies
- \* Advocacy and Support services

- \* Goal setting process to highlight strengths and needs for overcoming barriers

### ***Family Engagement Activities***

LCCAP Early Learning Programs organizes a Center Committee for each site, comprised of family members of all enrolled Early Learning children at that center. Each center committee is provided with the opportunity to: plan and participate in family engagement events, plan and participate in the Parent Only Event, provide ideas for program policies and services, participate in educational workshops, elect and communicate with members of Policy Council, and participate in recruitment and screening of Head Start staff.

LCCAP believes that the children's success is enhanced when the program and families work **together** to support the child's goals, extending the learning from the classroom into the home, and when the family participates in supporting the classroom, participates in adult education and leadership opportunities, and attends events with (or on behalf of) the child. We value families as partners in the growth and development of children in our program. There are so many ways to ENGAGE in helping us establish and reach our program goals. There is something for everyone!

#### **Classroom Engagement Opportunities:**

- Sign on to communicate with the Teacher on GOLD (the child assessment system) or Class Dojo
- Lending Library
- Parent – Child Activities
- Support activities in the classroom
- Participate in Home Visits and Parent Conferences

#### **Early Learning Parent Education (learn about and support our programs):**

- Curriculum
- Child Development and Language Development practices (including Dual Language Learners)
- Health Practices
- Mental Health Support
- Workforce Development services
- Enrollment, Attendance and Participation Expectations
- Become an Early Learning Substitute Aide
- Parent Talk

#### **Support your Child through Volunteering / Attending (when community health conditions permit):**

- In the classroom
- Come to events
- Attend Meet & Greet, Open House
- Parent Center Committee groups
- Policy Council: Head Start/Early Head Start parent representatives are elected to the group by their peers. Community members may also serve, once approved through a formal process.

#### **Consumer Education – Learn from our Partners, for example:**

- Primary Health Network

Public Libraries  
Early Learning Resource Center  
WIC  
ABA Therapy Solutions, LLC

Family engagement events are scheduled on a regular basis throughout the year. These events include fun filled age-appropriate activities for families, as well as refreshments. Family events allow families and children time to share, learn, and have fun. Families have an opportunity to be a part of their child's learning experience and connect with other families.

### ***Family Employment Opportunities***

Announcements regarding employment vacancies are available to all parents as they occur. These notifications are available for review within the "job announcement" section at [www.lccap.org](http://www.lccap.org), on the agency's social media outlets, and/or by written memo. Periodically, special employment training programs are offered to parents as well.

## **Transportation Services**

### ***School Bus Transportation***

Based on the program option in which your child is enrolled, school bus transportation services may be available. Transportation provided to our early learning students complies with all Federal and State Laws as well as the Head Start Performance Standards. All school buses providing busing to our early learning students are equipped with child restraint seats that are age, height, and weight appropriate for the children. Additionally, all buses will have at least one bus monitor assigned to supervise and assist the children while riding.

### ***Eligibility for School Bus Service***

- If your child is in need of transportation to and from school, please contact your Family Service Worker to verify whether your child is enrolled in a classroom in which transportation is available.
- Transportation is reserved for families who lack reliable school transportation. Due to limited seating on our school buses, children that do not ride the school bus regularly and are being transported by other means will be changed to a "Walker".
- Children living closer than 3 blocks from the center may be designated as "Walkers" and not eligible for busing.

### ***Enrolling Children for School Bus Service***

- Contact your Family Service Worker to request transportation services for your child.
- Parents must select one address at which their child will be picked up and dropped off each day.
- Parents should communicate any special needs or circumstances to their Family Service Worker that we should consider when assigning your child's bus stop location.

### ***Bus Stop Information***

- Bus stops will be placed at intersections based on bus stop safety and the proximity to the children that live nearby. Children will not be picked up in front of their home or in the middle of city blocks.
- Buses will not enter apartment complexes, trailer parks, alleys, or side streets. Bus stops will be at the closest, safest main intersection or at the entrance to the complex.
- Routes are designed so that children are not scheduled to ride longer than 60 minutes.
- For children living in rural communities or away from other children riding the bus, parents may have to drive several miles to the closest bus stop.
- Family Service Workers will communicate the bus stop locations and times to parents the week prior to the child's first day riding the school bus.
- **Parents are expected to arrive to their child's bus stop at least 10 minutes before their assigned stop time as the bus times can vary from day to day based on how quickly the children load the bus after school and how many children are riding on any given day.**

### ***Changes to School Bus Service***

- All requests for changes to your child's school bus service must be communicated to your Family Service Worker. Bus Drivers and Bus Monitors are unable to change your bus stop location or times.
- Changes to children's bus information are made once per week and take effect on the first day of school for the following week.
- Please Note: Families moving to a different neighborhood during the school year may no longer be able to receive school bus service. If you are planning to move and your child will still need to ride the bus to school, please check with your Family Service Worker before moving to make sure that there is a bus route with a seat available that services that neighborhood. If busing from your new neighborhood to your child's program option isn't available, parents will be responsible for providing transportation to and from school.

### ***Releasing Children at the Bus Stop***

Children will only be released to an adult (16 or older) who is listed on the child's Emergency Contact Card and who presents their Driver's License or other Photo Identification Card to the Bus Monitor to verify their identity.

- Even the custodial parents and legal guardians of children must comply with this procedure for the safety of all children.
- If the bus monitor cannot verify the adult's identify at the bus stop, the child will be returned to the school and the child's parents or guardians will be contacted to send someone with photo identification, who is listed on the Emergency Contact Card, to pick up the child.
- Parents must keep their child's Emergency Contact Cards current at all times.
- Changes to the Emergency Contact Card must be directed to your Family Service Worker. Parents must allow 48 hours minimum for changes to the Emergency Contact Card to take effect.

### ***Bus Stop Safety***

There is a 10 foot Danger Zone that circles the bus. Drivers have difficulty seeing anything within this zone. Parents must teach children to:

- Wait for the bus at least 10 giant steps back from the roadway.
- Do not approach the bus until it comes to a complete stop AND the driver opens the door.
- Exercise caution when crossing a street even if the bus is at a stop and the red lights are flashing.
- When bringing other children to the bus stop, hold them or their hand to keep them from racing out to the bus as it approaches.
- If you or your child drops something, wait until the bus leaves the area before returning to pick it up.

### ***Parent / Guardian Conduct***

Parents must walk their child to the bus door in the morning and receive them at the bus door in the afternoon. Children will not be released unless an adult (16 or older) is present at the bus door to receive them.

- Adults at the bus stop must refrain from smoking to prevent smoke from entering the school bus when the doors open.
- Adults must refrain from talking on their cell phone while their child is entering and exiting the school bus.
- In the event you miss your child's bus stop and proceed to another stop, please do not park directly behind the bus. For the safety of ALL involved approach the bus from either the front or the side and NOT from the back.

PA State Laws: Any person who boards any school bus without the Bus Driver's invitation OR in any way prevents the school bus from continuing on its bus route has committed a Class I Misdemeanor punishable by up to a \$10,000 fine and up to 5 years in jail.

- Please note: The police will be called to the bus stop and charges may be filed in the event that any person, even the custodial parent of a child who is onboard the bus, violates these laws or poses a safety risk to the occupants of the school bus. The following are considered "safety risks" and will warrant the police being called to the bus stop: screaming, using profanity, making threats of physical violence, or arriving to the bus stop intoxicated.
- LCCAP reserves the right to discontinue school bus service to a child based on the parent's refusal to follow school bus laws or safety rules.

### ***Child Conduct***

Any child who repeatedly disregards the bus safety rules will be removed from the bus route for their own safety as well as that of the other children.

- Children must sit in their assigned bus seat and remain seated in their child restraint seat.
- Children who refuse to board the bus will not be carried onto the bus. Parents will be asked to make other arrangements for transportation for the day.

## ATTENDANCE & WITHDRAWAL

### *General Attendance Philosophy*

Consistent attendance in the classroom is important to your child's development and helps strengthen school readiness goals. Children learn best when they attend class daily, arrive on time and stay the entire day. Our goal is to have each child maintain at least 85% Average Daily Attendance.

Did you know? If your child misses school, he/she misses out on the exciting adventures of learning! All children need opportunities to...

- Be comfortable away from home and make friendships.
- Learn to control their feelings and be able to express them.
- Be leaders and to follow others.
- Learn, play and work with other children.
- Explore, be creative and express their own ideas.

### *Absence*

If your child will not be coming to school please call the Attendance Line at 724-658-7671. After pressing 1, leave your name, your child's name, classroom number and the reason for the absence. For your convenience, the attendance line can accept messages seven days a week, twenty four hours a day!

If you do not report your child off on the Attendance Line by 11:30am your family service worker will contact you to see why your child is absent. If your family service worker cannot reach you by phone after three consecutive days a home visit will be conducted to offer assistance in establishing good attendance again.

#### "Excused" categories

The following absence types will be considered excused absences.

- Sickness or illness
- Doctor or Dentist appointments
- Family emergency
- Court ordered visits

#### Excuse forms

If your child is absent please provide an excuse for their absence upon return to school. The note can be hand written by you as the parent, or, come from the doctor. This note will be kept in your child's file as proof of why your child was absent.

### ***Vacation***

If you and your family are fortunate enough to go on a family vacation, we urge you to do so! The only thing that we ask of you is to let us know when you will be gone so we can properly mark attendance for your child. We want you to enjoy your time together as a family. However, when possible, please try to schedule vacations so that they don't hinder your child's attendance any more than possible.

### ***Withdrawal***

It is asked that you let us know if you plan on removing your child from our program. If it is your choice to move your child to another facility we will assist you in any way possible to make it a smooth transition for your child.

Keep in mind that consistently unexplained absences could affect your child's enrollment. If regular attendance cannot be established after creating a plan with the family service worker, another child on the waiting list must be given the opportunity to enroll in the program. Families will be given every opportunity to establish regular attendance, and will be withdrawn from the program only when they are unwilling or unable to participate. Please keep in mind that consistent attendance is essential to your child's success. When your child misses school, he/she is missing out on valuable experiences and services. Please make a commitment to send your child to school every day.

### ***Transfer of Records***

Whether transitioning to the next program setting or to a new classroom, your child's records will be transferred internally.

Since transitions can be extremely difficult for not only children but parents as well, LCCAP Early Learning staff are more than happy to assist you in the process of transferring your child's records when needed. Your written permission will be needed to share information about your child with an outside agency. Once this permission is obtained our staff will work to get records transferred to the facility of your choice.

Possible reasons for a transfer of records are:

- Your child is coming to our program from another facility.
- Your child is attending a child care center after school hours.
- An outside agency has started to work with your family and is looking for records you have already provided to us.
- Your child is ready to transition to Kindergarten.



## DROP-OFF AND PICK-UP

### General Procedures

**Arrivals:** Please do not drop-off your child prior to the starting time for your child's classroom. Parents who are dropping off are expected to accompany their child to their classroom and sign them in with the teacher. We expect that children will arrive to school on time. Tardiness (late arrivals) will be addressed as necessary.

**Dismissals:** Parents who are picking up their child should allow enough time to arrive, sign your child out, and leave by the closing time for your child's classroom. When parents are late for pick up, we reserve the right to reach out to those on your child's emergency contact/release list. When a pattern of late pick-ups occur, staff will contact you to discuss the issue.

### Building Specific Procedures:

*The procedures below apply only when our facilities are open to non-essential visitors, as community health conditions permit.*

All buildings: Park only in designated areas, leaving handicapped and short term spots open for those that need them. Do not leave your vehicle running, or, leave children unattended inside the vehicle during drop off or pick up. You must escort your child into the building and assure that the staff member responsible for your child knows that he/she is present.

#### Ben Franklin Early Learning Center

- All doors are locked. Entry is permitted only through the Lutton St. corner door.
- To gain entry, please ring the buzzer located to the left of the door, identify yourself and state the nature of your visit.
- During pick-up and drop-off of children, utilize the lower Lutton St. parking lot.
- For long-term parking, use the upper Lutton lot or the north Cunningham lot. (Note: you cannot access the building from the Cunningham lot.)
- **For added security**, all visitors (other than parents/guardians/ family members picking-up or dropping-off children), **MUST** stop at the Main Office to obtain a visitors pass to wear for the duration of the visit.
- If you need to pick up your child before the end of their school day, please stop in the office to receive an Early Dismissal slip.
- **Handicapped Parking:** There are three (3) handicapped spaces available at the Lutton corner entrance. Only those who have a handicapped placard or license plate should use these spaces. These restrictions will be enforced for the comfort and safety of those who are handicapped.

#### Croton Pre-K Center

- All doors are locked.
- Arrival and dismissal times will occur at the rear door on Federal Street (between Cascade and Fern). Please enter Federal from Vine St., and exit Federal onto Cascade St. Staff will be present to greet you, from the car, at this door during these times. Please use caution and patience during this process.

- To gain entry, please ring the buzzer located at Fern St. entrance, then identify yourself and state the nature of your visit.
- **For added security**, all visitors (other than parents/guardians or family members picking-up or dropping-off children), **MUST** stop at the Reception Desk to obtain a visitor pass to wear for the duration of the visit.

### Ellwood City Early Learning Center

- All doors are locked.
- Pick up and drop off spots are available in the front and back side parking areas and rear of the building. Please use caution when parking/walking along 10<sup>th</sup> St. as it is a steep slope.
- To gain entry, please ring the buzzer located at the front entrance, identify yourself and state the nature of your visit.
- **For added security**, all visitors (other than parents/guardians or family members picking-up or dropping-off children), **MUST** stop at the Reception Desk to obtain a visitor pass to wear for the duration of the visit.

### Frew Mill Campus

- All doors are locked.
- Pick up and drop off spots are available in the front parking area.
- To gain entry, please ring the buzzer located at the front entrance, identify yourself and state the nature of your visit.
- **For added security**, all visitors (other than parents/guardians or family members picking-up or dropping-off children), **MUST** stop at the Reception Desk to obtain a visitor pass to wear for the duration of the visit.

### School District buildings

When entering the following school district buildings, you will be required to show your driver's license or a state issued photo ID. Additional policies not listed may be in effect in these locations. Please abide by them.

#### Wilmington Area Elementary

Use the outer areas of the parking lot for pick-up and drop-off, and proceed to the main entrance, which is equipped with a buzzer entry system. All visitors must proceed to the office, and are subject to a hand held metal detector scan.

#### Mohawk Elementary

Use the parking lot assigned for visitors. You will be buzzed into the building and must register your ID using the Lobby Guard system before going to the office.

### **Laurel Elementary**

Use the front parking lot and front door to gain entry. You will be buzzed into the building and must register at the office.

### **Hartman Intermediate**

Use the 4th St. entrance. Hartman is equipped with a buzzer entry system. You will be buzzed into the office, and must register your ID using the Raptor system in the office.

### **Neshannock Memorial Elementary**

Use the front parking lot and front door to gain entry. You will be buzzed into the building and must register at the office.

### **Shenango Elementary**

Use door 20 for regular pick-up and drop off. Use the parking near door 4, and enter through that door when dropping off late/picking up early, or, visiting the building for other purposes. Stop in the office to sign in, and to receive further instructions about building safety procedures.

### ***Cell Phone Usage***

The times you spend in the center dropping off and picking up your child are the primary windows of time we have to communicate with you about your child. In order to make the best use of these opportunities, as well as to be attentive to your child and other children, please try to avoid using your cell phone when visiting our centers. If you must take or make a call, we reserve the right to ask you to end your call should it be distracting to those trying to learn or work, or, contain improper/offensive language.

### ***Authorized & Unauthorized Drop Off and Pick-up***

Your child will only be released to you or those persons (16 or older) you have listed on the Emergency Contact form as an authorized "Release Person". If you want a person who is not identified as an Emergency and Release Contact to pick-up your child, you must notify us in writing, and give 48 hours' notice of this change. Your child will not be released without prior written authorization. The person picking up your child will be required to show a picture ID as verification. At times, new staff members may be caring for your child, driving their bus, etc. Please be prepared to show photo ID at all times to insure a smooth release on these occasions. Please notify your pick-up people of our release policy.

We trust that those people assigned by you with responsibility to bring a child to school or bus stop are those that you list as "Release" persons (16 or older) on your Emergency Contact form. These persons may asked for photo ID at pick up at any time, as well, even if they brought the child to school or bus stop that same day.

In order to safeguard your child we will need copies of any court ordered custody agreements, Protection from Abuse orders, etc. Without these documents on file, we are not able to prevent the release of your child to a parent.

If a child has not been picked up after closing and we have not heard from you, attempts will be made to contact you, and, to the people listed as Emergency and Release Contacts. Provisions will be made for someone to stay with your child as long as possible. However, if one hour has passed after the end of your child's typical school day, and we have not been able to reach you or a person listed as an Emergency and Release Contact, we will call the local Children and Youth Services (CYS) agency.

### ***Child Custody***

Without a court document, both parents/guardians have equal rights to custody. We are legally bound to respect the wishes of the parent/guardian with legal custody based on a certified copy of the most recent court order, active restraining order, or court-ordered visitation schedule. We will not accept the responsibility of deciding which parent/guardian has legal custody where there is no court documentation.

### ***Right to Refuse Child Release***

We may refuse to release children if we have reasonable cause to suspect that any person picking up a child is under the influence of drugs or alcohol, or is physically or emotionally impaired in any way that may endanger the child, other children in our care, or staff. To protect your child, we may request that another adult listed as an Emergency and Release Contact pick-up your child or we may call the police to prevent potential harm to your child, other children in the facility, or staff. Reoccurring situations may result in contact with the local Children and Youth Services (CYS) agency or law enforcement.

## **PERSONAL BELONGINGS**

### ***Dress***

Please dress your child in play-type clothes and safe shoes that will allow him/her to participate in their daily activities. We recommend closed-toed shoes (like tennis shoes). This allows children to play and work safely in many different environments (the classroom, the playground, etc.) Please avoid jewelry that could pose a safety hazard.

Outdoor play is a regularly scheduled part of our daily activities. Weather permitting, (when the "feels-like" temperature is between 25-90°F, and there are no precipitation or air quality alerts) we will take the children outside each day. Layered clothing (i.e. undershirt, shirt, sweatshirt and jacket) can help children be comfortable as clothing can be added or removed to suit varying temperatures.

## ***Change of Clothing***

- **Infants and Toddlers:** at least 2 spare changes of clothes. For older toddlers who are toilet training, you may be asked to provide a 3<sup>rd</sup> clean and spare set. Please replace them with a clean set(s) when returned to you soiled.
- **Preschoolers:** at least 2 change of clothes, socks and shoes, and an additional set if toilet training.

Please label all items brought from home with your child's name. This will allow us to do our best to prevent items from becoming misplaced or lost, but we are not responsible for lost or damaged items.

## ***Cubbies***

Upon enrollment each child will be assigned a "cubby." Cubbies are labeled with your child's name and/or photo. Your child's cubby should be checked on a daily basis for items that need to be sent/taken home.

## **SAFETY**

### ***Bus Stop and Pedestrian Safety***

Parents must teach their children about the potential dangers of school buses and walking to school. Our drivers are highly trained and certified, however, there are many blind spots on a school bus. When you provide transportation to and from school for your child, you have the responsibility to follow and teach them basic safety practices.

### **Bus Stop Safety**

Supervise your children at all times:

When crossing a street:

Stop at the curb

Look LEFT – Look RIGHT – Look LEFT again

Cross when it's clear

Praise your child for copying your safe actions!

PRACTICE with your child

### **Pedestrian Safety**

Look for traffic at every driveway and intersection.

Be aware of drivers in parked cars that may be getting ready to move.

Obey all traffic signs and signals.

Cross the street safely:

Stop at the curb or edge of the street.

Look left, right, left and behind you and in front of you for traffic.

Wait until no traffic is coming and begin crossing.

Keep looking for traffic until you have finished crossing.

Walk! Don't run across the street.

Put away your phone and other electronic devices until safely across the street.

Walk on sidewalks or paths and cross at street corners, using traffic signals and crosswalks. If there are no sidewalks, walk facing traffic as far to the left as possible.

Children always need to cross the street with an adult. Their ability to judge the speed and distance of oncoming traffic will not develop until they reach age 10 or older.

When exiting your car in one of our parking lots, please keep your child close to you, and watch for cars entering and exiting the lot and individual parking spaces.

### ***Emergency Preparedness***

Typically, we conduct emergency drills monthly, including fire drills, so we are ready to keep the children safe in all situations. These drills are not announced to the classrooms, except the first one, as they are a learning experience intended to teach the children how to quickly respond to emergencies.

The dates and times are selected randomly so that we can drill under any likely real conditions. With this in mind, it is important to understand that the children may need to evacuate rapidly in many different types of weather conditions. The drills typically last just a few minutes, and children are returned to the building as quickly as possible.

Our classrooms located in school district facilities follow the district's emergency plans and drill activities. Please ask your child's teacher for more information if in one of these locations.

Our centers are fully equipped with fire detection equipment and alarms. Fire extinguishers are also available throughout our centers, and staff members are trained annually on their operation. Staff also receive training on our emergency preparedness plans, which includes strategies for 1) immediate shelter, 2) lockdown, 3) long term shelter in place and 4) immediate evacuation.

### ***Child Accident Coverage***

Should your enrolled child become injured at a LCCAP center, accident coverage will be provided as follows, in this order:

1. Student's health insurance policy
2. Student's household (parent/guardian) insurance policy
3. LCCAP insurance policy if no other coverage is available/coverage is exhausted.

### ***Child Bus Accident Coverage***

Should your enrolled child become injured while riding a LCCAP bus, accident coverage will be provided in the following order: (According to the PA Motor Vehicle Financial Responsibility Act):

1. Student's household (parent/guardian) auto policy
2. Student's health insurance policy
3. LCCAP insurance policy if no other coverage is available/coverage is exhausted.

## ***Clothing***

Please dress your child in practical clothing that allows for freedom of movement and is appropriate for the weather. Your child will be involved in a variety of activities including: painting, outdoor play, sand, weather, and other sensory activities. Our playground is used as an extension of the center, and daily programs are conducted outside whenever weather permits.

One particular aspect of concern is the risk associated with children's clothing that may become entangled with climbing or sliding equipment that could lead to choking or other serious harm. All drawstrings from children's clothes should be removed as a precaution.

Sandals, flip-flops and dangling jewelry are not appropriate for center play and make it difficult for your child to participate in some activities.

## ***Extreme Weather and Outdoor Play***

Outdoor play will not occur if the outside "feels like" temperature is greater than 90 °F or less than 25 °F degrees. Additionally, outdoor play will be cancelled if there is an air quality alert in effect.

## ***Smoking/Prohibited Substances***

The poisons in secondhand smoke are especially harmful to infants and young children's developing bodies, therefore the indoor and outdoor center environment and vehicles used by the center are non-smoking areas at all times. The use of tobacco in any form is prohibited on the center's premises.

Lawrence County Community Action Partnership is a Smoke Free Organization. Use of any form of tobacco is prohibited while on the premises or while attending any LCCAP activity.

In addition, Lawrence County Community Action Partnership Early Learning sites are Drug and Alcohol Free Zones. Possession of illegal substances or unauthorized potentially toxic substances is prohibited at any LCCAP activity or on any LCCAP or district partner premises. Any adult who appears to be inebriated, intoxicated, or otherwise under the influence of mind-altering or polluting substances is required to leave the premises immediately.

## ***Dangerous Weapons***

A dangerous weapon is a gun, knife, razor, or any other object, which by the manner it is used or intended to be used, is capable of inflicting bodily harm. Families, children, staff or guests (other than law enforcement officers) are not to possess a dangerous weapon while on any LCCAP Early Learning premises.

In cases that clearly involve a gun, or any other weapon on our premises, the police will be called and the individual(s) involved will be immediately removed from the premises. This policy applies to visible or concealed weapons.

### ***Closing Due to Extreme Weather or other Emergency Situations***

LCCAP takes the safety of your child very seriously. Therefore, we will use caution when making decisions about cancelling classes due to severe weather, or, other emergency situations such as power outages or water main breaks.

For Head Start and PA Pre-K Counts, we typically will follow the local school district's decisions about delays or cancellations at each of our centers, but reserve the right to take additional precautions as necessary to insure the welfare of the children, as severe weather is more dangerous for very young children (skin, breathing) than older children in elementary school and beyond.

For The Learning Tree Child Care services, we will remain open unless there is severe weather of catastrophic proportions, or some other issue that affects the safety of the center (water main break, long-term power outage, widespread illness, etc.).

Announcements regarding cancellations will be using the School Messenger broadcast system which makes phone calls, and sends text messages and emails to you, based on your permission and the information that you have provided to us. Please keep your contact information up to date.

If it becomes necessary to close early, we will contact you or your emergency contacts as soon as possible. Your child's early pick-up is your responsibility to arrange.

### ***Respectful Behavior***

All children and families will be treated with respect and dignity. In return, we expect the same from all of our families. We will not tolerate hostile or aggressive behavior (including language) toward staff, other adults, or children. If this occurs, we reserve the right to ask you to control your behavior.

Violation of this code or any of the agency's safety policies will result in the agency contacting the legal authorities and/or the limitation of parent involvement in the program. The program reserves the right to take additional steps as needed to preserve the safety of children, staff and volunteers at any time.

### ***Suspected Child Abuse***

As Mandated Reporters, any LCCAP staff person who has reason to believe or suspect that an enrolled child is being or has been abused or is in imminent danger **is obligated by law** to report the abuse no matter where it might have occurred. We will make a report to ChildLine as required by the Pennsylvania Child Protective Services Law, following all applicable requirements.

Children and Youth Services (CYS) may then conduct an investigation. It then becomes the role of CYS to determine if the report is substantiated and to work with the family to ensure the child's needs are met. Our center will cooperate fully with any investigation and will maintain confidentiality concerning any report of child abuse or neglect.



## Welcome to the Learning Tree

Specializing in infant, toddler, and preschool care, the Learning Tree is owned and managed by United Community Services, Inc., an incorporation of Lawrence County Community Action Partnership. The Administrators and staff of the Learning Tree have prepared this guide to help you and your children make an easy and successful transition from the home to our early learning environment.

### *A Little about Us*

The Learning Tree has recognized a growing need for quality childcare within Lawrence County that includes:

- ☐ A safe and healthy environment
- ☐ Stable, trusting relationships with care givers
- ☐ Well-trained staff
- ☐ Opportunities for all children to maximize individual potential and acceptance
- ☐ Respect, support and communication with and for the child and family.

The Learning Tree realizes the valuable role we play while your child is in our care and the impact we have on preparing your child for the future. We believe that by encouraging the parent's presence and involvement in the childcare setting, a partnership will be created between the parent and the childcare staff enabling the child's physical, emotional, social development and creative well-being to be met.

It is our hope that in collaboration with a child's family, we can be one of the building blocks in laying the foundation for the future of the children we care for.

The Learning Tree has a continued commitment to quality early learning. We are always striving to provide the highest level of care for your child. Parents are encouraged to take an active, participatory role in the development of our programs through volunteer opportunities, daily contact with your child's caregiver and many other options which are provided throughout the year.

### **The Learning Tree...Where Learning is Fun!**

The Learning Tree and Head Start/Early Head Start have formed a partnership by bringing a high standard of education for all children age 6 weeks to 5 years, coupled with nutrition, health, mental health and social services supports to the classrooms. The Learning Tree seeks the best developmental environment for each child through a specialized curriculum and by requiring parent involvement in the care of the child. It provides children with a variety of learning experiences appropriately suited to his or her individual developmental needs.

We individualize lessons for your child with a specialized curriculum based on effective learning methods, specific skill levels and special needs.

### ***Social and Emotional Development***

These skills are promoted at all points throughout the day through story time, dramatic play, music integration and computer usage. The Learning Tree staff will focus on such skills as speaking clearly, understanding words, listening and beginning reading and writing.

### ***Fine and Gross Motor Development***

Exercise and physical activities are developed daily through fun activities in the classroom as well as on the playground. Additional coordination skills are refined through the creation of arts and crafts projects.

### ***Cognitive Development***

Problem solving, thinking and understanding skills are developed through a number of creative projects and toys. Everything from finger paints and Playdoh® to construction toys and puzzles are introduced and explored by the children. We introduce pre-math skills and concepts to your children. Fun games teach the children to count, add and subtract.

### ***Language Development***

Language is developed through songs, finger plays and interactions with the children. Language Development also includes pre-reading skills, letter recognition and writing skills.

## **Enrollment**

### ***Forms***

In order to comply with the PA Department of Human Services child care and other regulations and standards by which the LCCAP Early Learning Programs abide, the following enrollment forms must be completed before your child's first day of care:

- An application
- An emergency contact form
- Two (2) food program forms
- Permission to photograph
- Fee agreement (Learning Tree)
- Proof of income

## **Health Information**

### ***Immunization Record requirements:***

Must be provided within 60 days of attendance for Learning Tree Infant, Toddler and Preschool child care classrooms

Health appraisals need to be completed by a physician within 60 days of enrollment and are required to be updated each year. Infant/toddler health appraisals must be completed more frequently:

Every 1-2 months until age one year

Every 3 months from 12-24 months  
Each year from 24 months – 5 years

For a health appraisal to be accepted, it must be complete. Complete includes immunizations, vision and hearing screening information, indication of a child being free and clear of communicable diseases.

### Emergency Card Updates

Before your child's first day of care, an emergency card is completed. This information is needed to identify family/guardians and friends, who with proper identification, are permitted to pick your child up from school. The emergency card must be kept up to date, and is reviewed with you for changes at least every 6 months. The Teacher or Family Service Worker should be notified of any changes in phone numbers, addresses or emergency contact names as soon as possible. **There is a *minimum of 48 hours* before the change can take effect.**

**All forms must be kept up to date.**

### Enrollment Policy

Upon enrollment, each parent signs a fee agreement (contract) specifically stating the number of days per week that your child would attend. Parents will be billed for those days.

Changes may be made to the contract by contacting the Learning Tree Staff at least 3 working days prior to the change. If you make special arrangements for your child to attend additional days, you will be expected to pay for those days.

The Learning Tree reserves the right to delay, modify or refuse care when it is in the children's best interest based on information provided by a physician or other professional. Written permission will be obtained from the parent or guardian when it is necessary to contact a professional to make this determination. Communication will continue between the professional, parent or guardian, and the Learning Tree staff in order to determine how and when care can be provided.

### Financial Information

*The following financial policies must be strictly enforced in order to provide our families with quality child care services.*

Fees are based on the type of service requested.  
(Make checks payable to United Community Services, Inc.)

Infant/Toddler.....	\$34.00 per full day (5+ hours)
.....	\$22.00 half day (up to 4 hours and 59 minutes)
Preschool.....	\$29.00 full day (5+ hours)
.....	\$21.00 half day (up to 4 hours and 59 minutes)

### **Payment**

All child fees are due by Monday of the week your child attends. Any parent who has not paid for the child's care for the current week **will not receive care for the following week**.

With regard to the collection of unpaid balances, we reserve the right to:

- ☐ Utilize the services of the District Magistrate
- ☐ Utilize the services of a private collection agency
- ☐ Withhold year end statement of payments for income tax documentation

Payments can be made in the Ben Franklin Early Learning Center main office or the Reception Areas at the Ellwood City Early Learning Center and Frew Mill Campus.

No refunds will be provided for overpayments of less than \$10.00. Credit balances may be carried over for future use for a different child within a family.

MasterCard and VISA debit/credit cards are accepted for payment. Payment with a credit card by phone can be requested.

### **Checks Drawn on Insufficient Funds**

A \$30.00 fee is charged for checks returned for insufficient funds.

### **Absences & Holiday/In-Service Closures**

Eligible children will receive a discount on their weekly rate in lieu of unpaid days for holidays, in-service days and personal days. If the center is open and your child is scheduled per the fee agreement, you must call your child off before 8:00am that morning to retain your eligibility for the aforementioned discount. If additional days are requested without a revised fee agreement then the full rate will be charged.

**Anyone leaving their children beyond the 5:30 p.m. closing time will be charged an additional \$15.00 late pick-up fee for every 15 minutes each child in the family stays after closing.**

### **What Will Your Child Need?**

**Please label everything!** With each child having their own set of supplies, it is very important that you label each item. This way, the items required for your child's special needs are available when necessary for his or her own use. The following list includes the items which we recommend you should bring to the Learning Tree on the first day.

#### **Infants:**

- Plastic bottles (with liners) labeled with your child's name.
- Specific feeding instructions

- Several changes of clothing, including socks (as appropriate for the season)
- Vaseline, Desitin, A&D Ointment, or powder for diapers.
- Pacifier, if used.

#### **Toddlers:**

- Bottle, if used, labeled with your child's name
- Specific potty training instructions
- Several changes of clothing, including socks (as appropriate for the season)
- Pacifier, if used.

#### **Preschoolers:**

- 1 Blanket and fitted sheet
- Change of clothes (as appropriate for the season)

**Due to concerns with the spread of communicable disease, we request that you refrain from bringing toys from home to the center. Additionally, the center will furnish all crib and cot sheets/blankets, which will be laundered frequently--at least once per week or more often if needed.**

## **Policies and Schedule**

### **Exclusion Policy**

Under extreme situations, when a single child presents a safety or health hazard, the staff must determine the overall safety of the entire group of children a priority. We specifically reserve the right to limit a child's participation at the center.

### **Naptime**

The Learning Tree provides time each day for the children to rest or nap. Each child is supplied his/her own cot and they are disinfected daily.

Infants will be provided a safe sleep environment. Safe sleep environments include:

- Safety approved crib (approved by the U.S. Consumer Product Safety commission)
- Firm Crib Mattress
- Tight-fitting sheet
- Free from monitors or positioning devices
- Free from other objects except a pacifier (blankets, stuffed animals, pillows, toys/mobiles, etc.)

Infants will not nap or sleep in a car safety seat, bouncy seat, infant seat, swing, jumping chair, playpen, highchair, chair, or any other type of furniture/equipment that is not a safety-approved crib.

- If an infant arrives at the facility asleep in a car safety seat, the parent/guardian and/or caregiver/teacher should immediately remove the sleeping infant and place them on their back in their assigned safe sleep environment.
- If an infant falls asleep in any place that is not designated as a safe sleep environment, staff will immediately place them in their assigned safe sleep place.

Appropriate spacing will be maintained between children to prevent spread of communicable illness.

### **Transportation**

Parents are responsible for all transportation to and from childcare and home. If your child attends another program and needs transportation, it is your responsibility to contact the school district to obtain transportation.

### **Daily Schedule**

The following is an example of your preschool child's usual daily schedule:

7:00 a.m.	Arrivals, Creative Free Play Time
8:30 a.m.	Breakfast
9:00 a.m.	Circle Time (Finger Plays, Song, Show & Tell)
10:00 a.m.	Individual skill building/small groups
11:30 a.m.	Table setting and lunch
12:30 p.m.	Naptime
2:30 p.m.	Afternoon snack
3:30 p.m.	Supervised activities
4:00 p.m.	Outdoor play (weather permitting)
5:00 p.m.	Free play/pick up times
5:30 p.m.	Center closes

### **Additional safety policies for Learning Tree (Ben Franklin and Ellwood City Centers, Frew Mill Campus)**

In order to assure that children, staff, volunteers and parents are safe, the following policies have been adopted and will be enforced:

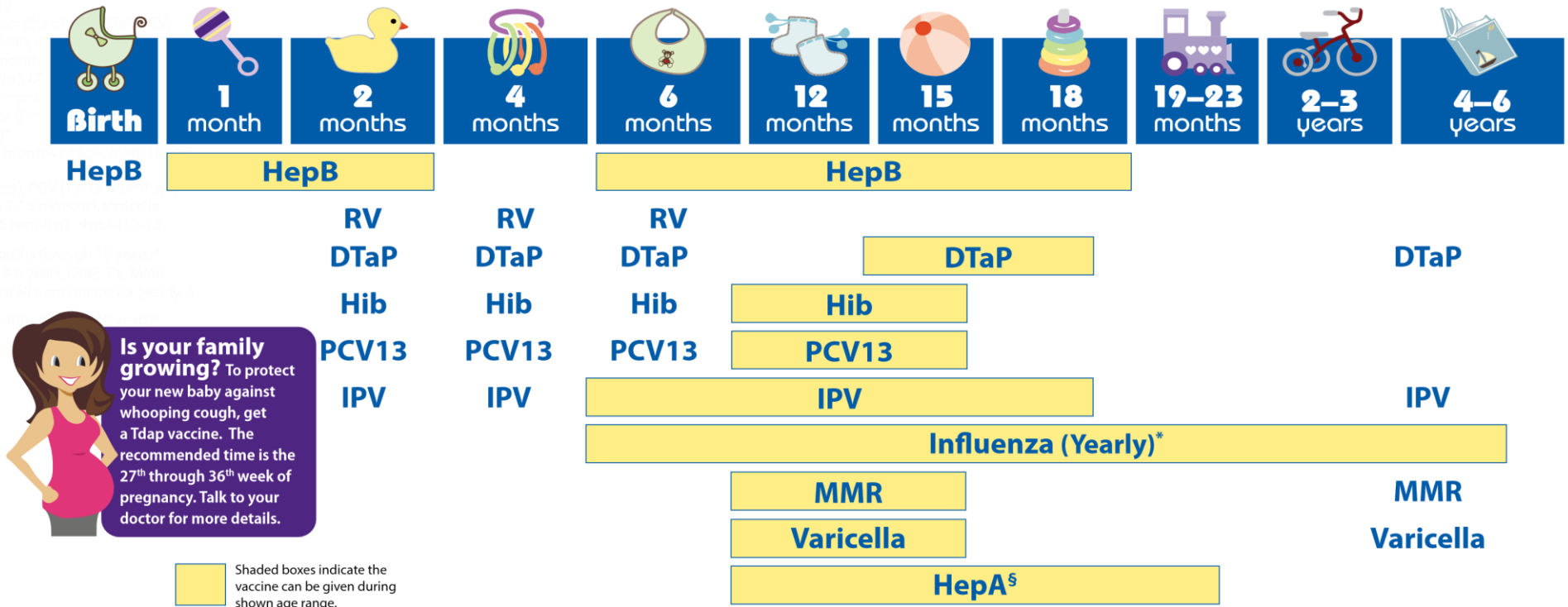
All building doors are kept locked. A coded security system allows parents/guardians to gain entry to the building using an assigned code at Ben Franklin and Ellwood City.

Visitors must enter BFELC through the Lutton Street corner door using the buzzer located to the left of the door, and the Crescent Avenue door at ECELC. Visitors to Frew Mill Campus should ring the buzzer the main entrance of Building 3A. **For added security**, all visitors (other than parents/guardians or family members picking up or dropping off children), **MUST** stop at the Reception Desk or the Main Office to obtain a visitors pass.

**DO NOT** leave your vehicle running or children unattended inside the vehicle. **You must escort your child into the building and assure that the staff member responsible for your child knows that he/she is present.**

<https://www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs.pdf>

# 2020 Recommended Immunizations for Children from Birth Through 6 Years Old



## NOTE:

If your child misses a shot, you don't need to start over. Just go back to your child's doctor for the next shot. Talk with your child's doctor if you have questions about vaccines.

## FOOTNOTES:

- \* Two doses given at least four weeks apart are recommended for children age 6 months through 8 years of age who are getting an influenza (flu) vaccine for the first time and for some other children in this age group.
- § Two doses of HepA vaccine are needed for lasting protection. The first dose of HepA vaccine should be given between 12 months and 23 months of age. The second dose should be given 6 months after the first dose. All children and adolescents over 24 months of age who have not been vaccinated should also receive 2 doses of HepA vaccine.

*If your child has any medical conditions that put him at risk for infection or is traveling outside the United States, talk to your child's doctor about additional vaccines that he or she may need.*

See back page for more information on vaccine-preventable diseases and the vaccines that prevent them.

For more information, call toll-free  
**1-800-CDC-INFO** (1-800-232-4636)  
or visit  
[www.cdc.gov/vaccines/parents](http://www.cdc.gov/vaccines/parents)



**U.S. Department of  
Health and Human Services**  
Centers for Disease  
Control and Prevention



**American Academy  
of Pediatrics**



DEDICATED TO THE HEALTH OF ALL CHILDREN™

## Vaccine-Preventable Diseases and the Vaccines that Prevent Them

Disease	Vaccine	Disease spread by	Disease symptoms	Disease complications
Chickenpox	Varicella vaccine protects against chickenpox.	Air, direct contact	Rash, tiredness, headache, fever	Infected blisters, bleeding disorders, encephalitis (brain swelling), pneumonia (infection in the lungs)
Diphtheria	DTaP* vaccine protects against diphtheria.	Air, direct contact	Sore throat, mild fever, weakness, swollen glands in neck	Swelling of the heart muscle, heart failure, coma, paralysis, death
Hib	Hib vaccine protects against <i>Haemophilus influenzae</i> type b.	Air, direct contact	May be no symptoms unless bacteria enter the blood	Meningitis (infection of the covering around the brain and spinal cord), intellectual disability, epiglottitis (life-threatening infection that can block the windpipe and lead to serious breathing problems), pneumonia (infection in the lungs), death
Hepatitis A	HepA vaccine protects against hepatitis A.	Direct contact, contaminated food or water	May be no symptoms, fever, stomach pain, loss of appetite, fatigue, vomiting, jaundice (yellowing of skin and eyes), dark urine	Liver failure, arthralgia (joint pain), kidney, pancreatic and blood disorders
Hepatitis B	HepB vaccine protects against hepatitis B.	Contact with blood or body fluids	May be no symptoms, fever, headache, weakness, vomiting, jaundice (yellowing of skin and eyes), joint pain	Chronic liver infection, liver failure, liver cancer
Influenza (Flu)	Flu vaccine protects against influenza.	Air, direct contact	Fever, muscle pain, sore throat, cough, extreme fatigue	Pneumonia (infection in the lungs)
Measles	MMR** vaccine protects against measles.	Air, direct contact	Rash, fever, cough, runny nose, pink eye	Encephalitis (brain swelling), pneumonia (infection in the lungs), death
Mumps	MMR** vaccine protects against mumps.	Air, direct contact	Swollen salivary glands (under the jaw), fever, headache, tiredness, muscle pain	Meningitis (infection of the covering around the brain and spinal cord), encephalitis (brain swelling), inflammation of testicles or ovaries, deafness
Pertussis	DTaP* vaccine protects against pertussis (whooping cough).	Air, direct contact	Severe cough, runny nose, apnea (a pause in breathing in infants)	Pneumonia (infection in the lungs), death
Polio	IPV vaccine protects against polio.	Air, direct contact, through the mouth	May be no symptoms, sore throat, fever, nausea, headache	Paralysis, death
Pneumococcal	PCV13 vaccine protects against pneumococcus.	Air, direct contact	May be no symptoms, pneumonia (infection in the lungs)	Bacteremia (blood infection), meningitis (infection of the covering around the brain and spinal cord), death
Rotavirus	RV vaccine protects against rotavirus.	Through the mouth	Diarrhea, fever, vomiting	Severe diarrhea, dehydration
Rubella	MMR** vaccine protects against rubella.	Air, direct contact	Sometimes rash, fever, swollen lymph nodes	Very serious in pregnant women —can lead to miscarriage, stillbirth, premature delivery, birth defects
Tetanus	DTaP* vaccine protects against tetanus.	Exposure through cuts in skin	Stiffness in neck and abdominal muscles, difficulty swallowing, muscle spasms, fever	Broken bones, breathing difficulty, death

\* DTaP combines protection against diphtheria, tetanus, and pertussis. \*\* MMR combines protection against measles, mumps, and rubella. Last updated January 2020 • CS314226-B