

***ADVANCED TECHNOLOGY ACADEMY - GSRP***

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**Parent Handbook**

**Advanced Technology Academy**

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“Developed under a grant awarded by the Michigan Department of Education”



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**Philosophy Statement**

ATA’s Great Start Readiness Program (GSRP) will provide children the opportunity to

build a solid foundation for learning. We believe that children learn best when they are involved in meaningful, purposeful activities that allow them to safely interact within their environment in authentic ways, constructing knowledge through planning, exploration, experimentation, and reflection.

**Mission Statement**

The mission of ATA’s GSRP preschool learning program is to prepare students through diversified experiences to discover the world around them. We will work to assure that they become socially, emotionally, mentally, and physically equipped to become successful scholars and succeed in a safe and caring environment.

**Cultural Competence**

ATA’s GSRP believes all members supporting a child are stakeholders and as partners with you and your family, we are dedicated to promoting a nurturing atmosphere where families understand they are valued. We appreciate the rich cultures within the program and believe by working together we can create a partnership where all stakeholders feel welcomed and respected.

**What is the Great Start to Readiness Program (GSRP)?**

The Great Start to Readiness Program (GSRP), is a free preschool program for four-year old’s

funded by the Michigan Department of Education. There are specific eligibility requirements for

the program. Children must be 4 years of age on or before September 1, with a waiver

provision for children with birthdays between September 1 and December 1. Enrollment for

GSRP is based on income and other eligibility factors established by the Michigan Department of Education. The adult to child ratio in every classroom is 1:8 with a class size of 16 children. The focus of GSRP is to build skills so that children are ready for the transition to kindergarten and beyond.

**Enrollment/Tuition**

ATA GSRP will enroll children who qualify for Michigan’s Great Start Readiness Program based on eligibility factors. If ISD determines that all eligible children are being served, 15 percent of children enrolled throughout the Intermediate School District (ISD) region may be from families 250% -300% of the federal poverty level (FPL) with extreme risk for low educational achievement as determined by number or severity of GSRP eligibility factors. These families will be charged $10 a month. There are no fees assessed to parents if they meet the income guidelines. Invoices for over income families will go out by-weekly and can be made in the office. The tuition fees will be used to support the activities of the program.

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**Home Visits**

Home visits will be scheduled by your child’s classroom teacher before school begins or when child enrolls in the program. This visit will give you and your child the opportunity to meet their teacher and discuss goals and expectations. There may also be additional paperwork to go over and be collected. Visits will be conducted twice per year.

**Attendance**

● Children enrolled in ATA’s GSRP preschool program will attend a school-day session four times a week, Monday-Thursday. **There is NO PRESCHOOL ON FRIDAY.**

● Children in Great Start Readiness Preschool will attend 4 school day sessions per week,

Monday-Thursday.

● Children are expected to attend school on a regular basis. Excessive absences may

result in termination from the program. Up to 10 unexcused absences in a row may lead to

termination from the program.

● If a child must miss school, please notify the center at (313) 625-4649 with a reason for

absence.

● Teachers must contact parents for absences of more than 2 days. Parents will be contacted if children are absent weekly or frequently throughout the month.

● There are times when it is appropriate for your child to miss school. If your child is sick,

please do not send them to school.

● If your child becomes ill during the school day, you will be called to come pick him/her

up. If you cannot be reached the person you named as your emergency contact or named as

other persons to be released to on the Child Information card will be contacted.

**Arrival & Dismissal**

● When dropping your child off at school, please accompany him/her to the classroom and sign them in, also being sure the teacher is aware of your arrival. A parent or guardian above 18 years of age must sign in and out every day.

● Please be mindful of the hours of the program. Arrival is 8:00 and dismissal is 3:00. We ask that you please drop off and pick up at these times.

● It is important for you to arrive on time daily so that your child can get the most out of the school day. Excessive lateness dropping off and picking up students may result in dismissal from the program.

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**Child Release Policy**

● Anyone picking up a child must be 18 years or older with identification and if not the parent or guardian must be listed on the emergency card as a person that the child can be released to. Under NO circumstance will a child be released to someone not listed on their emergency card. For safety reasons, this rule will be strictly enforced.

● Any change from the usual pick-up person or other individuals on the white emergency card must be submitted in writing and signed by a parent or done so in person.

● In all cases, it is important to let the teacher know if someone else will be picking up your child if they are not the original pick-up person.

● It is important that if information on your child’s emergency card be kept up to date. Please let us know immediately if there are any changes to your contact information.

**Curriculum**

Our program provides a curriculum that is appropriate for four-year-old children at diverse developmental levels. The Creative Curriculum for Preschool is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical-thinking skills. 38 research-based objectives are the heart of the curriculum and define the path teachers take with children in their classroom. The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. The Curriculum studies are hands-on, project-based investigations of topics that are relevant to children’s everyday experiences. Studies are exciting and engaging. They tap into children’s natural curiosity, resulting in a learning environment that is both fun and intentional. The study approach is a method of integrating content learning through children’s in depth investigations of a meaningful topic. Children raise questions about the topic, and, through exploration and discovery, they find answers to their questions. Throughout the school year children explore a variety of studies through first-hand exploration and discovery.

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**Assessment**

Teachers will conduct assessments throughout the school year. GSRP will be using anecdotal notes to assess children daily. They will also be collecting several documents of children’s work to be placed in a portfolio. They will be placing writing samples, photos, dictated conversations of the children interacting with one another, coloring/cutting samples, and a collection of the children’s creative work.

At the start of each school year, during your child’s home visit we are required by the state to use a developmental screening. We will be using the **Ages and Stages Questionnaire (ASQ)** along with developmentally appropriate activities**.** This developmental screening tool is a brief parent questionnaire and assessment procedure intended to acknowledge your child’s development and identify children who may need further evaluation to determine if they have a condition that may place them at risk in the future. The ASQ is used to only identify the possibilities of a learning or a developmental delay that may affect a child’s overall potential for school success. The ASQ results will be shared with parents at the parent teacher conference and if they are at below or monitoring level, we will provide the ASQ activities for that age.

Results of all screenings are always kept confidential and will only be shared with appropriate professionals with the family’s approval.

Three times a year (fall, winter, and spring), children will be assessed using the **GOLD Online Creative Curriculum Assessment**. Assessments focus on the skills needed to become responsible for themselves and others.

Our objectives are to assess the young child’s: behavior, gross/fine motor, problem solving, logical thinking, listening, speaking, reading, and writing skills. Success in these areas will elevate the child’s chances for future success. The notes and assessments we take will be shared will parents throughout the week and at parent teacher conferences.

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**Parental Involvement**

**Home Visits:** Children enrolled in Preschool will receive a home visit at least two times during the school year. During these visits, we will set and discuss goals and visit all concerns and questions parents may have. The first at the start of the school year and the second during the second half of the school year. Home visits will be arranged for one hour per visit.

**Parent/Teacher Conferences:** Your child’s teacher will schedule two parent/teacher conferences with each family during the school year. The first would be mid school year and the second at the end of the school year. Parent/teacher conferences will be arranged for 45 minutes per visit.

**Family Participation Group/Data Meetings:** These meetings will take place three times per school year. The goal of these meetings is to receive parent input. All parents are welcome to be a part of these meetings and will receive all information discussed within the meeting.

**Parent/Child Activities:** There will be frequent parent-child activities scheduled at ATA’s GSRP which will focus on all areas of your child’s development. A calendar of activities will be available.

**Parent Communication:** Communication between home and school is an important part of our preschool program. We believe education is a partnership between parents, teachers, and the community and open communication is an important component of that partnership. Your child’s teacher will provide a portfolio folder for daily notes. In addition, you may use email and other forms of electronic communication to keep in touch with your child’s teacher. It is important for you to direct all questions or concerns about your child or the program to the teachers in the classroom first.

**Daily Routine**

**Planning, Choice Time, Clean Up, Recall** — This four-part sequence includes a 10 minute period during which children plan what they want to do during choice time (the area to visit, materials to use, and friends to play with); a 60 minute choice time minimum for children to carry out their plans (or shift to new activities that interest them); and another 10 minute period for recalling with an adult and other child what they’ve done and learned.

**Small-Group Time** — An adult-initiated learning experience based on children's interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.

**Large-Group Time** — Large-group time builds a sense of community. Up to 16 children and two adults come together for movement and music activities, interactive storytelling, and other shared experiences. Children have many opportunities to make choices and play the role of leader.

**Outside Time** — Children and adults spend at least 30 minutes outside twice daily, enjoying gross motor activities. If the weather does not allow outside time, gross motor activities will be provided inside the classroom.

**Transition Times** — Transitions are the minutes between other blocks of the day, as well as arrival and departure times. Teachers plan meaningful learning experiences for these times, which keeps children engaged and minimizes disruption.

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**Meals/Snack**— Meals and snacks allow children to enjoy eating healthy food in a supportive social setting. Lunch is served family style. Children and teachers share meals together, have

conversations, and children have the opportunity to develop self-help skills.

**Rest Time** - is for napping or quiet activities. Since both activities happen at home as well as at

school, adults in GSRP programs try to respect family customs at these times as much as possible. Quiet activities will be provided for children who do not nap.

**Read Aloud -** Is twice daily for 10 minutes, where children and teachers share in interactive read aloud as well as read aloud with reference to print.

**Large Group Round-Up –** Large group round-up is when teachers review the day and support literacy with Essential Literacy Practices as children prepare to go home.

**Adult Team Planning Time** — The teaching team meets to discuss their observations of children’s developing abilities and interests, focusing on these observations as they plan activities and review the materials in the classroom. It can occur during children’s nap time, before children arrive, or after they leave.

**Sample Daily Routine**

|  |  |  |
| --- | --- | --- |
| **7:50-8:15** | **Arrival Activities**  | Name folders, Job chart, Question of the day, Individual Activities. |
| **8:15-8:40** | **Wash Hands/ Breakfast**  | Children will be provided with breakfast. If they choose not to eat, they can choose another option (puzzles, drawing, ect.)  |
| **8:40-8:55** | **Morning Meeting**  | Morning Meeting conveys news of the day. It is also an opportunity to engage in Interactive Writing. |
| **8:55-9:15** | **Small Group** | Children explore and work with materials in individual ways and talk about what they are doing. SG may include Interactive or Scaffolded Writing activities.  |
| **9:15-9:25****9:25-10:30** | **Planning****Center Time** | Children use a variety of props and strategies to plan what they are going to do for choice time and what area they will carry out their plan in.Children always initiate activities and carry out their own intentions. Adults play with them and encourage problem-solving during social conflict. It is also an opportunity for interactive writing. |
| **10:30-10:35** | **Clean Up** | Children and Adults work together. Adults accept 8 children’s level of involvement and support children’s learning. |
| **10:35-10:45** | **Recall** | Children reflect on what they did at center time using a variety of props and strategies. |
| **10:45-10:55** | **Music and Movement** | Children will dance, do finger-plays, pick songs from song book, etc . |
| **10:55-11:45** | **Outside/Gross Motor**  | Children choose how to play with a variety of materials outdoors. There may be opportunities for Interactive or Scaffolded Writing activities. |
| **11:45-12:00** | **Interactive Read Aloud** | Adult’s conduct read aloud including verbal and non-verbal strategies for vocabulary and comprehension |
| **12:00-12:25** | **Wash Hands/Lunch** | Children assist in family style meals, and they choose where to sit. |
| **12:25-12:35** | **Nap Prep/Books on Cots**  | Read age-appropriate materials with a comprehension and vocabulary focus. |
| **12:35-1:35** | **Nap**  | Sleeping or quiet on your own cot. |
| **1:35-1:45** | **Tabletop Centers/Limited Choices** | Children will wake up at their pace and move to tables where a fine motor activity will be provided and puzzles, books. |
| **1:45-1:55** | **Read Aloud** | Adult’s conduct read aloud including verbal and non-verbal strategies for drawing attention to print  |
| **1:55-2:30** | **Outside/Gross Motor** | Children choose how to play with a variety of materials outdoors. There may be opportunities for Interactive or Scaffolded Writing activities. |
| **2:30-2:45** | **Wash Hands/Snack** | Children will be provided with snack. If they choose not to eat, they can choose another option (puzzles, drawing, ect.) |
| **2:45-2:55** | **Large Group Round Up** | Review day and support literacy with Essential Literacy Practices #2,3,4,5 and 7 as children prepare to go home. |
| **2:55-3:10** | **Books in Library/Dismissal** | Children get books, teachers talk to adults picking up about each child’s day.  |

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**Confidentiality Policy**

We do not share information about your family or child without parental consent. We are not able to discuss personal circumstances of other children with you and we ask that you respect this policy in your conversations with staff. The staff will keep all information that is legally confidential in confidence regarding all children and families. You may obtain confidential information about your own child through the Freedom of Information Act (FOIA) procedures. We do ask that you refrain from discussing issues or problems about your child when children are present. We are happy to arrange a time to discuss these issues with you privately.

**Health Policy**

Children who are ill will have difficulty learning and may not be able to participate in the regular school activities. Unfortunately, we do not have the facilities to care for sick children, so we have the following policy regarding illnesses. Each child’s temperature will be checked as they arrive. If the thermometer reads 100 or above, they will need to go home and may return to school once they are fever free for 24 hours without medication. Parents will need to come to the school and take home any child with signs/symptoms of being ill or who becomes ill while at school.

**YOUR CHILD SHOULD STAY HOME WHEN HE OR SHE HAS HAD ANY OF THESE SYMPTOMS WITHIN THE PAST 24 HOURS**

* Temperature of 100 or above
* Diarrhea
* Nausea or Vomiting
* Skin Rash
* Sore Throat

Or any other symptoms that would cause your child to be uncomfortable at school. Your child must be fever free without fever reducers before returning to school. In addition, all children in attendance will be expected to participate in outdoor play.

**Medications**

If your child needs to be given medication during their time at school, you must do the following: 1. Fill out a Request for Medication Form which is available from the school Nurse. Note - we will not administer any student over-the-counter medications (including Tylenol, Advil, aspirin, cold/cough medicines, etc.) 2. Label your child’s medication with his or her name and give it to the lead teacher. 3. All medication MUST be in the original bottle. It will be kept in a secure and safe space.

**Allergies**

For the safety of your child, please notify the school and the lead teacher of any allergies including food allergies, bee stings, or allergies related to plants or animals. In addition, we ask that you provide documentation from the pediatrician and procedures to follow should the child have an allergic reaction while in school.

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**Nutrition and Physical Activity**

For the full day preschool program, the ATA GSRP will provide breakfast, lunch, and snacks at no cost. A monthly menu will be posted at the school and sent home with your child. The Academy follows the Michigan Department of Education Child and Adult Care Food Program meal pattern requirements, which insure your child will receive healthy, well-balanced choices for all meals and snacks provided by the school food service program. All meals and snacks are served in the classrooms. Your child’s dietary restrictions or any known allergies must be clearly communicated during the enrollment process. Health forms are available to families so that they can update this information throughout the year. The program will make the necessary accommodations. Physical activities will be provided daily for students, and they will be encouraged to participate. Physical activity will never be used as a form of discipline or punishment.

**Weather Policy**

When ATA’s main school is closed due to inclement weather the preschool program will also be closed as well. In this case, parents will receive a one call message from the school as well as notification placed on our school website and city-wide news channels. Parents are responsible for ensuring the school has the correct and updated phone numbers on file. Please ensure that your child has appropriate clothing in the winter months, such as a coat, hat, gloves, snow boots, and snow pants.

**Injuries**

Occasionally during an active day, accidents may happen with your child. If your child is injured in any way, he or she will be comforted, and first aid will be applied. The preschool staff is certified in Infant/Child/Adult First Aid and CPR. If the injury requires further medical attention, you will be contacted, and we will make sure your child receives the care that is needed. If we cannot reach you, we will follow the instructions on the signed emergency card.

**Rest Time**

The state of Michigan requires that all preschool children who are in a full day program have a quiet rest time for one hour. ATA’s GSRP will provide cots and bedding, as well as launder those items. If your child does not sleep, quiet activities will be provided during this time.

**Referral Process**

Our staff feels school and home best work together to instill a successful and thriving education for your child. Parents are informed often of their child’s progress. The family will be involved through the entire process if the child receives additional support services. The classroom teachers will partner with the families and any additional support to create an environment for the child to succeed.

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**Exclusion Policy**

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

**Mandated Reporters**

Under the Child Protective Services Act, mandated reporters are required to report any suspicion of abuse or neglect to the appropriate authorities. The staff of Advanced Technology Academy are mandated reporters. The staff is not required to discuss their suspicions with parents before reporting the matter to the appropriate authorities, nor are they required to investigate the cause of any suspicious marks, behavior, or condition before making a report. Under the Act, mandated reporters can be held criminally responsible if they fail to report suspected abuse or neglect. The Child Protective Services Act is designed to protect the welfare and best interest of all children. Causes for reporting suspected child abuse or neglect include, but are not limited to:

* ∙ Unusual bruising, marks, or cuts on child’s body
* ∙ Severe verbal reprimands
* ∙ Improper clothing relating to size, cleanliness, season
* ∙ Transporting a child without appropriate child restraints (e.g. car seats, seat belts, etc)
* ∙ Dropping off or picking up a child while under the influence of illegal drugs or alcohol
* ∙ Not providing appropriate nutrition for your child
* ∙ Leaving a child unattended for any amount of time
* ∙ Sending a sick child to school over-medicated to hide symptoms

**Emergency Policy**

In the event of an emergency evacuation from Campus, children and school personnel will be transported to the nearest safe location before parents are contacted.

**Lock Down -** A lock down may be put in place if a safety threat has been determined to the building or in the area. In the case of a lock down the building will be locked and no one will be allowed in or out until it is deemed safe to do so.

**Tornado/Severe Weather -** Teachers and staff will move children into assigned tornado/severe weather locations throughout the school. All classroom doors are to be closed. Parents arriving at school will be asked to shelter inside but may not remove children once the warning has been issued.

**Fire -** Teachers and staff will move children out of the building via designated routes that are nearest to their classrooms. The school crisis teams will check all areas of the building to assure that all students are safe and out of the building. Once all classes are reported as safely evacuated, staff will meet with emergency personnel as needed. Parents will be notified if it is not safe to pick up children, if all is clear children will re-enter the building and this incident will be communicated via your child’s teacher.

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**Grievance Policy**

Situations may occur where a parent believes that the fair and consistent application of a policy has not been followed. In most cases, ATA’s GSRP expects that the parent will be able to satisfactorily address such concerns with the staff member involved. However, when a problem cannot be resolved, parents are encouraged to discuss the issue with the Preschool Director, Early Childhood Specialist, or Elementary School Principal.

**Program Measurement**

ATA’s GSRP is required to work with the Michigan Department of Education (MDE) to measure the effect of the state-wide Great Start Readiness Program. Information is sometimes collected about GSRP staff, enrolled children, and their families. Program staff or a representative from MDE might:

● Ask parents questions about their family

● Observe children in the classroom

● Measure what children know about letters, words, and numbers

● Ask teachers how children are learning and growing Information about you or your child will not be shared with others in any way that you or your child would be identified. It is protected by law. If you have any questions, please ask you your child’s teacher or program director.

**Discipline Policy**

We believe prevention is the key to an effective discipline policy. Preventing problems and misbehavior is one of our most important goals. Many things affect the behavior of children, so we use a variety of strategies to help children learn what to do and what not to do. The elements we use to prevent discipline problems are as follows:

● Creating a Safe Physical Environment

● Building Positive Relationships

● Establishing a Consistent Daily Routine

● Using Encouragement

● Expressing Appropriate Expectations

● Providing Authentic Experiences and Learning Activities

We focus on teaching strategies that help children accept direction and resolve conflicts peacefully and with respect. These are the Conflict Resolution Steps followed by adults:

● Approach the situation calmly and stop any hurtful behavior

● Acknowledge the feelings of the children involved

● Gather information about what happened from all parties and restate the problem

● Discuss possible solutions together getting input from the children

● Agree on a solution together

● Provide follow-up support

 It does happen that sometimes a child will experience persistent or unusual problems. If this is the case, we will follow these steps:

● Parents and staff will work together to create a plan of action & progress will be monitored

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**Staffing**

Each classroom has 2 teachers. All preschool teachers are highly qualified and meet the requirements for the Great Start Readiness Program. This means that all lead teachers have at least a bachelor’s degree in Early Childhood Education or Child Development. All associate teachers have a Child Development Associate Credential (CDA), Associate degree in Child Development, or the equivalent. All staff have been screened by the State of Michigan Department of licensing and regulatory affairs and fingerprinted and have no record that they have been named in a central registry case as the perpetrator of child abuse or child neglect. Meet our staff on the GSRP website!

**Parents and Visitors Guidelines**

In order to maintain an orderly, respectful and secure educational environment for the students and staff of Advanced Technology Academy, it is essential that all parents and visitors to our buildings be aware of their responsibilities and adhere to the expected code of conduct as set forth in this letter and the Comprehensive School Safety Plan.

**Parents are expected to:**

* Recognize that the education of children is a joint responsibility of the parents and the school community.
* Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
* Ensure that children bring only items appropriate and related to the instructional program at school. No toys.
* Know school and classroom rules and help their children understand them. Convey to their children a supportive attitude toward education and the district.
* Build good relationships with teachers, other parents and their children’s friends.
* Inform school officials of changes in the home situation that may affect student conduct or performance.
* Insist their children be dressed and groomed in a manner consistent with the student dress code.
* Review the Handbook and sign it.

**Public Conduct on School Property**

Schools are a place of work and learning. Certain limits must be set for parents and other district citizens who visit our schools and classrooms. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

The building Director or his/her designee is responsible for all persons in the building and on the grounds. The following rules apply to visitors to the schools: Anyone who is not a regular staff member or student of the school will be considered a visitor. All visitors to the school must make an appointment with the Director before arrival at the school. Visitors attending school functions that are open to the public, such as parent-teacher conferences, Family

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Participation/Date meetings, or parent engagement gatherings, are not required to make an

appointment. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits with the classroom teacher(s), so that class disruption is kept to a minimum. All visitors are expected to abide by the rules for public conduct on school property contained in the Code of Conduct.

**Conduct Prohibited on School Property**

No person shall:

* Intentionally injure any other person or threaten to do so.
* Intentionally damage or destroy school property or the property of a teacher, administrator, other district employee or any other person lawfully on school property.
* Disrupt the orderly conduct of classes, school programs or other school activities.
* Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
* Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
* Refuse to comply with any reasonable order of identifiable school district officials performing their duties.

**Persons in violation of the Code of Conduct**

The authorization of a visitor, to remain on school grounds or at any school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection. The district reserves the right to pursue a civil or criminal legal action against any person violating the code.

**Covid Response Plan**

**Our Commitment to Health & Safety**

ATA’s GSRP is committed to protecting the health of our children, families, staff, and community. The following policies were designed in response to guidance from the Michigan Departments of Licensing and Regulatory Affairs (LARA) and Health and Human Services, in accordance with best practices from the Centers for Disease Control and Prevention, and with everyone's well-being in mind. The following plan outlines the recommended practices and strategies we will use to protect the health of our children, staff, and families while at the same time ensuring that children are experiencing developmentally appropriate and responsive interactions and environments.

**Changes to Our Physical Spaces**

We will use the following strategies in our classrooms and facilities to minimize the spread of illness:

1. Where possible, dividing large group spaces to allow more children to safely use the space (e.g., using child sized furniture, such as rolling shelves and kitchenettes, to divide a room and prevent mixing between groups of children).

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2. Where possible, limiting or eliminating use of common spaces in the classrooms/facility. When common spaces must be used, we will rotate use of the space and clean between groups.

3. Ensuring ventilation systems operate properly and increasing circulation of outdoor air as much as possible (e.g., keeping windows and doors open to the extent that this does not pose safety risks).

4. Before re-opening we will ensure all water systems and drinking fountains are safe following CDC guidelines.

**Availability of Toys and Classroom Materials**

At this time, we will make the following changes to the toys and materials in our classrooms:

1. We will remove toys and objects which cannot be easily cleaned or sanitized between use.

2. Given that cloth toys are not recommended at this time, we will remove these from classrooms.

3. Toys will be washed and sanitized before being moved from one group of children to another.

**Items Brought from Home**

During this time, we are trying to limit the number of items brought into the facility because this can be a way to transmit the virus, so we ask that families refrain from bringing items from home as much as possible.

**Mealtimes**

To limit opportunities for exposure during mealtimes, we will engage in the following recommended practices:

1. Staff and children will wash hands before and immediately after children have eaten.

2. We will space seating as far apart as possible (ideally 6 feet apart) by limiting the number of children sitting together and rearranging seating.

3. We will modify our family-style meal service and have staff plate each child's meal so that multiple children are not using the same serving utensils.

**Naptime**

To reduce potential for viral spread, we will engage in the following recommended practices:

1. Using bedding (sheets, pillows, blankets, sleeping bags) that can be washed.

2. Bedding that touches a child’s skin will be cleaned weekly.

3. Storing each child's bedding in individually labeled bins, cubbies, or bags.

4. Labeling each child's cot/mat.

5. Ensuring that children’s naptime mats/cots/cribs are spaced out as much as possible, ideally 6 feet apart.

6. When possible, children will be placed head-to-toe (i.e., one child with their head at the top of the mat, the next child over with their head at the bottom of the mat).

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**Screening Families & Staff for COVID-19 Symptoms and Exposure**

Upon arrival to the program, staff and families are required to report if they or anyone in their household: Have received positive COVID-19 results; been in close contact with someone who has COVID-19; and/or have experienced symptoms such as persistent cough, fever, difficulty breathing, chills, change in smell or taste, diarrhea, and/or vomiting. The procedures we will use to screen staff for symptoms and exposure include: The program director will be responsible for asking staff about symptoms and exposure. Screenings will take place in a small office space located near the front office. All information will be collected verbally and not shared with other staff. If symptoms occur this will be documented and placed in the staff member’s private file. The procedures we will use to screen children/families for symptoms and exposure include: Each teacher will be responsible for screening children before entering their classroom. In the even that symptoms occur this will be documented and placed in child's file. If families or staff are absent or otherwise off-site but experience exposure or symptoms, they should contact:

Erin Gaska, Program Director egaska@my.atafordpas.org (313) 625-4649

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| **August ‘23** |
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| **13** | **14** | **15** | **16** | **17** | **18** | **19** |
| **20** | **21** | **22** | **23** | **24** | **25** | **26** |
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| **September ‘23** |
| **Su** | **M** | **Tu** | **W** | **Th** | **F** | **S** |
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| **17** | **18** | **19** | **20** | **21** | **22** | **23** |
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| **October ‘23** |
| **Su** | **M** | **Tu** | **W** | **Th** | **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** |
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| **November ‘23** |
| **Su** | **M** | **Tu** | **W** | **Th** | **F** | **S** |
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| **19** | **20** | **21** | **22** | **23** | **24** | **25** |
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| **December ‘23** |
| **Su** | **M** | **Tu** | **W** | **Th** | **F** | **S** |
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| **10** | **11** | **12** | **13** | **14** | **15** | **16** |
| **17** | **18** | **19** | **20** | **21** | **22** | **23** |
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| **January ‘24** |
| **Su** | **M** | **Tu** | **W** | **Th** | **F** | **S** |
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| **February ‘24** |
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| **March ‘24** |
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| **April ‘24** |
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| **May ‘24** |
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| **12** | **13** | **14** | **15** | **16** | **17** | **18** |
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| **June ‘24** |
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| **16** | **17** | **18** | **19** | **20** | **21** | **22** |
| **23** | **24** | **25** | **26** | **27** | **28** | **29** |
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 | **X No School** **X Conferences****X Home Visits** **X Half Day****X Checkpoints Due** **X First/Last Day****X Meet The Teacher Week****X Family Engagement** **X Family Participation/Data Analysis Meeting**  |

 **126 Days 34 Weeks**

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**ACKNOWLEDGEMENT OF RECEIPT OF PARENT HANDBOOK**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Parent / Guardian Name) have received and read the Advanced Technology GSRP - Preschool Parent Handbook. I understand the policies and procedures given to me and agree to adhere to all school policies. Please note: Advanced Technology Academy’s policies and procedures are subject to change to reflect the needs of the program, children, and families we serve. We may also make changes or modifications to our policies if required by our licensing agencies. Advanced Technology Academy will inform parents of changes taking place whenever possible in a timely fashion.

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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