



EARLY LEARNING CONNECTIONS
SERVING ARMSTRONG, BEAVER, BUTLER,
INDIANA & LAWRENCE COUNTIES

Early Head Start ~ Head Start ~ Pre-K Counts



Parent Manual 2023-2024



“The mission of Early Learning Connections is to provide a variety of high-quality early learning programs that foster a safe and positive culture through kindness and respect to meet the comprehensive needs of families.”

- Please note some areas may be subject to change and modification due to the impact of COVID-19 guidelines and restrictions.
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Welcome to Early Learning Connections. We are delighted to have you as one of our families and hope that your time with us is a positive experience for you and your child.

Early Learning Connections is a private non-profit United Way Agency and academic school that has been providing a variety of children's programs since 1973. The Agency is governed by a voluntary Board of Directors composed of community members. Our Agency is the grantee agency for Early Head Start and Head Start programs in both Armstrong and Butler Counties, as well as the Pre-K Counts program, Infant Toddler Childcare Slots (ITCS), and the Early Learning Resource Center in Butler County.

History, Vision, and Mission Statement

"The mission of Early Learning Connections is to provide a variety of high-quality early learning programs that foster a safe and positive culture through kindness and respect to meet the comprehensive needs of families."

The Vision of the Agency is to be the leading provider of children's programs and quality services for families. The agency's founders recognized that a childcare setting which did not meet children's physical, academic, emotional, and social needs would adversely affect their development. Therefore, all the Agency's services offer an approach which promotes healthy growth while preparing children for future success in school, in the workplace, and in the community.

Early Learning Connections has always acknowledged the importance of retaining qualified teaching staff, providing ongoing teacher training, maintaining a high ratio of adults to children, and developing and implementing written curricula.

Each year Early Learning Connections assesses the childcare needs of the community. We provide direct childcare programs, such as an infant/toddler program, Early Head Start, Head Start, before/after childcare program to meet the changing needs of families.

The Agency also provides workshops and training for parents on many topics including, but not limited to, child development, adult learning, nutrition, budgeting, and fire safety in the home.

Child Care Programs

We offer childcare at our Bon Aire location, in Butler County, for children birth through age 5. Hours of operation are 7 am to 5 pm, Monday through Friday. Our childcare program strictly adheres to all licensing regulations required by the state of Pennsylvania's Department of Human Services.

The Agency has a strong commitment to providing quality care to Butler County's children and families.

- ❖ We are a Keystone STARS – Star Four (4) Child Care Provider

Early Head Start/Head Start

Provides comprehensive family services to low-income families living 130% below the Federal Poverty Guidelines. (U.S. Department of Health & Human Services)

- ❖ Early Head Start Home-Based – services pregnant women and families with children birth to 3 years.
- ❖ Early Head Start Center-Based – services families with children 6 weeks to 3 years in both our Bon Aire location and our Ford City location.
- ❖ Head Start – services families with children 3–5 years of age in several locations throughout both Armstrong and Butler counties.
- ❖ Head Start Home Based – services families with children 3–5 years of age in a home visiting model in Butler County.
- ❖ Head Start Supplemental – services additional children in Head Start with State funds.

Pennsylvania Pre-K Counts

Pennsylvania Pre-K Counts is a state funded program established by the Pennsylvania Department of Education to provide a preschool education to children who are between the ages of 3 and entry to Kindergarten and families that are earning up to 300% of the Federal Poverty Income Guidelines. We have Pre-K Counts Classrooms in collaboration with Butler Area, Karns City, Seneca Valley, and Moniteau. Our current locations are Bon Aire, Sugarcreek Elementary, Dassa McKinney Elementary, and Connoquenessing Valley Elementary.

ELRC (Early Learning Resource Center)

ELRC provides childcare funding and information to Armstrong, Beaver, Butler, Indiana, and Lawrence County families. ELRCs provide a single point-of-contact for families, early learning services providers, and communities to gain information and access services that support high-quality child care and early learning programs. Through the ELRCs, childcare professionals can obtain support in building quality outcomes for children by working with quality coaches to achieve Keystones STARS 3 and 4 status.

CACFP (Child and Adult Care Food Program)

Early Learning Connections participates in the Child and Adult Care Food Program. This program, which is part of the PA Department of Education, provides reimbursement for meals served to children in all our programs. In order to receive reimbursement, we must adhere to regulations, provide annual training for staff, monitor meals at our sites, and submit a monthly claim.

Locations & Contact Information

Administration Office

139 Rieger Road
Butler, PA 16002
724.287.2761 or 1.800.348.6674

Armstrong Locations:

Apollo EHS Home Base/Head Start

401 North 6th Street
Apollo, PA 15613
724-287-2761
Head Start ext 473
Home Base ext 471 or 472

Ford City Early Head Start/Head Start

1012 6th Avenue
Ford City, PA 16226
724-287-2761
Head Start Room 1, ext. 424
Head Start Room 2, ext. 432
Head Start Room 3, ext. 434
EHS Room 1, ext. 165
EHS Room 2, ext. 431

Freeport Head Start

608 High Street
Freeport, PA 16220

Kittanning Head Start

201 North Jefferson St.
Kittanning, PA 16201
724-287-2761
Room 1 ext. 461
Room 2 ext. 463
Room 3 724-421-9405

Shannock Head Start

Shannock Elementary School
210 Cowanshannock Ave.
Rural Valley, PA 16249
724-712-5078

Butler Locations:

Bon Aire Child Care/ITCS/ EHS/Head Start/Pre-K Counts

131 Homewood Drive
Butler, PA 16001
724.283.3053

Center Ave

102 Lincoln Ave
Butler, PA 16001
724.287.8721 ext 5990

CVE Pre-K Counts

Connoquenessing Valley Elementary
300 South Pittsburgh Street
Zelienople, PA 16063
724.452.8280 ext 6015

Dassa Pre-K Counts/Head Start

Dassa McKinney Elementary
391 Hooker Road
West Sunbury, PA 16061
PreK – 724.637.0189
HS – 724.637.2200

Mt. Chestnut Administration Office/ Head Start

139 Rieger Road
Butler, PA 16001
724.287.2761 or 1.866.348.6674

Classroom – ext 114

North Street Head Start

234 East North Street
Butler, PA 16001
724.256.9525

Oakland Home-Base/ Head Start

545 Chicora Road
Butler, PA 16001
Room 1 – 724.256.5676
Room 2– 724-256-9216

Rowan Head Start

8001 Rowan Road, Cranberry
Township, Pennsylvania 16066,
United States
724-553-5470

South Butler Head Start

Knoch Primary School
328 Knoch Road
Saxonburg, PA 16056
724.352.1700 ext 1112

Sugarcreek Pre-K Counts

Sugarcreek Elementary
1290 State Route 268
Cowansville, PA 16218
724.545.2755

West End Head Start

208 South Chestnut Street
Butler, PA 16001
724.287.2761

NON-DISCRIMINATION POLICY

All admissions and services to the families and children of the Early Learning Connections. Pre-K Counts Program 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, and use of alternative service delivery locations. Structural modifications shall be considered only as a last resort among available methods.

Any employee, family or individual who believes they have been discriminated against may file a complaint of discrimination internally with Early Learning Connections or any of the following:

BUREAU OF CIVIL RIGHTS COMPLIANCE FIELD OFFICE

701 State Office Building
300 Liberty Avenue
Pittsburgh, PA 15222

BUREAU OF CIVIL RIGHTS COMPLIANCE HEADQUARTERS

Room 412, Health and Welfare Building
P.O. Box 2675
Harrisburg, PA 17105

PENNSYLVANIA HUMAN RELATIONS COMMISSION

101 South Second Street, Suite 300
Harrisburg, PA 17105

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Offices for Civil Rights, Region III
P.O. Box 13716
Philadelphia, PA 19101



IMPORTANT PROGRAM POLICES AND PROCEDURES FOR THE SAFETY AND WELL-BEING OF CHILDREN AND FAMILIES

It is the primary responsibility of the staff of Early Learning Connections to ensure the safety of the children in our care. In addition to safety procedures, policies regarding the well-being of your family are also in place. Please review these policies and procedures.

Confidentiality is an important part of our program. Staff will not share any information about you or your child with anyone outside the program without your written consent. This also means that we request that parents/guardians cannot share anything discussed within our program, and information about other children and families, with anyone outside the program. These principles help to create an atmosphere of safety, trust, and openness.

Photographs: Your child's teacher will provide you with photos from time to time. You are welcome to take photos of your own child at family events. We kindly ask that if other children are nearby, that you inform the parents that you will be taking a photo. That way, the parent can decide whether to have their child in the photo or not.

- Privacy is important and we do ask that you use your best judgment when placing your photos on the internet.
- Staff of Early Learning Connections will get written permission to post photos on social media and our website.
- Please do not place any photos of non-family children or staff members on the internet.

Protecting Children is important to us. At Early Learning Connections, we strongly believe that children should grow up in a community where adults care about them and keep them safe. According to Pennsylvania State law, all staff have a legal responsibility to report suspected child abuse and neglect.

Raising children can be both fun and frustrating at times. If you find that you may need some parenting help, consider calling your Family Service Worker, Parent Educator or Teacher. These agencies can offer help too:

- Children and Youth Agency: A-724.548.3466 B-724.724-284-5156 – Provides assistance to children and families in an abusive situation.
- HAVIN – Armstrong: 724.543.1180 – Provides domestic violence assistance.
- VOICe – Butler: 724-283-8700 – Provides domestic violence assistance.
- Warmline: 1-800-641-4546 – A helpline for parents
- Center for Community Resources: 724-431-0095 or 1-800-292-3866 – Provides mental health services in the community.

Need HELP? Call 211

DRUG, ALCOHOL, TOBACCO, AND WEAPONS POLICY

All tobacco, vaping products, drugs, and alcohol are not permitted at any of the Head Start locations, on or near agency vehicles or at any Head Start function. Weapons, firearms and ammunition are prohibited at all Head Start buildings and functions.

POLICY FOR RELEASING CHILDREN TO ADULTS OF DIMINISHED CAPACITY

If an employee determines that the adult responsible for picking up a child from any Early Learning Connections program is showing behavior which indicates diminished capacity, (i.e. slurred speech, unsteady walk, confused thinking, impaired reflexes, erratic behavior, altered moods, or drowsiness) the staff member will contact another authorized adult on the release list. The impaired adult should be calmly encouraged to wait for the alternate release person and not drive.

If problems arise, the teaching staff may contact the office staff for support or request police assistance through 911. Under no circumstances will the staff endanger the other children in their care.



CHILD RELEASE POLICY

Prior to the time of entry into Head Start, Early Head Start, or Pre-K Counts, parents will fill out a ***Child Release and Emergency Treatment Form*** which authorizes other adults to receive or pick up their child(ren). This form will note which of these adults* would be contacted in case of illness or emergency and which adults children may be released to. In situations where an adult on the release form attempts to pick up a child and the staff does not recognize them, the staff must ID the individual and log the pickup on the ***Alternate Adult Pick-Up of Children***.

1. Parents may change the names or status on the release form by sending a note to the teaching staff, verbally telling the teaching staff of changes, or calling and updating the list with the family service worker or intake specialist. The child will be released to any adult on the release form as long as they have the appropriate identification. (Photo I.D. or two forms if no photo identification is available).
 2. A child will be released to an adult not on the release list if, in an emergency, the parent calls in a new release person and the parent can be identified over the phone.
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CANCELLATION POLICY

Early Learning Connections follows the snow and inclement weather closing schedule of the school district in which the center is located. For Home-Based and Early Head Start center days and playgroups they follow either Apollo School District or Butler Area School District delays and cancellations.

Policy For When School Is Delayed or Cancelled

1. When the school district the site is in cancels class, Early Head Start will be cancelled. Head Start and Pre-K Counts teachers will conduct a virtual lesson.
2. When the school district the site is in delays, Early Head Start, Head Start sites will be delayed by 2 hours from their classrooms start time.
3. When the school district the site is in delays, Pre-K Counts will follow the school district.
4. If a Pre-K Counts classroom needs to be cancelled then the teacher will conduct a virtual lesson for that day.
5. If a Head Start classroom needs to be cancelled for a building issue the teacher will conduct a virtual lesson for that day.
6. If a Head Start classroom needs to close for a non-building issue ex. staffing the day will be made up at a later date.

Armstrong	
Location	School District
Apollo	Apollo
Ford City	Armstrong
Freeport	Freeport
Kittanning	Armstrong
Shannock	Armstrong
South Buffalo	Freeport

Butler	
Location	School District
Bon Aire	Butler
Center Ave	Butler
CVE	Seneca Valley
Dassa	Moniteau
Mt. Chestnut	Butler
North Street	Butler
Oakland	Butler
Rowan	Seneca Valley
South Butler	Knoch
West End	Butler

Policy For Early Head Start Play Group When School Is Delayed or Cancelled

1. When Apollo School District or Butler Area School District cancels class there will be no playgroup held.
2. When Apollo School District or Butler Area School District dismisses school early there will be no evening play group.
3. When Apollo School District or Butler Area School District delays school there will be no morning playgroup; however, there will be evening playgroup.

Policy For Head Start Home-Based Center Days When School Is Delayed or Cancelled

1. When Butler Area School District cancels class there will be **no Center Day** held.
2. When Butler Area School District dismisses school early there will be no evening Center Day.
3. When Butler Area School District delays school there will be no morning Center Day; however, there will be evening Center Day.

All families that opt into text message/email communication will be notified by text and email when their site will be delayed or cancelled. Please make sure to notify your Family Service Worker, Teacher, or Parent Educator any time your phone number or email has changed.

ATTENDANCE POLICIES

Pre-K Counts

The Office of Child Development and Early Learning expects children enrolled in the Pre-K Counts program to attend on a regular basis. Parents should strive to have their child attend at least 85% of the classroom days available in the month. Children with unexcused absences of more than ten days or five consecutive unexcused absences could be dropped from the program.

To monitor attendance and aid families who are having difficulty maintaining their child's attendance level the following procedure has been established:

1. Parents are asked to notify their teacher when their child is going to be absent.
2. Parents are asked to send an excuse with the child when he/she returns. The excuse should indicate the date and reason for absence.
3. Legitimate excuses could include illness, medical appointments, death in the family, and family emergencies. You may ask your teacher for help writing an excuse if you are not sure how to complete one.
4. If a child is absent three days in a row and the teacher has not been notified of a reason, he/she will call the parent to determine the reason.
5. The teacher will remind the parent to send an excuse and that in the future a phone call to the classroom would be beneficial.
6. If by the 5th unexcused day, the child's parent cannot be reached the teacher will send a letter home requesting the child return to school. If there is no response by the parent, the child will be dropped from the program and a final letter of termination of service will be sent home. Stopping service to our Pre-K Counts families is a last resort and we will attempt to assist all families who are working with us to correct the attendance difficulties.
7. Children with sporadic attendance are not benefiting from the Pre-K Counts program and the Teacher will attempt to determine the reason for their irregular attendance and offer assistance to help the family achieve regular attendance. When sporadic attendance continues despite our attempts to help the family, the child will be dropped from the program.

Head Start and Early Head Start Center Based

Your decision to enroll your child in Head Start comes with a big commitment on your part. This commitment means that you agree to send your child to school every day that class is in session and that you keep your child home from school only when your child is ill or unable to attend due to unusual family circumstances.

What happens if your child does need to miss school?

- Call the classroom at least one hour before school starts to tell us your child will be absent. You may leave a message.
- If we do not know why your child is absent, you will receive a text message or phone call by 10:30 a.m. that morning stating your child is absent.
- Your child's teacher will call you at the end of the Head Start day.
- Sometimes you may need some help in getting your child to attend Head Start on a daily basis. Your Family Service Worker will contact you and set up a home visit to help develop a "Success Plan".
- If after 4 days we are unable to contact you to find out why your child is absent, you will receive a letter in the mail asking you to contact us.
- If we do not hear from you after an extended period of absence, your child may temporarily be placed on a waiting list so that another family can be enrolled.
- We will help to make attendance successful and withdraw your child from the program only when you are unable to participate.

Establishing regular attendance is important!

- Attending school regularly helps children feel better about school and themselves.
- Good attendance will help children do well in high school, college and at work.
- We will award a book and certificate to your child for excellent attendance!
- "You Count Every Day" is our motto.

Early Head Start Home Based

There are to be 46 home visits per year. If you or your child is unable to participate in a home visit:

- Call your Parent Educator at 724-287-2761
- Tell them why you or your child will be unable to participate.
- Ask about scheduling a make-up visit later in the week.

Participation in the program becomes a concern when.....

- There are frequently canceled home visits.
- There is a pattern of missed visits.
- Families continually do not cancel in advance for visits they will not be able to attend.

After the second consecutive cancellation or parent absence the Parent Educator will contact you to discuss the missed visits.

If the Parent Educator cannot reach you by phone, the Parent Educator will send a letter requesting you to contact the PE.

If after five working days there is no response by the family, the Parent Educator will send a second letter informing the family that if they do not respond within five working days the Early Head Start services will be stopped.

If there is still no response by the family, a final termination of service letter will be issued making the family aware that services have stopped.

Your Parent Educator wants to continue your enrollment in the EHS Program; please keep your Parent Educator informed about any changes in your family's health, location, vacation.



Home-Based Head Start

There are to be **32 home visits per school year**. If you or your child is unable to participate in a home visit:

- Call your child's home visitor at 724-287-2761 or 1-866-348-6674
- Tell them why you or your child will be unable to participate.
- Ask about scheduling a make-up visit later in the week.

Attendance becomes a concern when.....

- There are frequently canceled home visits.
- There is a pattern of missed visits.
- Family continually does not cancel in advance for visits, they will not be able to attend.

After the second consecutive cancellation or parent absence the Parent Educator will contact you to discuss the missed visits.

If the Parent Educator cannot reach you by phone, the Parent Educator will send a letter requesting you to contact the PE.

If after five working days there is no response by the family, the Parent Educator will send a second letter informing the family that if they do not respond within five working days the Home-Based Head Start services will be stopped.

If there is still no response by the family, a final termination of service letter will be issued making the family aware that services have stopped.

CURRICULUM

Head Start/Pre-K Counts

Program Standards require each program to implement an Early Childhood Education Curriculum that guides the teaching and practices of its preschool classrooms.

The Creative Curriculum for Preschool is a developmentally appropriate Early Childhood Curriculum our program uses to ensure we are offering research based, high quality early learning experiences to each child. This curriculum is aligned with the PA Early Learning Standards that support the development of children from birth to 3rd grade. The Creative Curriculum includes developmentally appropriate goals and objectives for children as they grow and progress and are modified to meet the level of the individual child.

The Creative Curriculum has 38 learning objectives that provide the road map our teachers use to plan our educational program. The objectives are organized into nine areas of development and learning. The first four major areas include:

1. Social-Emotional
2. Physical
3. Language
4. Cognitive

The remaining five areas are content areas that are often described as outcomes for early learning standards. The content areas include:

5. Literacy
6. Mathematics
7. Science and Technology
8. Social Studies
9. The Arts

The tenth area, English Language Acquisition, provides objectives specific to children who are learning to understand and use the English Language.

PATHS Curriculum (Promoting Alternative Thinking Strategies)

The PATHS Preschool/Kindergarten curriculum is a comprehensive, developmentally based curriculum. It is intended to promote social and emotional competence and prevent or reduce behavior and emotional problems in young children through the development and integration of essential skills in emotional literacy, behavioral self-control and problem solving, as well as to improve the social and academic climate of our preschool programs.

Heggerty

All ELC preschool classrooms implement the Heggerty Curriculum to teach phonemic and phonological awareness to increase early literacy skills. Children in their last year of preschool before kindergarten are taught using the Pre-K Lessons and the children in their first year of preschool are taught using the Early Pre-K Lessons. When children participate in the Heggerty lessons on a regular basis and learn to hear and identify the sounds in words, they are better prepared to learn to read, spell, write. Many of the local school districts use the Heggerty Curriculum. By participating in the lessons in preschool, children enter kindergarten with skills to be successful learners.

Early Head Start/Home-Based

The chosen and approved curriculum of the preschool Home-Based curriculum is called Parents as Teachers. This nationally known curriculum promotes the following concepts:

- children are born learners
- children learn most from people they love: their parents
- parents are the experts on their own child
- all parents deserve support in their parenting role
- diversity and cultural difference are valued
- all families have strengths
- all parents want to be good parents



Parents as Teachers

Program Goals:

1. Increase parent knowledge of early childhood development and improve parenting practices
2. Promote a strong parent- child relationship
3. Provide early detection of developmental delays and health issues
4. Develop a true partnership between parents and school
5. Increase children's school readiness and school success

Parents as Teachers has four basic components of the program. These are:

1. Personal home visits
2. Group Socializations
3. Developmental Screenings
4. Resource Networking. Certified Parent Educators who have been trained in child development will help you understand what to expect in your child's development. You will have input as to what you want your child to be learning. At Center Days parents and children have an opportunity to share their experiences in a preschool classroom setting, gain new insights, and have fun together. Developmental screenings help to detect and prevent difficulties later in school. Resources are available for families seeking aid through community services.

SCHOOL READINESS GOALS

Central Domains					
Head Start Early Learning Outcomes Framework	Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual, Motor and Physical Development
School Readiness Goals	<p>-Children will increasingly demonstrate self-regulation including impulses, maintaining attention, persisting with activities, and using flexible thinking to solve problems.</p> <p>-Children will demonstrate initiative independence, interest and curiosity in interactions with others, and exploration of objects and people in their environment.</p>	<p>-Children will engage in and maintain positive peer relationships, interactions including cooperating, and resolving conflicts.</p> <p>-Children will appropriately express and respond to a broad range of emotions including concerns for others.</p>	<p>-Children will express themselves in increasingly long, detailed and sophisticated ways that are clear and understandable.</p> <p>-Children will identify and segment the sounds within words as separate from the word itself including rhyming and matching beginning sounds.</p> <p>-Children will write for a variety of purposes using increasingly sophisticated marks.</p>	<p>-Children will demonstrate understanding of the relationship between numbers, names, and quantities.</p> <p>-Children will associate a quantity with written numbers up to 5 and will begin to write numbers.</p> <p>-Children will demonstrate understand of mathematical operations including addition and subtraction.</p> <p>-Children will analyze and interpret data, draw conclusions and communicate results</p>	<p>-Children will demonstrate increasing control of large muscles for movement, navigation and balance.</p> <p>-Children will demonstrate use of small muscles for the purpose such as self-care, writing, manipulation of tools, and cutting with scissors.</p>
Preschool	<p>Teaching Strategies GOLD</p> <p>3b: Solves problems 11a: Attends and engages 11b: Persists 1c: Takes care of own needs appropriately (4yr) 11d: Shows curiosity and motivation</p> <p>Head Start Early Learning Outcome Framework</p> <p>P-ATL 5 P-ATL 10</p> <p>PA Early Learning Standards</p> <p>16.2.PK.D 1.4.PK.X 16.11PK.C AL.2.PK.A 6.1.PK.D AL.1.PK.B</p>	<p>Teaching Strategies GOLD</p> <p>2c: Interacts with peers 2d: Makes friends 3a: Balances needs and rights of self and others 3b: Solves social problems 2b: Responds to emotional cues</p> <p>Head Start Early Learning Outcome Framework</p> <p>P-SE 5 P-SE 6</p> <p>PA Early Learning Standards</p> <p>AL.1.PK.C 16.1.PK.B 16.2.PK.D AL.4.PK.A</p>	<p>Teaching Strategies GOLD</p> <p>9b: Speaks clearly 9c: Uses conventional grammar 19a: Writes name 19b: Writes to convey meaning</p> <p>Head Start Early Learning Outcome Framework</p> <p>P-LC 5 P-LIT 1 P-LIT 6</p> <p>PA Early Learning Standards</p> <p>1.5.PK.D 1.5.PK.G 1.4.PK.C 1.1.PK.C</p>	<p>Teaching Strategies GOLD</p> <p>20a: Counts 20c: Connects numerals with their quantities 20b: Quantifies 13: Uses classification skills 22: Compares and measures</p> <p>Head Start Early Learning Outcome Framework</p> <p>P-MATH 3 P-MATH 5 P-MATH 6 P-SCI 6</p> <p>PA Early Learning Standards</p> <p>2.1.PK.A 2.1.PK.MP 2.4.PK.A</p>	<p>Teaching Strategies GOLD</p> <p>4: Demonstrates traveling skills 5: Demonstrates balancing skills 7a: Uses fingers and hands 7b: Uses writing and drawing tools</p> <p>Head Start Early Learning Outcome Framework</p> <p>P-PMP 1 P-PMP 3</p> <p>PA Early Learning Standards</p> <p>10.4.PK.A 10.5.PK.C</p>

Central Domains

Head Start Early Learning Outcomes Framework	Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual, Motor and Physical Development
School Readiness Goals	-Children will manage feelings, emotions, actions and behaviors with support of familiar adults. -Infants and Toddlers will increase their ability to be persistent and attentive.	-Children will engage in positive interactions through secure relationships with consistent, responsive adults. -Children will recognize and interpret emotions of others, including expressing care and concern for others, with support of familiar adults.	-Children will attend to, understand, respond and learn communication and language from others. -Children will understand and use an increasing number of words for communication, including expressing wants and needs, and engage in conversations with others. -Children will attend to, repeat and use rhymes and refrains from stories and songs.	-Children will actively explore their environment to discover what objects and people do, how things work, and how to make things happen. -Children will use a variety of strategies to solve problems, including reasoning and planning ahead.	-Children will develop and demonstrate use of large muscles for movement, exploration of the environment and self-help. -Children will develop and demonstrate control of small muscles for exploration, play and daily routines
Infant/ Toddler	Teaching Strategies GOLD 1a: Manages feelings 1b: Follows limits and expectations 11a: Attends and engages 11b: Persists 11c: Shows curiosity and motivation Head Start Early Learning Outcome Framework IT-ATL 1 IT-ATL 2 IT-ATL 3 IT-ATL 4 PA Early Learning Standards 5.1.A 5.2.b AL.1.A AL.2.A AL.4.c	Teaching Strategies GOLD 2a: Forms relationships with adults 2b: Responds to emotional cues 2c: Interacts with peers Head Start Early Learning Outcome Framework IT-SE 1 IT-SE 2 IT-SE7 IT-SE 8 PA Early Learning Standards 6.1.D 16.1.B 16.2.A 16.2.D AL.1.C	Teaching Strategies GOLD 8a: Comprehends language 8b: Follows directions 9a: Uses an expanding expressive vocabulary 9b: Speaks clearly 9b 9c: Uses conventional grammar 10a: Engages in conversations 12a: Recognizes and recalls 12b: Make connections Head Start Early Learning Outcome Framework IT-LC 1 IT-LC 7 IT-LC 8 IT-SE3 IT-LC 9 PA Early Learning Standards 1.2.J 1.3.J 1.5.C AL.2.B 1.2.C	Teaching Strategies GOLD 11a: Attends and engages 11b: Persists 11c: Solves problems 11d: Shows curiosity and motivation 11e: Shows flexibility and inventiveness in thinking Head Start Early Learning Outcome Framework IT-C 1 IT-C 6 PA Early Learning Standards AL.1.A AL.2.A AL.2.B AL.2.C AL.3.C	Teaching Strategies GOLD 4: Demonstrates traveling skills 5: Demonstrates balancing skills 6: Demonstrates gross-motor manipulative skills 7a: Uses fingers and hands 7b: Uses writing and drawing tools Head Start Early Learning Outcome Framework IT-PMP 3 IT-PMP 4 IT-PMP 7 PA Early Learning Standards 10.4.A 10.4.B 10.5.A 10.5.B 10.5.C

SCREENING AND ASSESSMENT

Program Standards require screening for each child to determine the need for further, in-depth evaluation. Screening will be done within 45 days of a child's entry into the program and will include developmental, behavioral, and sensory (vision and hearing) screenings. Screenings are administered to determine if there is a need for a formal, in-depth evaluation that would be completed by a specialist.

Each child's level of development, and progress over time, are observed and documented so that strengths and needs are identified. The Teacher/Parent Educator develops individualized goals and objectives. Teachers/Parent Educators will discuss this with parents at least three times each year to gain input and jointly plan the child's educational program.

MENTAL HEALTH SERVICES

Early Learning Connections embraces a vision of mental wellness for children and families.

The Agency has Mental Health Consultants who are available to support the development of children's social emotional skills and behavior in the classroom. The consultants will observe classrooms and work together with the teachers to promote positive classroom environments. The Mental Health Consultants are also available to meet with families about any concerns they may have about their child's behavior and development of social emotional skills.

DISABILITIES SERVICES

As an inclusive program, all children, including children with disabilities or special health care needs, are welcomed into all programs. Reasonable accommodations are made to ensure that each child has the opportunity to participate in the full range of the program.

All programs require the following forms to be completed in applicable BEFORE situations/circumstances a child is able to start:

- Policy: HS-02-105 Medication Policy
 - Appendix HS-E1 Authorization For Medication Form
 - Policy: HS-02-115 Health Service and Tracking Procedure for Center Based Early Head Start, Head Start, and Home-Based Head Start;
 - Appendix HS-01 Asthma Special Care Plan Form
 - HS-02 Allergy Care Plan Form
 - HS-03 Care Plan for Children with Special Needs Form
 - Seizure Action Plan
-

Together, staff and parents use the Ages and Stages Questionnaires (ASQ-3 and ASQ-SE) to determine each child's current developmental levels in gross and fine motor, speech and language, cognition, and social skills. When screening results identify evidence of developmental concerns, or when children enroll with identified disabilities, our program works closely with parents, ARIN IU 28, and the Midwestern Intermediate Unit IV Early Intervention Program to ensure that children are evaluated and/or receive all necessary services.

Children with an Individual Education Program (IEP) or Individualized Family Service Plan (IFSP) are eligible for additional services to support their development. Early Learning Connections collaborates with the IU IV and IU 28 Preschool Early Intervention Programs and Center for Community Resources to provide services for children who are eligible for special education programs.

The staff and parents work together to provide a learning environment that meets the individual needs of all children. Please feel free to talk to your Teacher/Parent Educator about any concerns you may have with your child's development.

ADAPTING CURRICULUM FOR CHILDREN WITH DISABILITIES OR OTHER SPECIAL NEEDS

All interventions for children with disabilities and other special needs will occur in a manner that recognizes that children with disabilities follow the same developmental spectrum as their more typically developing peers and that interventions work best when they are integrated into the daily content of the preschool environment.

Within the context of the Creative Curriculum, the following methods will be used to support the development of children with disabilities and other special needs:

1. **High quality early childhood program** (Creative Curriculum)
 2. **Curriculum modification and adaptations**– Teachers and other team members make modifications, adaptations and accommodations to classroom activities, routines and learning areas to include and enhance the participation of children with disabilities and other special needs. A curriculum modification is a change made to the ongoing classroom activity or materials in order to achieve or maximize the child's participation.
 3. **Embedded learning activities**– Through purposeful planning teachers identify daily opportunities for practicing a child's learning objectives within the context of the daily routine. The teacher plans what they will say or do to encourage the development of a child's skills while following a typical daily routine. Ideas for embedded learning opportunities may be found in the child's IEP or through discussion with the child's therapist or mental health consultant.
-

4. **Explicit, Child–Focused Instructional Strategies–** Some children need specific instruction in order to master a skill. When a child has a disability, specific instructional strategies may be found in the child’s IEP or identified through discussion with the child’s therapist or mental health consultant.

POSITIVE BEHAVIOR MANAGEMENT AND GUIDANCE PROCEDURE POLICY

Early Learning Connections Positive Behavior Management and Guidance Procedure policy is designed to keep all children and staff safe in the classroom and provide as much support for children as possible. Students, parents, and staff are provided the atmosphere to feel welcome, develop a sense of belonging, and to form respectful friendships and relationships.

Early Learning Connections early learning programs aim to promote children’s social–emotional skills to become competent learners. This includes developing empathy, anger management skills, problem solving, and impulse control skills. A consistent and predictable routine in a safe environment in the classroom helps children to behave in a positive way.

Early Learning Connections staff can help prevent children from behaving in a way that is harmful to themselves, others, or the environment by consistently reviewing behavioral expectations with parents and children daily. Targeted aggression and unsafe behaviors have a negative impact on the learning environment and teachers will intervene so children feel supported and safe.

The policy is designed to support the child, family and staff throughout the multi–tiered process. Prevention, Intervention and Transition procedures are clearly stated for everyone involved. The Positive Behavior Management and Guidance Procedure Policy (ED–03–101) can be found in your Welcome Packet.

Dual Language Learners

All of our programs are equipped to support children and families who are dual language learners. From enrollment to home visits to daily classroom attendance it is our goal to help you and your child feel comfortable using your home language along–side English. Play materials, stories, games, and everyday items can be customized to include your home language along–side those who may speak another language. It is very important to help your child to feel comfortable and to learn both languages while in our classrooms.

TRANSITIONS

Transition to Kindergarten

Kindergarten readiness and social competency are the primary goals of the Agency. When a child is of kindergarten age, the Teacher/Parent Educator/Family Service Worker will provide parents with registration dates and times from the various school districts, along with other necessary information a parent will need when enrolling their child for school.

Additional information and materials will be sent home to parents regarding the transition to kindergarten experience. Training will also be available for parents of kindergarten bound children to address any questions and discuss ways parents can advocate for their child upon entering the school system.

Lastly, children's educational records will be forwarded to the school district of residence, with parental consent, in an effort to help schools plan for future programming.

Transition from Home-Based to Center Based Head Start

Children leaving Home-Based and entering a Head Start classroom will be given the opportunity to visit a classroom while they are still in Home-Based so they may see firsthand what a classroom looks like, as well as what children do while in a classroom. Home-Based children participate in classroom activities and interact with the children in the classroom during the visit. Parents/Guardians and the Parent Educator will attend this visit to ease the transition.

Transition from Early Head Start to Head Start

Six months before your child turns 3 years old, you and your Parent Educator will begin to discuss and plan for the next step/transition of your child.

This includes:

- Your interest in where your child attends programming– child care, Head Start, Home Based Head Start
- Coordinating Special Services as needed (IFSP/IEP)
- A visit to the classroom
- A review of your family's income eligibility (2–3 months before 3 years old)

If your child turns 3 after your School District's Kindergarten cutoff date, he/she may remain in Early Head Start for additional months until he/she can transition into Head Start.

CELEBRATION POLICY

The goal is to offer pleasant and meaningful classroom celebrations. The practices we follow are:

1. Seasonal Celebrations are part of the Head Start experience for children.
2. Teachers will schedule these events and plan the activities and food for the celebration. Ideas from parents are welcome!
3. Classrooms will have a sign-up sheet for families who would like to contribute to a celebration. There will be enough celebrations so that each parent needs only to sign up once a year.
4. Due to the potential for allergies that children/staff might have, we are not able to have families and friends bring food from home for the classroom. We require families to bring nutritional store-bought food items in the original packaging for these activities that are low in sugar, salt and fat. All food served in the classroom must be commercially prepared. It is suggested that teachers develop and offer parents a nutritious snack list. Ingredients must be listed.
5. We always want children to feel safe. For this reason, we do not allow costumes or masks, as these can be scary to young children. Neither adults nor children are permitted to enter the classrooms in costumes.
6. We are fortunate to have families in our program from many different places, cultures, and belief systems. We support the heritage and culture of each child and family as well as responding to the majority culture of the classroom. We invite parents and grandparents to tell stories, show off clothes and artifacts, and teach simple crafts, show children how to prepare some of their foods, and tell how they celebrate their heritage at home.
7. When a classroom is located in the School District buildings, we will follow the district's guidelines in regard to celebrations.

HEALTH REQUIREMENTS

Healthy children are better able to learn. The program requests parents follow the PA-EPSDT and CDC schedule for well child checkups and immunizations. Dental exams one time per year are strongly encouraged for all children ages one and up and/or when first tooth erupts per the American Dental Association. PA-EPSDT standards are Dental Exams / Cleanings should begin no later than three years.

If a child is unable to eat any of the food that is provided for medical or religious reasons, parents should notify the staff. Parents must present a written statement from their family doctor or clergyman in order for a child to be given a meal different than the planned menu [see Nutrition Program Section for more information].



CHILDREN WITH SPECIAL HEALTH CARE NEEDS

If your child has special health care needs, such as allergies, asthma, medication, etc. a written health care plan developed by a medical professional prior to starting the program is required. We will maintain the plan in the classroom and in the kitchen. If there is a food allergy, we will need your doctor to verify and provide recommended substitutions in writing [see Nutrition Program Section for more information].

EMERGENCY MEDICAL TREATMENT

Injuries or Illness Requiring Medical or Dental Care

- 1) The caregiver who is with the child and who has had pediatric first aid training will provide first aid.
- 2) When immediate medical help is required, staff will call 9-1-1. Staff will contact a parent or legal guardian or, if the parent or legal guardian cannot be reached, the alternate emergency contact person. The emergency facility used by the program is the closest medical facility.
- 3) A staff member will accompany the child and remain with the child until the parent or legal guardian assumes responsibility for the child.
- 4) Staff will complete a *Child Injury Report* as soon after the incident as possible. The form will be signed by the parent or legal guardian.
- 5) Dental emergencies: Dental injuries will be given first aid as in #1 above. If emergency dental care is required, a staff member will accompany the child and remain with the child until the parent or legal guardian assumes responsibility for the child.

REPORTING CHILD INJURY

A *Child Injury Report Form* will be completed for:

- An incident that results in an injury or a visible mark on a child (bites, cuts, bruises, swollen body parts, etc.).
 - A medical emergency due to a child's ongoing health condition (asthma attack, convulsions, seizure, etc.).
 - Any incident that involves the child's head even if there are no visible marks or signs of a concussion. The parent must be contacted as soon as possible after the incident.
-

GUIDELINES FOR ILL CHILDREN

If your child becomes ill with the symptoms listed below we will notify you to pick up your child. This is to ensure the child's comfort and to prevent the spread of infection. You may need to call your pediatrician for advice and care.

1. FEVER: 100.4 degrees F. for all children
2. UNUSUAL LETHARGY, irritability, persistent crying, and difficult breathing.
3. UNCONTROLLED DIARRHEA: Three episodes with increased stool water that is not contained by the diaper or toilet use.
4. VOMITING: two or more times
5. MOUTH SORES: with drooling
6. UNIDENTIFIABLE RASH accompanied with a fever or change in behavior.
7. COVID-19 or Flu related Symptoms

CHILDREN WILL ALSO BE EXCLUDED IF THEY CANNOT PARTICIPATE IN ALL DAILY ACTIVITIES AND EXHIBIT SIGNS OF ILLNESS.

If your child is excluded with high fever, excessive vomiting, or uncontrollable diarrhea, he/she must be symptom free for 24 hours without the use of medication in order to return. If you bring your child and symptoms re-occur, your child will be excluded again, and you will be contacted to pick up your child.

WHEN SIGNS OF A CONTAGIOUS DISEASE AND/OR ILLNESS ARE EVIDENT, THE FOLLOWING WILL TAKE PLACE:

1. For the child's comfort and to prevent the spread of infection, the teacher/site staff will call and ask the parent or the emergency contact person to take the child home.
 2. If signs of a contagious disease are evident, staff may request doctor's written clearance for child to return. If parent does not get clearance, the child can not return until all signs of suspected contagious illness are no longer present.
 3. If a child is diagnosed with a contagious disease a note will be sent to all other parents informing them that their child has been exposed to a specific disease and a listing of the symptoms that they should look for. (No children's names will be disclosed.)
 4. Teachers can refuse a child's admittance if a child displays symptoms of a communicable disease or appears to be too sick to attend class.
 5. When children are ill we request that parents keep the child at home. If diagnosed with a communicable disease, refer to following guidelines as to when children may return:
-

CHILDREN MUST BE KEPT OUT OF THE PROGRAM WHEN DIAGNOSED WITH A COMMUNICABLE DISEASE FOR THE INDICATED PERIOD OF TIME:

Communicable Disease List

<p>Communicable Disease "CD" code is used only if the child has been diagnosed with one of the following:</p>	<p>When The Child Can Return</p>
<p>Chicken Pox**</p>	<p>When all blisters have scabbed (usually 6 – 10 days)</p>
<p>Diphtheria**</p>	<p>48 hours from the time the child is taking antibiotics, or until there are two negative culture tests. Documentation must be given to our staff member</p>
<p>Fifth Disease</p>	<p>Must be fever free for 24 hours without the use of fever reducing medication and have no respiratory systems; child could still have a rash they are not likely to be contagious when rash appears.</p>
<p>Flu (Influenza)</p>	<p>Must be fever free for 24 hours without the use of fever reducing medications.</p>
<p>Giardiasis</p>	<p>24 hours after diarrhea and vomiting stops (systems can last up to 6 weeks or longer).</p>
<p>Haemophilus Influenza Type B (HIB)**</p>	<p>Child must have written clearance from a health professional or local health department. Documentation must be given to staff member.</p>
<p>Hand, Foot, and Mouth</p>	<p>When child is fever free for 24 hours without the use of fever reducing medications, can contain drool, and all draining sores are covered.</p>
<p>Hepatitis A**</p>	<p>One week after onset of illness and after immune globulin has been given to all contacts. Documentation of immune globulin must be given to the staff.</p>
<p>Infectious Diarrhea</p>	<p>Child's diarrhea has stopped for 24 hours and has clearance letter from health care professional and/or negative lab test result. Documentation must be given to staff member.</p>
<p>Impetigo</p>	<p>24 hours after doctor prescribed treatment has begun and all sores are scabbed over without drainage</p>
<p>Lice</p>	<p>To re-enter into the classroom, the child must be free of live lice- Appendix HS-C and Appendix HS-D are given to parents.</p>
<p>Measles**</p>	<p>4 days after the rash began</p>
<p>Meningitis</p>	<p>Child must have written clearance from a health professional. Documentation must be given to staff member.</p>
<p>Mononucleosis</p>	<p>Child will need a doctor's written permission to be re-admitted. Documentation must be given to staff member.</p>
<p>MRSA</p>	<p>Child must have a doctor's written clearance to return and sores must not have drainage or pus. Sores must</p>

	be covered. Documentation must be given to staff member.
Mumps**	5 days after the onset of swelling
Pertussis (Whooping Cough)**	5 days from the time the child begins taking antibiotics
Pink Eye (acute bacterial contagious conjunctivitis)	24 hours after doctor prescribed treatment is begun
Pinworms	24 hours after doctor prescribed treatment has begun
Ringworm	24 hours after beginning medication
Respiratory Streptococcal Infections	(Scarlet Fever, Bronchitis, Strep Throat, etc.) Child may return after 24 hours of antibiotic treatment

6.

Roseola	Child may return after fever free for 24 hours without the use of fever reducing medication.
Rotavirus**	Child may return after 24 hours of symptom free.
Rubella**	7 days from the time the rash begins
Salmonella	24 hours clear of diarrhea and must have written clearance from a health care professional. Documentation must be given to staff member.
Scabies	24 hours after treatment and must have written clearance from health professional. Documentation must be given to staff member.
Shigella	After treatment complete and two stool cultures taken 24 hours apart are negative. Documentation must be given to staff member.
Tonsillitis	24 hours from the time the child begins taking antibiotics and is fever free without the use of fever reducing medication.
Tuberculosis (TB)	As soon as effective therapy has been started and adherence to medication is documented – will require updates or changes to treatment plan via documentation from health professional. Documentation of treatment plan must be given to staff member.

****Child should have vaccination against – if parent determines they do not want their child to be vaccinated, than they must complete Appendix HS-02-L2****

Notice letters for Communicable Diseases can be found at Appendix HS-C2

Re-Admission After Medical Treatment

If any child has been to a hospital, urgent care, emergency room, doctor's office (other than a well visit), or has had any surgeries/treatments, the parent must provide written documentation allowing the child to attend the program, with or without restrictions. Documentation must be provided from a health professional.



Administering Medication Policy

Medication administration is limited to prescription, or non-prescription (over the counter) medications ordered by a health care professional for a specific child and accompanied by written consent of the parent/legal guardian.

The Children's Center will provide parents with an **Authorization for Medication Form**. The parent must take this form to the child's physician who completes the top section of the form. (If the parent does not have this form when they go to the physician, a written order from the physician that contains the information listed below will be accepted and stapled to the form.) The written order of the health professional must specify:

- The medical reason for the medication
- Name of the medication
- Dose
- Route
- When (time of the day)
- For how long (number of days)
- Any reactions or side effects that may occur

The documentation is brought to the facility with the required medication. The parent completes the middle section and the staff person completes the bottom section of the form.

Medication must be in the original container (pharmacy or manufacturer supplied) with a label that includes the child's name, date the prescription was issued, and when it expires.

The label must also include the prescriber's name, dose instructions, pharmacy name and phone number, and relevant warnings.

NUTRITION PROGRAM

Early Learning Connections provides nutritious meals which follow the USDA Guidelines for the Child and Adult Food Care Program.

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, audiotope, 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/USDA-OASCR%20P-Complaint-Form0508-0002-508-11-28-17Fax2Mail.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

This institution is an equal opportunity provider.

05/05/2022



Children and Adults with Disabilities and Special Dietary Needs

Operators of the Child and Adult Care Food Program (CACFP) and Summer Food Service Program (SFSP) are required to make reasonable modifications to Program meals or the meal service to accommodate children or adults (Program participants) with disabilities that restrict the diet.

1. Licensed Medical Authority's Statement for Participants with Disabilities

U.S. Department of Agriculture (USDA) regulations at [7 CFR Part 15b](#) require substitutions or modifications in Program meals for participants whose disabilities restrict their diets. Sponsors, centers, and day care homes must provide modifications for participants on a case-by-case basis when requests are supported by a written statement from a state licensed medical authority.

The third page of this document ("Medical Plan of Care for Child Nutrition Programs") may be used to obtain the required information from the licensed medical authority. For this purpose, a *state licensed medical authority* in Pennsylvania includes a:

- Physician,
- Physician assistant,
- Certified registered nurse practitioner, or
- Dentist.

The written medical statement must include:

- An explanation of how the participant's physical or mental impairment restricts the diet;
- An explanation of what must be done to accommodate the participant; and
- The food or foods to be omitted and recommended alternatives, if appropriate.

2. Other Special Dietary Needs

Program operators may make food substitutions for individual participants who do not have a medical statement on file. Such determinations are made on a case-by-case basis and all accommodations must be made according to USDA's meal pattern requirements. Program operators are encouraged, but not required, to have documentation on file when making menu modifications within the meal pattern.

Special dietary needs and requests such as those related to general health concerns and personal preferences are not disabilities and are optional for Program operators to accommodate. Meal modifications for non-disability reasons are reimbursable provided that these meals adhere to Program regulations.

3. Rehabilitation Act of 1973 and the Americans with Disabilities Act

Under Section 504 of the *Rehabilitation Act of 1973*, the *Americans with Disabilities Act (ADA) of 1990* and the *ADA Amendments Act of 2008*, a person with a disability means any person who has a physical or mental impairment that substantially limits one or more major life activities or major bodily functions, has a record of such an impairment, or is regarded as having such an impairment. A physical or mental impairment does not need to be life threatening in order to constitute a disability. If it limits a major life activity, it is considered a disability.

Major life activities include, but are not limited to: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A major life activity also includes the operation of a major bodily function, including but not limited to: functions of the immune system; normal cell growth; and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Children and Adults with Disabilities and Special Dietary Needs

4. Individuals with Disabilities Education Act

Preschool children, infants, and toddlers with disabilities have additional rights under the *Individuals with Disabilities Education Act* (IDEA). Questions regarding the IDEA's requirements should be directed to the U.S. Department of Education, which is the federal agency responsible for the administration and enforcement of the IDEA.

Child Nutrition Program (CACFP/SFSP) Contact

For more information about requesting accommodations to Program meals and the meal service for participants with disabilities, contact:

Click here to enter local contact name and information.

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/USDA-OASCR%20P-Complaint-Form-05080002-508-11-28-17Fax2Mail.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.

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Medical Plan of Care for Child Nutrition Programs (CACFP and SFSP)

Please read pages 1 and 2 before completing this form.

Participant's Name	Date of Birth	Age/Classroom
Name of Center/Program/Site		
Name of Parent/Guardian or Participant's Representative	Phone Number of Parent/Guardian/Representative	
Signature of Parent/Guardian or Participant's Representative	Date	
1. Provide an explanation below of how the participant's physical or mental impairment restricts the participant's diet:		
2. Describe the specific diet or necessary modifications prescribed by the state licensed medical authority to accommodate the participant's needs:		
3. List the food or foods to be omitted (please be specific) and recommend alternatives, if appropriate. <u>Foods to be omitted:</u>		
<u>Suggested substitutions:</u>		
4. Indicate texture modifications, if applicable: <input type="checkbox"/> Chopped/Cut into bite-sized pieces <input type="checkbox"/> Diced/Finely Ground <input type="checkbox"/> Pureed <input type="checkbox"/> Other:		
5. List any required special adaptive equipment:		
Name of Physician/Medical Authority & Title (Please Print)		Provider Phone Number
Signature of Physician/Medical Authority		Date

Signing the following section is optional but may prevent delays by allowing the Program to speak with the physician/medical authority.

Health Insurance Portability and Accountability Act Waiver

In accordance with the provisions of the Health Insurance Portability and Accountability Act of 1996 and the Family Educational Rights and Privacy Act, I hereby authorize _____ (medical authority) to release such protected health information of the participant as is necessary for the specific purpose of Special Diet information to _____ (center/program/site) and I consent to allow the physician/medical authority to freely exchange the information listed on this form and in their records concerning the participant with the childcare/adult care/summer food program as necessary. I understand that I may refuse to sign this authorization without impact on the eligibility of my request for a special diet for the participant. I understand that permission to release this information may be rescinded at any time except when the information has already been released. My permission to release this information will expire on _____ (date). This information is to be released for the specific purpose of Special Diet information.

The undersigned certifies that he/she is (**circle one**): **Parent Guardian Adult participant or Representative of participant** listed on this document and has the legal authority to sign on behalf of that person.

Signature: _____ Date: _____

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
 3. Electronic link to file a civil rights complaint (How to File a Program Discrimination Complaint): <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.)
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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.
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2) Additional Information:

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

b) Confidentiality is extremely important

c) USDA complaint form:

o English version:

http://www.ocio.usda.gov/sites/default/files/docs/2012/Complain_combined_6_8_12.pdf

o Spanish version:

http://www.ocio.usda.gov/sites/default/files/docs/2012/Spanish_Form_508_Compliant_6_8_12_0.pdf

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

➤ National School Lunch Program: RA-NSLP@pa.gov

➤ Summer Food Service Program: RA-SFSP@pa.gov

May 19, 2022

PROBLEM RESOLUTION PROCEDURE

The Purpose of this Procedure: Sometimes parents have a concern or problem and this process will help make sure parents can be heard and concerns can be resolved.

1. EDUCATIONAL PROGRAM CONCERNS

- a) If parents have a concern or question about a classroom activity or the education program, they are encouraged to speak directly to the Classroom Teacher.
- b) If the parent feels that the problem has not been solved, or if a parent is unable to discuss the problem with the teacher, he/she should contact the Program Manager. Program Manager's phone numbers can be obtained by calling the Administration Office at 724-287-2761.
- c) If the problem cannot be solved at this level within a one (1) week period, he/she should contact the Program Director.
- d) If the problem has not been resolved at this point, a written statement should be given to the Problem Resolution Committee. Please address to: Problem Resolution Committee, Early Learning Connections, 139 Rieger Road, Butler, PA 16001.

2. NON-EDUCATIONAL PROGRAM CONCERNS

- a) The parent should first discuss the matter with the Family Service Worker. The parent and Family Service Worker should try to solve the problem.
- b) If the parent feels that the problem has not been solved, he/she may present the problem to the Program Manager.
- c) If the problem cannot be solved at this level within a one (1) week period, it should be presented to the Family Engagement Director.
- d) If the problem has not been resolved at this point, a written statement should be given to the Problem Resolution Committee, addressed to Problem Resolution Committee, Early Learning Connections, 139 Rieger Road, Butler, PA 16001.

If a parent feels that he/she cannot discuss the matter with certain individuals, because of their personal involvement, he/she may go directly to the person on the next higher step in the Problem Resolution Procedure.

The Problem Resolution Committee will investigate the issues and attempt to resolve the problem. If specific action seems necessary, the Problem Resolution Committee will make recommendations to Policy Council.

ARMSTRONG COMMUNITY RESOURCES

Child Abuse:	State Childline Children & Youth Agency (weekends and after 4:30 pm call 911)	800.932.0313 724.548.3466
Domestic Violence:	HAVIN VOICe 24 Hour Hotline	724.543.1180 800.841.8551
Housing or Food:	Salvation Army Catholic Charities	724.543.6622 724.548.1009
Medical:	Armstrong County Memorial Hospital Ambulance Poison Control Center (Pittsburg)	724.543.8500 9-1-1 800.222.1222
Armstrong Community Action Program		724.548.5754
Early Learning Resource Center – Region 3		724.285.9431
Resource & Referrals for Child Care		724.287.1044
Mental Health Crisis		877.333.2470
Language Line		https://www.languageline.com

BUTLER COMMUNITY RESOURCES

Child Abuse:	State Childline Children & Youth Agency (weekends and after 4:30 pm call 911)	800.932.0313 724.284.5156
Domestic Violence:	VOICe VOICe 24 Hour Hotline	724.283.8700 800.841.8551
Housing or Food:	Salvation Army Catholic Charities	724.287.5532 724.287.4011
Medical:	Butler Memorial Hospital Ambulance Poison Control Center (Pittsburg)	724.283.6666 9-1-1 800.222.1222
Center for Community Resources		724.431.0095
Early Learning Resource Center – Region 3		724.285.9431
Resource & Referrals for Child Care		724.287.1044
Mental Health Crisis		800.292.3866
Language Line		https://www.languageline.com

PARENT TRAININGS

Parents whose children are enrolled in all programs are invited to participate in Early Learning Connections Parent Trainings. The trainings, which are offered locally on a regular basis, address a wide variety of topics that are of interest to parents of preschool age children. Your child's teacher will send informational flyers home to you in your child's backpack. The flyers will include dates, times, locations, and registration information.

Dual Language Families: We will support and provide you with materials and/or interpreters in your home language for the parent training as well as any other family events, meetings and home visits as requested.



VOLUNTEERING IN HEAD START

There are 4 ways you can provide In-Kind hours to the Head Start program

1. Attend Parent Meetings and Policy Council Meetings

Policy Council is a committee that is made of up parents/guardians of Early Head Start and Head Start children, as well as community members. It is an opportunity to give your input to the budgets, hiring of employees, program plans, child outcomes and school readiness goals. You will also report on your local Parent Meetings and Family Events. Babysitting and snacks are provided. You can become a member by talking with your Family Service Worker to get signed up.

The Parent Meetings are held 4 times a year with your Family Service Worker.

2. Volunteer in the Classroom

Parents are always welcome in the classroom. Come as a volunteer, share your talents, and learn more about working with preschoolers. The children enjoy it and, with extra help, teachers can plan activities they wouldn't be able to otherwise. There may be a need for volunteers to have clearances. Staff will help you obtain them.

When volunteering in the classroom, please do not use your cell phone unless it is an emergency.

3. At Home Activities Calendar

At home activities are fun ways for you and your child to spend time together and to learn!

You will be provided with monthly activities. These ideas coordinate with what is going on in the classroom or home, and with the curriculum that we use. During home visits and parent/teacher conferences we also receive ideas from you as to what you want your child to learn.

Some possible at home activities could be:

- Counting the number of circles in your home.
- Reading together.
- Making a creation with shapes (circle, squares and triangles).
- Gather a collection of leaves. Look for similarities and differences.

Parents can earn up to 50 hours of in-kind a month for the program.

Please be sure to indicate your hours and sign the “At Home Activities Form” so that we can count your time as in-kind. THANK YOU!

In-Kind is a term you will hear often in Head Start and Early Head Start. Because our program is funded by a grant awarded by the Federal Government, we are required to provide 25% of local matching funds. The time that you volunteer in the program will be converted into a dollar amount so that our program meets its in-kind amount.

4. Health Advisory Committee

“The Health Services Advisory Committee (HSAC) purpose is to support Children's healthy development. The HSAC is an advisory group usually composed of local health providers who represent a wide variety of local social service agencies along with Head Start staff and parents. Effective partnerships are key to success of the approach. HSACs help to make decisions about health services and strengthen the communities where Head Start families live”.

This group allows parents, staff and community professionals to work together to formulate health policies when needed, develop and approve program work plans, participate in program evaluations, expand education and knowledge and occasionally sponsor health-related events.

HOME AND SCHOOL CONNECTIONS FOR CENTER BASED HEAD START

- **“Home to School Connection Folder”**. Each day your child will bring home this folder in his/her backpack. Please check the folder daily for valuable information. We will also send home creative artwork that your child has made. You, too, can use this folder to communicate with us. Send us notes and any other information that you want to share with us.
 - **Home Visits** are a very important part of our partnerships with parents/guardians. Your Family Service Worker will visit you at least 2 times a year and together you will talk about things that are important to you and your family. Your child’s teacher will also visit your home 2 times a year. During this time, you will talk about your child’s development and talk with the teacher about what you would like your child to be learning.
 - **Parent/Teacher Conferences** are held 2 times a year in the classroom setting when children are not present. Like home visits, these two meetings are also a time to talk about your child’s growth and development, and it is your time to talk about what you would like your child to be learning.
 - **Classroom Times** is written by your child’s teacher and is sent home weekly. Look over it to find out what books will be read, what special events and study units will be occurring (Pets!, Buildings!, Trees!, Recycling!, etc.)
 - **In Home In-Kind Activity Calendar** is developed by your teacher for your child and you to do together. It is sent home monthly and is full of ideas for learning. These activities go along with what is occurring in the classroom. Returning them to the teacher at the end of the month is valuable for you and Head Start.
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HOME VISITS IN HOME-BASED OR EARLY HEAD START

Whether you are new to Head Start or are the parent of several children who have been in a program for years, *you are your child's first teacher.*

Your Home as a Learning Center

Your child learns about himself or herself, other people, and the surrounding world every day. For your child, everyday moments like getting dressed, preparing a meal, setting the table, taking a walk, taking a bath or reading a book are learning moments. They are filled with interesting things to see, touch, smell, hear, taste, explore, and do.

Your home is filled with interesting things to see and do for your infant, toddler, or preschooler. Things that are fun and can help them learn are right there in your own kitchen, living room, closet, and even the garage.

Weekly Home Visits

To further support you as your child's first teacher, the programs consists of weekly home visits with your Parent Educator. By observing and interacting with your child, you and your Parent Educator visitor will work together to establish goals based on the child's development. These home visits provide opportunities for you to strengthen your relationship with your child and help them develop and enhance skills they already have. The Parent Educator will also work with you to establish family goals, provide community resource referrals as needed and will share information about program activities and training opportunities that are available.

Home visits are scheduled for a minimum of an hour and a half at the parent's home. As the parent, you are encouraged to help plan the home visits and will participate in the planned activities with your child/children.

Home Visiting Schedule

When you enroll in the Program, you and the Parent Educator work together to set a visit day and time for weekly visits. Establishing a set visit schedule benefits parents, children and home visiting staff.

- Families will be expected to participate in visits on this day/time weekly and notify the Parent Educator as soon as possible if they are unable to participate in a visit (appointment, travel, illness, etc.)
 - If a family is unable to attend their scheduled visit on their regular day and time the home visitor will attempt to schedule a "make-up" visit that same week.
 - If the Parent Educator is unable to attend the scheduled visit, he/she will notify you in advance
 - Home visits are scheduled to last a minimum of an hour and a half.
-

PARENT PARTNERSHIPS IN PRE-K COUNTS

At the start of each program year the Teacher visits the home for the purpose of building home/school connections. In addition, Teachers share child progress and gain input through Parent Conferences.

THE PARENT TO DO LIST

- Provide a small light weight back pack that you and the teacher can use to send things back and forth between home and school.
- Check your child's backpack each day for information from the teacher.
- Dress your child in casual, comfortable clothing keeping in mind that classroom activities can at times be a little messy (painting, playing outdoors etc.)
- Send a complete change of clothes to be left in the classroom in case of accidents. Include tops and bottoms as well as underwear and socks.

When your child has to change into an item of extra clothing, the clothing that has been soiled will be sent home to you in your child's backpack. Use this as a reminder to send in a replacement item to add to your child's extra clothes.

- Label your child's belongings with a permanent marker. Put your child's first and last name on coats, hats, sweaters boots, mittens etc.
- If you self-transport, please walk your child to the teacher and pick your child up from the teacher.

Specific procedures for drop off and pick up will be determined by each classroom, and will be based on the safest and efficient system for each classroom's location.

- Each day that your child is absent or tardy, call the classroom to let the teacher know that your child will not be in or will be late, and arriving at a certain time.
- On the day your child returns to school after an absence, send in a written excuse that tells why the child was not in school.

Keep the lines of communication with your child's teacher open. Your questions, comments and concerns are welcome and contribute to continuous quality improvement
