

***ADVANCED TECHNOLOGY ACADEMY GSRP***

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**Parent Handbook**

**Advanced Technology Academy**

**4801 Oakman Blvd.**

**Dearborn, Mi 48126**

**Phone: (313) 625-4649**

“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, 2022, 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.

Admittance/Tuition

ATA GSRP will admit children who qualify for Michigan’s Great Start Readiness Program. 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 as long as 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.

Home Visits

Home visits will be scheduled by your child’s classroom teacher before school begins or at the beginning of the school year. 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. 3

Attendance Policy

● 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.**

● If you know your child will be absent for any reason, it is important to call the school and notify your child’s teacher before school starts. We prefer you do so at least a half hour before the school start time.

● If your child is absent due to an infectious illness, it is important to let the teacher know so that we can let all families know that their child may have been exposed and, in this instance, we require a doctor’s note to return.

● Children who are absent from school for 12 consecutive school days or have excessive absences will be removed from the program. Every attempt will be made to work with families and provide assistance to parents before such an action is taken.

●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.

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 respect the hours of the program. There is a morning and afternoon window for drop off and pickup. We ask that you please drop off and pick up during 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.

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.

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Curriculum

Our program provides a curriculum that is appropriate for four-year-old children at diverse developmental levels. Teaching Strategies/Creative Curriculum is the research-based curriculum implemented by teachers. Teachers observe, plan, and assess the growth and development of children daily. This allows children to engage in activities designed to promote learning based on their abilities and interest. Children feel comfortable and confident as teachers challenge, support, and guide students. Literacy is integrated throughout all classroom areas and routines. A trusting environment promotes speaking and listening. Letters, words, and numbers are presented in meaningful ways. The dramatic play area may have cereal boxes, coupons, and cookbooks. The sand and water table may have a book about seashells nearby. Connections are made from objects to words by labeling items in the classroom. Teachers ask children to talk about their drawings and write down their comments on paper. The writing center provides pencils, paper, markers, scissors, and stickers to support children as they translate thought into written words. The ability to count, sort and classify helps children organize the world in an orderly manner. Concepts such as “greater than” and “less than” can be observed on graphs of the children’s favorite colors. Numbers play an important part in the routine as children count classmates for attendance and set the table for snack. A teacher may see that a group of children has sorted beads according to color. The teacher can extend that activity by working with the children to count each color group, write down the color name and discuss how many are in each group. Teachers encourage children to verbalize what is going on in their world and problem solve together. Children can work through social situations such as taking turns and following classroom guidelines. Teachers ask open ended questions to promote curiosity. Children may give clues to their fellow students in a guessing game or predict what might happen next in the story. Teachers observe and assess children, then plan accordingly. The Creative Curriculum provides the Teaching Strategies Gold Assessment that allows teachers to arrange their observations according to each child’s development in all areas. Visit www.TeachingStrategies.com for additional information.

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 mandated 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 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.

Three times a year (fall, winter, and spring), children will be assessed using the **Creative Curriculum Assessment** **GOLD Online**. 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.

Results of all screenings are always kept confidential and will only be shared with appropriate professionals with the family’s approval. The notes and assessments we take will be shared will parents throughout the week and at parent teacher conferences.

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Daily Routine

**Planning, Choice Time, Clean Up, Recall** — This four-part sequence includes a 10- to 15-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 work time minimum for children to carry out their plans (or shift to new activities that

interest them); and another 10- to 15-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 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.

**Lunch Time**— 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.

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Sample Daily Routine

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| **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 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 |
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| **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.  |

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.

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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 any and 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 conference will be arranged for 45 minutes per visit.

**Parent/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.

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 will be checked for symptoms of illness as they arrive. Parents will need to come to the school and take home any child arriving at school 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 SYMPTONS 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.

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Allergies

For the safety of your child, please notify the school and the lead teacher of any and all 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.

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. If a child needs additional support to further their development, a referral will be given to the parents to contact their local school district to build specific goals for the child. 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 employees of West Bloomfield Preschool Academy are considered mandated reporters under this law. 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, which would typically

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.

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 strive to provide a safe emotional environment, so children can learn and grow. Guiding each child’s social development in a positive way is an important component of our program.

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

Staffing

All preschool teachers are highly qualified and meet the requirements for Great Start Readiness Program. With this it 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. 12

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.

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. To limit the potential spread of COVID-19, we will be making some temporary changes to our programming that include robust cleaning and disinfecting procedures and minimizing opportunities for person-to-person exposure (e.g., an infected person spreading respiratory droplets through actions such as coughing, sneezing, or talking). 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).

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.

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**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).

**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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| **Advanced Technology Academy GSRP** |
| **2021-2022 School Calendar** |
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| **September ‘21** |
| **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** | **29** | **30** |  |  |
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| **October ‘21** |
| **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** | **29** | **30** |
| **31** |  |  |  |  |  |  |

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| **November ‘21** |
| **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** | **29** | **30** |  |  |  |  |
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| **December ‘21** |
| **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** | **29** | **30** | **31** |  |
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| **January ‘22** |
| **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** | **29** |
| **30** | **31** |  |  |  |  |  |

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| **February ‘22** |
| **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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| **March ‘22** |
| **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** | **29** | **30** | **31** |  |  |
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| **April ‘22** |
| **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** | **29** | **30** |
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| **May ‘22** |
| **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** |
| **29** | **30** | **31** |  |  |  |  |
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| **June ‘22** |
| **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** | **29** | **30** |  |  |
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| **July ‘22** |
| **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** | **29** | **30** |
| **31** |  |  |  |  |  |  |

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| **August ‘22** |
| **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** | **29** | **30** | **31** |  |  |  |
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**X Meet The Teacher X No School**

**X Home Visits X Parent Teacher Conferences**

**X First/Last Day X Parent Advisory/Data Analysis Meeting 34 Weeks // 126 Days**