

AL HADI CHILD CARE CENTER

GSRP PARENT HANDBOOK

22575 ANN ARBOR TRAIL
DEARBORN HEIGHTS, MI 48127

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Philosophy. The goal of the Great Start to Readiness Program (GSRP) is to provide every preschooler with the best educational opportunities through child-centered, hands-on curriculum set in a rich learning environment which is created through our families, community and professional staff.

We believe that young children learn to the best of their ability when given:

- A safe, healthy, nurturing environment
- Development of strong teacher-child relationships in combination with strong family- teacher relationships in which all are valued
- Many opportunities for play and learning through play experiences
- Families are involved and we work together to help your child
- The activities are geared toward your child's current skills and interests

Decisions are made from a child-centered focus which includes looking at the early childhood standards of quality preschool, the curriculum, assessment information, feedback from parents and the diverse social, economic, cultural and family needs that exist within the classroom.

Curriculum. HighScope is a Curriculum that emphasizes adult-child interaction. A HighScope designed classroom builds a learning environment that strengthens a child's initiative and self-esteem. Teachers and students are active partners in shaping the classrooms educational experience. HighScope curriculum states that children learn through direct, hands-on experiences with people, objects, events, and ideas.

Program Quality Assessment. The preschool Program Quality Assessment (PQA-R) is a rating instrument designed to evaluate the quality of early childhood programs. It evaluates program quality in areas of: learning environment, daily routine, adult-child interaction, curriculum planning and assessment, parent involvement and family services, staff qualifications and development, and program management. An Early Childhood Specialist (ECS) works with the program on a monthly basis and completes the full assessment three times a year. Results from this assessment are then used by the teaching teams to complete classroom Quality Improvement Plans.

Developmental Screening. At the home visit, your child's teacher will ask you to participate in completing an "Ages & Stages Questionnaire" (ASQ)." The ASQ is a parent-based questionnaire that will help pinpoint your child's strengths, as well as areas of concern. The developmental areas focused on are "Communication, gross motor, fine motor, problem solving, and personal-social." This questionnaire takes just 10–15 minutes for parents to complete and 2–3 minutes for professionals to score. The questionnaire will be used by your child's teacher to help plan lessons that best meet your child's needs, as well as serves as a guide to provide additional resources if needed. The results of the questionnaire will be reviewed the same day as the home visit. A copy of your child's ASQ will be provided for you at Parent-Teacher conferences, as well as sample activities to help meet your child's individual needs. (www.asqonline.com)

Child Observation Record. (COR).

The COR Advantage focuses on children's naturally occurring activities rather than their performance on tests, allowing for a broader assessment of each child's development. It can be used with the HighScope curriculum, and assesses all key developmental areas of children's progress, including

- Kindergarten readiness and success
- Head Start Child Development and Early Learning Framework
- Common Core Standards for Kindergarten
- All state early learning standards
- HighScope Key Developmental Indicators (KDIs) at all age levels

The COR Advantage's has 9 Categories:

- Approaches to Learning
- Social and Emotional Development
- Physical Development & Health
- Language, Literacy, & Communication
- Mathematics
- Creative Arts
- Science and Technology
- Social Studies
- English Language Learners (Optional)

Each category is divided into specific areas of development, called Items, and each item is scored on an eight-level scale ranging from 0 (lowest) to 7 (highest), offering a detailed developmental profile for each child. The eight scoring levels of COR Advantage provide an overlapping continuum, so that children can be scored at the developmental and ability level appropriate for them. Thus, for example, infants and toddlers will generally be scored at levels 0–2, but it would not be uncommon for an older toddler to score a level 3 on some items. Likewise, preschoolers will typically score at levels 2–5, but may rate higher or lower on any given item. Based on the child's age and developmental level, users are given a suggested starting point for scoring, but can scroll up or down to the level appropriate for each child. This system accommodates children with special needs and developmental delays, as well as those whose early learning may be more advanced in some content areas than others. (coradvantage.com)

Parent Teacher Conferences. Your child's teacher will meet with you once in the fall and once in spring to discuss your child's progress. Additionally, you will receive two observation reports during the school year. If you have any concerns, you may set up a conference with your child's teacher any time during the school year.

Home Visits. Your child's teaching team will set up two home visits during the school year as part of the GSRP program. One will take place at the beginning of the year and one will be mid-year. The purpose is to foster the home-school connection with you, your child, and the teaching team. Each home visit will be 1 hour long.

Child Recruitment Plan. Starting March 1st enrollment plan for the GSRP will include: Send Letters/Flyers/messages to current and previous parents. Posters displayed at local health departments, doctors' offices, libraries, post offices and businesses that draw young families such as Laundromats, and grocery stores; flyers sent home with children enrolled in elementary school; informational articles in the local newspaper; door to door census; recruitment tables at local area fairs and festivals; electronic community bulletin boards; information on local cable stations; and displays at kindergarten orientation.

Confidentiality Policy. To be confidential is to be entrusted with someone's personal information and not share it with others. GSRP staff must respect families', children's and colleagues' privacy. All information and documentation necessary for GSRP enrollment will be only shared with the lead teacher and GSRP administrator for verification of eligibility only. Documentation will then be stored outside the classroom in a locked location. Confidentiality also includes sharing any other information regarding a GSRP child including but not limited to, all child/family information and records, private conversations with a parent, or developmental information. The GSRP lead teacher should discuss confidential information with other GSRP teachers only if they need to know the information to complete their job responsibilities. Employees should never discuss confidential information with anyone other than employees of Alhadi Child Care Center. Confidential information should not be removed by any employee unless approved by the Site or Executive Director.

Classroom Information

Attendance Policy

Daily attendance is mandatory.

In order to participate in the GSRP program, your child will be required to attend on a regular basis. Extended or unexplained absences not related to sickness or family emergency can result in immediate dismissal from the program.

GSRP guidelines from the State of Michigan require at least a monthly 80% attendance in order to stay in the program.

Attendance will be reviewed on a monthly basis.

- ***Five tardiest is equal to one absence.***

If attendance becomes a concern, you will be notified in written form to make adjustments to your child's attendance and/ or tardiness.

Regular and on-time attendance in preschool is an important part of building strong school habits. Children benefit most from GSRP when they attend consistently, as this supports early academic skills and social-emotional development. Strong attendance in preschool helps build the foundation for future success in school.

In alignment with best practices, the program will document efforts to contact families within the first two days of any unreported absence. These efforts will include outreach to identify any barriers to attendance and to create a plan of action if needed.

If a child is absent for 8 consecutive days without communication from the family, the child may be removed from the roster and placed at the top of the site's waitlist. If a space becomes available, the child may be re-enrolled, preferably in the same classroom.

Families expecting a long-term absence should notify the program in advance and provide any required documentation.

Operating Hours & Calendar. The GSRP runs Monday through Thursday from 9:00 a.m. – 4:00 p.m. The GSRP programs follow the regular school calendar. We have an open-door policy which will allow authorized adults to visit the classroom and center at any time. The Great Start Readiness Program follows the Dearborn Heights district calendar. Our GSRP students attend the program beginning in September through middle of June.

Classroom Ratios. Alhadi Child Care Center maintains lower teacher to child ratios than state guidelines whenever possible. The GSRP classroom will maintain a teacher to child ratio of 1:8 and the classroom size shall not exceed 18 children.

Daily Schedule. A typical GSRP schedule may be as follows:

Activity	Time	Description
Greeting Time/sign in	9:00-9:10	Children are greeted and will sign their names. Children who finished early can either do a puzzle or read a book.
Message Board	9:10-9:25	Conveys news of the day. It is also an opportunity to engage in Interactive writing

Morning Snack	9:25-9:35	Children read books, work puzzles, write in journal etc. after eating, or if they chose not to eat.
Morning Read Aloud	9:35-9:45	In small groups, read age appropriate materials with a comprehension and vocabulary focus.
Large group	9:45-10:00	Adults and children participate in movement and music activities and cooperative games. Children contribute their own ideas
Morning Small group Time	10:00-10:20	Adults plan experiences based on children's interests, development and curriculum content. Children explore and work with materials in individual ways and talk about what they are doing. SGT may include Interactive or Scaffold Writing activities.
Planning Time	10:20-10:30	In small groups, children plan what they will do at Work Time. They use a variety of strategies and props. Encourage planning where, with: whom and what.
Work Time	10:30-11:30	Children always initiate activities and carry out their own intentions. Adults play with them & encourage problem solving with materials and during social conflict. It is also an opportunity for interactive Writing and Scaffold Writing
Clean up	11:30-11:40	Children and adults put away materials together. Children make many choices. Adults accept children's level of involvement and support children's learning.
Recall	11:40-11:50	In small groups, children reflect on what they did at Work Time using a variety of props and strategies. Adults are unhurried in their approach.
Bathroom Time	11:50-12:00	Children care for their needs before preparing for their outdoor activities
Morning outside Time	12:00-12:30	Children choose how to play with a variety of materials outdoors. Adults play with children and support problem-solving with materials and during social conflict. There may be opportunities for Interactive or Scaffold Writing activities

Hand washing/ Lunch	12:30-1:05	Children assist in preparation and set up of lunch. They choose where to sit. Family-style: children serve themselves; choose what and whether to eat. Adults sample food, support conversation. Children assist with cleanup
Bathroom Time	1:05-1:15	Children care for their needs before preparing for their quiet time.
Quiet Time	1:15-2:15	Sleeping or quiet, solitary, on-your-own-cot play. Includes time for preparation, and for putting linens away after Quiet Time.
Bathroom Time	2:15-2:25	Children care for their needs before preparing for their Read Aloud.
Afternoon read Aloud	2:25-2:35	In small groups, adult conduct read aloud including verbal and nonverbal strategies for drawing children's attention to print.
Afternoon small group	2:35-2:55	Adults plan experiences based on children's interests, development and curriculum content. Children explore and work with materials in individual ways and talk about what they are doing. SGT may include Interactive or Scaffold Writing activities.
After noon Outside Time	2:55-3:35	Children choose how to play with a variety of materials outdoors. Adults play with children and support problem solving with materials and during social conflict. There may be opportunities for Interactive or Scaffold Writing activities.
Supper / Hand washing	3:35-3:55	Children wash hands and eat supper. Adults eat and converse with children at supper.
Dismissal Time/ Literacy	3:55-4:00	Adults support literacy with Essential Literacy Practices

Clothing. Children should wear clothes which are comfortable and easy to fasten. Rubber-soled shoes are recommended. An extra set of clothing may be placed in the child's cubby for spills or accidents which may occur. Please label all clothing, including coats, with your child's name. Warm outerwear including boots, caps, snow

pants, and mittens are needed on cold days. All belongings should be kept in a labeled bag.

Food. Alhadi Child Care Center provides a snack for children in GSRP according to the USDA guidelines. Make sure food allergies are communicated clearly on enrollment forms and to classroom teachers so that special accommodations can be made. Meal-time can be a social learning time where children are encouraged to try new foods. Good table manners and eating habits are encouraged. All parents must complete the Parent Providing Food Agreement included in the enrollment pack.

Alhadi Child Care Center participates in the Child & Adult Care Food Program (CACFP), a United States Department of Agriculture (USDA) program. Through this program, you can be assured that your child is getting balanced, nutritious, free meals and developing healthy lifelong eating habits. Proper nutrition during the early years ensures fewer physical and educational problems later in life. Our meals and snacks meets the USDA meal pattern requirements listed below.

BREAKFAST	LUNCH & SUPPER	SNACK
• Milk • Fruit or Vegetable or Juice • Grain/Bread	• Milk • 2 Fruit/Vegetable servings • Grains/Bread • Meat or Meat Alternate	(serve 2 from 4 food groups below) • Milk • Fruit/Vegetable • Grain/Bread • Meat or Meat Alternate

If parents do not wish to use the day care’s food service or a child has any restriction, parents must sign the day care’s Food Restriction contract and they will be required to bring their child’s food.

Field Trips. Occasionally classroom teachers plan class trips. Field trips are meant to be fun, learning experiences. When taking children off-site on field trips or even stroller rides, the book containing classroom Child Information Record (emergency cards), cell phones, and First Aid kit are taken. All field trips must be pre-approved by the Site Director. Parents will receive written notice of all field trips and written permission must be given before a child is allowed to attend a field trip. All vehicles must meet state licensing transportation standards, and drivers must hold a chauffeur’s license and meet state licensing standards.

Child Health and Safety

Outdoor Play. Cold weather does not make children ill. Studies have indicated that children who are taken outdoors, even during cold weather for short periods of time, have fewer incidences of respiratory illnesses. Infectious disease organisms are less concentrated in outdoor air than indoor air. Exposing the skin to sunlight promotes the production of the vitamin D that growing children require. Being outdoors in the fresh air helps children to stay healthy. When outdoors, children breathe fresh air, develop their muscles, learn and practice increasingly difficult skills, share and cooperate with other children, and get hands-on experiences with some basic scientific principles. Outdoor play affords an opportunity for learning in a different environment and also provides many health benefits. Open spaces in outdoor areas encourage children to develop gross motor skills and fine motor play in ways that may be difficult to duplicate indoors.

It is also recommended:

- That children wear child-safe sunscreen all year round, even in the winter
- That children are dressed appropriately for activities: long-sleeved and long-legged items protect from sunburn; full jacket, snowsuit, mittens, scarf, hat, boots for snow play; etc...
- That children are adequately hydrated during both hot and cold weather

(Taken from the Michigan Department of Human Services - Technical Assistance Manual)

Children will not be permitted to go outside when the “Feels Like” temperature is under 25 °F or above 100 °F. The “Feels Like” temperature takes into consideration the wind chill or heat index and is a better measure of the weather conditions for outdoor play.

Child Health Policy. A green Health Appraisal form containing an immunization record and documentation of a physical exam signed by a physician must be on file at our center. The green Health Appraisal form must be on file at the time of enrollment and then updated annually every two years.

It is the policy of Alhadi Child center to notify the parents as soon as possible when changes in the child’s health are observed. This will allow parents to give additional input on a child’s condition and be involved in decision making regarding the child’s care.

Indicators of changes in a child’s health are:

- Fever of or over 100 degrees
- Diarrhea - two or more loose/watery stool without known cause (by teachers or staff).
Exception: Medication or new food reaction (call parents to confirm)
- Vomiting - any vomiting
- Unknown skin rash as these are often symptoms of communicable disease
- Irritability, lethargy, persistent crying that is not typical for the child
- Difficulty breathing

If a child becomes too ill to participate comfortably in activities or they need more care than the staff can provide, the child will be temporarily separated from other children and sent home as soon as possible. Parents are expected to pick up ill children within an hour of notification. Parents should notify the Site Director if a child in care has been diagnosed with a communicable and infectious disease. The Site Director will then post a Health Alert visible to all parents and report to the Wayne County Health Department if necessary.

Return of Children to Childcare after Illness. If a child is too ill to participate in the regular activities of the classroom they should not return to care. Antibiotics must be administered for a 24-hour period and the child must be fever free for 24 hours prior to the child returning to the center. An exception to this is if a doctor’s note is provided stating they can return to care. Alhadi Child Care reserves the right to request a doctor’s note before allowing a child to return.

Medication. Children are not allowed to have any medication on their possession. This includes pain relievers (such as aspirin), vitamins, sunscreen, cough drops, and chap-stick. Prescription and over the counter medications, including aspirin, shall be given with written permission from a parent and a physician only. Medication must be in the original container. Prescription medication must have the pharmacy label, including doctor’s name, patient’s

name, dispensing instructions, name and strength of medication given. If specific storage instructions are required, parents/guardians must provide them in written form to ensure proper handling and reduce risk. A medication form is available from your child's teacher and must be filled out by a physician explaining the reasons for taking the medication, name of the medication, directions for administering, possible side effects and length of time the child is to receive the medication. The Medication Waiver Form must be signed by the parent/guardian.

Child Incident/Accident. In case of injuries, the incident is logged and Child Incident/Accident Report is completed. All staff is trained in CPR and First Aid and AED. Until the arrival of the parent, a physician, an ambulance or paramedics, the child's teacher or Site Director will make decisions regarding care of the child. Alhadi Child care Center is not responsible for medical bills incurred because of accident or injury while a child is in attendance. All serious injuries requiring medical attention are required to be reported to the Office of Children and Adult Licensing. **Please report any phone number changes on your Child Information Card** so that you can be reached in an emergency.

Emergency Procedures. Alhadi Child care center has written procedures for emergency situations including fire, tornado, serious accident/injury and man-made disasters, as well as a crisis management plan. Emergency procedures and evacuation plans are posted in each classroom.

In case of an emergency, parent's will be notified by staff immediately. This may include a phone call, text message and a post on the Alhadi Childcare Facebook page. Please be sure to provide updated emergency contact information to your child's teacher and the center's director.

Parent's will be notified in case of a school closing. Classes may be canceled due to weather and/or building issues.

Child Abuse/Neglect. We are required by law to report suspected incidents of child abuse/neglect phone number (855)-444-3911. Community services are available to families seeking help or intervention; please see the Site Director for a list of resources.

Child Discipline Policy. Staff will use positive methods of discipline that encourage self-control, self-direction, self-esteem and cooperation. Discipline is most effective when it is consistent, reinforces desired behavior and offers natural and logical consequences. Discipline helps children gain control over their behavior. Children act best when they know the rules and know they are expected to follow them. Positive methods of discipline create a constructive and supportive social group and reduce incidents of aggression. Positive discipline methods will help guide a child toward self-discipline and independence.

This is encouraged by the following methods:

- Planning ahead to prevent problems
- Setting consistent/clear rules
- Encouraging appropriate behavior
- Relating the discipline method to the behavior
- Talking to the child about the feelings he/she is having
- Redirection or distracting a child
- Removing the child from the source of conflict
- Tailoring the method of discipline to the individual child
- Suggesting appropriate solutions
- Involving the child in problem solving

All of the following means of punishment shall be prohibited:

- Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
- Restricting a child's movement by binding or tying him or her including harness, leash or other restraint device. Strapping devices on confining equipment, such as high chairs used to stabilize the child in that type of chair, cannot be used for punishment or discipline.
[Note: If a child needs to be restrained in an extreme situation to prevent harm to themselves or others, place the child's arms across their chest in a criss-cross position, position yourself behind the child with your arms on top of theirs until they are calm and the situation is safe.]
- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- Depriving a child of meals, snacks, rest, or necessary toilet use.

- Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle.
- Excluding a child from outdoor play or other gross motor activities. Examples of this include:
 - Not allowing a child to go outside because of misbehavior during small group time
 - Excluding the child from the entire outdoor period for throwing sand
 - Excluding the child from gym activities for not eating their lunch
- Excluding a child from daily learning experiences. This does **not** include age appropriate discipline techniques, such as:
 - Redirecting a child from the block area after throwing blocks
 - Having a child participate in small group time in a way that benefits the child and doesn't disrupt the group, such as having the child sit a few feet away

Nap/Rest Time. Students will have a rest-time each day. Please provide a blanket for cots. Children are not required to sleep, but are required to rest on a cot and/or participate in a quiet activity for at least an hour daily. Bedding should be taken home each Thursday for laundering and returned on Monday. Please be sure all items are labeled with first and last name.

Grievance Procedure

If a parent has a concern regarding their child's enrollment or learning experience within the program, the following steps should be taken to ensure the concern is addressed appropriately:

1. First, discuss your concern directly with your child's classroom teacher.
2. If the issue remains unresolved, contact the Program Director at 313-903-5593 and/or the Early Childhood Specialist, Cynthia Pitts, at 734-334-1478.

Parent Involvement and Partnership

Parent Involvement. Alhadi Child Care Center welcomes your family into our community and invites you to become active partners with us as we teach and care for your child. When parents and teachers join in partnership an optimum learning environment can be created. Alhadi Center has an open-door policy with all parents and we invite you to drop in anytime. We seek to encourage parents to participate in the education of their child inside and outside the classroom. Here are some ways you can get involved:

- Having informal day-to-day conversations with teachers
- Communicating with your child's teacher through email, phone and notes
- Attending formal parent teacher conferences
- Participating in developmental discussions regarding your child by request or invitation
- Volunteering within the classroom
- Reading your child's lesson plans, monthly newsletters and Parent Board information
- Participating in special events for parents and families
- Reinforcing lesson plan activities at home
- Participating in advisory committee meetings
- Participating in program evaluations and giving input on policy and procedure
- Sharing ideas or items related to your culture that can be shared in the classroom

Family Contacts. This program requires a minimum of four family contacts per year: two home visits and two parent/teacher conferences. The purpose of home visits and parent/teacher conferences are to engage families in the child's education and to help them provide educational experiences for the children. This process requires staff and parents to interact frequently to update each other about a child's experiences at home and at school.

- **Home visits.** The main purpose of the initial visit is to create a foundation for the beginning of a positive partnership between home and school. It is designed to ease the transition into GSRP for the child and family. The lead teacher will discuss any required enrollment paperwork, implementing the ASQ with parents and family, sharing curriculum and program information, and discussing the goals parents have for their child. The second visit is designed around the individual child and parent needs. The child's assessment will be reviewed highlighting areas of achievement and areas that need improvement. Teachers and parents will discuss the process of transitioning into Kindergarten and summer activity packs will be given to the students.
- **Conferences.** Parent/teacher conferences are held in the fall and spring. Conferences are designed to provide information concerning the progress of the child, goals for continuous progress and any additional support that may be necessary. Samples of the child's work may be given and teachers will give ideas on how parents can support learning at home.

Advisory Committee. Each Semester, parents will be asked to participate in an advisory committee meeting. This meeting is held with GSRP teachers and administrative staff and designed to get valuable information from parents on program function. Topics of discussion may include: Curriculum, nutrition and other health related topics, program outcomes and goals, Kindergarten transitioning and program evaluation. Parents are also invited to serve on the area wide GSRP Advisory Committee that meets at the Center twice a year. This committee is made up of representation from parents and GSRP teaching Staff.

CIVIL RIGHTS

Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency

(State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) (http://www.ascr.usda.gov/complaint_filing_cust.html) online, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. This institution is an equal opportunity provider.

Parent Notice of Program Measurement*

Alhadi Child Care Center is required to work with the Michigan Department of Lifelong Education, Advancement and Potential (MiLEAP) 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. Program staff or a representative from MiLEAP might:

- Ask parents questions about their child and family.
- Observe children in the classroom.
- Measure what children know about letters, words, and numbers, etc.
- Ask teachers how children are learning and growing.

Information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law.

Questions? Please contact:

- Alhadi Child Care Center at 313-638-9999
- The MiLEAP Office of Great Start, Preschool and Out-of-School Time Learning at:
 - mileap@michigan.gov
 - GSRP;
 - 517-241-7004;
 - 105 W. Allegan Street Lansing MI 48933

*Office of Great Start
Outcomes Children are
born healthy.*

*Children are healthy, thriving and developmentally on track from birth to third
grade. Children are developmentally ready to succeed in school at time of
school entry.*

Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.



GSRP Calendar 2026 – 2027

August – 2026

- **17** **First day of School for staff**
- **21** **Professional Development Day**
- **24-28** **Home Visits**

September-2026

- **4** **Orientation/Parent Advisory Council Meeting 10 – 12**
- **8** **First day of School**
- **14** **No School for students – Professional Development Day**

October – 2026

- **5** **No School for students – Professional Development Day**
- **9** **Field Trip-Apple Orchard Farm**

November – 2026

- **13** **No School for students – Professional Development Day**
- **25-26** **No School – Thanksgiving**

December – 2026

- **4, 11** **No School for students – Parent/Teacher Conferences**
- **18** **Data Meeting/Parent Advisory Council meeting 10 - 12**
- **21** **Winter Recess Begins**

January – 2027

- **4** **School Resumes**
- **18** **No School – MLK Day**



February – 2027

- 8 No School for students – Professional Development Day

March – 2027

- 8 No School for students – Professional Development Day
- 5, 12, 19 & 26 No School – 2nd Home Visits
- 10 No School – Eid Holiday
- 12 Data Meeting/Parent Advisory Council meeting 10-12
- 29 No School – Spring Break Begins

April – 2027

- 5 School Resumes
- 23 Parent Event
- 30 No School for students – Professional Development Day

May – 2027

- 18 No School – Eid Holiday
- 28 No School for students – Parent/Teacher Conferences
- 31 Memorial Day – No School

June – 2027

- 1 School Resumes
- 4 No School for students – Parent/Teacher Conferences
- 15 Last Day of School (Family Engagement Petting Zoo)
- 25 Last Day of School for Staff



COR 1st Period: 09/08/2026 – 11/15/2026

COR 2nd Period: 11/16/2026 – 03/07/2027

COR 3rd Period: 03/08/2027 – 05/28/2027

Staff Planning Schedule:

- Monday to Friday: 8:30 AM – 9:00 AM and 4:00 PM – 4:30 PM

39 weeks/ 180 days

**Students are in school Monday through Friday
Dates are subject to change upon published notice.**