

Noor International Academy



GSRP Parent Handbook 2022-2023

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Dear Families,

Welcome to Noor International Academy's Pre-K Program for the 2022-2023 school year. Noor International Academy is a Public School Academy that is authorized by Central Michigan University and was founded in 2011 by Mrs. Nawal Hamadeh. The current Superintendent is Dr. Ali Y. Bazzi. We are delighted to have your child join us as we start an exciting and productive school year. Our staff has been very busy getting the classroom ready, and is looking forward to meeting all of the students.

We want to provide your child with the best, highest quality, education possible and for that reason, we hire staff that are highly qualified and certified in their fields. Lead teachers will teach/lead all the classrooms. All Lead teachers are highly qualified and certified with a background in Early Childhood Education. In addition, qualified paraprofessionals will be assisting the Lead teachers in the classrooms on a daily basis.

We encourage all parents to take part in their child's school experience and believe that constant parent-school communication is a key element to the student's success. We offer consistent communication with all families to understand the developmental gains that each child will experience this year. In addition, we will always be available to assist you and address any questions, comments, or concerns you may have.

Once again, we would like to welcome you as a member of our Noor International Academy Family, and we look forward to serving your child as he/she embarks on this exciting educational journey.

Sincerely,

Early Childhood Administration

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These materials were developed under a grant awarded by the Michigan Department of Education

PRE-K Mission and Philosophy

Welcome to Universal Learning Academy Great Start Readiness Program (GSRP). This GSRP Handbook is filled with information to ensure your child has a successful first year. Please take the time to become familiar with the following information and keep the handbook available for your use. The developmental needs of a Pre-K age child must be met through a variety of hands-on and exploratory activities. Centers are created around language and literacy, math, science, social studies, technology, social experiences, physical, visual arts; music, movement and dramatic play provide opportunities for growth and learning on a daily basis. These are the building blocks and foundation in which the child will not only gain the necessary milestones for his/her age, as well as be a part of a curriculum that will prepare him/her for entry into kindergarten the following year. Teachers and staff will work together to set goals and objectives that will foster the skills that a Pre-K age child will gain. The Pre-K program will strive to facilitate the growth and development of each child in a wide variety of appropriate activities that will enhance the cognitive, physical, social and emotional development of the child.

The Pre-K program will establish developmentally appropriate practices with all staff members to carry out with the children. Daily routines and activities will allow children to adjust to a setting that will nurture the growth and natural curiosity of four year olds. The Great Start Readiness pre-school program follows the High Scope curriculum is aligned to the Michigan Early Childhood Standards of Quality for Prekindergarten and is used to guide lessons and activities throughout the school year. The Pre-K program will provide parents the opportunity to improve and boost their child's development through informational packets, meetings, and special events that will create a community who is strongly committed to academic success for all children.

Hours of Operation and School Closing Information

Hours of Operation:

The GSRP Pre-K program is scheduled from 7:55 AM – 3:10 PM on Mondays through Thursdays and from 7:55 AM – 12:50 PM on Fridays. We do NOT offer early drop off child care or late pick up child care, therefore parents must make sure your child is dropped off and picked off at the listed times above as scheduled for the GSRP program. The office is open daily Monday – Friday 7:30 AM - 4:15 PM.

School Closing:

In case of emergencies, parents will be contacted as soon as possible, by phone or by the contact source provided on the admissions form that each parent/guardian is required to provide. If an emergency exists where the Academy will be closed, parents will be contacted, as soon as possible, at their home phone numbers. The Academy will also broadcast any school closings on WWI news radio 950 AM, TV channel 2 WJBK (FOX news), TV channel 4 WDIV news, and TV channel 7 WXYZ news.

2022-2023 Tentative District Wide Academy Calendar

Faculty and Staff

HES has employed and assigned the following staff for the Academy's GSRP classrooms:

- A director/education coordinator
- An early childhood specialist (ECS)
- A lead teacher and;
 - Associate teacher/co-educator for every Pre-K classroom.

The teachers are assisted by the associate teacher throughout the school day. All adults working in the center must have the following:

- Meet the qualification requirements for the position he/she holds
- Federal criminal background check (fingerprint clearance check)
- ICHAT clearance/DHS Clearance
- Physicians statement of good health
- Blood borne pathogens training
- Negative TB test renewed every two years
- First Aid/CPR training once a year

Recruitment, Application, Admission and Withdrawal Policies

Recruitment Process:

The Academy and HES will follow all GSRP guidelines for child recruitment. Recruitment for the program begins in March via newsletters, Academy website, school advertising, fliers, and local newspapers.

Application Process:

All parents who are interested in enrolling their child in the GSRP Pprogram should pick up an application packet at the Academy. The application packet includes the Academy student application, the GSRP questionnaire, a completed health appraisal/immunization record, a copy of their child's birth certificate, and income verification documents (1040, w2, check stubs, etc.) The application forms need to be filled out completely and signed by a legal guardian. Parents must return the application packet to the Academy.

All Families that are applying for the GSRP Pre-K program will be screened and interviewed by a staff member. During the screening and interview process a family background checklist will be completed which will outline different family eligibility factors.

Once the county ISD has confirmed the Academy's GSRP slot allocation, letters will be sent out to parents regarding their child's enrollment status.

Admissions Policy:

The Academy will follow all GSRP admission guidelines and protocols. The Academy will not discriminate in its student admissions policy or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a school district.

Macomb Intermediate School District
Great Start Readiness Preschool
Sliding Fee Tuition Scale*

- Families whose income falls below 250% of the Federal Poverty guidelines pay no fee for preschool tuition.
- Families whose income is above 250% of the Federal Poverty guidelines will pay the following fee for preschool tuition:

Weekly Tuition Rates	Below 250% of the Federal Poverty Level	251%-300% of the Federal Poverty Level	Above 300% of the Federal Poverty Level
½ Day Programming	GSRP Eligible- No tuition	\$5/week	\$10/week
School Day Programming	GSRP Eligible- No tuition	\$10/week	\$20/week

- GSRP Sub-recipients will still be required to collect and confirm risk factors for all enrolled GSRP children based upon the 7 Child Risk Factors identified in the GSRP Implementation Manual.
- Tuition fees from families must be expended within the fiscal year that they were collected.
- Parents who pay tuition may not incur expenses for other portions of the program, such as meals or transportation.
- The number and severity of risk factors and local prioritization of factors contributing to educational risk must be incorporated into enrollment practices for over-income families. Documentation of risk factors must be kept in each child's file.
- Income and tuition fees are calculated at the time of enrollment. During the academic year, if the family situation changes, families may request a re-calculation of income in order to determine a lower tuition.
- Districts must disseminate tuition policies to enrolled families and program staff. The policy must be included in district's GSRP handbook.
- Parents must be notified of any upcoming tuition policy change 30 days prior to the date the change is to take place.
- Tuition payments will be collected and retained at the subrecipient level (school district/LEA/community partner). Subrecipients must keep track of families above 250% of FPL and report payment schedule/information to the MISD.
- Each local district will collect the fees from families to be used for GSRP classroom operational expenses, such as supplies, materials, or field trips, as defined in the Budget Section of the GSRP Implementation Manual.
- It is the responsibility of the individual school district/LEA/community partner to determine payment schedule (annually, quarterly, monthly, weekly), and how/where payments are made.
- Late payment fees are permitted only to recoup collection costs.
- Parents with questions should contact their local school district.

Exemptions:

- *If a Special Education eligible child's Individual Education Plan (IEP) calls for inclusive pre-school services, then the family is exempt from the sliding fee scale payment policy.*

- *If an over income Head Start child is enrolled in a Head Start/GSRP blended slot, then the family is exempt from sliding fee tuition policy. If a GSRP only classroom is operated by the local Head Start agency, then the family is exempt from the sliding fee tuition policy.*
- *Scholarships paid with local funds may be permitted to satisfy a child's sliding fee tuition obligation.*

Withdrawal Policy:

It is assumed that enrollment is for a complete school year. Parents who wish to withdrawal their child(ren) from the program may do so at any time. However, if parents should need to withdrawal their child before the end of the school year, we request parents to notify the Main office, the Teacher, and the Early Childhood Specialist as soon as possible of the last date your child will be attending.

Children are not excluded or expelled because of the need for additional medical or behavioral support, assistance with toileting, or staff attitudes and/or apprehensions.

Attendance Policy:

School is important for students of all ages. Regular attendance at school, even in pre-school, not only helps children to grow and mature in all areas of development, but it also teaches them the value of education. Please make every attempt to bring your child to school on time and on a daily basis. However, when a child is sick, it is best for everyone, including the child to stay home and rest. Please make sure to call the office and inform them your child will be absent. When attendance is an issue, GSRP staff will make an effort to communicate with child's guardian and caregiver in order to offer support and guidance in the matter. This would include transportation problem, family member illness, or any major change from attending school consistently and would like to be able to offer support to the child and family.

1. On the day of absence, designated staff will attempt to call the family to determine whether the absence is excused or unexcused.
2. Designated staff will continue to make every effort to identify the reason.
3. If a child has been absent for three consecutive days without family contact, the director will call emergency contact person.
4. If a child has been absent for 5 consecutive days without family contact, the director will inform CEO and a decision will be made, to place the child back on the waiting list.

Staff and Volunteer Screening Policy

Our Academy and HES will screen all optional employees by conducting the following procedures:

- Complete an employment Application
- Interview Staff
- Check References
- Complete a criminal history check via ICHAT before an offer of employment is made to the person. (A copy of the results will be securely kept on file at the Academy or via the MSP secured site for the CHRI's))

- FBI Fingerprints Clearance Statement - a statement will be on file at the Academy, indicating the TCN number, and date of fingerprinting.
- MDHHS Central Registry Clearance Letter

A staff member will not be present in the Academy without the above items. A staff member shall not be present in the center if the ICHAT/Fingerprint result reveals that he or she has been convicted of any of the following disqualifiers:

- A listed offense, as defined in section 2 of the sex offenders' registration act, 1994 PA 295, MCL 28.722
- Child abuse or child neglect
- A felony involving harm or threatened harm to an individual within the 10 years immediately preceding the date of hire. Accosting, enticing, or soliciting a child for immoral purposes
- Involvement in child sexually abusive activity or material
- A third or subsequent violation of any combination of engaging in obscene or indecent conduct in public, indecent exposure, or a local ordinance substantially corresponding to either offense
- First, second, third, or fourth degree Criminal Sexual Conduct (CSC)
- Assault with intent to commit CSC
- If the victim is less than 18 years of age, the crime of gross indecency (except for a juvenile disposition or adjudication), kidnapping, sodomy, or soliciting another for prostitution
- Leading, enticing, or carrying away a child under 14 years of age
- Pandering
- Any other violation of a state law or local ordinance constituting a sexual offense against an individual less than 18 years of age
- An offense committed by a sexually delinquent person
- An attempt or conspiracy to commit one of the aforementioned offenses
- Other offenses as may be determined by the Academy which would disqualify an individual from being cleared to be assigned to the Academy. The Academy may choose to institute a policy regarding misdemeanor convictions by employees.

Volunteers

All volunteers are required to complete the MDHHS Central Registry Clearances and have on file at the center. All volunteers (including chaperones) must COMPLETELY read, fill out, and sign the volunteer packet before they can volunteer at the Academy. Volunteers will work under the direction of staff and will be supervised by staff at all times. The volunteers will not be allowed to diaper children or escort children to the restroom.

All volunteers will sign a Self-Certification Statement attending to the following:

- I have NOT been convicted of a crime falling under a listed offense, as defined in section 2 of the sex offenders' registration act, 1994 PA 295, MCL 28.722.
- I have NOT been convicted of child abuse or child neglect
- I have NOT been convicted of a felony involving harm or threatened harm to an individual within 10 years immediately preceding the date of hire.

- Volunteers WILL NOT have unsupervised contact with children if they have been convicted of any of the following:
 - * A listed offense, as defined in section 2 of the sex offenders' registration act, Child abuse or child neglect
 - * A felony involving harm or threatened harm to an individual within 10 years immediately preceding the date of hire

If interested in a position with HES or one of our GSRP classrooms please submit a resume to resumes@hesedu.com or visit the HES careers page <http://www.hesedu.com/employment/apply/>

Food Service Program

The Academy's food service program is administered through the NSBP (National School Breakfast Program) and the NSLP (National School Lunch Program). Both programs are conducted through the United States Department of Agriculture (USDA). The students will be provided a balanced breakfast, lunch and snack at no cost Mondays – Thursdays and breakfast and a snack on Fridays, all of which are 100% halal. All meals are served from a certified kitchen and served family style to the students.

We do allow time in our day to celebrate birthdays in the classroom, if families chose to do so. If you chose to celebrate your child's birthday within the classroom, the School Wellness Policy must be followed and only HEALTHY snacks can be provided to the students. Unhealthy food items such as, but not limited to, cupcakes, cake, candy, and cookies will not be distributed to the students and will be sent home with the student.

Confidentiality Policy

Student Records (Public Law 93-380):

The school records of all students will be kept confidential and will be maintained on site at the Academy. The parent/guardian of a student under the age of eighteen is entitled to review their child's records upon written request and in the presence of school staff. In situations where the parent of a student is divorced or separated, each parent, custodial and/or non-custodial, has a right to view the child's record unless a court order specifies otherwise.

Release request forms are available in the admissions office.

Personal school records will not be furnished to any other person (except school staff) unless there is written consent from the student's parents.

If students are receiving or have received any special education services, parents should contact the special education office to arrange for review of special education records.

Child Custody, Communication, and Referral Policies

Guardianship – Child Custody

If legal guardianship should change at any time, it is the parent or legal guardian's responsibility to inform the school of such changes in writing. The parent/guardian may be asked to provide official documents indicating such a change.

Communication

How to Communicate With the School

- Come to the main office.
- Call or leave a phone message at 586-365-5000.
- Call the main office by phone to report an absence. Calls must be received by 8:00 am on each day of the absence.

How to Communicate With the Teacher

- Call the main office and leave a message with office staff asking the teacher(s) to call you back.
- After hours – call the main office at 586-365-5000 and leave a voice mail message for the faculty/staff member.
- Email the teacher – Ex: FirstInitialLastName@niapsa.org
i.e. Mrs. Jane Smith – jsmith@niapsa.org
- In person, by appointment, or before and after school.

How to Communicate With an Administrator

Many parents would like to speak with the principal or director before speaking with an individual teacher about an issue concerning a classroom incident. The policy is that the administrator will speak with the parent only after the parent has made a reasonable attempt to meet with the teacher. If all these efforts have failed to meet the parent expectations, then the parent is encouraged to contact the principal or director.

Referral Policy

The Academy has two referral policies; referral based on GSRP enrollment guidelines and a student and family needs referral policy.

GSRP Enrollment Referral - During our open enrollment procedure if a child and his or her family qualify for a local Head Start program, the family is referred to the Head Start program. The parents will be provided with a list of Head Start locations and a letter indicating what each Head Start program offers. Once a student is placed on our temporary classroom list, a parent of child who's eligible must sign a waiver for Head Start indicating why our school is the family's school of choice. The parents must also sign off that they have read and understood the Head Start referral letter. Students who are placed on our wait list, who are Head Start eligible, will receive a letter with a list of Head Start locations near their home. The ECS will also follow up throughout the year with parents of Head Start eligible waitlist students via letter. This letter will include the child's waitlist status, a Head Start referral letter, and the list of Head Start locations.

Student and Family Referral Policy – The Academy has many services to meet the needs of each individual student. Our biggest form of referral notification is through parent communication and staff observation. The Academy has a speech and language pathologist, a social worker, a Counselor, a Resource Room teacher, and a Homeless Liaison on site. For all other needs, we will refer families to the ISD, as well as provide them with needed information to help in their own special situations.

Child and Staff Illness/Exclusion Policy

If a student becomes too ill to remain in class, the nurse or office personnel will contact the parent/guardian to recommend that the student be picked up. Therefore, it is imperative that the office have on file a phone number where a parent/guardian may be reached during the school day. Such phone numbers might include: home, work, cellular, pager, and relatives and/or friend's phone numbers. While the parent/guardian is enroute to the school, the student will be made comfortable in the office.

Children, staff, and volunteers cannot be present in the building and will be excluded if any of the following exist:

- Fever of 100 degrees - (must be fever free for 24 hours without the aid of fever reducing medication in order to return to class)
- Diarrhea - (must be diarrhea free for 24 hours) Vomiting - (must be vomit free for 24 hours)
- Rash - (exemption - mild diaper rash)
- Communicable diseases (such as chicken pox, measles, lice, ringworm, pinkeye, scabies, etc.)

Rash (exception - mild diaper rash) and communicable diseases (such as chicken pox, measles, lice, ringworm, pinkeye, scabies, etc.) will require documentation from a physician that you are clear to return to child care.

Once the Academy becomes aware of a communicable disease, we will notify all parents of children, not just the parents of the children who had direct contact/exposure to a communicable disease. The Academy will notify ALL parents by any of the following ways:

- Posting the information in a conspicuous location at the center
- Sending home written notification to parents
- Emailing parents
- Calling parents

Medications Policy

A doctor's authorization must be on file at the school for any student that needs to receive prescription medicine during school hours.

Medication

- Some students may need to take medication during school hours. To accommodate such cases, the parent/guardian must sign a "permission to administer prescription" form, which will be kept in the student's file in the office.
- Medication will only be given by a certified staff member.

Drop Off and Pick Up Policy

Drop off

Parent(s) must drop off their child DIRECTLY into the classroom and sign them in for that day. Parent must make sure that their child enters the classroom and are signed in with the teacher before leaving. Siblings may drop off Pre-K student only if they are in sixth grade or higher. Drop off starts at 7:50 AM exactly and no sooner. Parents/siblings may NOT drop their Pre-K child off and leave them at the door and/or outside without proper supervision. Drop off can only be done when the classroom door is open and the classroom teacher is present.

Pick Up

Pick up your child promptly by 3:10 PM on Mondays – Thursdays, and by 12:50 PM on Fridays.

If someone other than the usual person needs to pick up the child:

- They must bring a valid ID (driver's license or state ID) Must be 16 years old
- Their name must be on the child information card
- They **MUST** sign the child out. If they have no ID or their name is not listed on the card, they cannot pick up the child

If you need to pick up your child early from school, please go to the main office first to sign out your child. The main office will call the classroom and ask the teacher to get the child ready. Once the child is signed out from the main office the parent may go down to the classroom and pick up their child.

No student or parent may bring any visitor to the Academy without prior written approval from the principal's office. Parents are always welcomed, but are encouraged to make an appointment prior to seeing the teacher, the principal, or visiting their child's class. To ensure the ongoing safety for all, visitors are required to check in at the office and must be cleared by the principal before proceeding to another area of the Academy.

Physical Education/Gross Motor Policy

As part of the daily schedule, children will be going outside for two (2) 30 minute periods. Going outside is an important part of their physical, cognitive and social development. If the temperature is 20 degrees or above the wind chill and the weather conditions permit, the children will be taken outside. It is important to bring your child prepared for the weather and make appropriate clothing choices.

The teacher child ratios **MUST** be maintained throughout the day; we are unable to accommodate any requests to keep children inside. If a child is attending school for that day, then it is important to participate in all times of the daily curriculum.

Rest Time

Students will be able to rest/sleep on a mat for one hour each day; students will need to rest quietly on a mat for at least ten minutes. If a student does not fall asleep the teacher will provide activities for the child to do during this time.

Grievance, Discipline, and Guidance Policy

Grievance – Our goal is to provide your child with the highest quality and best education possible! We encourage all parents to take part in their child's school experience and believe that constant parent-communication is a key element to the student's success. We offer consistent communication with all families in order to understand the developmental gains that each child will experience this school year. In addition, we will always be able to assist you and address any questions, concerns, or comments you may have. We encourage families to express their concerns or problems about our program to the classroom teachers at any time. This may be through conferences, a letter or email, and/or phone calls. We believe that children and families are entitled to courtesy, prompt and careful attention to any and all concerns or grievances that may occur. To ensure that any concern is resolved quickly, please follow the procedures outlined below:

- Step 1 – Any person, who has a grievance about any aspect of the Academy's GSRP Pre-Kindergarten program, should first discuss his/her concern with the student's teacher.
- Step 2 – If there is not a satisfactory outcome after step 1, or if the problem reoccurs, the person(s) should put the grievance in writing to the program Early Childhood Specialist and Principal (via e-mail or letter). The letter can be brought into the main office or mailed to the Academy. The grievance should state the concern, the date the incident occurred, who was involved and any actions or suggested solutions that may have been addressed. We will then set up a meeting with the appropriate parties to address the concerns in an attempt to resolve the situation. An agreed upon written plan will be made as well as documented in meeting minutes. It is our hope and anticipation to resolve any grievances within steps 1 or 2.
- Step 3 – If steps 1 or 2 have not resolved the grievance it may be necessary to schedule a meeting with the appropriate parties and the Superintendent, or as may be delegated (in this case, to the Family Engagement and Community Liaison), to address the concerns in an attempt to resolve the situation. An agreed written plan/record will be made and signed by all parties, as well as documented in meeting minutes. It is our hope and anticipation that the signed plan/record indicates that the grievance has been resolved and the procedure has concluded.

Discipline

Staff shall use positive methods of discipline that encourage self-control, self-direction, self-esteem, and cooperation.

Helping children manage frustrations and resolve social conflicts is an area of social learning that is often particularly important to teachers and parents alike. By using the six-step conflict resolution process, it helps children peacefully settle disputes and conflicts. With connection between home and the classroom, children can often carry out this sequence on their own by program's end.

- Approach calmly, stopping any hurtful actions. Place yourself between the children, on their level.
- Acknowledge children's feelings. Say something simple such as "You look really upset." Let children know you need to hold any object in question.
- Gather information. Ask "What's the problem?" Do not ask "Why?" questions.

- Restate the problem. "So the problem is..."
- Ask for ideas for solutions and choose one together. "What can we do to solve this problem?"
- Be prepared to give follow-up support. Acknowledge their accomplishments (e.g., "You solved the problem!"). Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Guidance Policy

Guiding children in a positive way will show children how to work on becoming responsible and self-disciplined individuals.

The following are some ways that staff and parents can guide them toward these goals:

- Have developmentally appropriate expectations for four year olds.
- Set age appropriate rules and limits.
- Collaborate with children to create rules and consequences.
- Show the child an understanding of their feelings. Ex: "I know that you're sad that daddy is leaving, but he loves you and will be back to pick you up soon." Or "I know you want to use the blocks now but it is closed now, you can sign up to use it during choice time"
- Model desirable behavior. Set the example by saying words like "please, thank you, your welcome and I am sorry."
- Redirect the child to a similar more appropriate situation.
- Provide children with appropriate choices and after the choice are made show the child support in their decision.
- Focus the child on what they should do instead of what they shouldn't do. Make suggestions in a positive and firm manner so that children understand that they are expected to follow all directions.
- Remove the child from any situation in which they could be harming themselves or others. Have a quiet area away from the group for the child to reflect.

Parent Notification Plan

Please take note, that if a serious injury occurs on school grounds or on the Academy school bus, the parents/guardians will be notified and asked to pick up the child for their own observation or examination by their family doctor. Parents/guardians will be promptly notified of all injuries not considered minor. In the event that the parents/guardians cannot be reached, the student will be discharged to the person named on the admission card under emergency contact. If your child is hurt or feeling extremely ill, we will be contacting EMS.

Emergency Information and Procedures

While school is generally a safe place, emergencies may occur. Therefore, it is imperative that the main office has on file necessary emergency information and phone numbers by which parents/guardians or friends may be reached at any time during the school day. The following information is to be provided:

1. The name(s) and address(es) of parent(s) or guardian(s)

2. Home phone number (if applicable)
3. Work, cellular, pager numbers (if applicable).
4. Phone numbers of relatives and/or friends who have permission to transport the child in cases of an emergency.
5. The name of the child's doctor(s) and his/her phone number.
6. A list of persons authorized to pick up the child
7. Medical alert information

The school should be immediately notified when and if the above information changes, Students are expected to know and follow all emergency procedures as directed.

The Academy will make all attempts to contact parents in the event of an emergency. The Academy will do the following, call parents, and complete a report, e-mail, and/or text message depending on the emergency.

Notification will occur at pick up time for minor injuries, incidents such as minor scrap on the knee, or other things that may only require basic first aid. Any minor injuries may be followed up with an incidents report and notify parent at pick up time verbally and provide written injury report.

Notification will occur immediately via telephone call to parent for serious injuries/incidents. If unable to reach parent, the emergency contact person will be contacted immediately for more serious injuries, illnesses, or incidents such as but not limited to head injuries of any kind, injuries requiring medical attention, allergic reactions/rashes, seizures, asthma attacks, unconscious child, fever, vomiting child, or incidents involving lost children, physical discipline of a child by a staff member/volunteer, alleged sexual contact between children or between a child and staff/volunteer, etc.

Off Campus Emergencies

Even on a field trip, teachers must be ready for an emergency. In the event of an off campus emergency, both teachers and the bus drivers have step-by-step instructions to follow.

- Depending on the type of crisis, 911 is called and first responders will oversee all medical and safety needs if necessary
- Phone calls are then made to the school Principal
- Contact to the families will follow.

Student safety is top priority even when off campus!!!

SCHOOL SAFETY DRILLS

Safety Drills

A.L.I.C.E Training

School children throughout the history have gone through a variety of drills based upon what might happen, and the Academy knows how important it is to recognize that active shooters are real and present. Such an event is devastating for any community, state, or nation. The Academy ask all

stakeholders to realize that there are steps we can take to prepare, prevent, and respond to this terrible, however unlikely threat.

The Academy provided its staff with the necessary ALICE training, and covered topics of the history and prevalence of active shooter events, the role of professional guardians, civilian response options, medical issues, and considerations for conducting drills.

The Academy also adopted the ALICE course material as its Active Shooter Response Plan. Just as we wish a fire drill would never be necessary, we still go through them anyway. The Academy highly encourage all stakeholders to regularly revisit the ALICE Material as practice helps and sets a course for all.

ALICE is a training that provides effective active shooter training and preparedness solutions for organizations of all sizes in a variety of industries. ALICE training empowers individuals to participate in their own survival using proactive, options-based response strategies in the face of violence. The program is designed to ensure anybody can employ the strategies – young, old, male or female. Individuals do not have to be police officers or military-trained to survive a violent incident.

Hamadeh Educational Services have certified staff in every academy. The ALICE certified Academy staff have trained all other staff of the Academy and have practiced scenarios with students.

ALICE: An easy to remember Acronym¹

A – Alert

ALERT is your first notification of danger. It involves recognizing signs of danger and receiving information about the danger from others. It can be as simple as accepting the announcement about an intruder or hearing the sound of a gunshot.

L – Lockdown

If EVACUATION is not a safe option, barricade entry points. Use items near you to fortify the entry points to make it difficult for anyone to enter. Prepare to evacuate or spread out in the room and prepare to counter, if necessary.

I – Inform

Communicate real-time information about the violent intruder’s location. Use clear and direct language via any communication means possible. Do not use code words, and relay as much information as you can so those involved are empowered to act as the situation requires.

C - Counter

When in close proximity to the violent intruder, create noise and movement, using distraction to reduce the shooter’s ability to shoot accurately. Counter is not fighting. Counter focuses on distraction and control techniques that leverage strength in numbers and the element of surprise.

¹ <https://www.alicetraining.com/our-program/alice-training/>

E - Evacuate

When safe to do so, run from danger, using non-traditional exits if necessary. Rally points should be predetermined and included in drills.

Fire Drills

The following guidelines are in place to prepare for a fire. Staff will be running 1 drill a month.

- Students must leave the building silently and in a single-file line according to the floor plan posted in each classroom.
- Once outside, students must wait quietly in the parking lot in front of the Academy's building.
- Students must remain in line with their class and teacher until an all-clear signal is given
- Teachers will allow the students to re-enter the building in an orderly fashion.

Tornado Drills

The following guidelines are in place to prepare for a tornado. Staff will be running 2 drills a year.

- Students will travel silently in a single-file line with their class to the designated area of the building via posted exits.
- Students must remain in line with their class and teacher until an all-clear signal is given.
- Teachers will allow the students to travel back to the classroom in an orderly fashion, to resume classes.

Lockdown Drills

The following guidelines are in place to prepare for a lockdown. Staff will be running 2 drills a year.

- After the lockdown announcement, every student, faculty/staff member and campus visitor must find a secure place behind locked doors. They remain there until the "all clear" announcement has been given.
- Depending on the emergency, faculty and staff members may contact the office if they have vital information about campus safety or the health of a student.
- School administration will call 911 if campus safety reaches a level where students, staff, and visitors are in direct danger.
- ❖ Written emergency procedures are posted in the classroom as well. These include fire, tornado, other natural or manmade - disasters, serious injury/accidents/illness. We also have crisis management procedures in place, but not posted.
- ❖ The Academy has also implemented a relocation plan which includes a building evacuation, a method of contacting parents, and a plan for how each child with special needs will be accommodated during each type of emergency.

Notice of Licensing Notebook

The Academy has a "Licensing Notebook" located in the Pre-K classroom. The license notebook has the Licensing Rules for Child Care Centers, which explains all the mandated rules and regulations that the

Academy must follow in order to be licensed by the State of Michigan. The licensing notebook also contains all of the licensing inspection and special investigation report and related corrective action plans since from at least the past two years (if applicable). At the start of the year your child's classroom teacher will show each parent the Licensing Notebook, and ask the parent to sign off that they are aware of the licensing notebook.

The licensing notebook is available to parents during regular business hours. If the parents would like to view the academies licensing inspection and special investigation reports from the last two years further, they are available on the child care licensing website at www.michigan.gov/michildcare.

Child Abuse and Neglect Policy

The Michigan Child Protection Law, 1975 PA 238, MCL 722.621 et. seq., requires the reporting of child abuse and neglect by certain persons (called mandated reporters) and permits the reporting of child abuse and neglect by all persons. The Child Protection Law includes the legal requirements for reporting, investigating, and responding to child abuse and neglect. This document is to assist mandated reporters in understanding their responsibilities under the Child Protection Law. For copies of the Child Protection Law, contact the local Department of Human Services (DHS) office or go to <http://www.michigan.gov/dhs>

Staff Training Plan/Professional Development

Staff will attend weekly team planning meetings, monthly/bimonthly in service training, and on site curriculum training. Additionally, staff will annually attend trainings, workshops, seminars, and conferences on early childhood, child development or child care administration and practices offered by early childhood organizations. All meetings will be tracked using sign-in/out sheets and time logs. Administrators will keep staff records at all times, these records include staff observations formal/informal, meetings logs and employment verification forms.

Academy teachers and staff will treat all students, parents, and each other with respect and dignity at all times. Teachers and staff will always be prepared to perform their job functions and will deliver the highest level of service to our students and parents. Teachers will ensure that every student is provided with the best opportunities available to succeed in meeting their learning obligations. Teachers and staff will communicate regularly with parents and stakeholders who are interested in what is going on at our school. Teachers and staff will maintain a safe and healthy environment that is optimal for learning. All staff will contribute to a positive learning environment, will take pride in their profession, and will continue to improve their own skills through active involvement in professional development activities offered by the Academy.

The Academy will provide an orientation that covers all of the Academy's policies and practices such as supervision of children, administration of medication, primary care giving, and other topics relevant to job responsibilities. The orientation will also cover administration review at the start of each new school year. Completion of the Academy orientation will be completed BEFORE unsupervised contact with children.

Other Requirements

- All staff will also complete blood borne pathogen training prior to having unsupervised contact with the children.
- All program directors, site supervisors, lead caregivers, and caregivers are required to complete 16 hours of annual training (January-December)
- The professional development will list the required topics of training relevant to their job descriptions including but not limited to: child development and learning, health, safety, and nutrition, child care licensing administrative rules, and much more.
- All staff will complete yearly training in child and adult CPR – First Aide

Home Visit

The purpose of the home visit at the beginning of the year is to meet the preschoolers and the family. During this home visit the students get a chance to meet and familiarize themselves with their new teachers. The parents will also get a chance to ask questions and discuss concerns with the teachers. This is also a time when parents will need to complete additional forms and conduct and answer questions on the ASQ (Ages and Stages Questionnaire) At the spring home visit, parents will get information about their child's progress through-out the school year. Teachers will answer any questions and give suggestions of the things parents can do with children at home to help prepare them to their next year of school. During the home visit the parent and teacher will collaborate together to write the child's Individual Development Plan (IDP).

Your child's teacher will contact you to schedule this informal 60-minute visit, which will allow us to begin building a relationship with your family and a bridge for your child between home and school. The second visit will occur in spring. There will be time to answer your questions as well.

Parent- Teacher Conferences

Parent Teacher Conferences are used to further communicate a preschooler's progress during the school year. Parents and teachers get to meet twice a year and discuss what is being taught in the class, ask questions that might have about how the child is doing socially and academically. The 45-minute conference will allow us to continue building a relationship with your family and a bridge for your child between home and school.

Parental Involvement

Research indicates that a leading predictor of student success is parental involvement; therefore, parents are included in every aspect of the education program. Every parent will be a member of their child's learning team. The learning team will consist of the child, teachers and parents. As a learning team member, parents are active participants in their child's education by providing teachers with information and input on their child's educational needs. It is essential for parents to attend all learning team meetings/parent-teacher conferences. The learning team meeting will focus on academic performance, strengths and challenges as a learner, setting academic and social goals for the year and most importantly, what is needed to help students reach their goals. The learning team, not just the teacher, is responsible for student success.

The school governance structure relies on significant parental input and cultivates a close working partnership between staff members and parents. Parents are welcome to share family experiences, volunteer in the classroom, chaperon on field trips, and attend advisory meetings.

Advisory Committee

The advisory committee helps supports active decision makers, developing and implementing training to instill confidence in parents as active members of an advisory committee. Parents will vote at the first orientation on a committee board, how often meetings will be held, times and days of the meetings and on topics that you want to discuss. Meetings will last no longer than one hour providing childcare and light refreshments. Some typical topics may be, field trip ideas, home activities, and COR outcomes. If you are unable to attend the meeting, the agenda and handouts will be placed in your child's cubby the following day.

Analysis Team

The data analysis team reviews the PQA and COR results. The team will set goals and create a plan to reach all goals based on the data outcomes. The team includes parents, teaching staff, Kindergarten teachers, Early Childhood Specialist and other stakeholders as required.

Great Start Collaborative Parent Coalition

We will provide Great Start Collaborative Parent Coalition information and resources to all enrolled families. GSCPC is a parent group who speaks up for children's rights and stand up for their needs and rallies to support the issue affecting children throughout the county.

School Readiness Advisory Committee (SRAC)

The SRAC is a committee that annually reviews and makes recommendations regarding the GSRP program components and includes teachers, parents or guardians of program participants, community, volunteer, and social service agencies and organizations. Some outlines may include: are children healthy, thriving, and developmentally on track from birth to third grade and are children developmentally ready to succeed in school at the time of school entry.

Routine

School starts promptly at 7:55 AM and ends at 3:10 PM on Mondays – Thursdays. School starts promptly at 7:55 AM and ends at 12:50 PM Fridays and scheduled half days. Breakfast is served between 7:55 AM – 8:15 AM daily in the classroom.

The School Day Classroom Schedule reflects all of the GSRP requirements for daily routine and amounts of time each day.

The Classroom Schedule Will Include:

- Child Planning Time – child plans his or her activities
- One Hour Of Child Choice Time – child can choose to play at any center or take part in activity
- Child Recall Time – child recalls the activities he/she took part in
- Meals - including breakfast, snack, and lunch
- Outdoor Play/Gross Motor Play (at least 60 minutes per day)
- Small Group Activities – teacher lead small group activities
- Large Group Activities
- Music and Movement
- Rest Time
- Arabic Language Time

The GSRP classroom teacher has a daily schedule/routine posted within the classroom that reflects these aspects in his or her class. The schedule is posted at eye level and uses child friendly terms. Please see the next few pages for an example of a classroom schedule.

Program Goals

Physically

- Provide daily opportunities for gross motor play and development outdoors
- Provide daily morning and afternoon snacks

Cognitive

- Provide opportunities for hands-on, discovery, and exploratory activities
- Provide a setting where children can construct knowledge, discuss and brainstorm ideas, problem solve and make decisions

Linguistically

- Provide opportunities to develop language, listening, and communication skills
- Encourage children to express their thought and feelings using words
- Provide opportunities for children to use their native language as they strengthen their second language skills in speaking, reading, and writing

Emotionally

- Provide a supportive environment that allows the child to feel comfortable and develop a sense of trust with the teachers and caregivers
- Develop independence, responsibility, and respect for the rights of themselves and others

Socially

- Provide an environment that encourages social interaction among teachers, associate teachers' , parents and children
- Provide learning opportunities in real life situations on how to cooperate, share, give, take, and wait for their turns
-

High Scope Curriculum

The High Scope Curriculum for Preschool addresses children's development through eight content areas. Each one includes key developmental indicators, or specific learning experiences. The curriculum defines what to teach; why the content and skills are appropriate expectations for young children; and where, when, and how to teach effectively. It is linked to an assessment system so the teachers can use information from assessments to plan and guide instructions both for individuals and groups of students. The High Scope Curriculum for Preschool is based on five fundamental principles. They guide the teacher's planning and help them to understand the reasons for intentionally setting up and operating our program in particular ways. These principles are:

- Positive interactions and relationships with adults provide critical foundation for successful learning.

- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.

Screening and Assessment Policy

As Pre-K professionals, the program relies on the Ages and Stages Questionnaire (ASQ). The Ages & Stages Questionnaires®, Third Edition (ASQ-3™) pinpoints developmental progress in children between the ages of one month to 5 ½ years. Its success lies in its parent-centric approach and inherent ease-of-use—a combination that has made it the most widely used developmental screener across the globe. The ASQ is conducted once a year at the initial home visit. Teaching staff will support parents when needed to conduct the questionnaire. Evidence has showed that the earlier development is assessed—the greater the chance a child has to reach his or her potential.

COR Advantage Assessment

COR Advantage is both a valid and reliable child assessment that measures the developmental trajectories of all children, from birth through kindergarten, regardless of their backgrounds or abilities. Based on extensive research in the field of early childhood education, COR Advantage puts into practice the most up-to-date knowledge about brain development and behavior. It also recognizes the working conditions of early childhood practitioners, with careful consideration given to the length of the assessment, ease of use, and its efficiency in validly and reliably measuring student outcomes. Our GSRP teachers use the power of observation to document what each child is doing, saying, building, interacting, etc. Teaching staff then input their observational notes into the COR site and it shows/creates reports focusing on each student's strengths and weakness. Teachers then use these reports to plan different activities and instruction within the classroom based on each child needs.

** Please note that NIA is required to work with the Michigan Department of Education (MDE) to measure the effect of the state-wide** Great Start Readiness Program (GSRP). Information is sometimes collected about GSRP staff, enrolled children, and their families. Any information from you and about your child will not be shared with others in any way that you or your child could be identified.

Program Evaluation

The Great Start Readiness Program (GSRP) evaluation requirements come from three sources: The Michigan Legislature in the law that establishes and funds GSRP, the Michigan State Board of Education in the criteria established for GSRP and Michigan Department of Education (MDE) reporting guidelines.

GSRP utilizes information from screenings, ongoing observations, program quality evaluations, and insight from staff and parents to determine if the systems in place are working, whether there is an efficient use of resources and how the program can best respond to the needs of enrolled children.

The focus of a systematic approach to local data collection and data use is to provide continuous improvement feedback to staff and enrolled families.

The GSRP is required by legislation to provide for active and continuous participation of parents of enrolled children. Parents partner in child-development goals as active decision-makers. Parents discuss data with their children's teachers and understand what the data means for their children, both inside and outside of the classroom. Upon enrollment, parents must be informed that information about their child and family is collected, reported, and analyzed to learn about the effectiveness of GSRP.

Academy Documents

This Handbook is being issued solely for the Academy's GSRP program and is considered as supplemental to the Academy's main Parent/Student Handbook. For further information about the Academy and its additional policies, please review the Handbook as may be found on the Academy's website at: <http://www.niapsa.org/parents/parent-student-policies/>.

Additionally, we encourage you to review the additional pages for a few important ISD and Academy Documents.