



# **Preschool**

**2025-2026**

**Family Handbook**

**CenClear**

**50 Bigler Road, Woodland PA 16881**

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**[www.cenclear.org](http://www.cenclear.org)**



## Hello, and Welcome to CenClear Preschool!

We're so glad to have you and your child join our CenClear Preschool Programs. At CenClear, we believe that **you, the parent, are your child's first and most important teacher**. Our goal is to partner with you to provide meaningful experiences that support your child's learning and growth.

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### What We Offer

#### **Parent Engagement**

We encourage active involvement between you, your child's Teacher, and your Family Service Worker (if applicable). By working together, we can better support your child's learning. We invite parents to attend meetings, participate in events, and volunteer in the classroom.

#### **Health**

We provide health screenings for your child and help connect you with any follow-up care that may be needed. Preventative care is strongly encouraged to promote overall well-being.

#### **Nutrition**

Through engaging activities, we promote healthy and affordable food habits for children and families. If your child has special nutritional needs, additional services are available to support them.

#### **Family and Community Partnerships**

We support families in setting and working toward their own goals. Emphasis is placed on using community resources for job training, education, support services, and recreation. We also encourage parent-child interaction at home, early literacy, and financial literacy for adults.

#### **Child Development**

We provide a wide range of experiences tailored to meet your child's individual needs, helping them grow socially, emotionally, physically, and mentally. Teachers work with families to ensure each child receives support and, if needed, specialized services to address developmental delays or special needs.

#### **Mental Health**

We support mental wellness through prevention, early identification, and timely intervention. Our approach helps children and families maintain a healthy balance between work, play, emotions, and relationships.

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We look forward to getting to know you and your child this year. We are confident that it will be a rewarding and enriching experience for your entire family.

**Welcome to the CenClear community!**

## Parent Engagement Information

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

### Parent Committee

Our Parent Committee is comprised exclusively of parents of currently enrolled children.

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

### Volunteer Opportunities

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

## Policy Council

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

Responsibilities are as follows:

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



### PLEASE NOTE:

**All volunteers are required to have clearances.**

**Any parent with “crimes against children” are not permitted on CenClear property.**

## Becoming a Parent Volunteer

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

1. A parent volunteer must complete the Volunteer Agreement form, the Tuberculosis/Health Risk Assessment form, the Physical Punishment Statement, and Disclosure Statement Application for Volunteers and return it to their Classroom Teacher/Home Visitor.
2. Parent volunteers are required to complete the Mandated Reporter training . The following website must be utilized for the Mandated Reporter training: [www.reportabusepa.pitt.edu](http://www.reportabusepa.pitt.edu). This is a free 3-4 hour online training.
3. Parent volunteers must obtain the Pennsylvania State Police and PA Child Abuse Clearances. These clearances are available at no cost for volunteers.
4. FBI fingerprinting is not required unless the school districts we have classrooms in require it to be completed and if the parents have not lived in PA for the past 10 years.

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

You can pre-register at: [www.identogo.com](http://www.identogo.com)

5. Once clearances are obtained, they must be renewed every 5 years.

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

### School Relations and Policies

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



# Transportation

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

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

1. Our bus will pick up and drop off your child at the assigned location only. The child may be put on or taken off the bus at the assigned bus stop by any adult listed on the Release Form. The bus driver is required to ask for identification (valid Driver's License, State ID) for anyone listed on the release form.
2. An adult must accompany their child out to the bus steps to help them with boarding. Also, an adult must be present to help with exiting the bus steps during drop-off. If you wish, you can accompany the child onto the bus to buckle him/her into their seat. There is a bus aide on the bus that will help the child buckle into their seat if you choose to allow them to help.
3. Have your child ready and waiting at your assigned bus stop 10 minutes prior to the scheduled pick-up time. Please be at the assigned bus stop 10 minutes prior to the scheduled drop-off. The extra 10 minutes is to allow for the bus to be ahead of schedule due to other children being absent. We ask that you allow 10 minutes after the scheduled pick-up and drop-off time before leaving the bus stop. The bus can be delayed due to weather, road construction, and traffic.
4. If no adult is present at the scheduled bus stop for drop-off, the child will be returned back to the school on the bus. The teacher will then attempt to contact the parents/guardian and any person on the Consent for Program & Emergency Services form to come pick the child up from the school.
5. Since drivers and bus aides are concentrating on the safety of transporting your children, we ask to you send all messages directly to your child's teacher. You can also always communicate through Class Dojo.
6. VERY IMPORTANT: Contact your driver when your child is not going to school.
7. No eating, drinking or smoking on the bus at any time.
8. Everyone must wear seatbelts at all times.
9. Do not delay the driver with conversations or distract him/her while driving.
10. Both bus driver and parents are asked to keep to the time schedules developed.
11. With consent, children may be released to an approved adult who is 16 years of age or older.



## **Our Curriculum and Assessment**

In our classrooms, we follow the *Creative Curriculum for Preschool*. Based on strong theory and research, this curriculum has 5 areas that focus on how to provide a developmentally appropriate program for children ages 3-5. **The Family's Role, The Teacher's Role, What Children Learn, How Children Develop and the Learning Environment.** An important focus in this curriculum is based on how to set up a preschool room that has interest areas. These interest areas include: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery (science), Sand and Water, Music and Movement,

Computers, and Outdoors. Within the art area, woodworking with real and developmentally appropriate toys is an activity that is suggested. Having this area in the room is not mandated but we support teachers who provide this wonderful center for children.

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

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

### **Literacy Skills**

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

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





## ***On to Kindergarten...***

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

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



## ***What is School Readiness?***

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

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

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

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

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



## **Screening and Assessment**

- All enrolled children are screened using the Ages and Stages Questionnaire (ASQ) and the ASQ-SE (the Ages and Stages Questionnaire-Social Emotional).
- For children entering Kindergarten in 2026, teachers will complete a Heggerty Phonemic Awareness Screen at the beginning and end of the year.
- The results are shared with you and your child's strengths and needs will be discussed.
- If needed, your child's teacher will discuss a referral to the Early Intervention program.
- Three times a year, your child will be assessed using Teaching Strategies GOLD. This authentic, observational assessment will allow staff to gain important knowledge about how your child is developing.
- As part of this assessment, your child is observed on an ongoing basis and these observations are documented.
- The teacher will review assessment results with you and you will receive a family conference form.
- The knowledge gained from child assessment is used to generate daily lesson plans and helps drive our curriculum.
- Home activities should reflect these goals to help your child grow academically.

## **Social Emotional Development**

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

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

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

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

## **Mental Health Consultation**

Our Preschool Division has Mental Health Consultants who provide staff and families with support and information on social emotional development, challenging behaviors, and adult and child wellness activities. Together staff work collaboratively to meet the needs of families, children, and teachers. A Mental Health Consultant may visit a class upon a teacher's request. You may also speak with the Mental Health Consultant. Our goal is to make sure classrooms and families are supported using healthy teaching practices and positive behavior models.



## **Our PBIS Mission Statement**

We will provide education on social emotional development to all children, families, CenClear staff and community to promote outcomes that are safe, kind, and respectful. We will implement evidence-based practices to promote healthy social and emotional well-being.

## **PBIS Vision Statement**

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

### **PBIS Program-Wide Expectations**

Be safe with yourself, other and materials.

Respect yourself, others, and materials.

Be kind to yourself and others.

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



### **Phone Calls**

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



## **Attendance Policy**

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

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

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

The following guidelines apply to all families:

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

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

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

### **Classroom Cancellations**

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

# Family & Community Partnership

## Home Visits

Home visits are an essential part of all our programs. During these visits, we will talk about your family goals and your child's development. You'll also learn how to use everyday activities and household materials as positive learning experiences.

Your Teacher or Family Service Worker will support you in connecting with local community resources that can help you achieve the goals that are important to your family. Throughout the year, you may be encouraged to contact or visit various agencies and organizations in your area. We are here to guide and support you — **our goal is to work *with* you, not *for* you.**

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## Home Visit Details

- The number of home visits you receive depends on your program model.
- Your Teacher or Family Service Worker will meet with all members of your household. Please ensure that friends or extended family visit or call *outside* your scheduled home visit time.
- Each visit is documented using a home visit plan on the computer. When you sign the electronic form, you are confirming the date and length of the visit.
- Occasionally, an additional staff member may accompany your Teacher or Family Service Worker during a visit. When possible, you will be informed ahead of time if others will be joining.

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## Home Visit & Parent Conference Cancellations

Your active participation in home visits and parent-teacher conferences is crucial to the success of the program and to meeting program requirements. A parent or legal guardian **must** be present during all scheduled visits and conferences.

Due to the rising cost of transportation, it is important that you are home and available at your scheduled time. If you need to cancel or reschedule for any reason, please notify your Teacher as early as possible so the visit can be rescheduled.

**Remember:** Consistent communication and participation are key to a successful experience for you and your child.

# Family & Community Partnership

## Confidentiality

All information related to your family's participation in our programs is kept confidential. CenClear maintains records for each child and family in order to provide the best possible services and to meet State and Federal reporting requirements. These records are accessible only to CenClear employees who need the information to serve your child and family.

As the legal guardian, you may request to review your child's records at any time. Please submit your request in writing to the office. If you disagree with any information in the file, you have the right to add written comments, which will be kept with your child's records.

As you participate in group activities or trainings, you may become aware of personal information about other families. We ask all participants to respect the confidentiality of others by keeping any shared information within the group setting (e.g., Young Parent Group, training sessions, etc.). Even well-meaning comments can sometimes cause misunderstandings. If you have any concerns regarding confidentiality, please speak with your Teacher or Family Service Worker.

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## Custody Matters

CenClear understands that families may experience separation or divorce. However, staff cannot participate in or take sides in custody or legal disputes. If you have custody orders or legal documentation related to your child, please provide a copy to ensure we have the most accurate information on file.

While CenClear cannot intervene in legal matters, we are happy to provide referrals to counseling or legal support services that may assist you.

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## Mandated Reporter Policy

All CenClear staff are **Mandated Reporters** as required by law. This means that we are legally obligated to report any signs of suspected child abuse or neglect, such as repeated or unexplained bruises, burns, or other injuries not consistent with typical childhood activities.

CenClear is committed to the safety and well-being of every child we serve. If a mandated reporting situation arises, our staff will be there to support you and help you through the process.

Additionally, **any adult who has direct contact with children under the age of 18** is also required by law to report suspected abuse.

For more information, you can review our full Mandated Reporter Policy on the Parent Area of our website: [www.cenclear.org](http://www.cenclear.org)

**CenClear's programs are designed to be family- and child-focused. Your Teacher or Home Visitor values your role and wants you to remain the key person in your child's preschool experience.**

Services You Can Expect to Receive:

- **Support for Social and Emotional Well-Being** Our program is trauma-informed and responsive, guided by the **Sanctuary Model of Care** and **Positive Behavioral Interventions and Supports (PBIS)**. These approaches promote a safe, nurturing, and supportive environment for both you and your child.
- **Home Visits and Parent Conferences** The number and frequency of visits and conferences vary depending on your child's specific preschool program. These meetings will be scheduled at a time that is convenient for you. During these visits, you and your Teacher and/or Home Visitor will share ideas and strategies to support your child's learning and development.
- **Resource Referrals** Referrals are provided as needed to connect you with community resources and support services.
- **Family Support Services** We offer information and assistance to help you address family needs such as supplemental food programs, food stamps, speech therapy, healthcare, nutrition services, and childcare.
- **Parent Engagement and Professional Development** Opportunities are provided throughout the year for you to participate in **parent engagement activities** and **training sessions** to support your personal and family growth.

### Community Resources

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



### Use of Cameras

As a safety precaution and for training purposes, cameras are installed in CenClear classrooms, general use areas and buses. Signs stating that cameras are in use are posted and we have included this information on our Consent for Program and Emergency Services. Cameras in classrooms and general use areas have both visual and auditory capability. Cameras on the buses only have visual capability. Cameras are on during hours of operation and recording during operating classroom timeframes. The installation of cameras is to promote safety of children, staff and families.

## **Physical Requirements**

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

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

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

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

## **Immunizations**

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

## **Medication Policy**

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



## Immunizations

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

### Recommended Childhood Immunization Schedule

Vaccine	Birth	1 Month	2 Months	4 Months	6 Months	12 Months	15 Months	18 Months	19-23 Months	2-3 Years	4-6 Years
Hepatitis B	Hep B	Hep B			Hep B						
Diphtheria, Tetanus		DTap	DTap	DTap			DTap				DTap
Haemophilus, Influenza			Hib	Hib		Hib					
Inactivated Polio			IPV	IPV	IPV						IPV
Measles, Mumps, Rubella						MMR					MMR
Varicella						Varicella					Varicella
Pneumococcal			PCV	PCV	PCV	PCV					
Rotavirus			RV	RV	RV						
Hepatitis A						HepA (2 doses)					
Influenza					Influenza (yearly)						
RSV	1 dose**					1 dose					

\*\*Depending on maternal immunization status.

## Dental Requirements

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

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

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



## **Individualized Health Services for Children**



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

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

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

Plans will also be developed for children requiring medication administered in class, and for those with food allergies.

### **Head Lice**



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

### **Illness**



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

## **Exclusion/Readmission Policy**

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

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

## **Meals**

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

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

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

## **Outside Food Policy**

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

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

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

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

## Reporting

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

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



## Emergency/Accident Policy

During the enrollment process, you were asked to sign a Consent for Program and Emergency Services form. Only those persons listed on this form, in case of an emergency, will be contacted. If the teacher is not able to contact you or your emergency contacts, we will then call your family doctor. If the doctor is unavailable, we then contact the nearest doctor or hospital emergency room to seek qualified care for your child. 9-1-1 is called if there is an immediate emergency.

## Dress and Items From Home

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

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

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



**CenClear is a CACFP (Child and Adult Care Food Program) sponsor. CACFP is a federal program that provides reimbursement for nutritious meals and snacks for children in our Early Childhood programs. Eligibility is based on income and as a parent/caregiver, it is important to know your rights related to this program. The following information along, with the “Procedure for Food and Nutrition Services (FNS) Civil Rights Complaints” are provided as an explanation of your rights.**

#### **USDA NONDISCRIMINATION STATEMENT**

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:** U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or
2. **fax:** (833) 256-1665 or (202) 690-7442; or
3. **email:** [Program.Intake@usda.gov](mailto:Program.Intake@usda.gov)

This institution is an equal opportunity provider.

#### **Procedure for Food and Nutrition Services (FNS) Civil Rights Complaints Pennsylvania Department of Education Division of Food and Nutrition**

- 1) Sponsor receives a Civil Rights complaint from the complainant (i.e. parent).
  - a) Sponsor must inform complainant of Federal Civil Rights rules and regulations that have been established for protected classes. (A protected class is any person or group of people who are protected from discrimination based on):
    1. Race
    2. Color
    3. National Origin
    4. Age
    5. Sex (including gender identity and sexual orientation)
    6. Disability
  - b) Sponsor must provide complainant the necessary information to file a complaint, which is:
    1. Mailing address of the USDA:  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410
    2. USDA's Contact Information:  
Telephone: (866) 632-9992 or (202) 260-1026  
Local or Federal relay: (800) 877-8339  
Spanish Relay: (800) 845-6136  
Fax: (833) 256-1665 or (202) 690-7442  
Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)
    3. Electronic link to file a civil rights complaint (Filing a Program Discrimination Complaint as a USDA Customer): <https://www.usda.gov/oascr/complaint-resolution>

**Note:** If the sponsor is unsure if the complaint falls under a protected class, sponsor should provide complainant the federal complaint information.

c) **After providing the complainant with the information on how to file a Civil Rights complaint directly at the Federal level**, the sponsor may attempt to resolve the complaint if it is a matter that can be resolved quickly. Resolving complaints in real-time at the lowest possible level is encouraged. (\***Note:** This is not an investigation as neither the sponsor nor the State Agency has the authority to conduct complaint investigations. This is simply trying to resolve the situation if it was potentially caused by a miscommunication.)

If the complainant refuses to discuss the matter any further with the sponsor or if the matter cannot be resolved quickly, then the sponsor should:

1. Reiterate the complaint filing procedures in 1) b),
2. Document the complaint and actions taken (i.e. referral to Federal complaint procedures) in a Civil Rights complaint log that is separate from any other complaint log, (\***Note:** A separate Civil Rights complaint log is necessary due to confidentiality and privacy laws. See complaint log requirements in d) below.), and
3. Notify the State Agency of the discussion. (\***Note:** it is important for the sponsor to notify the State Agency because regular communication between the sponsor and State Agency is key to operating the program successfully.)

If the complainant is willing to try to resolve the issue with the sponsor and a satisfactory resolution is achieved, then the sponsor should still remind the complainant (using the information in 1) b)) of his/her right to file at the Federal level if necessary. (\***Note:** Complainants retain the right to file at the Federal level even if a resolution seems to have been reached at the sponsor level.) The sponsor needs to document the complaint and actions taken (i.e. how resolution was achieved) in a log that is separate from any other complaint log, and notify the State Agency of the resolution.

d) Regardless if the complainant wishes to file at the Federal level, the sponsor should document as much information as possible in their Civil Rights complaint log including, but not limited to, the following:

- Date Complaint Received
- Complainant's Name
- Complainant's Address
- Complainant's Telephone Number
- Complainant's Email Address
- Allegation of Discrimination/Issue (i.e. FNS program involved, protected class(es) involved, etc.)
- Date of Alleged Discriminatory Action

1. The sponsor **must forward** the information, **within 5 days of receipt of complaint** from complainant, to the State Agency Civil Rights Coordinator (process depicted below):

State Agency Civil Rights Coordinator State Agency Director\* FNS Regional Office Civil Rights Contact FNS Headquarters Civil Rights Office Complainant

2. \*State Agency level **must forward** complaint information, **within 5 days of receipt of complaint** from sponsor, to the FNS regional office.

3. FNS team conducts complaint review and investigation, which includes contact with the complainant, State Agency, sponsor, etc.

## 2) Additional Information:

a) Complainants must file within 180 days of the alleged action

b) Confidentiality is extremely important

c) USDA complaint form:

- English version: [U.S. Department of Agriculture USDA Program Discrimination Complaint Form](#)
- Spanish version: [Departamento de Agricultura de los EE. UU. \(USDA\) Formulario de Denuncia por Discriminación del Programa del USDA](#)

d) Email the State Agency Civil Rights Coordinator for all Civil Rights complaints, including disability related complaints:

- Child and Adult Care Food Program: [RA-CACFP@pa.gov](mailto:RA-CACFP@pa.gov)
- National School Lunch Program: [RA-NSLP@pa.gov](mailto:RA-NSLP@pa.gov)
- Summer Food Service Program: [RA-SFSP@pa.gov](mailto:RA-SFSP@pa.gov)



### **What is WIC?**

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

### **Who is Eligible?**

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

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

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

### **WIC Income Guidelines**

<b>Household Size</b>	<b>*Monthly (Approx.)</b>
<b>1</b>	<b>\$2,322</b>
<b>2</b>	<b>\$3,152</b>
<b>3</b>	<b>\$3,981</b>
<b>4</b>	<b>\$4,810</b>

For each additional family member, add \$830.

\*\*Income (before taxes) is effective 7/1/2024 for each unborn infant, add one to household size.\*\*

### **How To Apply**

Get started online at [www.pawic.com](http://www.pawic.com) or call  
1-800-WIC-WINS  
(1-800-942-9467)



# Sanctuary Model

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

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

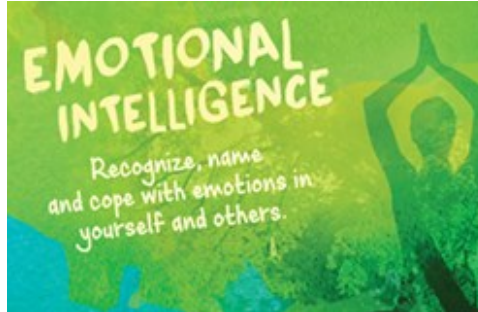
**SAFETY** allows us to manage our emotions well.

**EMOTIONAL MANAGEMENT** allows the expression of loss.

The ability to express **LOSS** allows us to think about our future.

Creating our own **FUTURE** allows us to create a safe one.

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



Please ask your teacher or family service worker how Sanctuary can benefit you and your family.



## **Your Rights!**

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

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

CenClear  
50 Bigler Road  
Woodland, PA 16881  
1-800-525-5437

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

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

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

