

# SPIN CHILDREN'S SERVICES PROGRAMS 2022 - 2023 FAMILY HANDBOOK



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# Section I. Overview

## Welcome Letter

Dear Families,

Welcome to the SPIN Family! Being a family means that you are a part of something wonderful. The SPIN Team considers the relationship that we will build with your child, and your family, to be something wonderful! Families thrive with open and honest communication. Your child's teaching team will be communicating with your family in various ways throughout the year. They will send you messages on our family communication app, Remind, setup conferences, send home information, invite you to participate in family activity events, send a weekly newsletter and provide you with surveys. We always welcome your feedback, questions and concerns so we keep the lines of communication open and ensure our SPIN families are involved in, and feel a part of, your child's educational experience. Your children will be learning and growing every day! "Some days they will bring it home in their hands. Some days they will bring it home in their heads. Some days they will bring it home in their hearts." (Valerie Welks)

The SPIN Children's Service Department wishes to extend a warm welcome to you and your child. Our organization provides the community with a variety of early childhood programs for children and families that include Childcare, Head Start, PHLpreK, Pre- K Counts and Early Intervention. Our programs are designed so that all children can enjoy playing, growing and learning together.

This handbook was created so that we can communicate our policies and procedures to families. It is very important that both SPIN and you, the families we serve, have a shared understanding of how our programs operate. This handbook was written as if we were operating during a post- pandemic time, in the hopes that we may return to a sense of normalcy in the near future. You will find an appendix in the back with our current pandemic policies and procedures. These procedures will change as guidance is updated. If you have any questions or concerns not covered in this handbook, please let me know. We are committed to continuous quality improvement and welcome your comments and concerns as we strive to create a learning environment that is healthy, safe and caring for children, families and employees.

We look forward to partnering with you to provide the best quality care for your child and family.

Thank you for choosing SPIN!

Sincerely,

A handwritten signature in cursive script that reads "Sharon Heileman".

Corporate Officer, Children's Programs  
267-249-4169  
[sheileman@spininc.org](mailto:sheileman@spininc.org)



# Who We Are SPIN

## Why We Exist

**We believe  
all people deserve  
*A Life of Possibilities***

## Vision

**A world that values,  
respects and  
includes everyone**

## Our Core Business

Lifespan services for families and their loved ones

- Early Intervention
- Early Childhood Education
- Transition Services
- Residential Services
- Lifesharing Services
- Autism Services
- Employment Services
- Behavioral Health Services
- Community Participation Supports
- Recreation Services

## SPIN Brand Promise

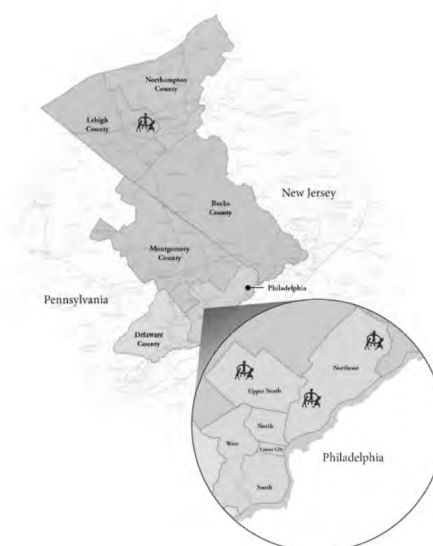
- People & Family First Services
- Professionalism always
- Performance excellence
- Highly engaged, productive employees

## Hallmarks of Excellence

Accredited and Acclaimed:

- Autism Center of Excellence
- STAR 4 Early Childhood Education
- Residential Behavioral Health Program
- Top Workplace
- Employer of Choice
- Healthy Workplace
- Top Training Organization
- Cultural Excellence Award

## Where We Serve



*“For there is always light, if only we’re brave enough to see it.  
If only we’re brave enough to be it.”*

- Amanda Gorman, The Hill We Climb: An Inaugural Poem for the Country

## History of SPIN



SPIN is a nonprofit, human service organization founded in 1970 by families whose first objective was the establishment of a summer camp which would provide structured, educational activities to campers in a recreational setting. In 1971 Camp SPIN opened its doors to 65 children and adolescents with intellectual disabilities for a six-week fun filled experience.

Today, SPIN, assists thousands of infants, children and adults with various integrated activities including early intervention, childcare, Head Start, PHLpreK, Pre-K Counts, residential services, employment and support services.



## SPIN's Mission Statement

SPIN provides the highest quality people-first services and supports for children and adults with intellectual, developmental, and autism spectrum disabilities so that each may achieve and enjoy a life of possibilities.

## SPIN Children's Services Philosophy

All SPIN services are designed carefully to create developmentally appropriate, safe and caring environments in partnership with families and the community. Building these partnerships enables us to continually improve and provide the highest quality early care and education services possible. Through the combination of a variety of services, children have the opportunity to learn and grow together regardless of physical or mental disability, age, gender, religion, and national origin.

## SPIN's Children's Services Mission Statement

We promote and support the growth and development of children and their families by providing developmentally appropriate early care and education in inclusive environments leading to the achievement of outcomes established through partnerships with families and guided by the Early Learning Standards in the State of Pennsylvania.

## SPIN's Commitment to Quality

SPIN understands the responsibility we have to routinely assess the safety and quality of our programs. All of our buildings are licensed yearly by the state meeting all the requirements of the Pennsylvania Department of Human Services.

SPIN participates in Keystone STARS. Keystone STARS is the Commonwealth of Pennsylvania's system for quality improvement in all early childhood programs across the state. Currently all four of our sites are considered high quality STAR sites. To learn more about this program you can visit the Keystone Star Website at [www.pakeys.org](http://www.pakeys.org)



## **SPIN Children Services Programs**

Our center-based programs are located in the Northeast Section of the city at the following locations:

**SPIN Drummond at 10521 & 10541 Drummond Road,**  
19154 in the far Northeast offers the following programs:

- Childcare
- Early Intervention
- Pre-K Counts
- PHLpreK
- Head Start
- Full Day/Full Year Childcare services for the children in our Preschool Programs

**SPIN Orthodox at 1616 & 1642 Orthodox Street,**  
19124 in the lower Northeast offers the following programs:

- Early Intervention
- Head Start
- Pre-K Counts
- Full Day/Full Year Childcare services for the children in our Head Start and Pre-K Counts Program.

SPIN maintains a contract with our regional Early Learning Resource Center to refer eligible families for subsidy.

### **Early Learning Resource Center 18**

2361-2373 Welsh Road  
Philadelphia, PA 19114  
Phone: (215) 382-4762  
Fax: (215) 382-1199  
Toll Free 1-888-461-KIDS (5437)  
Hearing Impaired TTY Service 1-877-PA-Kids (1-877-472-5437)

### **Links to Guidelines for Programming:**

Link to the *Child Care Center Regulations* in PA:

<http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/055/chapter3270/chap3270toc.html&d=>

*Caring for our Children*- National Health and Safety Performance Standards  
Guidelines for Early Care and Education Programs

<https://nrckids.org/CFOC>

## Program Fees

### Drummond Road Locations

Our monthly rates are as follows and are available to families of children from 13 months through five years on a fee for service basis 12 months out of the year from 7:30 am to 5:45 pm.

- ✓ Young Toddlers (13 – 24 months) @ \$1365.00
- ✓ Older Toddlers (25 – 36 months) @ \$1213.00
- ✓ Preschoolers (37 months and up) @ \$1135.00
- ✓ \$52.50 per day for Pre-K Counts, PHLpreK and Head Start when program is not in session.
- ✓ \$30.00 daily when preschool is in session for AM and/or PM care for Pre-K Counts, PHLpreK and Head Start children

### Orthodox Street Locations

Our Orthodox location is now open from 7:30am-5:00pm, Monday through Friday.

- ✓ \$52.50 per day for Pre-K Counts, PHLpreK and Head Start when program is not in session.
- ✓ \$20.00 daily when preschool is in session for AM and/or PM care for Pre-K Counts, PHLpreK and Head Start children

SPIN provides childcare from 7:30am to 5:45pm at the Drummond Road campus and 7:30am to 5:00pm at the Orthodox campus. A late fee of \$5.00 will be charged starting at 5:55 at Drummond or 5:10 at Orthodox. An additional \$5.00 will be charged for every 5-minute interval thereafter. Late fees must be paid the day the child is picked up or the child will not be accepted back into childcare. Consistent failure to pick up your child on time will result in dismissal from the program.

### Payments

Payments can be made via the Procure parent portal. If you are unable to access the Procure portal, payments can be made in person by credit card, check or cash. Checks can be made payable to SPIN, Inc. All returned checks will incur a \$15.00 fee.

### Billing

Payment is due the 1st and 3rd Monday of each month. For families receiving subsidized childcare, weekly copays are due every Monday. Invoices will be placed in the child's folder every Monday afternoon and are also accessible via the Procure parent portal. If tuition is not paid in full by the end of the month, families will be charged a \$25 late fee.



## **Frequently Asked Questions about Childcare and Associated Fees**

### **Can I get before and after Care for my child who attends the Head Start, PHLpreK or PreK Counts Program?**

Full Day/Full Year services are available to all children who attend our Pre K Counts, PHLpreK and Head Start programs. This is a fee for service program that accepts private pay and families that are eligible for OCDEL's subsidized childcare program that is managed by the Early Learning Resource Centers in Pennsylvania. The rates for this program are listed above.

### **What happens if I have an emergency and/or late picking up my child?**

If a child is picked up 10 minutes after their Early Intervention, Head Start, PHLpreK or Pre-K Counts Program has ended, the child will be placed in the childcare Program (fee for service and the daily fee will be charged) until the family is able to arrange for their child to be picked up or are able to pick up their child when the emergency is resolved. We will do all in our power to support families in emergency situations. In the event that a child is not picked up AND we cannot contact the parents or anyone on the Emergency Contact List by the end of our program day, we will notify the Department of Human Services to let them know that a child is in need of support.

### **Can I use SPIN's Childcare Services in the event that I cannot pick up my child at the end of the program day?**

Any family that needs childcare services for a specific day can speak to any of the site supervisors. They will let you know if space is available. Our team will do their best to accommodate your occasional need. If the event of an emergency, please contact your child's teacher to let them know you need additional support.

### **Will I be charged if I am late picking up my child?**

Childcare fees will be charged if you are late picking up your child from their regular program based on the rates listed above.

### **What happens if I cannot make a payment?**

If you are having difficulties making a payment for any reason, please immediately contact the SPIN billing team. SPIN will make every attempt to work with families. If you no longer want your child to be enrolled at SPIN, please notify us as soon as possible so you do not continue to be charged. Please refer to the childcare agreement that you sign annually.

SPIN reserves the right to discontinue children from paid care services due to non-payment. If your child is unenrolled from paid care, you will be unable to leave your child for aftercare. If children are left in aftercare but not actively enrolled, SPIN will contact the family or the emergency contacts to pick the child up. If no one is available to get the child, SPIN will contact the Department of Human Services to let them know the child is in need of support.

## Section II. Program Policies

### Standard of Conduct for a Safe, High Quality Learning Environment

#### **Children's, Families' and Employees' Rights and Expectations**

Children, Families and Employees have the right to:

- Feel safe
- Be informed of program rules and policies
- Be treated with respect at all times
- Treat others with respect
- Use appropriate language that is polite, courteous and free of all profanity
- Communicate any concern respectfully and in accordance with our grievance policy
- Be punctual, dependable, and cooperative
- Supervise children at all times.

Respectful behavior is expected at all times. Disrespectful behavior of any adult member or our community may have the following consequences:

- Family members, volunteers, parents, guardians, and escorts may not be allowed on site.
- Family members will have the responsibility of finding an alternative, acceptable escort so that the child's participation in programming is not compromised.
- All violations will be reviewed on a case-by-case basis, with the support of SPIN's legal counsel, to determine the length and duration of any restrictions placed upon violators in response to the severity of the violation.
- If any adult member of our community engages in threatening or intimidating behaviors, physical confrontations or assaults, and/or the use of profanity and offensive language, the police may be called.

If a challenging situation arises, families are asked to handle it in accordance with our grievance procedure. If the policy is not followed, the family will be required to meet with a SPIN Manager to discuss the incident and determine what next steps are for the family or SPIN. SPIN will work with all parties involved to resolve the concern, but everyone must understand that the health and safety of the children must be our top priority.

Employees at SPIN have all signed a Code of Conduct and consequences for not following this code are explained in our Employee Policies.

## **SPIN Enrollment Policy for Childcare, Head Start, Pre-K Counts and Early Intervention**

SPIN has been providing early care and education services for over 40 years and plays an important role in supporting the needs of the community. Families in the northeast community have a long history of enrolling their children in our childcare and preschool programs. SPIN is also known as a high-quality provider of Early Intervention Services with the ability to support the skilled teachers in our preschool programs to be able to support children with unique needs in inclusive classrooms. Many families who have children with identified needs apply to our programs. Programs that provide high quality inclusive programs understand that each classroom needs to have the right balance of typically developing children and children with identified needs. SPIN historically has a large number of children apply for services in our preschool programs; therefore, the number of children who have identified needs has to be monitored. Once we have reached the number of children set for each classroom, children with identified needs are placed on the waiting list until a spot opens up for them.

In most cases we are able to use the enrollment criteria established by our funders with the exception of two factors.

1. As a provider of high-quality preschool services, we must monitor the enrollment of children with unique needs into our programs so that all children receive the support they need.
2. As a community provider who serves families in our local neighborhood, siblings of existing children in the program are given priority.

### **Criteria for enrollment into Pre-K counts**

The following criteria will be evaluated to determine eligible children's risk factors and priorities for service:

SPIN will prioritize children who are currently enrolled in our Toddler Program and are income eligible for Pre-K Counts and children who have siblings currently enrolled in our Program. These children will have 10 points awarded for either of these categories.

On the day of selection, families will be accepted based on the intake score, followed by the date when the application was completed.

Each applicant will receive one point for each of the following risk factors documented on their application:

- Child receives behavioral supports
- Child or family who receives protective services
- Education Level of the guardian- no high school diploma, GED or post-secondary degree

- English language learner
- Homeless Families
- Incarcerated Parent
- Preschooler with an Individualized Education Program
- Teen Mother
- Migrant Family

To maintain a truly inclusive environment, the number of children who are in need of behavioral support or who have an IEP must be monitored. Appropriate supports and staff/child ratios need to be in place for the education, health and safety needs of all the children in the program.

### **Criteria for enrollment into Head Start Program**

- Meets program eligibility enrollment requirements as directed by School District of Philadelphia for the Head Start Program (Selection Criteria and Head Start Performance Standards)
- Number of children who have been identified as needing additional support in the Preschool Classroom (Child has an IEP and/or Behavioral Supports)
- Sibling enrolled in Program
- Date of Application

### **Early Intervention**

- Children are referred by Elwyn for services.
- SPIN accepts referrals based on availability
- SPIN works in partnership with Elwyn SEEDS to determine which children are referred

### **Childcare**

- Children are enrolled if there are openings in the classroom of children in the appropriate age range
- Date of application is used if child is eligible to determine which child is selected next

### **Establishing a Wait List for all programs.**

#### **Waitlist due to Full Enrollment**

Once a site/program has reached full enrollment, SPIN will continue to accept applications for all programs. When openings occur, families who have completed the application will be contacted on a first come, first serve, basis. Completed applications will be kept in chronological order and contacted when openings occur.

All funders have the expectation that programs will maintain full enrollment. Families who are contacted will be informed of the need to respond by a specific date. Once that date has passed, SPIN will contact the next family on the list.

## **Moving from the program to the Waiting List**

It is important that families realize that if they do not hand in required paperwork for their child there is a chance that the child will be placed back onto the waiting list. Many of our programs have existing waiting lists. If your child is placed back on this list, they may have to wait for an extended period of time and possibly the next program year to be readmitted. SPIN will provide all families with written documentation of any paperwork required and that request will specify the due date of the necessary document.

## **SPIN Enrollment Policy for PHLpreK**

The purpose of this policy is to provide guidance to families on the application and enrollment process for our PHLpreK program. The PHLpreK program is funded by the Office of Children and Families and covers quality preschool services for 5.5 instructional hours (plus rest time) of each day in our program's school year (180 days). If a child requires care beyond a 5.5-hour day, a full day/ full year option is available to provide care before or after the PHLpreK class time for a cost. PHLpreK is a free program and does not require any additional fees associated with enrollment in PHLpreK.

### **Eligibility**

Children are defined as eligible to participate in PHLpreK if they: 1) are three or four years old on or before September 1 of the enrollment year and younger than the entry age for kindergarten in the school district; and 2) reside in the city of Philadelphia.

### **Application**

PHLpreK enrollment is granted on a first come first serve basis and all PHLpreK required documents must be completed in order to be considered. All must complete an application for the current program year including children that were enrolled in the PHLpreK program in the prior year. Due to our limited number of PHLpreK seats, completion of an application does not guarantee enrollment into the PHLpreK program.

#### **1. To complete an application, please bring in the following information:**

- **PHLpreK Completed Application:** All applying children must have a completed application, signed and dated by the parent/guardian. All questions on the application must include a response.
- **Proof of Child's Age and Residency:** At least one of the following documents must be submitted from each column below to confirm the child's date of birth and residence. The address that appears on the documents used as proof of residence must match the address on the PHLpreK Application.

<b>Acceptable Documentation</b>	
<b>Proof of Child's Age</b> <i>(birthdate must appear on the documentation presented for verification)</i>	<b>Proof of Philadelphia Residency</b> <i>(current address must appear on the documentation presented for verification)</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Birth Certificate</li> <li><input type="checkbox"/> DHS letter on DHS letterhead</li> <li><input type="checkbox"/> Valid Passport, Visa or Green Cards</li> <li><input type="checkbox"/> Social Security documentation</li> <li><input type="checkbox"/> Clinic/doctor/hospital records</li> <li><input type="checkbox"/> Daycare or Nursery school records</li> <li><input type="checkbox"/> Other government issued</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> State issued ID or driver's license</li> <li><input type="checkbox"/> Voter ID</li> <li><input type="checkbox"/> Current lease/rental agreement mortgage document</li> <li><input type="checkbox"/> Current Utility Bill</li> <li><input type="checkbox"/> Social Security documentation</li> <li><input type="checkbox"/> Recent employer pay stub</li> <li><input type="checkbox"/> Wage statements (W2 tax form)</li> <li><input type="checkbox"/> CCW award letter received by parent</li> <li><input type="checkbox"/> Mail/notice/award letter from County Assistance Office/DHS</li> <li><input type="checkbox"/> Statement from social services agency attesting to client's residence (only if no other proof is available)</li> </ul>

**2. Parents/guardians will also be asked to sign off on the following (if applicable)**

- a) 2022-2023 PHLpreK Application (required)
- b) Parent Fee Agreement (required)
- c) Emergency Contact Form (required)
- d) Acknowledgement Form: Screening, Assessment, Data Sharing, and family engagement (required)
- e) PHLpreK Enrollment Confirmation Form, if applicable (only for children receiving Child Care Works Subsidy)

**Priority for Enrollment**

Once all required PHLpreK documents are received, priority is given for enrollment as follows:

1. Any child that was an approved PHLpreK enrollment in the previous program year
2. Any child that attended the site's infant/toddler program and is now age eligible for PHLpreK
3. Any new child that meets that PHLpreK eligibility requirements, prioritized in the order (by date and time) the completed PHLpreK documents were received

## **Enrollment Process**

Once all the PHLpreK documents are received and eligibility has been verified, the child's application will be provided to the PHLpreK program for approval. **A child may not begin attending the program until approval is granted from the PHLpreK Intermediary Agency.** Once we receive notice of approval, the parent/guardian will be contacted within 24 hours to arrange a start date for the child.

Once approved, the child must start within 7 program days of the approved enrollment date. If the child does not attend within that timeframe, we will follow up with the parent/guardian to affirm your intent to attend the program. If the delay in the child's start day is due to a health-related reason, a new start day will be set within a 14-day period. A child who does not attend within the first 21 days of approved enrollment date will be discharged in accordance with the FY22 PHLpreK Enrollment Policy. Families who remain interested in PHLpreK will be placed on the program waitlist until such time as the child is able to attend and a space is available. Any new vacancies will be offered to a child in the order they appear on the waitlist.

## **Waiting List**

SPIN has a limited number of seats designated for PHLpreK. When all PHLpreK seats are filled, interested families still need to complete all required PHLpreK documents and provide proof of eligibility so that the child can be placed on our applicant waiting list. The child will not be placed on the applicant waiting list until all documents are received. The applicant waiting list is prioritized based on the date we received all necessary PHLpreK documents. When a PHLpreK seat becomes available, we will contact the family of the next eligible child on the waiting list to see if the family is still interested and eligible for the PHLpreK program.

## **Children Served by Other Funding Sources**

Any child that participates in our preschool program through a funding source other than PHLpreK (private pay, ChildCare Works subsidy, Head Start, PreK Counts, etc.) is ineligible for PHLpreK. Children are not allowed to "convert" to the PHLpreK program if they are already attending our preschool program under another funding source. For this reason, any child on the PHLpreK applicant waiting list would be deemed ineligible for PHLpreK if the child began attending preschool while waiting for a PHLpreK seat to become available.

*Policy updated on 8/2/2019; PHLpreK policy updated 8/2022*

## **Attendance Policy- Childcare, Early Intervention, Pre-K Counts and Head Start**

Children enrolled in any of our Preschool programs are to adhere to SPIN's Attendance and Absence policy. If your child has 10 or more separate unexcused absences or two consecutive unexcused absences, we will request a meeting with the family to discuss this concern. Excuses must be provided in writing and signed by a parent to document reason for absence. Excused absences include: illnesses, religious holidays, health care appointments and family emergencies.

When a child is absent, the following procedure must be followed:

1. Please telephone the classroom to report a child's absence before class each morning.
2. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, SPIN will contact the parent/ guardian to ensure the child's well-being.
3. Please provide a written excuse, on the day your child returns, to verify absences.
4. There may be times when there is a need for your child to have an extended absence (more than 5 days). If you see the need for this, please arrange to speak to the site director/ manager and discuss the circumstances.
5. If your child is out sick for more than five (5) or more consecutive days please provide a note from a physician, physician assistant or a nurse practitioner, the day your child returns.

The preschool programs are designed to provide at least 5 hours of instruction per day. Frequent lateness and early pickups impact on your child's educational program. Families that consistently come late or expect to leave early will be asked to meet with the program director/ manager to determine what supports are needed to promote consistent and timely attendance.

If you arrive late with your child and the class is in the middle of circle, you will be expected to wait until the end of circle time. This is valuable instruction time and frequent interruptions impact on the educational program of the children in the class.

If your child has five occurrences of absences, the family service worker will speak with you to discuss the reason for your absences and assist you in identifying strategies to avoid further absences. If your child has ten occurrences of absence, you and the family service worker will develop a written action plan to support your daily attendance. The family service worker will document all of the above contacts in your family file. Your child's attendance will be monitored monthly and your child must maintain at least 85% attendance per month. If your child ceases to attend, SPIN will make efforts to reengage you to resume attendance. SPIN will attempt to contact your family three separate times, either by phone and/or email, to discuss the attendance.



concerns. If attendance does not resume or we cannot reach you, then we must consider the slot vacant. Your child is placed back on the waiting list and the slot will be filled by an eligible child on the waitlist.

This Attendance Policy for the Head Start and the Pre-K Counts programs was created in collaboration with the School District of Philadelphia.

Early Intervention Program will follow the procedures established by the Elwyn SEEDS Program.

SPIN's Childcare Program follows the terms of the agreement families establish in partnership with our regional Early Learning Resource Center (ELRC). Families are expected to follow the schedule detailed on their Childcare agreements with SPIN.

## Attendance Policy- PHLpreK

This policy adheres to the [Center for Disease Control](#) (CDC) , [Office of Child Development and Early Learning, City of Philadelphia](#) and [Caring for Our Children](#) guidance for health-related exclusions.

### Attendance and Absences

Children who attend preschool on a regular basis do better in their education and developmental goals. SPIN wants to maximize the number of days your child attends school, and if needed we will offer support so that your child may attend school consistently.

During the enrollment process students and caregivers will be advised of the attendance requirements, and expectations. Unless prohibited by DHS, your child must begin attending the program within 7 days of enrolling.

Caregivers are responsible for signing children in daily at the assigned door so that classroom staff can report accurate attendance.

### Absences:

If your child is absent from school, you will be required to sign an absence notice for the classroom teacher upon the child's return. All absences will be considered **unexcused** until the family has provided SPIN with a written excuse to explain the reason(s) for the absence. If your child is going to be absent, we ask that you contact your child's classroom teacher to let them know that your child will not attend and, if possible, when you expect your child to be able to return.

**(If we have not received an excuse note within 3 days of the child's return, the absence will be considered permanently unexcused.)**

For children with 3 consecutive absences without notification to the program, SPIN management or the administrative team will attempt to reach the family by phone and will follow up with an email or text, if available to determine the reason for the child's extended absence and to assist the family with resources if needed. If the absence is due to a medical issue, the family will need to provide supporting documentation from a physician noting the child's illness and permission to return to school.

A child who is absent for 30 days or more without prior approval from the Program Director and PHLpreK Intermediary may be discharged and placed on the waitlist if interested and will be able to re-enroll if a slot becomes available.

Chronic or extended absences (excused or unexcused) will be reviewed by the Office of Children and Families and Public Health Management Corporation (PHMC) on a case-by-case basis to determine if a child is to be discharged after 30 days.

#### **Planned Absences/ Religious Holiday/Long Term Illness**

Upon written request by parent/guardian an extended planned absence for more than 15 days for vacation or observance of a religious holiday must be submitted SPIN for approval. Planned absences of more than 30 days will require additional approval from the PHLpreK administration but may result in the child's discharge from the program.

The child could apply for reenrollment at any time and admission may be granted when a seat becomes available. No child will be deprived of eligibility or penalized in anyway due to an absence for a religious observance if the program was notified in advance. If an extended absence is due to a medical illness as documented by a physician, the seat will be held for 30 days.

*PHLpreK policy updated 8-2022*

## Communicating with Families

There are several ways SPIN communicates with the families we serve. They include:

- Health and Safety Form
- Behavioral Incident Reports
- Bulletin and/or Communication Boards
- Family Group Meetings
- Surveys
- Daily Schedules and Lesson Plans
- Weekly Emails
- The Remind App

When families have questions about any information they receive they should feel free to discuss any concerns with the classroom teacher or program manager. Any report written by a SPIN team member will describe the incident and will only include information that pertains to their child on these reports.

Each child and family's personal information is kept confidential. If any other child is involved in the incident we reported to you, another report is given to that parent as well.

SPIN managers use the information on these reports to assess the health and safety of each individual child, as well as the entire program. These reports also provide important data to assist families with getting any supports necessary to help their child to be successful in programming. Reports are reviewed for quality management purposes and appropriate steps are taken to address any concerns related to these reports.

## Protecting the Privacy of Children and Families

- All SPIN Employees are trained on the policies and procedures in place to maintain confidentiality and maintain HIPAA Compliance. Children's Services team members are required to:
  - Keep child and family information confidential
  - Protect child and family information
  - Let families know that if they need their information shared with outside agencies that they will need to sign a release of information.
  - Assure families that no information will be released without their written authorization.
  - Allow families access to their child's file

## Media Release Form

The SPIN Early Care and Education Programs take photographs and videos of both special activities and daily classroom experiences as a source of pride and recognition of accomplishment for both children and employees. These photographs and/or videos may be used in hallway or classroom displays and/or publications regarding our program.

Each family will be asked at enrollment and at the beginning of each program year to sign a Media Release Form.

If you do not wish your child's image to be use, please indicate this on the Media Release Form. At any point in time you would like to change your child's status, please let your child's teacher or any manager on site that you need to update your form.

### Important Points

- SPIN will not use any photographs of a child without your permission.
- Please remember when you are participating in our Family Activity Days to take pictures of your child only unless you check with the other child's family and/or the teachers.

## Health and Welfare Policy

**All of SPIN's Properties are smoke free.**

**SPIN's Health and Safety Plan for COVID-19 is listed in the appendix.**

### Physical, Dental and Vision Forms

Children who attend a center base program are required to have a current health appraisal on file at all times. In addition to health appraisals, you may also be required to submit documentation that your child has had their vision checked and has been to the dentist. Each family will be notified when these documents are due.

We work closely with families to keep our records up to date and in compliance. If you are struggling to get these documents submitted, please see the program manager to determine what support we can provide to you and your child. Regulations require that we have them on file and children may be placed back on the waiting list if families are not able to supply the necessary paperwork.

### When to keep your child home from school

If your child will be unable to participate in the classroom activities or has symptoms that may be contagious to other children, please keep your child home until they are better. There are times when you might not be sure if you should send your child to school. If in doubt, use the following list of symptoms as a guide as to when to keep your child home.

- fever of 101 degrees
- vomiting (*2 or more times in a 24-hour period*)
- diarrhea
- chills
- severe sore throat
- red and/or runny eyes

- undiagnosed rash
- severe headache
- abdominal pain
- unusual sleepiness
- known communicable disease

### ***HEALTH CONCERN WHEN YOUR CHILD IS AT SCHOOL***

There are times when a child comes to school and they are perfectly fine but during the day employees can tell that the child is getting sick. If your child exhibits any of the symptoms listed above, we will contact you and ask that you take your child home for their wellbeing and the wellbeing of the other children in the classroom. We understand that families are not available 100% of the time so please make sure that your emergency pick up list is up to date with current names and phone numbers.

### ***RETURNING TO PROGRAM AFTER ILLNESS***

In order to maintain a healthy environment for all children we follow the recommendation of the PA Chapter of the American Academy of Pediatrics and Caring for Our Children 3<sup>rd</sup> Edition. If your child has been diagnosed with any of the following, please use the information to determine when you should send your child back to school. Your cooperation is greatly appreciated by all the children and families that participate in our programs.

<b><u>Illness/Disease</u></b>	<b><u>Re-admittance</u></b>
Conjunctivitis (CFOC3 7.5.1)	24 hours after treatment starts
Diarrhea (CFOC3 3.6.1.1e)	24 hours after last episode
Fever (101° or higher) (CFOC3 3.6.1.1d)	24 hours after fever breaks – without medication
Head Lice/Nits (CFOC3 7.5.8 )	Until after the first treatment (note: exclusion is not necessary before the end of the program day)
Impetigo (CFOC3 7.5.4)	After treatment has been started
Mouth sores with drooling (Herpes Simplex (CFOC3 7.7.2)	unless the child's primary care provider or local health department authority states the child is noninfectious
Ringworm (CFOC3 7.5.9)	24 hours after treatment starts
Scabies (CFOC3 7.5.11.1)	Until after treatment has been given
Streptococcal pharyngitis (strep throat or other streptococcal infection) (CFOC3 7.3.1)	24 hours after treatment starts
Vomiting (CFOC3 3.6.1.1g)	24 hours after last episode

## ***ADMINISTRATION OF MEDICATION***

Families are encouraged to have their physician arrange a dose schedule so that their child does not need to receive any medicine during program hours. If this is not possible, medication will only be given by an employee if the following steps are taken:

- Families must document any medication to be administered each day in the Medication Log located in each classroom. Parent signature is required for any medication to be administered.
- Liquid medicine requires an accurate measuring spoon or cup provided by the family.
- A prescription or nonprescription medication may be accepted only in the original labeled container.
- An employee shall administer a prescription medication only if written instructions are provided from the individual who prescribed the medicine.
- Instructions for administration contained on a prescription label are acceptable.
- The label of a medication container shall identify the name of the medication and the name of the child for whom the medication is intended, and which shall be administered only to the child whose name appears on the container.
- Medication must be stored in a locked area of the facility and in an area that is out of the reach of children.

## ***OVER THE COUNTER MEDICATIONS***

- Must be in the original container
- Container must have child's name written on the container
- Check the label for dosage recommended for the age of child. We must give the recommended dose unless we have a written doctor's note.
- If the label says, "consult your doctor" for age, such as under 2 years, under 6 years, a doctor's note must be submitted with specific dose to be given based on the child's age and weight.

**FOOD ALLERGIES**

If your child has allergies, please discuss them in detail with the teacher and director. For food allergies, please complete the allergy form signed by the parent and doctor. This form must be updated each program year. All employees know how to take appropriate precautions by:

- Keeping a detailed list of all children with food allergies by site and classroom that is shared with the kitchen staff and the site employees.
- Keeping detailed information of all children with food allergies posted in all classrooms in a manner that protects all Health Information on the child but easily accessed by employees of SPIN who have been trained to check this in all classrooms.
- Providing food substitutes for all children with food allergies in accordance with the regulations of the CACFP Program.
- Working in partnership with families to determine what foods will be provided by SPIN's meal program and/or provided by the Family. CACFP requires us to make reasonable accommodations when planning meals for children with known allergies. Families and SPIN will partner to document how each child's food allergies will be handled.

If at any time your child develops an allergy, please let us know immediately.

## Arrival and Dismissal Times

- Childcare: 7:30 A.M. to 5:45 P.M.
- Early Intervention Services: AM Class 8:30 A.M. to 11:00 A.M.  
PM Class 1:00 P.M. to 3:30 P.M.
- Autistic Support Class: 9:30 A.M. to 2:30 P.M.
- Head Start, PHLpreK and Pre-K Counts have varied start times.  
Your intake packet will list the start and end time of your child's class.

### Important requirements to remember:

- Any person other than a parent must be 18 years or older to pick up a child
- ID will be requested for any person until the employees recognize the person who is picking up your child.
- Doors open 7 minutes before class. Please make sure that an employee is present in the room or has assumed the chain of custody for your child at the entry door before you leave
- If you need to pick up your child early for a scheduled appointment, please stop at the front desk and request an early pickup form for your child's record.

### Appropriateness of Pickup Person

Keeping your child safe getting to and from school is a responsibility we share. Therefore, if at any time we feel that the person who comes to pick up a child is unable to take the child home safely, we will assist the adult to call another person on the pickup list for assistance. This includes signs of visible intoxication. If they refuse to contact another person, we are required to call 911 and contact ChildLine. Parents/ Guardians are responsible for making sure that the individuals they authorize to transport their child understand this requirement.

### Cell Phone Usage

We ask the families to refrain from using their cell phones at arrival and dismissal times. This is an important time to share information for both teacher and families and cell phone usage limits the amount of time information can be shared.

## Pedestrian and Parking Safety

Limited parking is available at all sites. Families should follow all the Parking Regulations in place for the City of Philadelphia or take the risk of getting a ticket. When walking to and from school, please pay close attention to your child in the walkways and parking lots.



Speed Limits are posted and families are asked to use extreme caution when driving. We also ask that parents hold their child's hand while in the parking lot. Keeping the children safe in our parking lots is a responsibility that is shared by all.

### **Seat Belts**

When you are transporting your child in an automobile, your child must be in a car seat or booster seat if they are under the age of 8 and lighter than 80 pounds. By state law, no child can sit in the front seat of a car until they have reached 12 years of age.

## **Emergency Contacts**

Your child's emergency contact list will need to include at least two updated addresses and telephone numbers of escorts who are available during school hours.

- Emergency contacts will only be used after attempting to contact the parents/guardian first in case of illness, injury or late pick-ups. Any life-threatening emergencies will follow the procedures of calling 911 for assistance first and then contacting the family immediately.
- Keep your Contact Form Up to Date: Twice a year families/guardians are asked to provide the most current contact information for the child along with a list of adults authorized to pick up their child from School. Each adult identified on your emergency contact list must present valid identification when they come to pick up your child.
- Family members should inform us of any change in contact information for the family or emergency contacts and phone numbers immediately.
- Parents have equal rights to access to their child unless there is a court order specifying custody. Please understand that parents will be called before any emergency contact unless a court order is in place that documents who has custody of the child. We ask that parents determine what procedure they want us to follow in the event that there is an emergency if the parents do not live together with the child and there is no court order in place. Please discuss your mutual plan with SPIN as soon as possible. Our primary goal is to support the health and safety of the child and we ask parents to support this goal.

## **Dress Code**

The dress code has been developed in order to keep children safe and healthy while allowing them to fully participate in all aspects of the program.

- Children should wear clothing that is comfortable enough for gross motor activities and weather appropriate for outdoor play. Teachers will assist children in learning self-help skills. However, children should wear clothes they can play in without worry of getting dirty or torn.

- Children should wear shoes that protect the entire foot, such as sneakers or other shoes that cover the whole foot to prevent injuries. Sandals, flip-flops, clogs, etc. are not permitted.
- Children should not wear items such as small hair beads or small beaded bracelets. These can fall out of the children's hair and/or the bracelet can break from being pulled on. Young children are naturally curious and loose beads may result in nose, ear or mouth injuries.

## Playground and Outdoor Safety

Department of Welfare regulations and Keystone Performance Standards require that children have daily opportunities for outdoor play. The standards state that all children must play outside if the temperature is between 25 degrees and 90 degrees Fahrenheit unless it is raining, snowing, etc. and/or a health advisory has been made public due to extreme humidity or bad air quality. Please be sure to dress your children properly for the weather conditions.

***Children are not permitted on the playground alone or unsupervised at any time.***

## Nutritious Meals and Food for Special Events

Children receive a nutritious, family style breakfast, lunch and/or snack each day they are in attendance. The number of meals your child receives is based on their hours of attendance. Our menus are approved by a Registered Dietician in accordance with the regulations of the Child and Adult Care Food Program. Meal suggestions from families are always welcome. Two great websites to find out more about daily nutrition requirements are [www.choosemyplate.gov](http://www.choosemyplate.gov) or [www.mypyramid.gov](http://www.mypyramid.gov).

All meals served under the Child and Adult Food Care Program are provided at no separate charge regardless of race, color, national origin, gender orientation, age or disability. There is no discrimination in admission policy, meal service, or in use of facilities. Any complaints of discrimination should be submitted in writing within 180 days of the incident to the USDA, Director, Office of Civil Rights, and Washington, D.C. 20250.

- If your child has any known allergies, please contact the program manager so we can take the necessary steps to protect your child.
- Menus for the week are posted outside your child's classroom. If you provide your email address you will receive the menu in your weekly updates.

### Drinking Water

Drinking water is available to all children during the classroom day. Water will also be available during gross motor play.

## **Birthday Celebrations and Special Events**

Birthdays are very special days for everyone and many families like to provide treats for the children in the classroom to mark this special day. The School District has put out new guidelines for celebrating birthdays and other events. We want to make the day about your child or the event and not all about food. All celebrations have to take place in the afternoon, after nap (if applicable). At this time of the day, children have already received their meals for the day from SPIN's meal program. The classroom teams will make sure that your child is celebrated in special ways that day. They may do things like make your child the special helper that day, have a dance party in honor of your child or let your child pick out a special book or game that day.

If it is your child's birthday, the classroom team will make sure the other children know that it is your child's special day. We encourage families to send their child in with a special outfit to mark the occasion or a birthday crown/ hat/ sash. If you want to send in a special treat for a birthday celebration or special event, please send in an individually wrapped treat that will be sent home with the other children. It will be up to the caregivers of the other children if they will allow their child to have that treat, due to allergies and other preferences. Latex balloons are discouraged because of latex allergies and please remember that small toys can present a choking hazard. The SPIN staff will make sure your child feels recognized and that our events are special for everyone!

## **SPIN's Food Program**

SPIN participates in the Child and Adult Food Program (CACFP) throughout the school year. SPIN contracts with **Ann Kids** to provide meals and/or snacks to all children who attend programming at SPIN. This program supplies nutritious, family style meals to the children at all of our sites. Menus will be sent home weekly.

## **Physical Activity Policy**

### **Toddlers**

- At least 30 minutes of accumulated daily STRUCTURED (intentional caregiver/adult lead movement/activities) physical activity is provided daily.
- Toddlers are provided ample opportunities to develop movement skills that are the basis for future motor skillfulness and physical activity.

### **Preschoolers**

- At least 60 minutes of accumulated daily STRUCTURED (intentional caregiver/adult lead movement/activities) physical activity is provided daily.
- Preschoolers are encouraged to develop competence in fundamental motor skills that are the basis for future motor skills and physical activity.

## **For All Children**

- Safe indoor and outdoor areas are available that meet or exceed recommended safety standards for performing large-muscle activities.
- Teachers and assistants understand the importance of physical activity and promote movement skills by providing opportunities for structured and unstructured physical activity and movement experiences.

## **SPIN Screen Time Policy**

Screen time is defined as any time spent with a computer or watching a Television.

Children two years and older have no more than 20 minutes of screen time once a week while in the facility and only for educational purposes or to support physical activities such as exercising and/or dance.

Screen time for children younger than 2 years is not part of SPIN's Curriculum.

## **Safety of Children / Mandated Reporters**

**The health and safety of the children who are supported by SPIN is our top priority.**

One of the responsibilities we have is to make sure children are protected from abuse. Our role in keeping children safe is clearly defined when we are trained as Mandated Reporters. Mandated Reporters do not determine child abuse but they are responsible for looking for the signs of abuse or neglect. Below you will see the definitions for Mandated Reporters and the other is the criteria used to evaluate possible signs of abuse or neglect.

SPIN's employees and contractors are all mandated reporters and, as reporters, we are required to follow up on things we see and hear. We value the relationships that we have with families and will support the family to the best of our ability; however, the law is clear. We must report.

### **Definition of Child abuse from the Pennsylvania Code:**

(i) The term child abuse means any of the following:

(A) Any recent act or failure to act by a perpetrator, which causes non-accidental serious physical injury to a child.

(B) An act or failure to act by a perpetrator, which causes non-accidental serious mental injury to or sexual abuse or exploitation of a child.

(C) A recent act, failure to act or series of the acts or failures to act by a perpetrator, which creates an imminent risk of serious physical injury to or sexual abuse or exploitation of a child.

(D) Serious physical neglect by a perpetrator constituting prolonged or repeated lack of supervision or the failure to provide the essentials of life, including adequate medical care, which endangers a child's life or development or impairs the child's functioning.

(ii) A child will not be deemed to be physically or mentally abused based on injuries that result solely from environmental factors that are beyond the control of the parent or person responsible for the child's welfare, such as inadequate housing, furnishings, income, clothing and medical care.

(iii) If, upon investigation, the county agency determines that a child has not been provided needed medical or surgical care because of seriously held religious beliefs of the child's parents, guardian or person responsible for the child's welfare, which beliefs are consistent with those of a bona fide religion, the child will not be deemed to be physically or mentally abused. The county agency shall closely monitor the child and shall seek court-ordered medical intervention when the lack of medical or surgical care threatens the child's life or long-term health. In cases involving religious circumstances, all correspondence with a subject of the report and the records of the Department and the county agency may not reference "child abuse" and shall acknowledge the religious basis for the child's condition, and the family shall be referred for general protective services, under Subchapter C of the CPSL (relating to general protective services), if appropriate.

### **Who is mandated to report?**

Individuals who, in the practice of their employment, occupation or practice of a profession, come into contact with children and have reasonable cause to suspect that a child under the care, supervision, guidance, or training of that person or of an agency, institution, organization or other entity with which that person is affiliated is a victim of child abuse.

All SPIN employees, contractors, students and volunteers are mandated reporters.

### **Children Left Unattended in Vehicles**

Children should never be left unattended in vehicles. If at any time, any SPIN employee observes a child left unattended in a vehicle they are required to alert management.

Management will do our best to locate the parent/caregiver immediately but if we are not able to do this, 911 will be called. Leaving children unattended in vehicles may result in a call to ChildLine (see above).

## **Section III. A. For Families**

### **Family Satisfaction and How to Handle Concerns**

Although we will strive to meet all of your expectations throughout the year, we understand that there may be a time when you have a concern regarding your child's program or classroom placement, or you may feel that your needs are not being met. We want to know if this happens so that any problems can be resolved as quickly as possible. Our goal is to treat any concern with respect, fairness and acceptance. We have developed the following procedures that you can use to help resolve any concerns that you might have:

1. Families are encouraged to bring any issues or concerns they might have directly to the person with whom they have the concern.
2. If the issue is not resolved immediately to your satisfaction, or you prefer to skip step #1, you are encouraged to go to the appropriate Program Manager or to Michele Dwyer, Division Director by calling 215-617-5487 or emailing [mdwyer@spininc.org](mailto:mdwyer@spininc.org).
3. If the issue is still left unresolved, it should be brought to the attention of Sharon Heileman Corporate Officer of Children's Programs by calling 267-249-4169 or emailing [sheileman@spininc.org](mailto:sheileman@spininc.org).
4. If you still feel the need to address your concern, please contact Executive Director, Judy Dotzman at [jdotzman@spininc.org](mailto:jdotzman@spininc.org) or our President & CEO, Kathy McHale at [kmchale@spininc.org](mailto:kmchale@spininc.org). They are available internally for any issues that are of concern to families.

All information shared during this process will be kept confidential.

In addition to the above-mentioned procedures, families of children receiving early intervention services have two other options for settling disputes. You have the right to due process for IFSP/IEP concerns, and you can take concerns of a broader nature to the Creative Resolution Committee of the Philadelphia Inter-Agency Coordinating Council. Families may contact their LEA Representative from Elwyn to request at IEP meeting or discuss concerns.

Families of children in preschool programs have the right to reach out to the program funder if they feel the issue has not been resolved through the process listed above. That could include the School District of Philadelphia for Pre-K Counts or Head Start, PHMC or the Office of Children and Families for PHLpreK or the State Preschool Specialist for Lead Agency Pre-K classes.

Families of children in our childcare program can contact the PA Department of Human Services if they have a complaint related to the Day Care Regulations of Pennsylvania or there is a concern about the health, safety or wellbeing of a child at 215-560-2807.

It is our hope that through direct conversation with families and their input at the meetings, that all families feel that they are an integral part, not only of their child's individual program, but also of the program at large.

## **Communicating with Your Child's Team**

Please check your child's bag or the Remind app each day to be aware of program events and/or Health and Safety Documentation Forms and Communication Logs related to your individual child. If you have any questions or concerns, please contact your child's teacher and/or the program manager. All phone numbers are listed below. We ask that you contact the teachers before class, after class, or during nap (if applicable).

All teachers have voice mail so feel free to leave a message at any time and they will return your call. In case of an emergency please contact the front desk or any manager and they will provide you with the necessary support.

### **10521 and 10541 Drummond Road**

<b>10521 Front Desk</b>	<b>215-612-7500</b>
<b>10541 Front Desk</b>	<b>267-350-2180</b>
Chris Spross, Director	<b>215-888-5485</b>
Sue Cerruti, Director	<b>215-432-3636</b>
Megan Riley, Director of Early Intervention	<b>215-251-8588</b>
Kathy Dikun, Lead Assisting Director	<b>267-951-9373</b>
Mary McGovern, Assisting Director	<b>215-828-4833</b>
Matt Kolla, Assisting Director	<b>267-951-9446</b>
Melissa Mezicco, Assisting Director	<b>267-236-3651</b>

Faye Allen Buckson, Family Resource Coordinator  
Dawn Inman, Early Intervention Care Coordinator

**215-960-8291**  
**215-800-8952**

**10521 Drummond**

<b>Classroom 139</b> .....	215-612-7599
<b>Classroom 101</b> .....	215-612-7592
<b>Classroom 102</b> .....	215-612-7567
<b>Classroom 103</b> .....	215-612-7598
<b>Classroom 104</b> .....	215-612-7597
<b>Classroom 105</b> .....	215-612-7570
<b>Classroom 108</b> .....	215-612-7585
<b>Classroom 112</b> .....	215-612-7591
<b>Classroom 114</b> .....	215-612-7570
<b>Classroom 116</b> .....	215-612-7189
<b>Classroom 119</b> .....	215-612-7646
<b>Classroom 121</b> .....	215-612-7630
<b>Classroom 125</b> .....	215-612-7141
<b>Classroom 126</b> .....	215-612-7180
<b>Classroom 133</b> .....	215-612-7663
<b>Classroom 134</b> .....	215-612-7545

**10541 Drummond**

<b>Classroom 103</b> .....	267-350-2181
<b>Classroom 106</b> .....	267-350-2183
<b>Classroom 107</b> .....	267-350-2182
<b>Classroom 112</b> .....	267-350-2185
<b>Classroom 115</b> .....	267-350-2186
<b>Classroom 116</b> .....	267-350-2184
<b>Classroom 117</b> .....	267-350-2188
<b>Classroom 118</b> .....	267-350-2187

**Speech therapist, occupational therapist and teacher assistants who cover breaks and other support staff in the classroom can be reached through the front desk.**

**1642 and 1616 Orthodox Street**

**Front Desk 1616 Orthodox St.**  
**Front Desk 1642 Orthodox St**  
Michele Dwyer, Director

**215-831-3120**  
**215-831-3177**  
**215-617-5487**



Megan Riley, Director of Early Intervention	<b>215-251-8588</b>
Anastasia Ramirez- Grant, Assisting Director	<b>267-951-9372</b>
John Buehner, Assisting Director	<b>215-495-4186</b>
Kimberly Mormello, Assisting Director	<b>267-236-3545</b>
Danielle Lawrence, Assisting Director	<b>267-784-9122</b>
Faye Allen-Buckson, Family Resource Coordinator	<b>215-960-8291</b>
Dawn Inman, Early Intervention Care Coordinator	<b>215-800-8952</b>

#### **1616 Orthodox**

<b>Classroom 109</b> .....	215-831-3124
<b>Classroom 108</b> .....	215-831-3126
<b>Classroom 104</b> .....	215-831-3128
<b>Classroom 208</b> .....	215-831-3148
<b>Classroom 205</b> .....	215-831-3138
<b>Classroom 103</b> .....	215-831-3176

#### **1642 Orthodox**

<b>Classroom 108</b> .....	215-831-3166
<b>Classroom 109</b> .....	215-831-3172
<b>Classroom 112</b> .....	215-831-3174
<b>Classroom 113</b> .....	215-831-3188
<b>Classroom 114</b> .....	215-831-3155
<b>Classroom 116</b> .....	215-831-3127
<b>Classroom 117</b> .....	
<b>Classroom 120</b> .....	215-831-3181
<b>Classroom 122</b> .....	215-831-3199

**Speech therapist, occupational therapists, teaching assistants who cover breaks and other support staff can be reached through the front desk.**

Your classroom team distributes a monthly calendar at the beginning of each month.

If you do not receive one for any reason, please request a copy from your classroom team or management.

For questions or concerns about programming, services, the curriculum, or overall satisfaction at either campus, please feel free to reach out to:

Michele Dwyer, Division Director .....	215-617-5487
Sharon Heileman, Corporate Officer .....	267-249-4169

# **SPIN Early Care and Education Services and Calendar**

## **EARLY INTERVENTION SERVICES ARE PROVIDED ACCORDING TO THE PROGRAM CALENDAR**

School Year Session – September to June  
Summer Session – during July and August

## **PRE-K COUNTS, PHLpreK AND HEAD START PROGRAMS ARE PROVIDED ACCORDING TO THE PROGRAM CALENDAR**

School Year Session – September to June

## **CHILDCARE & FULL DAY/FULL YEAR SERVICES ARE OPEN ALL YEAR WITH THE EXCEPTION OF HOLIDAYS**

### **HOLIDAYS**

SPIN observes the following holidays where all  
Children's Service's Programs are closed:

January 1 <sup>st</sup>	Labor Day
Martin Luther King Jr's Birthday	Thanksgiving Day
President's Day	Day after Thanksgiving
Christmas Eve Day	Memorial Day
Christmas Day	July 4

Children's Services also closes on Veteran's Day for staff to participate in mandatory professional development.

### **CLOSINGS**

In the event of any program closing, our Early Intervention, Head Start, PHLpreK and Pre-K Counts Families will be notified via email, call or the Remind App.

If you do not have access to a cell phone or computer, updated closing information can be obtained by calling the Front Desk at each of our sites. These numbers are located in the section, *Communicating with Your Child's Team*.

# Family Preschool Calendar

September 2022  
to June 2023

	First Day of School
	Holidays
	Conferences (No School)
	Professional Development for staff (No School)
	Last Day of School

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**Our Childcare program is open on the following days that the preschool programs are closed:**

- October 10, 2022
- October 17, 2022 and October 18, 2022
- December 27, 2022- December 30, 2022
- April 7, 2022
- May 25, 2022 and May 26, 2022

**Childcare closed on:**

- September 5, 2022
- November 11, 2022
- November 24, 2022
- November 25, 2022
- December 23, 2022
- December 26, 2022
- December 30, 2022
- January 2, 2023
- January 16, 2023
- February 20, 2023
- May 29, 2023

## Child Absent Hotline

- ☐ Call 267-613-4220 and select
- ☐ Option 1 (10521 Drummond Road)
- ☐ Option 2 (10541 Drummond Road)
- ☐ Option 3 (1616 Orthodox Street)
- ☐ Option 4 (1642 Orthodox Street)

# Elwyn Philadelphia Preschool Early Intervention 2022-2023 Universal Calendar

**July 2022**

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Service Days: 19

**August 2022**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Service Days: 11

**September 2022**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Service Days: 17

**October 2022**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Service Days: 17

**November 2022**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Service Days: 17

**December 2022**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Service Days: 13

**January 2023**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Service Days: 19

**February 2023**

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

Service Days: 16

**March 2023**

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Service Days: 20

**April 2023**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Service Days: 12

**May 2023**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Service Days: 19

**June 2023**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Service Days: 12

Total Service Days: 192

		Holiday - Program Closed - No Students or Staff
		No Students
		Professional Development - No Students

## Progress Monitoring Due Dates

Progress Monitoring is due to LEA Representatives by 06/24/2022; Progress Monitoring Reports are mailed 07/15/2022.

Progress Monitoring is due to LEA Representatives by 12/23/2022; Progress Monitoring Reports are mailed 01/13/2023

Progress Monitoring is due to LEA Representatives by 06/23/2023; Progress Monitoring Reports are mailed 07/14/2023.

Elwyn follows the School District of Philadelphia procedures for closures, delayed openings and early dismissals in the event of inclement weather. No early intervention services will be provided on days that the District closes due to inclement weather.

In the event of a delayed opening or early dismissal, services will not be provided during the hours the District is closed for inclement weather.

## **Preparing Your Child for Transitions**

Children and families experience many different types of transitions during their early years. Transition planning is one of the best ways to support the child, the family and the program. There are multiple types of transitions that happen.

- Starting a new school or program
- Changing classrooms
- Changing schools
- Daily transitions

Each type of transition has very specific actions that can support smooth transitions.

### **COMING FROM HOME TO SCHOOL**

- When parents come to SPIN, they are provided with program information and an application for our programs.
- Applications are reviewed with the family to discuss the type of programs available and share information to determine eligibility and interest
- Paperwork is completed by the family and reviewed by SPIN's Intake group.
- Families are informed of their application status.
- Families are invited to a Meet and Greet to meet the teachers and the leadership team.
- Teachers meet with each family to share information more specific to the needs of the child, family and to explain classrooms routines, expectations, and methods of communication used to share updates.

### **SUPPORTING DAILY TRANSITIONS**

- Children arrive on time so they can participate in breakfast and the morning routine.
- Families stay a few minutes and are sure to say goodbye to their child. When a family sneaks away, it makes leaving separation easier for the family but can create mistrust and damage a child's sense of security if they do not know when to expect their family to be with or without them. Goodbyes are an opportunity for families and children to create a loving ritual such as two big hugs and a kiss on the forehead, or a special phrase like "See you later alligator, in a while crocodile."
- Families return to the program at pick-up on time and take the opportunity for the child to share thoughts from the day as they prepare to leave.
- Teachers greet children in the morning and create their special goodbye rituals with the children for the end of the day.

### **TRANSITIONING FROM PRESCHOOL TO KINDERGARTEN OR ANOTHER SCHOOL**

Families are informed that all children who will turn five years old by September 1st will have support and information provided that will assist them in completing the steps necessary to

transition their child to Kindergarten. Information related to transition is shared in a variety of formats:

- Bulletin Boards or the Remind App
- Weekly Family emails with timely information on how to enroll your child in Kindergarten.
- Flyers from the School District offering specific times and events for families and children who will be transitioning to Kindergarten.
- Meetings to share information on the transition process for typical children as well as children who have special education needs.
- Transition information and planning steps are discussed at the winter conference that is held for every child.
- Teachers track transition information on the children in their classroom and monitor the progress of each family to determine the need for more individualized support.
- Teachers attend trainings conducted by the School District of Philadelphia called Building Bridges to facilitate our efforts to support family's transition to kindergarten.

In the classroom, teachers support the children by planning activities and reading books that focus on transitioning to kindergarten. Circle time is a wonderful opportunity to assess the child's comfort level with moving to a new school and can inform teachers on what activities can be planned to meet the individual transition needs of each child in their group.

Philadelphia currently has a selection of private, charter and public schools in all neighborhoods for families to select. Families are provided with the book, Great Philly Schools, which is published every year. This guidebook gives families access to school data that can help them plan for their child's next educational step.

Teachers and families work together with neighboring kindergartens to provide for smooth transitions such as having the children visit or arranging for Kindergarten teachers to meet with families to answer questions. SPIN teachers all participate in the School District Building Bridges Event to support transition from their preschool Program to their kindergarten program.

Early Intervention Employees work with families, Service Coordinators and the School District of Philadelphia to support families that need to transition from Early Intervention to the School District's Special Education Programs.

### **TRANSITION FROM ONE CLASSROOM TO ANOTHER CLASSROOM**

When children are ready to transition from class to class, the existing teacher and the families discuss the plan to have the child move to their new classroom.

The new teacher is given the information on the child that will be entering their classroom. The new teacher arranges to meet with the family so they can share information that will support the needs of the transitioning child.

The existing classroom team shares information about the transitioning child with the new teacher. Arrangements are made for the child to have multiple visits to the new classroom with existing staff. This gives the child the opportunity to become familiar with the new teachers and children in the new classroom.

## Opportunities for Family Participation

Each of our sites has a Family Committee. Every family is considered a member of the committee and is welcome to participate in as many activities as they choose. Family involvement is a key component of a quality program. All support is appreciated. During the year, each site will send home information specific to their Family Committee activities such as time and location of meetings and special events. You will be asked to sign the volunteer sheet if you participate. Our funders ask us to document Family Participation, and in some programs, the number of volunteer hours is one of our reporting requirements.

### **Family Participation includes such activities as:**

- Participation in SPIN's Annual Giving Campaign and other events that SPIN Sponsors.
- Participation in Family Activity Days
- Attending the Meet and Greet in the beginning of the school year
- Support and/or attending the special events offered at each site.

We also encourage families to apply to be a substitute in our classrooms. If interested, please log into our website at [www.spininc.org](http://www.spininc.org). This is an excellent way to become actively involved in your child's program.

## Earned Income Tax Credit and Families

The Federal Government offers an Earned Income Tax Credit for families who work but do not earn high wages. **This benefit is not fully taken advantage of by many qualifying families because they believe they earn too much to qualify.** In an effort support your rights as a family to access this tax credit; we have included the following information. Call 1-800- TAX-1040 for more information regarding the EITC and/or to request a volunteer to help you prepare your taxes. To view information, download forms and to find out if you qualify, access20.

## Resources for Families at SPIN and in the Philadelphia Community

Today's families experience multiple demands that may lead to a need for additional supports. It is our belief that in order for the children we serve to be successful, their families must be successful. Families are encouraged to communicate any needs for information, resources or referrals to any team member or program management they are comfortable with to ask for referrals to community supports for their family's success. At SPIN, we offer informational workshops and groups for families that you will be notified of through your child's communication folder or via email/ Google Classroom. We have included a list of family resources for your reference but also encourage you to contact program staff for a more comprehensive list to meet your needs.

## **RESOURCE LIST**

### **Health and Mental Health Needs**

#### **Children's Health Insurance Program (CHIP)**

<https://www.healthcare.gov/medicaid-chip/childrens-health-insurance-program/>

#### **WIC**

<https://wic.health.pa.gov/pawic/>  
Northeast Office, 8570 Bustleton Ave  
Philadelphia, PA 19152  
215-745-7251 or  
215-745-7252

#### **List of all Philadelphia WIC offices**

<https://wic.health.pa.gov/pawic/FindWICClinics.aspx?miles=5&zip=&county=51>

#### **Community Behavioral Health (CBH)**

1-888-545-2600

### **Educational and Developmental Needs**

For Concerns about your child's development:

#### **Birth to Three:**

Contact Childlike at 215-731-2100

#### **Three to Five:**

Contact SEEDS at 215-222-8054

#### **Pennsylvania Department of Education**

[www.pde.k12.pa.us.gov](http://www.pde.k12.pa.us.gov)

#### **Intellectual disabilities Services (IDS)**

701 Market Street Suite 5200  
Philadelphia, PA 19106  
215-685-4677  
Information (DBHIDS) 215-685-5900

#### **Education Law Center of PA**

The Philadelphia Building  
1315 Walnut Street, Suite 400  
Philadelphia, PA 19107-4717

#### **Family Education Network**

<https://www.fen.com/>

#### **CAP4KIDS**

<https://cap4kids.org/philadelphia/>

### **Economic and Legal Assistance Needs**

For subsidized childcare:

#### **Philadelphia**

Early Learning Resource Center for  
Region 18  
2361-2373 Welsh Rd  
Philadelphia, PA 19114-2206  
Phone: (215) 382-4762  
Toll Free: 1-888-461-5437  
Fax: (215) 382-1199

#### **Community Legal Services**

1424 Chestnut St  
Philadelphia, PA 19102  
215-981-3700

#### **Mayor's Office of Community Service (MOCS)**

5858-B Market Street  
Philadelphia, PA 19139  
215-685-1940

#### **Philadelphia Citizens for Children and Youth**

Telephone # 215-563-5848

### **Family Support Needs**

#### **Intercultural Family Service, Inc.**

4225 Chestnut Street  
Philadelphia, PA 19104  
215-386-1298

#### **Maternity Care Coalition**

2000 Hamilton Street Suite 205  
Philadelphia, PA 19130  
215-972-0700

#### **Family Action Network**

1515 Arch Street, Mezzanine  
Philadelphia, PA 19102  
215-FAMILYS (727-3687)

#### **Family Support Services of Pennsylvania**

719 South 60<sup>th</sup> Street  
Philadelphia, PA 19143  
215-498-5872

#### **Philadelphia Corporation for the Aging**

[www.pcaCares.org](http://www.pcaCares.org)



## **MEET OUR SUPPORT STAFF**

SPIN was given a generous grant from our legislators that has allowed us the opportunity to have additional supports in classrooms this year. The grant has funded a 40 hour per week Early Childhood Education Recreation Therapist position that will be supporting all classes with developmentally appropriate classroom based activities. We also have Behavior Specialist Consultants for 16 hours per week at each of our campuses to support behaviors in the classroom and provide teachers with classroom based positive behavior support strategies and interventions. Here are the bios of the staff who will be supporting our classrooms this year.

### **Early Childhood Education Therapeutic Recreation Specialist- Grace Maher**

Grace Maher (pronounced mar) is a Therapeutic Recreation Specialist. She will be working at both the Orthodox and Drummond sites to support your teaching teams and to create activities that support the needs of the classrooms!

Grace grew up in the Mount Airy neighborhood of Philadelphia and lived there for all of grade and high school. She received her Bachelor's in Public Health from the University of Maryland and her Master's in Recreation Therapy from Temple. She has spent the last 9 years working at the Children's Hospital of Philadelphia as a Program Admin and Quality of Life Coordinator in a small, specialty care clinic that served clients ranging in age from birth to 25. Her favorite recreation and leisure activities are cooking and baking, singing, playing guitar, swimming, and arts & crafts. Grace also really enjoys reading and watching anything scary and spooky. Her desire to pursue recreational therapy was spurred by volunteering at the Hole in the Wall Gang Camp for 5 years and getting to witness the wonderful and positive effect that meaningful and accessible recreation has on children living with serious illnesses.

#### ***What is Recreational Therapy?***

Recreational therapy contributes to the broad spectrum of healthcare through treatment, education, and the provision of structured recreational opportunities. These factors are instrumental to improving and maintaining physical, cognitive, emotional, and social functioning, and improving overall quality of life. Recreational therapists help people get better and experience healthy recreation and leisure activities by guiding them through goal-oriented, structured recreation activities.

### **Behavior Specialist Consultants- Christine Schoener and MaryElizabeth Ashley**

Christine Schoener has been a Board Certified Behavior Analyst (BCBA) with SPIN since 2013. She is dual certified in Early Childhood and Special Education and has worked with children with special needs for all of her career. She began working specifically with children with Autism in 2000, with a focus on Applied Behavior Analysis (ABA). Christine began her career working in early intervention as a special instructor in her home town for two years before moving to the greater Philadelphia area. She worked at Bancroft for over four years in their Center for Autism Research and Educational Services (C.A.R.E.S) before moving on to work for Elwyn for almost ten years in their Home Based Early Autism Treatment (HEART) program and later Elwyn Seedlings. During her years at Elwyn she pursued her Master's degree in Education from Holy Family University and also attended Temple University to finish her coursework to prepare for her BCBA exam. Christine has been a BCBA for 11 years. She has worked with children of all ages, but she feels most fulfilled when working in early childhood programs.

MaryElizabeth Ashley is a Licensed Behavior Specialist(LBS) and Licensed Professional Counselor(LPC). She has been with SPIN, inc. since 2015 where she has held multiple titles as a behavior health technician, mental health professional, and behavior consultant for individuals and groups across both the Behavioral Health and Children's Services Programs. She has worked with children of all ages. Before SPIN, MaryElizabeth worked in acute psychiatric care and with medically fragile children at HMS School while pursuing her graduate studies in dance/movement therapy and counseling. She is currently pursuing her BCBA to better support her clients at SPIN live a life of possibilities. When she is not working, she is spending time with her rescue beagle, Bagel, or enjoying a delicious meal with her husband.

## Section III. B. Curriculum and Program Practices

### Emergency Management

Dear Parents and Guardians,

This letter is to assure you of our concern for the safety and welfare of children attending SPIN Children's Programs. SPIN's Emergency Management Plan provides for response to all types of emergencies.

During the year, SPIN practices emergency responses. This is a requirement for licensed childcare facilities. Depending on the circumstance of the emergency, we will use one of the following protective actions:

- **Evacuation Within the Facility Campus**: Students are evacuated to a safe area on the grounds of the campus.
- **Shelter in Place**: Taking cover inside the building in a central location(s).
- **Modified Shelter in Place**: Other than children not being able to go outside, normal program operations will continue, Parents/caregivers may enter the building to pick up children. Staff/contractors may enter and exit as needed.
- **Off Site Evacuation**: Total evacuation to the designated external relocation facility.
  - **1642 and 1616 Orthodox**: Frankford Friends School- 1500 Orthodox Street, 19124
  - **10521 and 10541 Drummond**: Jefferson Health Flyers Skate Zone, located at 10990 Decatur Rd, 19154
- **Lockdown**: No one comes in or out of the building. Doors are locked and shades are drawn. In the event SPIN needs to implement one of the above protective actions, all families will be notified via the Remind application as soon as it is possible to do so. We ask that you not call during the emergency. This will keep the main telephone line free to make emergency calls and relay information.

Emergency Contact Forms are updated at least twice per year. Should your information change, please notify SPIN as soon as possible.

We specifically urge you **not** to attempt to make different arrangements during an emergency. This will only create additional confusion and divert staff from their assigned emergency duties.

In order to assure the safety of your children, family members and our staff, we ask for your understanding and cooperation. Should you have additional questions regarding our emergency operating procedures, please reach out to any SPIN Manager. Thank you for helping us to always stay prepared!

Sincerely,



Corporate Officer, Children's Programs

**SPIN's Children's Services Emergency Management Plan was submitted to the Office of Emergency Management in July 2022. If you would like to have a copy of the plan, please ask any member of the management team and we will provide the plan to you.**

## Curriculum Information

- The Creative Curriculum® for Infants, Toddlers & Twos forms the basis of our fully integrated program for this age group. It helps you build relationships with children by showing you how to create meaningful daily routines and experiences that respond to individual children's strengths and interests.
- The Creative Curriculum\* by Diane Trister Dodge: for preschoolers (ages 3 to 5) is primarily based on using the environment as the “textbook”. The emphasis is on the teacher and family roles as facilitators of the children’s learning by maintaining and continuously developing learning centers in the classroom. The learning centers we have set up at SPIN include blocks, table toys and manipulatives, house corner, art, sand and water, library, music and movement, science and math, computers, writing and the outdoors.  
Families who desire more detailed information about our curriculums are encouraged to ask the teacher for a copy of the Creative Curriculum Framework.  
Our teachers are trained in the Pennsylvania Early Learning Standards. These standards have been developed by experts across the state and outline what each child should be able to do by the time they enter Kindergarten. The Creative Curriculum has been cross walked with the Early Learning Standards. If you want to view the Pennsylvania Early Learning Standards, please visit [www.pakeys.org](http://www.pakeys.org).
- If families want to learn more about child development, information can be accessed by asking our teachers or therapists or contacting nationally recognized organizations such as Zero to Three, [www.zerotothree.org](http://www.zerotothree.org), the National Association for the Education of the Young Child, [www.naeyc.org](http://www.naeyc.org), and/or First Signs, Act Early, [www.cdc.gov](http://www.cdc.gov).
- If families want to learn more about Pennsylvania’s initiatives for early childhood education, information can be retrieved through the Pennsylvania Office of Early Childhood Development and Early Learning (OCDEL) through [www.dpw.state.pa.us](http://www.dpw.state.pa.us).
- You can also visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com) resource for more information to prepare your child for school success.
- Second Step\* is an evidence based, social emotional curriculum that teaches children self- regulation and social- emotional skills. This curriculum is used in addition to the Creative Curriculum to teach skills such as managing own behavior, listening and getting along with others.

## Children’s Developmental Assessments/Family Conferences

- All children are screened with the Ages and Stages Screening Tool within 45 days of entering the program in the Head Start, PHLpreK, Pre K Counts and Childcare Classrooms. A letter sharing the results of this screening is sent home to the family as early as possible after it is completed. If concerns regarding your child’s development are identified as a result of this screening, the program will work cooperatively with you to make referrals to early intervention.
- The ongoing assessment throughout the year is Teaching Strategies Gold, which looks at the overall development of the child through teacher records of children’s participation in the program. This assessment is conducted on an ongoing basis and is reported on at least two times per year. The results are discussed during at least two conferences offered to families throughout the year and are provided in a summary narrative.

- Each child has an ongoing portfolio and education folder containing these instruments and samples of their work. At any time, a family member can request to review their child's portfolio and education folder.
- If families have any questions about assessment procedures, please feel free to talk with your child's team or a member of the management team.

## Creating an Inclusive Environment

Throughout the early childhood years, children are developing their skills in many different areas. As they are learning how to share, take turns and participate as a part of a group, children communicate in different ways. Children may yell, say "NO", bite, and/or hit to express their feelings. While these behaviors are concerning, they are also typical to certain stages of development. With the proper support and guidance, children will learn more appropriate methods of getting their needs met as they grow.

Our employees are trained in Positive Approaches with young children so that they may provide guidance to children who are working on developing appropriate educational and social emotional skills. The training includes a self-examination of employees' actions and responses. Background knowledge on why children and people behave the way that they do, and positive methods of supporting children who are experiencing difficulties. Through using positive approaches with children, we are able to teach appropriate behavior rather than focus on behavior that are less desirable. We utilize approaches such as distraction, redirection, role modeling, natural consequences and "taking time" to stay calm. We recognize that all areas of development need caring, positive approaches.

While we have discussed that many behaviors are typical as a result of a child's development, we also recognize that some children experience a higher than typical level of intensity and/or frequency of particular behaviors.

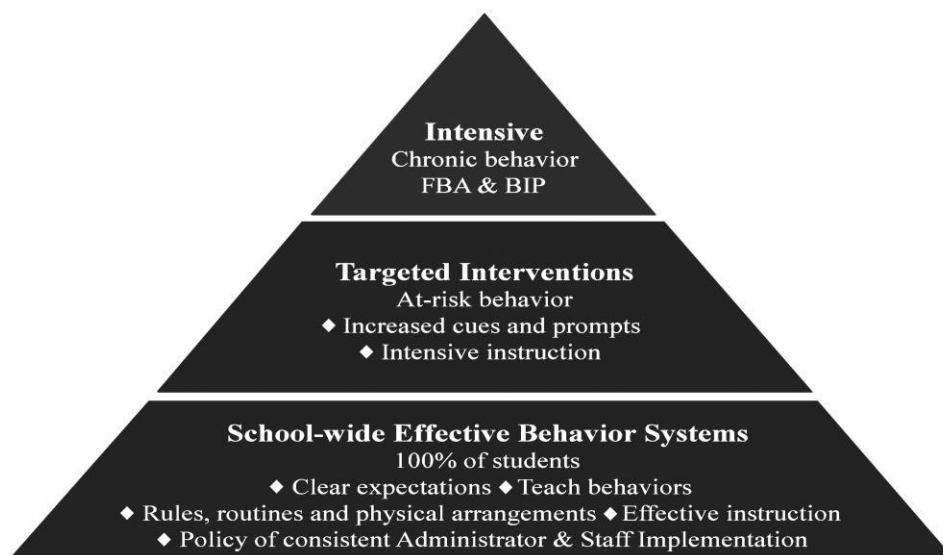
SPIN's Children Services Department has a support system for staff, children and families in place. We support staff through training, use data to analyze children's behaviors, look for trends and patterns, and conduct case studies.

Below you will see a model of the triangle that is used for guidance. The bottom of the triangle demonstrates our proactive strategies to prevent behavioral issues for children in our program. If we are providing a strong foundation through a developmentally appropriate program, it is generally expected that 75% to 85% of the children will respond with acceptable behaviors.

The middle of the triangle represents the expectation that even with a strong program, it is generally expected that 15% to 20% of the children will need a more individualized approach to guiding their behaviors, such as individualized strategies to modify an existing behavior.

The top of the triangle represents that despite the combined efforts of best practice and targeted interventions it is expected that 3% to 5% of children will need intensive supports. Our behavioral support team will observe and assist staff in developing strategies and/or behavioral plans that will support the children in these circumstances. It includes working

with families to access external resources such as Early Intervention, behavioral health services, mental health consultation, and/or therapeutic nurseries. Caregivers are required to meet with the team to develop and carry out an action plan that details the responsibilities, timeframes and next steps for all team members.



It is important for families to know that our mission supports the inclusion of all children regardless of their needs. Our services must be delivered in a manner that protects the safety of all children. This occurs when children have the appropriate amount of support in place to be successful.

Department of Human Services regulations support our positive approaches and ask us to inform you that we will never utilize humiliation or psychological and/or corporal punishment as a means of guiding a child's behavior.

If you are looking for more guidance, please visit the website of the Center on the Social and Emotional Foundations for Early Learning at [www.csefel.vanderbilt.edu](http://www.csefel.vanderbilt.edu).

## Suspension and Expulsion Policy

**Suspension** is defined as an action that is administered in response to challenging behavior and requires that a child not be present in the classroom or the program for a specified period.

**Expulsion** is defined as the complete and permanent removal of a child from an early learning program in response to challenging behavior or non-infectious health condition.

**The Health and Safety of all children and staff is the primary responsibility of SPIN.** In our efforts to maintain a healthy and safe environment there are times when it is necessary to meet with families to discuss the unique needs of a child that cannot be supported with the typical staffing patterns in place for Childcare and Preschool Programs. SPIN recognizes the need to sometimes add additional services that make it possible for a child to be included in their chosen program. Without these supports in place, it is challenging to provide the healthy and safe environment that all families expect us to provide. If an enrolled child poses a risk to the safety or well-being of other children or staff, it may be necessary to suspend/expel a child from our program until the appropriate supports are in place. The decision to suspend or expel a child from programming cannot be made by SPIN alone. The decision is made after communicating the presenting concerns, in conjunction with the program's Administrative Intermediary and the Contract Entity.

**SPIN has identified the following levels of support.** Base level supports (Tier 1) are supports that are put in place daily for all children. Mid-level supports (Tier 2) are supports that are put in place when a child is beginning to exhibit behaviors that are affecting their ability to learn and participate in the classroom routine or impacting on the ability for other children to safely participate in the classroom routine. High-level supports (Tier 3) are put in place when a child is engaging in behaviors that are making the classroom environment unsafe for themselves, the staff or their peers with the typical classroom staffing pattern. These intensive supports are individualized to the child and involve the family and the contract entity. If these supports cannot be put into place or are not successful and the safety or well-being of any of the students or staff cannot be assured, it may be necessary for SPIN to suspend or expel the child from programming until the appropriate supports can be put into place. This decision would be made in conjunction with the program's Administrative Intermediary and the Contract Entity after assuring all tiers of support were offered.

### **Base level supports provided to all children and families (Tier 1)**

- Staff will make intentional efforts to build rapport with child and caregiver.
- Staff will always use positive classroom management strategies (e.g. active supervision, positive reinforcement, scheduled routines, choice giving, jobs, breaks, other).
- Caregivers will work with their classroom team to schedule and attend parent/teacher conferences, home visits, and any meetings regarding their child.
- Staff will perform Ages & Stages Screening and Ages & Stages Social Emotional Screening to determine if child should be recommended for an early intervention evaluation. These screening tools are used to evaluate all children within the first 45 days of the child's start date.
- Concerns and challenging behaviors will be documented, and information will be shared confidentially with families.

### **Mid-level supports (Tier 2):**

- Staff will reassess classroom environment, appropriateness of activities, supervision, and behavior strategies. Staff will consult with the leadership team as needed.
- Intentional efforts will be made to target behaviors for change through preventative measures and teachable measures.
- The leadership team, classroom team, behavior consultant, and parent/guardian(s) will have a conference(s) to discuss strategies to promote positive and appropriate behavior.
- The caregiver will be given information or other resources regarding methods/strategies for increasing appropriate behavior.

### **High level supports (Tier 3):**

- Caregivers may be asked to seek additional support through the Early Intervention Program based on the results of the Ages & Stages Screening and Ages & Stages Social Emotional Screening.
- Recommendation may be made for evaluation by mental health provider.
- Teachers will take data, for a minimum of 2 weeks, tracking occurrences of specific behaviors throughout the day.
- SPIN team and family will meet to discuss recommendations and create a plan for support.
- Caregiver(s) follow through on the steps needed to be taken to advance the process of receiving the recommended appropriate supports for the child.
- Caregivers will work with their classroom and school leadership teams to schedule and attend meetings that may include social workers, behavior specialist consultants, behavioral health technicians, and personal care assistants to determine how best to proceed in regards to the child's behavior.
- After a meeting was held with the family, SPIN will consult with the contract entity regarding concerns and will review supports that have been provided or determine if additional supports could be offered.

### **Caregivers Responsibilities**

- Caregivers must work cooperatively with the SPIN Team as described in the steps above and on the creation and implementation of a support plan. Caregivers must follow through on any agreed upon action steps that they are responsible for in the support plan. If they fail to do so, and the contract entity has been consulted, your child may be suspended and/or expelled.
- Caregiver has to agree to continue working with the team throughout the year so that all children can have the healthy and safe environment they need to develop.

- If the caregiver(s) do not take the necessary actions to support the child, and the contract entity has been consulted, the final action is expulsion.
- Caregivers can contact SPIN to see if there is still an opening when all steps have been taken as documented on the plan created by the team.

### **Other Causes for Suspension/Expulsion**

- Failure to pay/habitual lateness in payment (for programs that require payments).
- Failure to complete required forms including: child's immunization records, health assessment, and dental assessment.

### **A Child May Not Be Suspended/Expelled because a child's caregiver**

- Made a complaint to the Office of Licensing regarding a school's alleged violation of the licensing requirements.
- Reported abuse or neglect occurring at the school.
- Questioned the school regarding policies and procedures.



Here are some tips for using positive approaches with your children.

### **LIMITS THAT SAY YES**

**1. Use positive rather than negative suggestions or statement, for example:**

"Close the door gently" instead of "don't slam the door"

"take little bites and then it will fit in your mouth" instead of "don't take such a big bite"

"Throw the ball over here" instead of "don't throw the ball against the wall"

"Stand back to give your friend room" instead of "don't stand so close to her"

**2. Use encouraging rather than discouraging statements:**

"You can do it" instead of "is it too hard"?

"I'll hold this, and then you can pull it up" instead of "try harder"

**3. Use specific rather than general statements, for example:**

"Put the blocks here" instead of "pick it up now"

"Look at the book" instead of "pay attention"

"Get your mat from the shelf" instead of "get ready for nap"

**4. Use pleasant requests, rather than scolding, for example:**

"You will need to stop playing now", instead of "get those things picked up now"

"Take another turn before we go inside" instead of "stop playing now"

**5. Be consistent in requests.**

Structure few limits that you know you can enforce, repeat them frequently and use concrete reminders of the limits.

**For example:**

Set a timer to go off to signal time to clean up.

Tie a red ribbon on a piece of climbing equipment to remind children to limit

Their climbing to a certain point.

"Remember the rule, no hitting"

**6. Use substitute suggestions, rather than negative commands, for example:**

"Use this crayon" instead of "don't use that"

"Ask him for the truck" instead of "let go of his hand, he has the truck, that's bad"

"Take a handful of blocks from the bucket" instead of "don't dump out all the blocks"

**7. Use unhurried directions rather than negative commands, such as:**

"We have to move on; dry your hands now" instead of "you've spent too much

Time washing your hands, hurry and finish"

"We are going inside now so the next class can play" instead of "you're taking too long to line up"

**8. When there REALLY is a choice, give children the chance to make it, for example:** "would you like to sing a song or listen to music"?

"What games shall we bring to the table"?

## Celebrating our Diversity

SPIN is committed to listen, see, learn and change to address racial injustice. Our Children's Services programs serve all eligible children without discrimination based on race, color, religion, national origin, mental or physical disability, gender orientation or age.

We recognize that we serve children from a variety of cultural backgrounds throughout our programs. Teachers and families can work together to plan meaningful developmentally appropriate activities to share different family traditions in the classroom.

It is our belief that acceptance begins with knowledge. What better place to start sharing that the world is made up of many different kinds of families with many different celebrations and customs than our preschool classrooms?

Teachers will share planned activities throughout the year. If at any time you do not wish your child to participate in a certain activity, please contact your child's teacher and discuss how your wishes can be honored.

By filling out *the Getting to Know You Form*, families will provide the teacher with the information needed to plan classroom activities.

**Thank you to all families who have provided us with the  
opportunity to care for and educate your children!**

**From SPIN Children's Services Programs**

SPIN Children's Services would like to thank all of our families for the opportunity to work with your children. We understand what an honor it is for you to have placed their care in our hands. We would also like to thank you for taking the time to read through our handbook. If you have any questions regarding our program and policies, please do not hesitate to ask your team members and management.

**Please return the attached signature page to  
your classroom teacher for our records.**

## **SPIN Children's Services FAMILY HANDBOOK SIGNATURE PAGE**

Child's Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Site Address: \_\_\_\_\_ Classroom \_\_\_\_\_

By signing below, the family acknowledges that they received the handbook. The family will abide by the policies of SPIN's Early Care and Education programs in the best interest of the children. If at any time, the family has questions about program policies, they can contact the teacher and/or any member of the SPIN Children's Services Management Team with questions, concerns or the need for additional information.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**In our efforts to support Family Engagement we distribute a weekly email specific to your child's program site. SPIN is also using the Remind App to support communication between classroom teachers and families.**

**Please provide your contact information below.**

Email address for weekly email: \_\_\_\_\_

Phone number to be used for communication: \_\_\_\_\_

Other family members can also receive this email. Please list the phone number or email address for other family members you want to receive this information.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please return this form to your child's classroom teacher.**

## **APPENDIX- PANDEMIC POLICIES AND PROCEDURES**

At SPIN, it is our priority to keep our employees, the individuals we serve, and their families healthy, especially in the midst of the COVID-19 pandemic and the emerging variants. As such, we will abide by public health guidelines and adapt protocols as needed based on those guidelines as we strive to balance health concerns with the operating needs of our organization. SPIN's Health and Safety Plan details all safety protocols that apply to all SPIN employees. This plan, which pulls from Center for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), ODP, CBH, Pennsylvania Department of Health (PA DOH) and the Philadelphia Department of Public Health (PDPH) guidance, highlights the responsibilities of managers and employees, and outlines the steps SPIN is taking to address COVID-19. If families have specific questions about SPIN's Health and Safety Plan, please reach out to management so your questions can be addressed.

The Philadelphia Department of Public Health has issued updated COVID-19 guidance for early childhood education centers. The guidance states that there is a focus on keeping people healthy, but also keeping kids in schools and care and allowing families to work. If a staff member or child tests positive for COVID, that person must stay home and isolate. The current isolation time requirement is a minimum of five days at home and a note from a medical professional is required to return. The rest of the class will not close, with the exception of the 1-year-old class. This class will close because the children are not required to wear masks at this age. If your child tests positive for COVID, please let your teaching team know immediately. SPIN will send the rest of the families in the class, who are considered direct contacts, a letter notifying them of the exposure with follow up recommendations from the CDC. If a staff member tests positive for COVID-19, that class will receive the same exposure letter so families can monitor their child for symptoms. In the event of a larger outbreak where 10% or more of the building contracted COVID, a short-term closure would be discussed with the Department of Health. SPIN will continue to send out updated guidance as COVID protocols change. Should you have any questions or concerns, please do not hesitate to reach out to me or to any other member of the management team. We wish you all a safe and healthy year!

### **Resources for Health Guidance:**

<https://www.cdc.gov/>  
<https://www.health.pa.gov/Pages/default.aspx><https://www.phila.gov/departments/departments-of-public-health>  
<https://www.phila.gov/programs/coronavirus-disease-2019-covid-19/guidance/guidance-documents/schools-guidance/>

### **Flexible Instruction Plans**

SPIN has an approved Flexible Instruction Plan for children in preschool programs. This plan can be implemented in the following instances:

- Inclement weather closings.
- ACT 80 and teacher in-service days built into the provider program year calendar.
- For emergency-related building closures (flooding, sewer, building damage making attendance in building unsafe, health-related cleaning).

SPIN will provide every effort to give as much notice as possible when the Flexible Instruction Plan needs to be implemented. Families will receive communication from SPIN with details regarding the implementation of the Flexible Instruction Plan.

For families in Childcare and Early Intervention Programming, separate instructions will be provided in the event of an emergency closure.

## **ONGOING MONITORING OF COVID 19 CASES**

CDC guidelines recommend the implementation of procedures to check for signs and symptoms of children and staff upon arrival. Enhanced screening of children and staff recently present in high transmission areas, encourage sick children and adults to stay home, monitor up to date COVID-19 data and communicate this information with relevant parties, and that providers should be prepared to consult with local health officials if confirmed cases are discovered in your building.

All staff and parents/guardians of students are required to notify the Site Director immediately if an employee or child experiences symptoms of COVID-19, has a positive COVID-19 test, or has been exposed to an individual with a confirmed COVID-19 diagnosis.

## **PRE-SCREENING/ SYMPTOM MONITORING AND MANDATED REPORTING**

Parents/guardians, children, and staff are required to conduct a daily self-screen at home before reporting to school/ childcare or work. If they answer yes to *any* of the screening questions, they must refrain from going to a SPIN building. Below you will find a parent/ guardian agreement from the Philadelphia Department of Public Health that outlines the screening requirements that you should check daily before sending your child to school or care.

## **COVID-19 EXPOSURE NOTIFICATION**

Should a positive COVID-19 case occur at a school or in an office building, consistent with both notification requirements for other communicable diseases and legal confidentiality, SPIN will follow DHS regulations for exposure to a communicable disease and requirements by funders. All SPIN children, staff, and families who have been potentially exposed to a positive COVID-19 case will be notified. These notifications will be completed by administration and employee health services (for staff), by phone and/ or follow-up written correspondence which will include:

- If known, date of potential exposure
- Information on self-monitoring for symptoms, and safety protocols that help to limit exposure (hand washing, face coverings, physical distancing)
- Local testing site information to schedule an appointment for testing.

- When symptomatic, tested and determined to be **COVID-19 negative**, the child will remain home until:

The child meets the center's normal criteria for return after an illness which includes fever free, vomiting and diarrhea free for greater than 24 hours without medication OR

A clinician has evaluated the child and documented an alternative diagnosis and that the child may return to care/ pre-school.

- To determine if you require testing for COVID-19, call your healthcare provider. If you do not have a healthcare provider, visit the City's map of testing sites to find a location that will not require an order from a healthcare provider at the following link:

<https://www.phila.gov/covid-testing-sites/#/>

## **CENTER CLOSURE AND DISMISSAL**

Guidance regarding the closure or dismissal of a classroom, school and/or other SPIN Facilities due to COVID-19 will be provided by the SPIN Corporate Team. The decision to close or dismiss students and/or staff from SPIN facility does not rest solely with SPIN. SPIN will work closely with Philadelphia's Department of Health and other funders/ health partners to make this decision carefully, and with the health, safety and needs of our children and families in mind.

**\*SPIN MAY BE REQUIRED TO CLOSE A CLASSROOM OR MULTIPLE ROOMS IN THE EVENT OF A COVID OUTBREAK. PLEASE MAKE AN EMERGENCY PLAN FOR CARE IN THE EVENT OF A COVID CLOSURE. INFORMATION WILL BE COMMUNICATED BY EITHER EMAIL, PHONE OR REMIND \***

# Parent/Guardian Agreement

To protect our children and staff, I agree to keep my child at home regardless of vaccination status if he/she has any of the following symptoms:

Watch for ANY of the following symptoms:
<ul style="list-style-type: none"><li>• Fever</li><li>• Chills</li><li>• Muscle or body aches</li><li>• Headache</li><li>• Sore throat</li><li>• Congestion or runny nose</li><li>• Fatigue</li><li>• Nausea/vomiting</li><li>• Diarrhea</li><li>• New or persistent cough</li><li>• New loss of sense of taste or smell</li><li>• Difficulty breathing</li></ul>

If my child has any of these signs of COVID-19, I will not send him/her back to school or care until:

- My child tested negative for COVID and is otherwise well enough to go back to school or care **OR**
- A healthcare provider has seen my child and documented a reason for the symptoms other than COVID

**OR**

- All are true: 1) at least 10 days since the start of symptoms AND 2) fever free off anti-fever medicines for 1 day AND 3) symptoms are getting better.

If my child is diagnosed with COVID-19, I will not send him/her back to school or care until the following:

- It has been at least 10 days since my child first had symptoms

**AND**

- My child has had no fever off anti-fever medicines (ex: Tylenol, Ibuprofen) for 1 day

**AND**

- My child's symptoms are getting better

If someone in my household is diagnosed with COVID-19 or my child is exposed to COVID-19, I will keep him/her home for 10 days.

If someone in my household develops any symptoms from the table above, I will get them tested for COVID-19. I will not send my child to school, even if my child is scheduled to be tested in school on that day. If that person tests positive, I will keep my child home for 10 days. Find your nearest testing site here: <https://www.phila.gov/testing>.

## **SPIN PANDEMIC APPENDIX SIGNATURE PAGE**

Child's Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Site Address: \_\_\_\_\_ Classroom \_\_\_\_\_

By signing below, the family acknowledges that they received and reviewed the Pandemic Appendix of SPIN's Family Handbook. The family will abide by SPIN's Pandemic Policies in the best interest of the children. If at any time, the family has questions about program policies, they can contact the teacher and/or any member of the SPIN Children's Services Management Team with questions, concerns or the need for additional information.

Family/Caregiver Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Please return this form to your child's classroom teacher.**