Westmoreland County Community College
CAMPUS CHILDREN’S CENTER

724-925-4156

2014-15
FAMILY HANDBOOK

Keystone STARS
Reaching higher for quality early learning
WELCOME!

Welcome to the Westmoreland County Community College Campus Children’s Center. We know that this is an important time for you and your child and hope that the opportunities available at WCCC will serve you well. We will certainly enjoy getting to know you and your family. It is our pleasure to serve you!

The Children’s Center offers a wide variety of activities and experiences that promote social interaction, language and literacy development, as well as creative thinking skills. Children will participate according to their development and style, and will be successful in their own individual manner.

Our teachers are here to help your child and you. We will make every effort to communicate often in order to get to know your family and to meet the needs of your child.

Families may access the center throughout the day, as your schedule permits. Our observation room is also available for your use. In many instances, a visit to the observation room allows you to view your child and the activities without any disruption to the classroom routines or to the children. Please take a moment when you arrive or depart to talk with the head teacher about your child’s day.

When you have comments or questions, please call the Campus Children’s Center office at 724-925-4156. Although our office is not staffed during all of our business hours, you may always leave a message. We will return your call as soon as possible.

OUR MISSION

It is the mission of the WCCC Campus Children’s Center to provide the highest quality early education experience for preschool-aged children, while providing a developmentally appropriate environment for children age 3-5 of college students, WCCC faculty and staff and Westmoreland County community.

In addition, the Campus Children’s Center also serves as learning facility for early childhood education students at WCCC, as well as for early childhood student teachers from local colleges & universities. This provides the children as well as those students nearing the end of their educational experience with an outstanding opportunity for growth and development.
2014-15 ACADEMIC CALENDAR

Fall 2014
Classes begin August 21
Labor Day (college closed) September 1
No classes October 7, 23
Thanksgiving Recess (college closed) November 26-29
Last day for student-initiated withdrawal December 8
Last Day of classes/final exams December 17

Spring 2015
Classes begin January 8
No classes January 19, March 24
Spring Break (college closed) April 1-4
Last day for student-initiated withdrawal April 20
Last Day of classes/final exams May 6
Commencement May 7

Summer 2015
1st session classes begin May 18
Memorial Day (college closed) May 25
8-week session classes begin June 8
1st session classes end June 23
2nd session classes begin June 24
Independence Day (college closed) July 3
2nd session classes end July 30
8-week classes end July 30

Calendar will be updated as needed on our web page.

ACCREDITATION
Westmoreland County Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3642 Market Street, Philadelphia, PA 19104, 267-284-5000. The Commission on Higher Education is an accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

NOTICE OF NONDISCRIMINATION
Westmoreland County Community College will not discriminate in its educational programs, activities or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership or any other legally protected classification. Announcement of this policy is in accordance with state law including the Pennsylvania Human Relations Act and with federal law, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Inquiries should be directed to the Affirmative Action Officer (presently Sylvia Detar) at 724-925-4190 or in Room 4100D, WCCC Business & Industry Center, Youngwood, PA 15697.
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GENERAL INFORMATION

Licensure

The WCCC Campus Children’s Center is licensed by the Pennsylvania Department of Public Welfare (PA DPW), Office of Children, Youth, and Families for a total of 43 toilet-trained children at any one time. The licensing regulations for space and staff mandate the following for the mixed developmental ages:

- A safe, appropriate educational environment with proper staff/child rations. (State minimums are one supervising teacher for every 10 children; the Children’s Center typically has one supervising teacher and one or more aids for each group of 10 children.)
- Each adult on staff must have the following on file at the Children’s Center:
  - a biennial health appraisal, including proof of tuberculosis testing
  - validated Childline, State Police Clearance forms and FBI Fingerprinting Clearance
  - two letters of recommendation
  - documentation of annual early childhood professional development
  - a transcript of their most recent college coursework including diploma

The center also has Pennsylvania Department of Education accreditation through its Westmoreland County Community College affiliation and provides a developmentally appropriate curriculum to prepare children for the transition to formal schooling through an environment rich with challenging materials and supportive adults. Assessments of the program are conducted annually in order to ensure the high quality of the program.

In addition, the Campus Children’s Center also participates in the Keystone STARS program, a voluntary state quality improvement initiative for DPW licensed child care facilities that exceed DPW certification requirements. Keystone STARS focuses on staff development, the children’s environment, and on the business practices of the facility. Research indicates that higher levels of teacher education lead to better outcomes for children’s learning and development and foster success in later educational situations. For more information, please visit: http://www.pakeys.org/

Through our involvement with Keystone STARS, each classroom is assessed using the Environmental Rating Scale (ERS). The classrooms must earn a score of no less than 4.25 with an average score for the entire center of 5.25 or greater. An improvement plan must be completed for any subscale with a score below 4.25. We are a STAR 4 center and previously have not had to submit an improvement plan for any area of the ERS.

ACCREDITATION

WCCC Campus Children’s Center is accredited by the National Association for the Education of Young Children (NAEYC). NAEYC is the world’s largest organization working on behalf of young children with the leading voice for early childhood education. NAEYC’s mission is to serve and act on behalf of the needs, rights and well-being of all young children with primary focus on the provision of educational and developmental services and resources (NAEYC Bylaws, Article I., Section 1.1).

NAEYC expresses its mission in terms of three broad goals:

1. Improving professional practice and working conditions in early childhood education.
2. Supporting early childhood programs by working to achieve a high-quality system of early childhood education.
3. Building a high-performing, inclusive organization of groups and individuals who are committed to promoting excellence in early childhood education for all young children.

NAEYC accreditation requires adherence to 10 quality standards with 185 criteria that represents best practice. By earning NAEYC accreditation WCCC Campus Children’s Center agrees to make their mission and goals ours.

MANDATED REPORTERS

We are responsible for the safety and protection of every child in our care. Under the Child Protective Services Act, all staff members of the Campus Children’s Center are considered by law to be mandated reporters. As such, any staff member who has reason to believe that a child has been abused is required to immediately report suspected child abuse to ChildLine. The employees of the center are not required to discuss their suspicions with parents prior to reporting the matter to the appropriate authorities, nor are they required to investigate the cause of any suspicious marks, behavior or condition prior to making a report. Under the Act, mandated reporters can be held criminally responsible if they fail to report suspected abuse or neglect. We at the Campus Children’s Center take this responsibility very seriously and will make all warranted reports to the appropriate authorities. The well-being of all children is our primary focus.
Our staff is highly qualified with extensive backgrounds of education and experience. In addition to following state regulations that exemplify high quality in early childhood education, each staff member is required by the PA DPW to obtain clearances and health assessments, as well as ongoing training. The teachers are friendly, nurturing people who truly enjoy children and the learning process. They are here to provide activities and experiences for your child to develop and grow, as well as to provide you with information that can assist you in understanding the learning process.

*Please talk directly with our coordinator/director or head teachers.*  
*Do not leave messages with support staff!*

**Coordinator/Director**  
Diane Hendrick  
WCCC: 2010-present  
A.A.S. in Early Childhood Education, Westmoreland County Community College; B.S. in Applied Developmental Psychology, University of Pittsburgh; M.Ed. in Early Childhood Education, Carlow University; 17 years early childhood experience; married to Paul for 32 years and mother of three adult sons

**Full-Time Head Teachers**  
Lori Swank  
WCCC: 2003-present  
A.A.S. in Early Childhood Education, Westmoreland County Community College; 11 years early childhood experiences; mother of an elementary school-aged daughter

Florence Smith  
WCCC: 2012-present  
A.A.S in Early Childhood Education, Westmoreland County Community College; B.A. from Carlow University in Early Childhood Education; 15 years experience as a classroom assistant for students with disabilities in grades pre-K-12th grade; mother of two adult sons

**Part-Time Head Teachers**  
Melissa Lofts  
WCCC: 2008-present  
A.A.S. in Early Childhood Education, Westmoreland County Community College; B.A. from Carlow University in Early Childhood Education; holds Pennsylvania certification in Early Childhood Education; mother of school-aged son and toddler daughter

Lena West  
WCCC: 2011-present  
Associate degree in Early Childhood Education from Manchester Community-Technical College in Connecticut. 13 years early childhood experience; married to Dave for 18 years; mother of three sons

Dawn Spaeder  
WCCC: 2013-present  
B.S. in Liberal Arts from St. Vincent College with teaching certification; married 12 years to Mark; mother of 3 sons ages 7, 8 & 11

**Casual Part-Time**  
Jennifer Stinnett  
WCCC: 2012-present  
B.S. in Elementary Education and Early Childhood Education, Slippery Rock University; three years of early childhood experience in Pennsylvania and Ohio; married with two children, Allison and Luke

**Work-Study Students** are hired through financial aid.

**Practicum Students & Student Teachers**  
Each semester early childhood education students work at the Children’s Center to fulfill degree and student teaching requirements.

**SCSEP (Senior Community Service Employment Program)** provides job training and placement for people 55 & and older. SCSEP is an equal opportunity employer program.

As of October 2013, the aforementioned individuals comprise the Campus Children’s Center staff. Visit wccc.edu for any changes.

The PA DPW requires a ratio of one adult to 10 preschool-aged children. The WCCC Campus Children’s Center always schedules two adults to be present when children are in care. A head teacher plans and implements the lessons for each group of children. Support staff members (work-study students, SCSEP employees, and practicum students) assist the head teacher and remain under his/her direct supervision.
**ADMISSION & ENROLLMENT**

**CHILD CARE & PRESCHOOL CLASSROOMS**

<table>
<thead>
<tr>
<th>Child Care</th>
<th>Preschool</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall &amp; Spring Semesters</strong></td>
<td><strong>Fall/Spring Semesters</strong></td>
</tr>
<tr>
<td>7 a.m. – 9 a.m. &amp; Noon – 5 p.m.</td>
<td>9 a.m. – noon</td>
</tr>
<tr>
<td>Monday-Friday</td>
<td>Monday – Friday, any arrangement of days as convenient for family</td>
</tr>
</tbody>
</table>

**Summer Semester**

- 7 a.m. – 5 p.m.
- Monday - Friday

Fall and spring semesters operate on a 16-week schedule.
The summer semester consists of a 5-1/2-, 8- or 11-week schedule.

**ADMISSION/ENROLLMENT REQUIREMENTS**

Because the WCCC Campus Children’s Center is licensed through the PA DPW, regulations require that each child enrolled in our center:

- be 3 years old at the time of enrollment
- Be fully toilet-trained and able to use the toilets at the center while in care. A child is fully potty trained when they are dry and wearing underwear at all awake times. They are also self-sufficient in the potty, including pulling pants up and down, wiping, flushing and washing hands. We will provide assistance when needed to pull pants up and down and offer instructional support and words of encouragement to help them in wiping. In such case that there is a medical reason that the child is not potty trained and/or unable to use disposable diapers the parent/guardian must furnish the center with a medical reason signed by the child’s physician. The parent/guardian must provide diapers and wipes. If the child is unable to use disposable diapers the parent/guardian must provide appropriate diapers with an absorbent inner lining completely contained within and outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and outer covering will be changed as a unit and placed in a plastic bag with the child’s name and placed in the wet clothes bin for you to take home that day. A child who has a medical necessity for diapering will be checked every two hours and will be changed when wet or soiled.
- have a health assessment report completed, which includes dates of immunization, signed and dated by the physician within 42 calendar days of the enrollment date, and annually thereafter.

To place your child’s name on the waiting list, call 724-925-4156.

All children will have a **two-week trial period**. Any separation or difficulties adjusting to a group situation will be managed on an individual basis. If problems persist after the first two weeks of attendance, a joint staff-family meeting will be scheduled to discuss how to best meet the child’s needs. The needs of the children must come first!

New families are required to schedule an appointment to visit the center prior to enrollment. Appointments are made for **orientation** as an opportunity for children to meet the teachers, as well as become familiar with the environment and routines. Families will meet the staff, ask questions, review the parent handbook, and complete the necessary enrollment forms. This orientation visit lasts approximately one hour.

**WITHDRAWAL POLICY**

From time to time, it may be necessary for a parent to withdraw a child before the end of the semester. In this event, **parents must notify the center of their intention to withdraw.**

Remember, when your child is registered, he/she is given a space in the center. When he/she withdraws during the semester, it is usually too late for another child to fill that space. Therefore, a parent withdrawing a child during the first two weeks of the semester will be charged only for those weeks, the material fee and security fee. **Parents who withdraw after the second full week of the semester will be responsible for the entire semester fee, material fee and security fee.**
**REQUIRED FORMS**

ALL forms must be completed and filed in the Children’s Center office on or before the child’s first day of attendance.

1. **Emergency/Consent Form** (updated each semester)
   - Current name, address, and phone numbers (home, work, cell) of the parent(s) or legal guardians enrolling the child
   - Name, address, phone number, driver’s license number and relationship to the child of at least two people other than the primary care adult to whom the child may be released. Written permission, signed and dated by the primary care parent or guardian, is required on the day of alternate release of the child.
   - Medical insurance information
   - Allergies, chronic health conditions, or special care requirements for the child
   - Emergency first aid care consent

2. **Agreement Contract** (updated each semester)
   - Date of enrollment and schedule listed as contracted by parent and Children’s Center
   - Fees per hour and charges listed
   - Acknowledgment of receipt of parent handbook
   - Agreement to update the emergency information
   - Dated signatures of the enrolling parent/guardian and the center coordinator/director

3. **Campus Children’s Center Checklist**
   - Parent’s full name, social security number or WCCC ID number for billing purposes, child’s name and semester schedule information

4. **Parent/Guardian Schedule** (updated each semester)
   - Scheduled times of care, including location and contact information for parent or guardian
   - Both permanent and daily changes to schedule must be pre-approved through the Children’s Center office
   - Daily updates of class location and contact information for parent or guardian must be written on the sign-in sheets each time the child arrives at the Children’s Center

5. **Health Assessment**
   - Due within 42 calendar days of enrollment, and annually thereafter.
   - Physical examination and screenings; dates of immunizations.
   - Signed and dated by the examining physician or physician’s assistant.
   - If your child is overdue or any routine health services, evidence of an appointment for those services must be provided as a condition of entry or continued enrollment in the program (except for any immunization for which religious or medical reasons exempt your child). Written exception/explanation signed and dated by physician is required.
   - If your child is under immunized you will be notified immediately and your child will be excluded from the program if an illness related to vaccine preventable illness is presented within the center. Your child will be excluded until center staff feel it is safe for your child to return, following AAP recommendations.
   - If abnormal results are indicated on your child’s health screening follow up information will be required for entry/continued enrollment.
   - Only the enrolling parent will have access to the child’s health records/information, portfolio and center file unless permission is given of the enrolling parents in writing to share information with anyone others.
   - Parent or legal guardian agrees to inform staff of any instructions necessary to provide care for child with any and all medical conditions, chronic illness or special needs documented in writing by the prescribing physician.
6. Consent for Photographic Display
- Photographs of my child may be displayed in the hallway or in the Campus Children’s Center showing my child at work and play.
- Photographs of my child may be included on promotional brochures and newspapers for WCCC and the Campus Children’s Center for marketing or informational purposes.
- Photographs of my child may be included on the WCCC website.
- Photographs of my child may be included on the online assessment within my child’s portfolio.

This applies only to photographs taken by the college and its agents. We cannot control photographs taken by third parties (including parents) whether or not the pictures are taken in the center or on campus. We require all outside third parties (non-college personnel and its agents and parents) to obtain express authorization before taking any photographs when they are in the Campus Children’s Center itself; however, it is impossible to eliminate entirely the possibility that photographs may be taken without knowledge.

7. Additional forms
- Copies of notice of legal custody or guardianship regarding the enrolled child must be on file in the Children’s Center office, including rights of the non-custodial parents/guardians
- IEP (Individual Education Plan) or IFSP (Individual Family Service Plan), as appropriate
- Getting to Know You
- Early Learning Network Information
- Consent to Transport

8. Medication Permission Forms
We will only administer prescription medications that are required to be given to the child during the hours he or she is at the Children’s Campus Center. Medications must be in the original prescription container with the dosage info, prescribing doctor’s name and phone number. We will not give the first dose of any medication. A medication form must be filled out by the enrolling parent, signed and dated. A medication permission form must be filled out for sunscreen also.

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**FINANCIAL INFORMATION**

**FEES**
Effective August 1, 2012

$5 per hour

*There is a $30 material fee for each child per semester. This fee covers consumable supplies such as art materials, fresh fruits and vegetables or cooking ingredients for morning and afternoon snacks.*

*There is a $10 security fee for the first semester of enrollment. The security fee is not assessed again as long as the child is continuously enrolled.*

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**CHILD CARE & PRESCHOOL**

Fees are calculated at $5 per child per hour, according to the prearranged schedule listed on the scheduling form. Families are responsible for the fees for the entire semester of scheduled hours and/or days written and signed for on the schedule.

*Drop-off care is not available. Extended care or adjustments to schedules may be made subject to pre-approval by the center director, and dependent upon space availability and staff-child ratios.*
Parents or guardians and the center coordinator/director sign a contract at the beginning of each semester, listing the scheduled times of care and the fees for the service. Contracts must be completed at the time of enrollment and will specify start dates as well as final dates of service. Any adjustments to the schedule must be prearranged through the center coordinator/director and corresponding adjustments to the contract will be made. Please remember that scheduled days and times are not transferable. Each child’s contracted days and times reserve the child’s space in the center for those scheduled times only.

From time to time, it may be necessary for a parent to withdraw a child before the end of the semester. In this event, parents must notify the center of their intention to withdraw.

A parent withdrawing a child during the first two weeks of the semester will be charged only for those weeks. Parents who withdraw after the second full week of the semester will be responsible for the entire semester fee.

Late pick-ups or early arrivals will be charged $5 for each 15 minutes not listed on the contract/schedule. The additional fees will appear on your bill within two weeks. Repeated late pick-ups or early drop-offs will result in the Campus Children’s Center adjusting the child’s schedule for the remainder of the semester with the resulting additional charges.

A statement of account will be issued at the beginning of each semester, providing families with a record of the Children’s Center fees charged to their account listing the entire amount of fees due for the semester. Fees are payable to Westmoreland County Community College and must be received prior to the end of each semester. Students of the college will not be permitted to register for additional classes or receive grades until all outstanding fees are paid. No child will be permitted to enroll for the next semester with an outstanding balance. Additional fees will be applied, as incurred, for all additional time beyond the current schedule. Monthly payment is required with the balance due by the end of the semester. Full payment of any balance must be received prior to enrollment being finalized for the next semester.

Several forms of financial aid are available and information may be obtained from the center coordinator/director, the financial aid office and the CCIS office. Please remember, however, that the child’s family is responsible for all fees incurred at the Campus Children’s Center, which includes fees not covered entirely by financial aid or CCIS.

There is no reduction in tuition or fees for absences due to illness or vacation. Your contract reserves your child’s space for the specific days listed on the contract. Since each child’s space is reserved, absences are not transferable and switching days is not possible.

Families are not charged when the Children’s Center is closed for holidays, college in-service days or semester breaks. The attached academic calendar provides a schedule of these closures. Families are charged when the college is closed due to emergency situations such as weather conditions, lack of utilities, etc.

All questions concerning billing should be addressed to the the Children’s Center coordinator/director at 724-925-4156 or the Accounting department at 724-925-4076.
# Payment Methods/Financial Aid

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<tr>
<th>Who</th>
<th>When</th>
<th>How</th>
<th>Procedure</th>
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<tbody>
<tr>
<td>1. Parent Self-Pay</td>
<td>Monthly</td>
<td>Pay at Student Services Desk with bill and check.</td>
<td>Mail payments to: WCCC Accounts Receivable, 145 Pavilion Lane, Youngwood, PA 15697</td>
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<td></td>
<td>Monthly</td>
<td>Check sent directly to Campus Children’s Center. You are responsible for family weekly co-pay on the Friday of the week before care is provided.</td>
<td>Apply at CCIS Office, 724-836-4580, or DPW Office, 724-832-5218. Upon acceptance, LMA validated forms are sent to center for signatures. Enrollment begins on day of notification.</td>
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<tr>
<td>2. CCIS or DPW</td>
<td>Once per semester</td>
<td>Payment automatically credited to your account upon award Online at wccc.edu</td>
<td>Children’s Center coordinator/director will recommend to Financial Aid. Notification made last month of semester. Reapply each semester.</td>
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<td>3. Scott Brewer Early Childhood Education Scholarship/Foundation scholarships</td>
<td>Once per semester</td>
<td>Payment automatically credited to your account mid-semester</td>
<td>Apply at Financial Aid Office prior to semester start. Notification of approval made prior to semester start.</td>
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<tr>
<td>4. Student Loans</td>
<td>Once per semester</td>
<td>Payment automatically credited to your account mid-semester</td>
<td>Apply at Financial Aid Office prior to semester start. Notification of award made prior to semester start.</td>
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<td>5. Grants</td>
<td>At time of enrollment</td>
<td>Payment automatically credited to your account mid-semester if eligible for grant refund after paying tuition and bookstore bills.</td>
<td>Apply at Financial Aid Office prior to semester start. Notification of approval made prior to semester start.</td>
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<td>6. PSAS (Income guidelines determine eligibility)</td>
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<td>Application available from center director</td>
<td>Mail application to: Private School Aid Service P.O. Box 89434 Cleveland, OH 44101-6434</td>
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</table>
**COUNTY ASSISTANCE OFFICE (CAO)**

The Department of Public Welfare (DPW) helps parents find and pay for child care. DPW manages the subsidized child care program for low-income working families and families receiving cash assistance. The subsidy funds help eligible parents pay for their child care costs. You could be eligible! Please call the Western Region DPW - 1-800-222-2149.

**CCIS**

CCIS agencies offer information to all parents on selecting child care which meets their family’s needs, as well as helping parents pay for child care.

Westmoreland County  
Phone: 724-836-4580  
Toll-Free Phone: 1-800-548-2741

**PA’S CHILDREN’S HEALTH INSURANCE PROGRAM (CHIP)**

If your children need health insurance, CHIP is worth looking into. CHIP covers everything from regular checkups, immunizations and well-baby visits to emergency care, prescriptions and dental - just to name a few. Call 1-800-986-KIDS or visit [www.state.pa.us](http://www.state.pa.us), PA Keyword: CHIP
At the WCCC Campus Children’s Center, we know that development does not occur in single strands, but rather it is woven from many different directions, opportunities and experiences. We believe that each child and each family possess their own inherent traits and styles, and each has varied interests and strengths. The program at the Campus Children’s Center embraces this ideal and addresses the whole child, using the Creative Curriculum ©framework and The Letter People to meet the individual, physical, social/emotional and intellectual needs of the child. This coherent focus allows for easy adaptations and modifications to ensure access to the curriculum for all children. Because our teachers are well-versed in typical patterns of development, we also recognize that children develop in their own way and at their own pace. As such our teachers develop and intentionally implement learning opportunities consistent with our goals and objectives and this assists teachers in the on-going assessment of the children’s progress. The curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning. The curriculum is implemented in a way that reflects responsiveness to family home values, beliefs, experience and family home language. Our routines and expectations encourage social interaction and cooperation, but respect individual responses. The daily schedules are flexible and allow for opportunities that may present themselves. Most of our activities are open-ended, promoting success at all levels.

Our goal is for each child that attends WCCC Campus Children’s Center to feel accepted, respected and to learn to love learning. This is accomplished by our staff being role models for appropriate behaviors and by getting to know each child and family so as to meet their individual learning styles. The program at the Campus Children’s Center is based on research from such experts as Piaget, Vygotsky, and Maria Montessori. Although our center does not follow a single curriculum, we do practice and follow the framework and concepts recommended by “The Creative Curriculum©”, using the classroom environment to promote children’s learning in all areas of development. The goals and objectives used by our teachers align with the developmental expectations provided by the Office of Child Development and Early Learning, Pennsylvania Department of Education and Department of Welfare in the Pennsylvania Learning Standards for Early Childhood. Additional information concerning the PA Early Learning Standards may be obtained at http://www.pde.state.pa.us/early_childhood/lib/early_childhood/Early_Learning_Standards_August_05.pdf

Each classroom has a copy of the PA Early Learning Standards. Teachers are expected to connect lesson plans to the appropriate standards and to document the corresponding standards on the lesson plan form. The PA Early Learning Standards provide benchmarks that assist teachers in assessing children’s development and also in evaluating the effectiveness of the overall classroom program.

Our head teachers are required to possess an associate’s degree in Early Childhood Education or a related field, although a bachelor’s degree or a master’s degree is preferred. The teachers plan and implement activities and experiences for the children that provide opportunities to learn through active participation with concrete materials. They observe and assess each child, and document their growth in order to discuss the child’s progress with families, and also to plan ongoing experiences that promote continued individualized development. Children’s progress is recorded on an on-line assessment tool, checklists, anecdotal notes and through samples of the child’s work. Teachers design experiences based on the developmental levels of each child. Activities are individualized according to the needs of the child. Interaction between the adults and children is a primary focus of the program; conversations encourage children to think creativity and to expand their current knowledge.

The teachers provide the children with daily opportunities for language acquisition that align with our program philosophy and take into consideration family and community perspectives. By getting to know the children and families we create a community of respect reflecting responsiveness to family home values, beliefs, experiences and the family’s home language and culture.

We value play as an integral aspect of our curriculum. We know that play is the most effective vehicle for learning. The teachers plan and prepare an intentional, rich and highly engaging environment that supports our value of play and our educational philosophy. The approach guides teachers to integrate on-going assessment information with curriculum goals to support individualized learning. As active participants in this deliberate environment, the children are highly motivated to make choices, explore their individual interests, and construct knowledge. Adults use open dialogue to integrate information into play and to expand the children’s ideas. Children gain critical thinking skills, an ability required to solve the problems of everyday life. They learn to regulate their own bodies and behaviors and to focus on the task at hand. They also learn to make decisions and to collaborate with others in order to achieve a goal. In addition, the foundation of play is imagination, or the ability to think in abstract ways. This skill provides the basis for learning to read, that is, using letters to represent an idea or an object. These skills provide the basis for all future educational learning experiences.

The children are busy and happy while they are at the Children’s Center. Overwhelmingly, they feel successful here and enter formal schooling eager to learn and ready to build on their previous experiences.
Family Communication

We believe that the home-school partnership is a very important part of your child’s successful and positive educational development. We will make a point of greeting you and your child upon arrival, and sharing any news of the day upon your departure.

Our primary methods of communication are:

- Family bulletin boards in hallway
- Notes posted near the door to the classroom listing daily activities
- Displays in the hallway about special topics or activities
- Monthly newsletters
- Individual notes to families about a child’s day
- Telephone calls or email
- WCCC webpage – wccc.edu
- Parent/teacher conferences
- Information placed in child’s mail box

Although the head teachers provide newsletters and notes, and offer casual conversations, formal parent conferences are available at the end of each semester; three times per year, but a parent and/or teacher may request a conference at any time. Families are encouraged to schedule an appointment and take this opportunity to talk with the head teacher concerning your child’s progress. If you choose not to schedule a parent teacher conference, all information will be copied and placed in your child’s mailbox. The teachers will require a signature stating you do not desire a conference at this time and request a copy of all information.

Please remember that families may access the observation room at any time throughout the day. Seeing a child interact with other children and adults offers a whole new perspective to families.

Assessment

On occasion, families or the center staff may have specific concerns about a child’s behavior or development. In those cases, a meeting between the head teacher and/or coordinator/director and the family may be scheduled at any time. Families are considered to be an integral part of the educational team and make decisions with the center staff in planning for the child’s enrollment in our program. Materials and information about social, medical, and educational resources may be shared between the family and the center staff, providing a wider perspective of the issue. Referrals to special services may be considered. Some services provided by the Westmoreland Intermediate Unit may be scheduled at the Children’s Center. Contact information is always available at the Children’s Center for families wishing to reach referral agencies.

Teachers address challenging behaviors by:

- Assessing the function of the child’s behavior
- Convening with families and professionals to develop individualized plans to address behaviors
- Using positive behavior support strategies
- Teachers or support staff will never use derogatory remarks with any child or adult
- Teachers or support staff will never engage in psychological abuse or coercion towards a child or adult
- Withholding of food or the threat of withholding food will never be used as a discipline technique or coercion technique
- Physical punishment will never be used!

Teachers will document incidents and maintain those anecdotal records in the child’s file. Parents will be notified of their child’s atypical behavior and conferences will be made available between the family, the head teacher, and center coordinator. These conferences will attempt to assist the family and the teaching staff in managing the behavior and in developing techniques that support the child in achieving the skills necessary to remain in the Campus Children’s Center. If necessary additional support staff can be called in to assist the team.

Termination of care may be necessary to protect the child from harm, or to prevent other people in the classroom from being harmed. The center coordinator may aid the family in selecting alternate care if asked.
Referral Procedure:
- Parents and classroom teachers meet to discuss their concerns
- Campus Children’s Center staff provides family with information about available services
- Parents may choose to request services provided by community resource agencies
- Parents and classroom teachers consult with each other on a regular basis to provide the best practices for the child’s specific needs

If a child has an IEP or IFSP, it is in the best interest of the child that the family provides this information to the Campus Children’s Center staff. When all of the child’s caregivers use consistent strategies, the child’s development is enhanced. However, it is the right of the family to determine what information will be shared and all information shared will be held in strictest confidence by the center director/coordinator and head teacher. It is imperative that any information concerning a child is considered confidential and provided to support staff on a need-to-know basis.

Transitions
Families may be particularly interested in their child’s readiness for kindergarten. Parents will be provided with printed information to assist them in planning for their child’s transition to kindergarten. Many school districts ask permission of parents to request information from the center concerning their child’s development. The Campus Children’s Center will forward information and samples of work for a child when parents have provided the school district with written permission to do so. Copies of the information forwarded to the school district will be kept in the child’s file and will be retained in the center for a period of one year after withdrawal from care. Records may also be transferred to another child care facility with written consent from the enrolling family member.

Children are transitioned from Room 545 (3-year-old room) to Room 550 (4-year-old room) the semester after they turn 4 or when the family and teacher feel the 4 year old is ready. Children are invited to visit the Four-Year-Old classroom prior to their transition into the older group; parents are encouraged to discuss reassignments with the head teacher. When the family and teacher decide the child is ready we will begin to have the child spend time in room 550 for short periods of time progressing to longer periods of time, dependent on the child’s current attendance schedule. This gradual transition provides the child with ample time to adjust to the teachers and change of routine.

Family Involvement
We all know that parents are a child’s first teachers. Therefore, families are encouraged to collaborate with the Campus Children’s Center in a variety of ways. Both casual and formal sessions are available to families to discuss children’s development. In addition, events are planned that encourage families to visit the Children’s Center. These activities provide opportunities for both children and adults to learn, work and play together. Parents are also invited to evaluate various aspects of the program through surveys; suggestions from surveys are forwarded to the center employees as well as to the appropriate college staff.

We encourage families to visit the children’s center for planned occasions, as well as for informal visits. Grandparents and brothers and sisters enjoy seeing our school. Some parents may also be interested in spending time with the children; reading, cooking, woodworking or sharing a hobby or talent are all examples of skills parents can share. The children’s center plans several events during the year, specifically designed to offer occasions for children and parents to learn and play together. In addition, there are always opportunities to donate snacks or craft items for special days and celebrations. The children learn about taking part in community events and working together for the common good.
Assessment

Assessment on every child is an on-going, daily process at WCCC Campus Children’s Center. WCCC Campus Children’s Center uses a variety of tools to conduct assessments on individual children. We use observations, checklists, work samples, on-line assessment tool (which has checkpoints in May and October), and photographs to assess each child’s development as well as any and all information shared with the teacher by the family at the orientation visit, at the getting to know you meeting and during daily conversations. We encourage family involvement in the assessment process. Please discuss, with a teacher, the various methods of assessment we use. If you feel that one method in particular or multiple methods of assessment will best meet the needs of your child please schedule a meeting to discuss the options with a teacher and/or coordinator. If you feel that cultural differences may have an impact on the assessment process please discuss this with a teacher and/or director. The teachers are sensitive and affirming of all cultures and strive to meet the individual needs of each child including cultural experiences, abilities, home language and any and all needs of the families and children in our program. Assessments are conducted in meaningful ways in familiar settings to the children. Information gathered from assessments are accurate and objective. The assessments aid the teachers in setting goals for individual children as well as curriculum planning and to monitor the child’s progress.

Our assessment practices look at the whole child. We use the Pre-Kindergarten Pennsylvania Learning Standards for Early Childhood, (Pa.ELS) to aid teachers in planning and assessment. Teachers assess all areas of development including cognitive skills, language development (expressive and receptive), social-emotional development approaches to learning, and health and physical development including self-help skills.

The information collected through assessment, in your child’s portfolio, will not only be used to communicate your child’s developmental progress and learning with you but also to determine future planning needs and interests of and for your child. The information will also be used to improve our curriculum, program, teaching practices and overall learning environment. This information can/will also be used to determine if further screenings/evaluations or diagnostic assessments need to be conducted. These more in-depth screenings/evaluations or diagnostic assessments are conducted by physicians or others trained in the specific area. We are prepared to assist families in finding the appropriate supports for these screenings/evaluations or diagnostic assessments.

Each child has an individual paper portfolio as well as an on-line portfolio. Both portfolios are confidential and information is only shared with the enrolling parent unless other directions are received in writing from the enrolling parent. The Department of Public Welfare requires this policy of confidentiality with children’s information. Parent teacher conferences, where all information in the child’s portfolios is shared, are planned for near the end of each semester, three times per year, but a parent may request a conference at any time. Parents who do not wish to attend a parent/teacher conference will be given copies of all information that would have been shared at the conference.

Norm-reference or standardized tests are only used by professionals with area specific training to administer such tests. We will be a contact person for families and children should such testing be necessary. The Children’s center will use assessment methods such as observations, work samples, anecdotal notes, Pa. ELS, and an on-line assessment tool to help determine if additional testing is necessary to assess the child’s development and to provide services if needed. The children’s center does not use published instruments or tools for assessment.

Screenings

A developmental screening will be conducted on each newly enrolled child and shared with the family within 45 days of start date. We use the Ages and Stages (A&S) Parent Questionnaire for this initial screening. The director scores the screening after completion by parent or guardian. Parents receive an information sheet detailing the child’s strengths, and areas to help the child develop and grow as well as documenting parent comments/concerns. The purpose of this screening is to determine what learning opportunities the teacher and parent think developmentally appropriate for the child. The teacher and parent will also discuss what techniques the parent thinks best for their child. These opportunities can take place at WCCC Campus Children’s Center and in the home.

All areas of development are addressed in the A&S. To evaluate the effectiveness of the A&S we also refer to our assessment of the children to determine if the questionnaire and our assessment of the child are similar. If the parent and/or teacher feel that a referral needs to be made a meeting is called to move forward with the referral process. We also have follow up conversations with the family concerning the progress of the referral and request a copy of the treatment plan, IFSP or IEP.

The publisher of A&S has provided information within the user’s manual on standardization samples, standardization procedures, scoring, reliability and validity. This information is available upon request.
Confidentiality

You may observe children at our center who have special needs, developmental delays, or exhibit behaviors that may appear atypical. We welcome your concerns and questions about the children, but our confidentiality policy protects each child’s privacy. Employees of the Campus Children’s Center are strictly prohibited from discussing anything about a child with anyone other than the enrolling parent or guardian without previous written permission. We also ask that you extend this courtesy to the other families in our center and refrain from discussing your observations with friends or families in a way that might violate confidentiality. We want to respect the privacy of all families and children.
**PROGRAM GOALS**

The program at the Campus Children’s Center is based on research from such experts as Piaget, Vygotsky and Maria Montessori. Although our center does not follow a single curriculum, we do practice those concepts recommended by “The Creative Curriculum®,” using the classroom environment to promote children’s learning. The goals and objectives used by our teachers align with the developmental expectations provided by the Pennsylvania Department of Education and Department of Welfare Early Learning Standards. These are PA Keystone Stars required standards where children are provided daily opportunities for language acquisition, that align with our program philosophy, family perspectives and take into consideration community perspectives.

Our head teachers possess either an associate’s degree or a bachelor’s degree in early childhood education or a related field. They plan and implement activities and experiences for the children that provide opportunities to learn through active participation with concrete materials. The teachers observe and assess each child, and document their growth in order to discuss the child’s progress with families and also to plan ongoing experiences that promote continued development. Interactions between the adults and children is a primary focus of the program; conversations encourage children to think creatively and to expand their current knowledge.

**WCCC Campus Children’s Center Program Goals for Children**

1. **Self-image (self-esteem gained in a supportive, welcoming environment and through confidence in one’s own abilities)**

<table>
<thead>
<tr>
<th>3-4 Year Olds</th>
<th>4-5 Year Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separations: establishing trust</td>
<td>Initiative</td>
</tr>
<tr>
<td>Makes independent choices</td>
<td>Makes independent choices</td>
</tr>
<tr>
<td>Self-help with some adult assistance</td>
<td>Self-help with little adult assistance</td>
</tr>
<tr>
<td>Acclimating to group living</td>
<td>Competence gained through accomplishment</td>
</tr>
<tr>
<td>Learning school routines/transitions</td>
<td>Following routines with minimal assistance</td>
</tr>
</tbody>
</table>

2. **Pro-social Behaviors (independence and interdependence)**

<table>
<thead>
<tr>
<th>3-4 Year Olds</th>
<th>4-5 Year Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use language to communicate needs</td>
<td>Communicates with others in a friendly manner</td>
</tr>
<tr>
<td>Developing self-regulatory skills</td>
<td>Uses self-regulatory skills</td>
</tr>
<tr>
<td>Seeks help, as needed</td>
<td>Offers help to others</td>
</tr>
<tr>
<td>Responsible for own materials</td>
<td>Responsible for own materials</td>
</tr>
<tr>
<td>Cooperates</td>
<td>Collaborates with others toward a common goal</td>
</tr>
<tr>
<td>Shows respect for others</td>
<td>Developing empathetic behaviors</td>
</tr>
<tr>
<td>Shows respect for others</td>
<td>Resolves conflicts/negotiates</td>
</tr>
</tbody>
</table>

3. **Creative (creative expression) & Critical Thinking (logical/mathematical and science/social studies)**

<table>
<thead>
<tr>
<th>3-4 Year Olds</th>
<th>4-5 Year Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curiosity</td>
<td>Investigation</td>
</tr>
<tr>
<td>Discovery</td>
<td>Cause and effect/trial and error</td>
</tr>
<tr>
<td></td>
<td>Problem-solving: multiple solutions</td>
</tr>
<tr>
<td>Classifies objects into categories</td>
<td>Constructs patterns/symmetry</td>
</tr>
<tr>
<td>Number awareness</td>
<td>Numeral recognition</td>
</tr>
<tr>
<td>1-1 correspondence</td>
<td>Interprets and represents data</td>
</tr>
</tbody>
</table>
4. Language & Literacy

<table>
<thead>
<tr>
<th>3-4 Year Olds</th>
<th>4-5 Year Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal conversations</td>
<td>Reciprocal conversations using appropriate grammar and syntax</td>
</tr>
<tr>
<td>Vocabulary development</td>
<td>Vocabulary development</td>
</tr>
<tr>
<td>Expanding sentences</td>
<td>Complex sentence structure</td>
</tr>
<tr>
<td>Responds to simple directions</td>
<td>Follows complex multi-step directions</td>
</tr>
<tr>
<td>Follows story sequence</td>
<td>Responds to and re-tells stories</td>
</tr>
<tr>
<td>Book-handling skills</td>
<td>Developing strategies to enhance comprehension</td>
</tr>
<tr>
<td>Print awareness</td>
<td>Understands the functions and conventions of print</td>
</tr>
<tr>
<td>Beginnings of symbolic representation</td>
<td>Uses print to communicate</td>
</tr>
<tr>
<td></td>
<td>Phonemic awareness</td>
</tr>
<tr>
<td></td>
<td>Letter knowledge</td>
</tr>
</tbody>
</table>

5. Physical & Health/Safety

<table>
<thead>
<tr>
<th>3-4 Year Olds</th>
<th>4-5 Year Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross motor:</td>
<td>Gross motor:</td>
</tr>
<tr>
<td>Bodily control</td>
<td>Alternating sides of the body</td>
</tr>
<tr>
<td></td>
<td>Balance</td>
</tr>
<tr>
<td></td>
<td>Coordination</td>
</tr>
<tr>
<td>Fine motor:</td>
<td>Fine motor:</td>
</tr>
<tr>
<td>One hand predominates</td>
<td>Pencil grip</td>
</tr>
<tr>
<td></td>
<td>Controls scissors</td>
</tr>
<tr>
<td></td>
<td>Eye-hand coordination</td>
</tr>
<tr>
<td>Health and safety:</td>
<td>Health and safety:</td>
</tr>
<tr>
<td>Uses bathroom with reminders</td>
<td>Uses bathroom, as needed</td>
</tr>
<tr>
<td>Follows safety rules in classroom</td>
<td>Follows safety rules in classroom</td>
</tr>
<tr>
<td>Eats a variety of nutritional foods</td>
<td>Eats a variety of nutritional foods</td>
</tr>
<tr>
<td>Moves body for exercise</td>
<td>Moves body for exercise</td>
</tr>
</tbody>
</table>

6. Foundations for Learning

<table>
<thead>
<tr>
<th>3-4 Year Olds</th>
<th>4-5 Year Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curious about new objects and experiences</td>
<td>Persistence/perseverance</td>
</tr>
<tr>
<td>Focused attention for brief periods of time</td>
<td>Extended attention span</td>
</tr>
<tr>
<td>Adapts to changes in daily routine</td>
<td>Flexible/resilient throughout the day</td>
</tr>
<tr>
<td>Participates in a variety of learning activities</td>
<td>Builds connections to previous experiences</td>
</tr>
<tr>
<td></td>
<td>Plans and executes activities</td>
</tr>
</tbody>
</table>

We find that the children enjoy their time here so much that they frequently hesitate when it’s time to leave. It’s essential that they are enthusiastic and energetic about their experiences, but please don’t be fooled into believing that they are not learning. Our teachers are masters at motivating the children to participate in the most challenging activities. You will quickly see changes as your children build competencies, and interests and social skills expand. The world is at their fingertips!
Guidance, as utilized at the WCCC Campus Children’s Center, is basically an educational concept that promotes the child’s learning appropriate skills and behaviors. This type of guidance is based on knowledge of children’s development, and respect for each individual child. Allowances are made for the individual abilities of the children, including the circumstances and emotional understanding of each child. Staff members are proficient in using positive, consistent strategies, such as setting clear limits and re-direction to encourage self-control. Rules of behavior are established and gentle, but firm clarifications of those expectations are reiterated. Empathy is also encouraged, as teachers respond with kindness to the normal conflicts that occur as children learn to socialize.

Typical teaching strategies include:

- Anticipating difficulties: The classroom environment is planned to encourage positive interaction and to minimize conflict.
- Modeling appropriate behavior: Teachers demonstrate socially acceptable interactions and provide opportunities for children to solve their own disagreements.
- Re-direction to positive alternatives: Children’s attention may be focused on activities that will encourage more productive outcomes. On occasion, a teacher may direct children to another space in the classroom. While we rarely use “time-out,” there are situations when children need a quiet-space of their own to calm themselves and soothing words from an adult before moving back into the normal routine.
- Staff celebrate accomplishments: Teachers will offer constructive feedback when children accomplish goals.
- Expectations are relative: Individual development is assessed and respected. Daily fluctuations in routine behaviors and interactions are expected and tolerated.
- We promote the use of words, rather than aggressive actions: Adults offer words to children and support language development to allow them to describe their emotions and to convey these emotions to others.
- **Aggressive physical behavior toward other children or adults is not acceptable and will not be permitted.** Staff members will intervene immediately when a child becomes physically or verbally abusive, in order to protect all of the children and to encourage more acceptable behavior.
- Teachers or support staff will never engage in psychological abuse or coercion towards a child or adult
- Withholding of food or the threat of withholding food will never be used as a discipline coercion technique
- **Physical punishment will never be used!**

Teachers will document incidents and maintain those anecdotal records in the child’s file. Parents will be notified of their child’s inappropriate behavior and conferences will be scheduled between the families, the head teacher and the center coordinator/director. These conferences will attempt to assist the families and the teaching staff in managing the behavior and in developing techniques that assist the child in achieving the skills necessary to remain in the group. Intervention services may be requested if appropriate.

Termination of care may be necessary to protect the child from harm, or to prevent other people in the classroom from being harmed. The center coordinator/director may assist the family in selecting alternate care.
WCCC Campus Children’s Center
Preschool 3’s Daily Schedule

7-8:30 a.m.  *Breakfast (optional) & Individual Activities
Free choice of art, blocks, dramatic play, table top activities, science, quiet area, playdough, sensory table, books, writing area and computer

8:30-9 a.m.  Individual Explorations
Free choice of art, blocks, Legos, dramatic play, table top activities, puzzles, science, quiet area, playdough, sensory table, books, writing area and computer
*At 8:45 older children move to the other room

9-9:30 a.m.  Small Group Stations
Table top activities, in which the children rotate to three skill building stations

9:30-9:50 a.m.  Circle Time #1
Children participate in large group activities such as movement, songs, games, stories and social interactions

9:50-10:20 a.m.  Morning Snack/Art/ Quiet Play
Children participate in family style snack/Circle table activities/Art activities. During meal times teachers are engaging in conversations with the children, providing them with a relaxing experience.

10:20-11:20 a.m.  Free Play
Art, blocks, Legos, dramatic play, table top activities, puzzles, science, quiet area, playdough, sensory table, books, writing area, and computer

11:20-11:30 a.m.  Circle Time #2 (Transition)
Children gather on the floor for short story or finger plays

11:30 a.m.-Noon  Playground/Gym
Large motor activity

12:05-12:15 p.m.  Circle Time #3 (Transition)
Children gather on the floor for short story or finger plays

12:15-12:45 p.m.  Lunch
Parents provide lunches. During meal times teachers are engaging in conversations with the children, providing them with a relaxing experience.

12:45-1 p.m.  Quiet Play
Table top activities, quiet area, science, writing area and computer.

1 p.m.  Transition to Rm 550

The program at the Campus Children’s Center is child-centered, and the daily schedule may vary according to specific classroom activities or children’s needs.

Access to outdoor play is based on weather conditions. Children will go outside when the forecast temperature/wind chill is higher than 25° or the forecast temperature/heat index is lower than 90°, there is no precipitation falling, and there is not a current air quality alert.
**WCCHC CAMPUS CHILDREN’S CENTER**

**DAILY SCHEDULE: PRESCHOOL 4’S**

9 a.m. **Arrival:** Children place their name magnets onto the attendance board. They then participate in individual and small group learning activities. The activities are primarily manipulative materials that foster skills across all developmental domains and according to individual development. Following completion of these activities, children enter free choice play. (Open interest areas include: Cozy Area, Library, Computers, Science, Manipulatives/Math, Legos, Play Dough, Easel and Sensory.)

9:35 a.m. **Circle Time:** Children gather for large group. Activities are varied and include music, movement, personal/social, science, social studies, language/literacy and problem solving. There is age-appropriate direct instruction that focus on specific skills or concepts.

10 a.m. **Art:** The children explore creative materials and art methods as an extension of the day’s theme or current focus on concepts. Children are also provided opportunity to express themselves through a variety of art media such as drawing with colored pencils or markers, painting with various media, or modeling with 3D materials.

**Snack:** A time to practice self-help skills and gracious manners. Children share in conversations while enjoying family-style snack. A wide selection of nutritious food is provided. The children are encouraged to try new foods. They learn to distinguish and make healthy food choices.

10:20 a.m. **Individual Explorations:** Children make free play choices from all interest areas in the classroom. They are encouraged to play, imagine and to collaborate. They learn through social interaction. Learning to communicate in a friendly, courteous manner is emphasized. (All interest areas are open: Dramatic Play, Blocks, Cozy Areas, Library, Computers, Science, Manipulatives/Math, Legos, Play Dough, Easel/Art Area and Sensory.)

11 a.m. **A Time to Move:** Free-choice gross motor play on the playground or planned activities in the gym support large motor development.

11:45 a.m. **Circle Time:** Children gather for large group. This is abbreviated group time is frequently centered on language and literacy skills such as print concepts, book knowledge, phonological awareness and alphabet awareness.

**Noon Departure/Lunch:** Children say good-bye and depart with their families or they gather at the lunch table. Children eat their lunch packed at home. Lunch offers another opportunity for children to practice self-help skills. Conversation is fostered among and between the children and staff and provides a relaxing atmosphere for the meal.

12:30 p.m. **Library:** A calm, transition time. Children may listen to the teacher reading or may read on their own, while others finish eating and cleaning up following lunch. The children learn that reading is enjoyable, that information may be obtained from book. They also begin conventional reading-skills like: print moves left to right and top to bottom of the page.

12:40 p.m. **Free Play:** The children are invited to select an area in the classroom to explore individually or in small groups. Staff facilitates the development of respect and cooperation. (All interest areas are open: Dramatic Play, Blocks, Cozy Areas, Library, Computers, Science, Manipulatives/Math, Legos, Play Dough, Easel/Art Area and Sensory.)

2 p.m. **P.M. Circle Time:** The children meet in large group for learning activities – building skills and concepts across all developmental domains. It is also a time for music and movement and building skills needed to work in a large group.

2:30 p.m. **Snack:** This snack again provides a relaxed time to build self-help skills. We practice appropriate communication skills in an informal, conversational setting.

3 p.m. **A Time to Move:** Free-choice gross motor play on the playground or planned activities in the gym support large motor development.
3:30-5 p.m. Individual Exploration: Children make independent decisions for free play throughout the classroom. (All interest areas are open: Dramatic Play, Blocks, Cozy Areas, Library, Computers, Science, Manipulatives/Math, Legos, Play Dough, Easel/Art Area and Sensory.)

*The program at the Campus Children’s Center is child-centered and the daily schedule may vary according to specific classroom activities or children’s needs.

**Access to outdoor play is based on weather conditions. Children will go outside each day when the forecasted temperature/wind chill is higher than 25 degrees or the forecasted temperature/heat index is lower than 90 degrees, there is no precipitation falling.

DAILY ROUTINES

ARRIVALS AND DEPARTURES

Families must sign children in and out on the clipboard at each arrival and departure from the Children’s Center. Please write your name, your child’s name, parent location or cell phone number (in case we need to contact you), the time of your arrival and the time of your departure. Note that the clipboard is taken with the class during all emergency evacuations, in order to account for all children present in the center at the time of the evacuation. The sign-in chart also contains a space where parents may leave messages for the teachers or vice versa. This space may be used to remind teachers that another adult will be picking your child up, but it is vital that you also verbally notify the head teachers if someone other than you will be picking up your child and any additional important information.

SNACKS AND LUNCH

The Campus Children’s Center provides a nutritious snack, available to all of the children, each morning around 10 a.m. and each afternoon around 2:30 p.m. Every attempt is made to avoid food allergies and restrictions, but we ask that families check the monthly snack calendar posted at the center and available on our web page. Families may wish to provide individual snacks for children with severe allergies. Water is the only beverage we serve with all snacks. Water is served in a cup unless a disability prevents a child from using a cup. In this case, when family and teacher feel the child is ready a cup will be introduced.

Lunch is served around noon, and each child scheduled to be at the center at that time must bring a packed lunch from home. Children usually enjoy using a lunch box, but remember that we may have duplicates, so label the lunch box or bag with your child’s name. Please label and date ALL food items with your child’s name, to avoid confusion about ownership at the lunch table. State licensing regulations require refrigeration of all perishable foods. (Foods that do not require refrigeration should also contain name labels.) In Room 550, families place items directly into the refrigerator. In Room 545, families are asked to place food items onto a tray on the kitchen counter and teachers will place foods into the refrigerator.

Children are encouraged to eat their nutritious foods first before desserts and sweets. Any uneaten foods will be returned to the child’s lunchbox so that families can be aware of what their child is eating. The teachers are very busy assisting all of the children at this time. It is very helpful if you pack a lunch that enables your child to manage their own foods. We are not able to heat any food brought from home.

For any child with special feeding needs staff will daily record the type and quantity of food the child consumes and/or document any and all information requested by the family and provide that information to the family on a daily basis.

Lunch is a special time for your child; it promotes social interaction between friends and encourages independence, so please allow your child to express this independence. If you are picking your child up immediately following lunch, you will probably want to wait outside the classroom until your child is finished eating. This allows a natural break and ensures an easier transition for your child and for you.

*A few children are not ready to eat breakfast immediately in the morning. You may bring breakfast foods for children who arrive at the center between 7:30 and 8:30 a.m. Our schedule tends to become busy after that time, so children who arrive after 8:30 a.m. will have snack with the other children.
CELEBRATIONS

The teachers and children at the center enjoy large and small celebrations of all kinds. We try to celebrate a wide selection of holidays in order to share new ideas and cultures with the children. In this manner, we hope that we can demonstrate respect toward all people. Please stop and talk with the head teacher if your family does not wish to be involved in any of the celebrations, or if you wish to introduce a family tradition to the children.

Families also ask how they may celebrate their child’s birthday at the Children’s Center. We suggest a variety of options. Some families bring a treat bag to be sent home with each child. Other families prefer to bring a snack to share with their child’s class. We have found that cupcakes are not a good choice since the children tend to lick the icing from the top, and throw the rest away. Sometimes cookies are a better option, or veggies and dip, trail mix, or cheese and crackers. In either case, please ask the head teacher about the number of children in the class, and any possible allergies.

CLOTHING

Childhood is a time for play and discovery about the world, which means learning can get messy! Casual clothes and shoes are the ideal dress for children at play. Please do not have your child wear fancy “special occasion dress” clothing to school. Children should not need to worry about being careful with clothing when they are active and involved in learning. Keep in mind also that the classes go to the gym or outside to the playground each day. Children need to be dressed for the seasonal weather in Pennsylvania. For winter, clothing needs to be layered for warmth and for summer light and cool. Children need to be able to run and jump. Pay particular attention to the shoes that your child wears. Remember that the mulch on the playground can irritate feet that are exposed in sandals; so tennis shoes are best.

We ask that each child enrolled in the center bring a change of clothing to the center. Although we do have bathroom accidents, sometimes spills occur, too! Place a shirt, pants, underwear and socks into a zippered plastic bag and label it with your child’s name. These items will be stored in a bin, labeled with your child’s name, in the children’s bathroom. You will want to check the storage bag from time to time to determine if the clothing still fits your child and that they are appropriate to the season.

MAILBOXES

Each child will be assigned a “mailbox” just inside the entrance to their classroom. Notes, children’s work, and small items children may collect will be placed in the mailbox. Please take a moment to check your child’s mailbox each day and to take their work home with you.

TOYS FROM HOME

There are many wonderful materials at the Children’s Center for children to use and explore. We ask that children do not bring toys from home as these items are difficult to share, and frequently get lost or broken. Special items, such as a small blanket, that help ease transitions may be brought to school, but will be placed in the child’s mailbox when no longer needed.

OUTDOOR PLAY

Children are expected to go outside when the forecast temperature/wind chill is above 25 degrees, the forecast temperature/heat index is less than 90 degrees, there is no precipitation falling, and there is no current air quality alert. It is understood that given these parameters there may be portions of some days that do not meet the conditions of weather permitting since forecasts are generally targeted to a point in time in the day.
HEALTH POLICIES

The Campus Children’s Center follows all health/communicable disease policies as outlined in the American Academy of Pediatrics Model Health Policies and Procedures Manual. A copy of this manual is on file with the center coordinator/director and is available upon request for review.

Pre-enrollment Requirements
All families will complete an enrollment packet of information for each child. This packet will be completed during the orientation visit prior to the child’s first day of attendance. The packet will also include a health assessment form that must be signed and dated by a physician or licensed medical professional and returned to the center office within 42 days of the child’s first day of attendance. In addition, a complete, up-to-date immunization record is required as part of the health assessment form. The completed health assessment form is a requirement of our PA DPW licensing and necessitates compliance with those regulations for all enrolled families.

Communicable Diseases
It is the philosophy of WCCC Campus Children’s Center to make every effort to protect the health and welfare of the children and of the staff with specific procedures for the control of infectious diseases.

Contagious or communicable diseases are infectious diseases that can spread from one person to another through the intestinal tract, the respiratory tract, through direct contact or through blood contact.

The following guidelines are practiced:
- Prevent illness from spreading with thorough and frequent hand washing and sanitizing the environment
- Require health appraisals for all children and staff
- Require certain immunizations of staff and children
- Exclude some children and staff to protect other children and staff
- Report some illnesses
- Be prepared through communication with families and staff

Confidentiality of information about staff and children will be maintained.

Children will be excluded from participation in the program if they exhibit symptoms of any communicable disease, beyond the typical “cold.” They will not be permitted to return to the program until they are no longer contagious. Guidelines for determining the contagious period for a specific illness are based on the recommendations by the American Academy of Pediatrics.

Illness
Children will be excluded from care at the Campus Children’s Center if any of the following conditions are present:
- A child who does not feel well enough to participate in the normal activities. Families will be consulted according to the availability of appropriate supervision in the center and the options of the parent at that time.
- A child with a temperature reading on a thermometer of at least 101 degrees Fahrenheit or more as taken under the arm. Children who are excluded from the program due to a fever may not return to the program until they are fever free, without fever reducing medication, for 24 hours. If your child is sent home due to a fever, he/she is not permitted to return to the program the following day at a minimum.
- Children are required to be excluded from the program for loose bowels or diarrhea. Diarrhea is defined as a child who cannot get to the toilet in time or needs more than one change of clothes per day at the center, or a child who has had loose bowels and diarrhea occurring three or more times within the previous 24 hour period of time. Children may return to the program when they no longer have loose bowels or diarrhea for 24 hours.
- A child who has vomited once in the previous 24 hours. Children who vomit at the center will be sent home and excluded until the vomiting stops for 24 hours.
- Children with conjunctivitis (pink eye) will be excluded from the program when there is any discharge from the eye and will not return to care until the child’s eyes are clear and free of discharge.
- A child who exhibits an unexplained skin rash, scabies or head lice or other infestation. The child may be readmitted when the child is nit-free or with a physician’s permission slip.
Children may return to the WCCC Campus Children's Center following any illness only when they are symptom-free. A physicians note may be required.

Parents are required to pick up an ill child within one hour of notification. If a parent cannot be reached, the staff will begin to call the people listed on the emergency contact form, until arrangements can be made for the child to be picked up.

If your child will be absent due to illness, we request that you notify the Children's Center office at 724-925-4156. This enables our staff to keep track of any illnesses which may occur at our school. This information will only be shared on a “need-to-know” basis. If your child has a communicable disease, we ask that you share the diagnosis with the center coordinator/director so that the parents of the other children in the school may be notified that a communicable disease is present. Once again, only the communicable disease information will be shared.

The Campus Children Center will take all measures necessary to protect your child’s confidentiality. You are not required to disclose this information by law, and your continued enrollment will not be based whatsoever on your decision to share, or not share the reason for your child’s absence from the center.

Children with non-contagious conditions such as a disability, illness, asthma, or failure to thrive will be accepted into the program only when the parent and the center coordinator/director determine if the center is able to provide care for the child’s special needs. We will consider each case individually in order to best meet the needs of the child.

Please remember that we care for many children each day. We do not have the staff to provide individual care for an ill child. Therefore, if you find that your child is too ill to participate in all of the day’s activities, including those held outdoors, please find alternative care until your child is ready to return to the normal routines at the Children’s Center.

Hand Washing

Hand washing is found to be the best deterrent to the spread of germs. Knowing this the Children’s Center requires staff, parents and children to wash hands upon entering the Children’s Center. We also provide children with supervised practice in proper hand washing as well as periodically monitoring their ability to independently wash their hands. Until a child can wash his or her hands independently we will help throughout the day and ask that you help upon arrival. Staff and children wash hands often: when hand washing will reduce the risk of transmission of infectious diseases, before and after snack and lunch, before and after water, sand or any sensory table play, after toileting or diapering, after wiping or blowing nose, coughing or after coming in contact with any body fluids, before and after handling animals, after outdoor play, when moving from room to room, as well as any other time when hands have become soiled or may have come in contact with germs.

Hand washing is the best way to protect your child from germs. Use the recommended hand washing technique:

- Use liquid soap and scrub hands for one minute. Singing the ABC’s can help the minute pass quickly.
- Scrub tops of hands, palms, between fingers, under nails and around and under any jewelry.
- Rinse under water with hands pointed down.
- Dry hands with paper towels.
- Turn water off with paper towel
- Dispose of the paper towel.
Dispensing Medication
Since storing medication at the WCCC Campus Children’s Center presents a safety risk to all children and dispensing medication poses an extra burden on staff, families are asked to schedule a child’s medication in a way that eliminates the need for dispensing medication during the hours the child is in care. Families are encouraged to visit the Children’s Center briefly if the medication schedule cannot be adjusted to accommodate the child’s hours in care, and dispense the medication to their child.

When this is not possible, the WCCC Campus Children’s Center will dispense medications as a courtesy to families. The PA DPW does not require the Children’s Center to dispense medications. The staff will dispense prescription medications only when parents are not available to do so, and according to the licensing regulations. Over-the-counter medications, such as pain relievers and cough medicines, may be dispensed by parents briefly visiting the center, not by the Children’s Center staff. The first dose of any medication must be dispensed by the family because of possible allergic reactions. We do not apply insect repellent to children. If you feel the need for your child to have insect repellent while at the Campus Children’s Center please apply before coming.

Written permission from the parent must be signed and dated prior to any medications being dispensed to a child. This includes the application of sunscreen or sun block (SPF and UVA protection of SPF 15 or above is recommended) applied before going outside to play. Forms are available near the sign-in charts in both classrooms.

The PA DPW requires that medications/sunscreen must:
- have child’s first and last name on the container
- Name of prescribing physician with written instructions for administering medication (not sunscreen)
- be in the original container
- Prescription Medication must have date prescription was filled and expiration date or period of use of medication
- original prescription label with the name and strength of the medication and the name of the child for whom the medication is intended, time medication is to administered and the dosage for the child
- have storage directions
- not be expired

All medication will be stored locked in a safe manner, away from access by any child. Please make certain to hand medications to the head teacher in the child’s classroom! No medicines can be placed in your child’s backpack or cubby, this includes lip balm. The head teacher will place the medication in a locked storage container and place the written permission form in a confidential place. Any questions between the parent and the head teacher may be discussed at this time.

Head teachers who dispense medication will log in the date and time, and then initial the information on the child’s written permission form.

A minimum of one adult will be present at the WCCC Campus Children’s Center at all times who have current pediatric first-aid training certification including: training to provide rescue breathing, management of blocked airway and any special procedures that a physician of an enrolled child has documented that the child may/will require.

Tobacco Policy
No tobacco products may be used while in the children’s center or on the playground. This includes but is not limited to the use of chewing tobacco/snuff.
Medical Emergency Procedures

3270.124 (e)
In the event that your child needs Emergency Medical/Dental Care while in attendance at WCCC Campus Children’s Center, the following steps will be taken:

I. Responsibility: The Director or the acting Director will determine if emergency medical care is needed. Upon determining that medical care is needed the necessary First Aid Procedures will be put into effect:

A. Head Teacher from classroom will immediately begin to care for child needing emergency care
B. Other teacher(s) and work study student(s) will relocate other children away from child needing emergency medical care

II. DIRECTOR WILL:
A. 9-911 will be called (our source for emergency medical care)
   a. 911 responders will determine the most appropriate hospital for the type of care needed (Frick and Westmoreland hospitals have been notified that we may use them in case of an emergency)
B. Security will be notified
C. The Child’s file will be pulled from the director’s office which contains: emergency contact/parental consent form (health insurance information, consent for emergency medical treatment and emergency transportation permission), the child’s health appraisal, any individual emergency care plans for the child with known medical or developmental problems or other conditions that might require special care in an emergency such as allergies, asthma, seizures, orthopedic or sensory problems, or other chronic conditions that require regular medication or technology support
D. Parent or guardian will be notified
E. If parent or guardian cannot be contacted:
   1. All attempts will be documented
   2. Emergency contact will be notified
F. Provider of medical care will be contacted

III. TRANSPORTATION
A. If it is determined, by 911 responder to be necessary, an ambulance will transport the child: per parent’s signature on EMERGENCY CONTACT/PARENTAL CONSENT FORM to the appropriate medical care facility
B. One head teacher or director will escort child to medical care facility
C. The following items will the taken with the child:
   1. The Child’s WCCC Campus Children’s Center file
   2. Necessary First Aid Equipment

IV. THE PERSON ACCOMPANYING THE CHILD WILL REMAIN WITH THEM UNTIL:
A. The parent or designee arrives
B. The child is released to return to WCCC Campus Children’s Center
C. If child is released to return to WCCC Campus Children’s Center the WCCC employee who escorted child to care facility will escort child back to WCCC Campus Children’s Center

V. THE PERSON LEFT IN CHARGE AT WCCC Campus Children’s Center will:
A. Continue to attempt to contact parents or emergency person (if unable to contact earlier)
B. Call in help to cover at the Center from exiting staff (i.e., the director, another teacher or one of the extra work study students from the other room)

VI. ALL IMPORTANT INFORMATION MUST BE DOCUMENTED ON THE INCIDENT REPORT FORM AND REPORTED TO THE DPW.
Emergency Evacuation Procedures

Dear Parents/Guardians:

This letter is to assure you of our concern for the safety and welfare of children attending WCCC Campus Children’s Center. Our Emergency Plan provides for response to all types of emergencies. Depending on the circumstance of the emergency, we will use one of the following protective actions:

- **Immediate Evacuation:** In the event of a fire, etc. that is confined to Founders Hall, children will be evacuated to a safe area on the grounds of the campus such as the Business & Industry Center, which is located across from the Children’s Center playground.

- **In-Place Sheltering:** Sudden occurrences, weather or hazardous materials-related, may dictate that taking cover inside the building is the best immediate response. In such cases we may be required to move to room 555.

- **Evacuation:** Total evacuation of the facility may become necessary if there is a danger in the area. In this case, children will be taken to the relocation facility at the Business & Industry Center or if evacuation of the campus is deemed necessary, by the authorities, relocation off campus will be conducted and families will be notified of location as soon as possible. Emergency relocation off campus will be completed by transporting children in college vehicles and/or employee vehicles without the use of carseats.

- **Modified Operation:** May include cancellation, postponement or rescheduling of normal activities. These actions are normally taken in case of a winter storm or building problems, such as utility disruptions, that make it unsafe for children but may be necessary in a variety of situations.

Please listen to **KDKA & WTAE-TV** for announcements concerning emergencies on WCCC Youngwood campus. Students and employees will also register for emergency alerts using an email address or cell phone number, community families will be enrolled in emergency alerts by IT which will be addressed at enrollment. Emergencies are also listed on the WCCC home page.

We ask that you not call during the emergency. This will keep the main telephone line free to make emergency calls and relay information. The facility director may provide an alternate phone number (i.e. Business & Industry Center phone number 724-925-4112) to call in the event of an emergency.

The Emergency Contact/Parental Consent form designating persons to pick up your child must be completed at the time of enrollment. This form must include name, address, phone number and PA driver’s license number for each person listed and will be used every time your child is released. Please ensure that only those persons you list on the form attempt to pick up your child. You are not permitted to make different arrangements for pick up during an emergency. This is to avoid additional confusion. Staff must not be diverted from their responsibilities during an emergency.

The sign-in clipboard will accompany the children every time they leave the classrooms. **Make certain that daily contact information placed on the sign-in clipboard is accurate.** Parent locations and/or phone number should be noted daily on the sign in sheet, in case of any emergencies. **No children will be signed in during a emergency.**

In order to assure the safety of your children and our staff, I ask your understanding and cooperation. Should you have additional questions regarding our emergency operating procedures contact me at 724-925-4156.

Thank you,
Diane Hendrick
Coordinator/Director, WCCC Campus Children’s Center
NOTIFICATION OF VIDEO SURVEILLANCE

To further ensure the safety and security of our children, parents, students, faculty, staff and visitors to WCCC Campus Children’s Center video surveillance cameras are now positioned to monitor all who enter or exit WCCC Campus Children’s Center. Video surveillance and access to the information is monitored by Campus Security.

The following is an overview of the center’s video surveillance policy:

- Any video surveillance cameras are only located in public areas.
- The equipment is used for safety and security of our children, students, employees and visitors.
- The cameras are recording 24/7.
- Tapes can and will be reviewed and saved in the event of any reportable incident.

SOCIAL MEDIA POLICY

Although we cannot prohibit families from using social media sites we request they follow the policies we have established.

- No discriminating remarks may be made against WCCC Campus Children’s Center, it’s children, enrolled family members, teachers, work study students or any other person connected in any way to WCCC or the Children’s Center.
- Be aware at all times of how you are representing yourself. (If the content seems questionable it is better to err on the side of caution and not post the information)
- Individual and group photographs of children at the children’s center may be taken and shared with families from time to time unless a parent requests in writing that their child not be included. While we cannot prohibit parents from sharing these photos on social media sites we advise caution. Social media sites have settings that allow you to share things more privately. We encourage you to explore these options when posting pictures. Please do not “tag” photos to protect their privacy. You may be comfortable with sharing photos on social media sites but others may not feel the same.
- We ask parents to refrain from using cell phones at dropoff and pickup. This is a very important time of day for your child and deserves your individual attention.

EMPLOYEE AND ENROLLED FAMILY RELATIONSHIPS

Although we cannot prohibit employees of WCCC Campus Children’s Center and enrolled families from having relationships outside of the Children’s Center all employees agree to follow the following policy:

- If you choose to have family connections through social networking sites we expect that you remain professional at all times. See social media policy.
- Any arrangement for child care between an employee and enrolled family must take place outside of regular operating hours of WCCC Campus Children’s Center. Any such arrangement is considered a private arrangement and must not interfere with the operation of the Children’s Center or the employee’s job performance. Employees should understand that such arrangements are not within the scope of their job descriptions and are strongly discouraged to accept such requests form enrolled families.

KEY FOB POLICY

- If a key fob is lost, a $10 nonrefundable fee per key fob will be added to their account to deactivate the lost fob and acquire a new fob.
- Parents will immediately notify WCCC Campus Children’s Center if their fob is lost so it may promptly be deactivated.
- Families may acquire a maximum of two key fobs at a cost of $10 for the second key fob.
- Families will keep their key fob throughout their continued enrollment at WCCC Campus Children’s Center.
- Key fobs will be returned at the end of their final semester of enrollment or if the child is not enrolled for the following semester.
THREE-YEAR-OLD CLASSROOM RULES

- Kind Hands
- Quiet Voices
- Walking Feet
- Listening Ears

FOUR-YEAR-OLD CLASSROOM RULES

- We take care of ourselves
- We take care of each other
- We take care of the things we have
### Stakeholders: WCCC Campus Children’s Center

Following is a list of those organizations and agencies that have an interest in the Campus Children’s Center. These groups provide our center and the families enrolled with additional resource information and collaborate with the center staff to provide the highest quality program possible. Families may provide information concerning additional groups.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact Information</th>
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| Westmoreland County Community College                                      | College Services:
|                                                                             | Ron Krivda
|                                                                             | 724-925-4278                                                                        |
| PA DPW                                                                     | Office of Child Development & Early Learning Bureau of Certification Services
|                                                                             | 1-800-932-0582
|                                                                             | www.dpw.state.pa.us                                                                  |
| Keystone STARS                                                              | Stars Specialist: Chrissy Darragh
|                                                                             | 412-255-1248                                                                        |
| Westmoreland Intermediate Unit                                             | 102 Equity Road
|                                                                             | Greensburg, PA 15601
|                                                                             | 1-800-548-2741
|                                                                             | www.cciswestmoreland.com                                                             |
| Pennsylvania’s Children’s Health Insurance Program (Chip)                   | Free/low cost healthcare
|                                                                             | 1-800-986-5437
|                                                                             | www.chipcoverskids.com                                                               |
| Westmoreland Case Management                                                | Supports Early Intervention Program
|                                                                             | 714-532-2300                                                                        |
|                                                                             | www.wcsi.org                                                                         |
| WIC (Women, Infants & Children)                                            | 1-800-942-9467
|                                                                             | www.pawic.com                                                                        |
| United Way of Westmoreland County School Readiness Initiative              | 1011 Old Salem Road
|                                                                             | Greensburg, PA 15601
|                                                                             | 724-834-7170                                                                        |
| Greensburg Salem School District                                           | 1 Academy Hill Place
|                                                                             | Greensburg, PA 15601
|                                                                             | Elementary Office: 724-832-2904                                                      |
| Hempfield Area School District                                              | 4247 Route 136
|                                                                             | Greensburg, PA 15601
|                                                                             | 724-834-3597                                                                        |
|                                                                             | www.hempfieldarea.k12.pa.us                                                          |
| Norwin School District                                                      | 281 McMahon Drive
|                                                                             | Irwin, PA 15642                                                                     |
|                                                                             | 724-861-3000                                                                        |
| Jeannette Elementary School                                                | 1000 Lowry Avenue
|                                                                             | Jeannette, PA 15644                                                                 |
|                                                                             | 724-523-6522                                                                        |
| Mt. Pleasant Area School District                                          | 271 State Street
|                                                                             | Mt. Pleasant, PA 15666                                                               |
|                                                                             | 724-547-4100                                                                        |
| Southmoreland Primary Center                                               | PO Box C
|                                                                             | 1431 Water Street
|                                                                             | Alverton, PA 15612                                                                  |
|                                                                             | 724-887-2026                                                                        |