



# **Medina Academy Early Learning Center Parent Handbook**

**2023-2024**

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## Introduction

It is our pleasure to welcome you to Medina Academy Preschool. Our goal is to provide a loving, trusting, Islamic environment for your child's social, emotional, cognitive, physical, and spiritual development. It is important to us that each child develops a strong Islamic identity based on positive learning and personal experiences.

Many of our accomplishments over the years have been due to parent involvement and support. We hope that you will share this commitment by supporting school activities and volunteering your time on a regular basis.

This handbook is designed to acquaint all parents with the center's current policies and procedures. These policies reflect licensing, program standards and agreements made between parents and Medina Academy Preschool to provide the best possible environment for children's growth and development. Please make sure to review it and keep it for reference throughout the year. Additionally, we ask that you sign and return the acknowledgment form at the end of this handbook to our office.

Our school calendar is a source of information regarding holidays, breaks and teacher-in-service days. Additionally, we publish a newsletter at the end of every month to keep parents updated and informed about school events. This publication is made available through email and in hard copy form in the main office.

Please note that Medina Academy Preschool reserves the right to modify, add or remove the policies and/or procedures outlined in this handbook. Parents will be informed of any change to the content.

Adila Abdussamed  
Medina Academy Program Director  
425-641-1725  
[adila.abdussamed@medinaacademy.org](mailto:adila.abdussamed@medinaacademy.org)

## Non-Profit Status

Medina Academy Preschool is a Washington State nonprofit corporation and is a tax-exempt organization pursuant to section 501(c) (3) of the Internal Revenue Code (Tax ID# 91-2070446).

## Contact Information

Mailing Address:  
16242 Northup Way  
Bellevue, WA, 98008

Bellevue Campus Address:  
16242 Northup Way  
Bellevue, WA, 98008

Email: [preschool@medinaacademy.org](mailto:preschool@medinaacademy.org)

[Adila.abdussamed@medinaacademy.org](mailto:Adila.abdussamed@medinaacademy.org)  
Redmond Campus Address:  
17550 NE67th Ct,  
Redmond, WA 98052

Phone:  
Bellevue (425) 641-1725  
Redmond (425)556-2083

Website: <http://www.medinaacademy.org/>

## State Licensing

Our center is licensed by the Washington State Department of Children, Youth and Family (DCYF) <https://www.dcyf.wa.gov/> to provide services to children 3-6 years of age. The DCYF regulates the care we provide and reviews our program through both unannounced and regularly scheduled re-licensing visits. We understand the importance of keeping strict compliance with the state licensing regulations to ensure a quality environment for your children. Medina Academy Preschool complies with the applicable state licensing regulations and policies. These requirements cover staff qualifications, facility and playground safety, health guidelines as well as child-to-staff ratios.

The Manual of Requirements for Child Care Centers for the State of Washington is available for viewing in the preschool office or by going to this link:

<https://www.nj.gov/dcf/providers/licensing/laws/CCCmanual.pdf>

Copies of our most recent monitoring checklist for licensing renewal and facility licensing compliance are also made available.

## Early Achievers Quality Rating

To ensure that Medina Academy preschool is providing quality care and education, our program has been participating in the Early Achievers of Washington since 2013. The Early achievers is a program that rates childcare centers for quality and excellence using a scale of 1-5. This program is run by the Washington State Department of Children, Youth and Families, Child Care Aware and the University of Washington. The Evaluation and rating are conducted by the University of Washington School of Education. Medina Academy Preschool has been rated at level 4 out of 5 demonstrating a quality level of excellence in the following areas of specialization:

- **Child Outcomes,**
- **Interactions and Environment**
- **Curriculum and Staff Support**
- **Professionalism.**

Our program is in the process of getting a new rating this year with the hope to move to level 5.

For more information go to:

[Early Achievers, Washington's quality rating and improvement system](#)

## Statement of Services

Medina Academy Preschool is an inclusive dual- language program (English/Arabic) that operates during the school year (September-June) and offers enrollment to children ages 3-6. Our program's body is made mostly of students of color with a diverse, ethnic, multicultural, and linguistic background. We follow a child-center approach to learning with a focus on the development of the whole child and school readiness. Our dual language capacity fosters anti-bias education supporting each child to develop awareness of self and family, appreciation for human diversity, fairways to work and build an inclusive society and confidence to stand for oneself and others.

## **Organizational Structure and Operations**

Medina Academy Preschool is governed by a board of directors. This board is entrusted to oversee the general direction of the school. The day-to-day operations are conducted by the program director Adila Abdussamed who delegates duties to the staff. Mrs. Aya Mewafy is our assistant director who works along with the director and takes on her duties in her absence.

## **Preschool Mission Statement**

The Medina Academy Early Learning Program is dedicated to providing a high-quality, inclusive, equitable, and accessible early childhood education to all children in our community. Our program mission is to foster a love of learning and prepare children for a successful transition to school. We recognize children's uniqueness, cultural and ethnic background and help them reach their potential. We strive to instill in children the Islamic values of compassion, empathy, peace, and respect. Our program is committed to building a strong relationship with families and working together to support children's learning and wellbeing

## **Preschool Vision Statement**

Our vision is to create a **dual language**, inclusive, welcoming early childhood program and an environment that nurtures the growth and development of every child. We appreciate and celebrate diversity and foster a sense of community. We strive to provide a safe and stimulating environment where children, families, teachers, and community members can collaborate, learn, grow together, and celebrate their culture and home language.

We aspire to empower children to become confident, curious, and compassionate learners, as we support families in their role as their child's first and most important teachers. Our program values the unique strengths and individual needs of each child and seeks to create a supportive and inclusive learning environment for all. We believe that by working collaboratively, we can build a brighter future for our children, families, and teachers.

Our program values the unique strengths and individual needs of each child. We aim to create a supportive and inclusive learning environment that is culturally and linguistically responsive to our families and children.

## **Medina Academy Preschool Program Philosophy**

The most recent brain research shows that from birth to age 5, a child's brain develops more rapidly than at any other time in life and that 90% of a child's brain develops by age 5. Also, the quality of a child's experiences in the first few years of life helps shape how their brain develops. And that these experiences have lasting impact on their health and ability to learn and succeed in school and in life.

The research shows that children learn best by *doing* and through engaging their five senses. Therefore, we offer hands-on experiences that give children opportunities for investigation and inquiry through structured play. The emphasis is on exploration and process, questioning, and discovering. Thus, academic areas such as math, science, reading, writing and social studies are covered within the context of this approach. In addition to academics, we believe that helping children develop a strong sense of self-esteem and social competence at a young age is paramount to their success in school and in life.

Studies have proven that children who participate in dual language programs in preschool have better cognitive development, increased problem-solving skills and greater cultural awareness as well as having higher academic

achievement. The Islamic values of compassion, empathy, listening, sharing and cooperation are learned best when integrated into everyday activities and subject areas of the curriculum and are presented as a comprehensive way of life.

**Our educational philosophy is based on these basic beliefs.**

- Educating the whole child can promote intellectual, language, physical, social, spiritual, and emotional development, creating school readiness and building a foundation for later academic and social competence.
- A linguistically and culturally welcoming learning environment best supports dual language learners.
- Valuing diversity, children’s cultural background and home languages.
- Activities should be planned for age appropriateness as well as developmental appropriateness.
- Children need opportunities to make choices to become independent learners.
- A balance of teacher-led activities and child-led activities to provide effective learning experiences.
- Focus on the process of learning.
- Social and Emotional education to build self-efficacy and problem-solving skills.
- The preschool years are a prime time to build within children the love of learning.
- The physical environment affects the type of learning interactions.
- Alignment of school and curriculum philosophies.
- The importance of screening and assessment as well as early intervention.
- Partnering with families and encouraging them to get involved in their children’s education.
- Parents’ engagement helps in easing transitions for children and families.
- Teacher-family partnership promotes development and learning.
- Teacher training and accountability.

## **Dual- Language**

Medina Academy Preschool offers a comprehensive dual-language program in English and Arabic. The partner language, Arabic, is widely spoken in the school community. The curriculum is designed to teach literacy, content, and culture in both languages, with math, science, reading, and writing taught in Arabic and English throughout the day. During center time, lunch, and outdoor activities, teachers converse with children in English and Arabic to ensure continuous immersion in both languages.

Each classroom has a lead English teacher and a full-time native-speaking co-teacher, maintaining a low ratio of 1:7 to allow teachers to work with children in small groups and provide ample immersion in the partner language. Teachers plan study units together and implement lessons in both languages.

Initial meeting at the beginning of the year, Parent-teacher meetings, conferences, and beginning of the year parent orientation are held in the parent's preferred language in the presence of both the English and Arabic teachers to ensure effective communication. Most of the Arabic teachers hold a college degree from an Arabic-speaking country and possess tajweed and recitation Ijazahs, as well as proficiency in the different readings of the Quran.



Furthermore, all Arabic teachers are enrolled in the Arabic ECE program in accredited local colleges, with a goal of earning their Washington State ECE certificates. This program aims to provide children with the cognitive, academic, social, and cultural benefits of bilingualism while promoting diversity and inclusivity.

## Hours of Operation

Bellevue Campus: 8:30a.m.to 1:00 p.m. Doors open exactly at 8:30 am.

Before School: from 8:15- 8:30. Priority to children with siblings in Medina elementary.

Extended Care: 1:00 p.m. to 3:20 p.m.

For an extra charge Bellevue campus offers extended care services. The extended service is based on first come first serve and contingent on space availability. (Please refer to the extended care section for fees & more details)

## Calendar

Medina Academy Preschool follows the Bellevue School District yearly calendar. In addition, Medina Academy observes both Eid Al-Fitr and Eid Al-Adha. School will not be in session on these two Islamic holidays (dates of closure to be determined by moon sightings). Please refer to the official school calendar for exact information about days off and vacation schedules. A copy of the school calendar is posted at Medina Academy website: [www.medinaacademy.org](http://www.medinaacademy.org).

## Snow Closures

Medina Academy Preschool will make every effort to remain open during inclement weather. In the interest of safety, we follow both the Lake Washington School District and Bellevue School District regarding weather-related closures. **If either district is closed or has a late start due to snow or ice, both of our Bellevue and Redmond Preschool campuses will be closed as well even if our Medina Academy Elementary and Middle school have a late start.** Preschool parents will be getting alert messages through the Remini Parent Communication App. Announcements will be also posted on the school website: [www.medinaacademy.org](http://www.medinaacademy.org). Additionally, you can watch or listen to your local TV or Radio station for information regarding school closure.

Radio/TV Stations with School Closure Information:

TV: KOMO 4, KIRO 7, KING 5

RADIO: KIRO 710, KOMO 1000, KIRO 97.3

Up to the minute official Emergency Closure Information: [www.schoolreport.org](http://www.schoolreport.org)

For information about the condition of city streets and facilities, go to: [http://www.bellevuewa.gov/extreme\\_weather\\_response.htm](http://www.bellevuewa.gov/extreme_weather_response.htm)

## Professional Development Closures

Due to state training requirements, Medina Academy Preschool will be closed a minimum of 2 days during the year for teacher in-service training. These in-service training days will take place at different times during the school year. Closure days are listed on the school calendar.

## Room Capacity/Ratio

Bellevue Preschool is divided into three different classrooms. Children are placed according to their age and the licensing capacity of the room.

### Bellevue Preschool

Age	Room #	Adult/Child Ratio	Capacity
4-5	1	1:8	16
4-5	2	1:7	14
3-4	3	1:8	16

## Admission

**(All enrollment forms are attached at the end of this handbook.)**

Enrollment in our program is open to all families of the community. Our policy is one of non-discrimination. To this end, no one shall be excluded from any of our programs based on race, color, religion, disability, sex or national origin. Parents or legal guardians are the only persons who may enroll children at our campus (proof of guardianship may be required). All forms provided to you upon enrollment must be completed before your child may attend Medina Academy Preschool. Please note that all requested personal information is kept confidential. For safety and expediency, we ask that parents update all emergency data as needed (emergency information includes home address, home/cell/work numbers, individuals designated for child pick up). Current immunization information must be submitted to the center upon enrollment, and all immunizations must be current. Our office must be informed of any custody issues. Related custody paperwork will be placed in the child's file for later reference if necessary. Parents will be required to comply with all state regulations and center rules as set forth in this handbook.

The Preschool program is designed for 3–6-year-old. Children entering our program must be **3 years old** prior to the first day of school. Once a child turns three, they can be enrolled at any time during the school year if space is available.

Admission to our Preschool or Pre-Kindergarten program is separate and distinct from admission to Medina Academy's Elementary School program. Due to space constraints, admission to Preschool and/or Pre-Kindergarten does not guarantee later placement in kindergarten or any other grade level at our elementary campus.

Medina Academy Elementary requires that all children entering kindergarten in the fall must be five years of age on or before August 31<sup>st</sup>.

Parents wishing to enroll their children are encouraged to set up an appointment with our office to tour the center and meet the director and their children's teachers, short visits to the classrooms and getting to know their teachers is always encouraged as it eases the new child transition into our program. See transition into the program procedure on pages 28-34. The purpose of the informal tour is to answer any questions you might have

concerning our policies and procedures. It is also an opportunity for families to become acquainted with our daily schedule and routine. We are happy to share with parents a copy of our parent handbook. Parent handbook is posted on the school website. Parents are required to attend a parent orientation session with the director and office manager. Our office will also make sure that parents are provided with all the paperwork required for enrollment.

It is important for families to note that children must be re-enrolled for each school year and are not automatically re-enrolled. Re-enrollment will take place after our annual open house in the spring. Parents of current enrolled children will have the opportunity to re-enroll before enrollment is open to the public.

Each child must have all the following forms by the end of the registration period. According to the State of Washington licensing regulations, children cannot legally start school without this information filed with our office.

The following enrollment are required to be completed and turned in to the office before the child attends school:

- Online Application
- Online Enrollment Packet (longer and more detailed than the application)
- Enrollment Fee Paid
- Hardcopy of Emergency Contact Form
- Completed Immunizations Form (signed/dated)
- Copy of Student Birth Certificate
- Enroll online to Blackbaud (SMART) Tuition
- Submit Supply/Snack fee within the 1<sup>st</sup> week of school.
- Additional Hardcopies 1st week of school given out by the teachers include:
  - a) ASQ (Ages and Stages Questionnaire)
  - b) WaKids (Washington's Early Learning and Development Assessment)
  - c) CDC (Child Milestones based on age)

## **Parents' Orientation**

To familiarize themselves with the setting, the staff, center policies and procedures, Parents are required to attend an orientation session prior to their child's first day of school. Parent's orientation will be conducted in Arabic and English. Interpretation in other languages is arranged for those parents who need it. Information regarding the date and time will be sent to parents by our office manager during the last week of June.

## **Trial Visit**

To ease the transition to our program, we encourage parents to bring their child for a trial visit once admission is confirmed in the spring or during the school year. During this time, we are hoping that families and their children get the chance to know the teachers, the classroom environment, daily routine, and schedule. To ensure compliance with our classroom ratios, we ask you to call the office and arrange for your child's day and time of visit.

## Waiting List

The Preschool maintains a waiting list that functions on a first-come, first-served basis. However, priority is given to returning students, siblings of other Medina Academy students and the children of current staff. When a space becomes available, the Preschool Office Manager will contact families that are first on the waiting list. We urge parents to let us know a head of time, if they wish to enroll another child and make sure that they are in our waitlist.

## Parental Custody Agreement

Each parent has the right to drop off, pick up visit with their children at any time. We can't deny a parent access to their children unless there is a court order on file. *Please Note: Per State Law, IN THE ABSENCE OF A COURT ORDER, BOTH PARENTS HAVE EQUAL RIGHTS.* Medina Preschool strictly follows the directions given by the court. Temporary custody agreements/orders have expiry dates and are not enforceable once the expiry date has passed. Please make sure we always have current custody agreements/orders on file.

## Immunization Requirements

Please note that immunization cards need to be turned in when registering your child. When your child receives additional immunizations, it is your responsibility to provide a copy so that we may update your child's file.

All children enrolled must have their immunization records up-to-date or provide an exemption affidavit. The child's immunization record must be provided by the parent and all information must be current. The parent shall also provide proof of immunization with a form signed by a health care provider. This form will state that the child has received all current, age-appropriate immunizations. Parent's wishing to take an exemption must contact the office to find out the proper procedure for providing an affidavit of such opposition.

## Daily Schedule

Each classroom uses a daily schedule that is posted in the classroom for parents, children, and teachers to refer to at a glance. However, every day the following activities take place:

- **Activity Time:** Activities specific to the weekly theme are presented along with basic activities such as puzzles, table manipulative, dramatic play, blocks, etc.
- **Group Time:** Group times are child-centered participative sessions. The planned group activities include reading, music, movement, finger plays, discussions, dramatizations, games, and opportunities for storytelling.
- **Outdoor time:** The playground is an extension of the classroom. Children can participate in an outdoor activity of their own choosing. Inclement weather, special events, or celebrations will occasionally affect the scheduling of outdoor time.
- **Snacks and Mealtime:** During this time, our staff will sit with the children as they eat, encouraging and participating in an engaging conversation.

Pre-K Daily Schedule: 8:30-1:00

Time	Activity
8.30 to 9:00	Arrival /Choice Time /Table Activity
9:00 to 9:15	Morning Meeting /Arabic large Group
9:15 -10:15	Choice Time/Small Group (Arabic/English)
10:15 -` 10:20	Transition Time
10:20 – 11:10	Choice Time/Small Group (Arabic/English)
11:10-11:15	Transition
11:15-11:45	Lunch
11:45 -12:15	Center Time
12:15 -12:45	Recess
12: 50-1:10	Transition/ Story time

Preschool Daily Schedule 8:30-1:00

8:30-9:00	Arrival/Table Activity
9:00-9:15	Morning Meeting Quran/Duaa
9:15-9:45	Choice Time/Small Group Arabic/Quran (Small group)
9:45-10:20	Choice Time/Small Group Creative Curriculum (Literacy/ Math/ Science)
10:20-10:30	Transition for lunch
10:30-11:00	Lunch
11:00-11:45	Recess (Gross Motor/Outdoor)
12:00-12:45	Center Time
12:45 - 1:00	Transition/ Story Time

Extended Care Schedule

1.00 -1.10	Story Time/Dismissal
1:10-1:15	Continue Group Activity/ Handwashing

1:15-1:30	Snack
1:30 -1.45	Handwashing/Getting Ready for Nap/Bathroom
1:45 -2:50	Rest/Nap Time
2:50 – 3:00	Wake up/ Bathroom /Getting Ready for Outside
3:05 -3.20	Outdoor Gross Motor
3:20-3:30	Children Collect their Belongings/Notes and Folders Dismissal

## Tuition Fees/Financial Assistance/ State, Tribal and Military Subsidy

Medina Academy is a tuition-based program. Our center accepts payments from all state, tribal and military subsidy programs. Medina has its own financial aid program which is offered to eligible families.

### Tuition:

Medina Academy’s tuition program is administered by an independent tuition service hired by Medina Academy - **FACTS Tuition Management**. All parents need to sign up for automatic deduction with FACTS Tuition Management or pay in full. Medina Academy depends on prompt payment of all tuition in order to function efficiently.

The tuition is due on the **10th** or **25th** of each month.

If your student registers before August 1st, the total yearly tuition is divided over **11 months, August through June**. If your student joins on or after August 1st, the total yearly tuition will be divided over **10 months, September through June**.

Registration and facilities fees are due annually during the enrollment process. We offer an installment plan for the submission of registration and facilities fees. Families who are interested need to contact [registration@medinaacademy.org](mailto:registration@medinaacademy.org) for more information.

Students who join after the designated first day of school, the facilities fee will be prorated over the remainder of the school year.

### State, Tribal and Military Subsidy:

Medina Academy Preschool accepts all government and state subsidies payment such as Working Connection, Milk the Veterans funds . To see if you qualify for state subsidy please go: <https://www.dcyf.wa.gov/services/earlylearning-childcare/getting-help> or talk to our office manager.

## Medina Financial Aid Program

Medina Academy offers financial assistance. A substantial portion of our donation for financial aid is Zakaat based. Families must complete a Financial Aid application form, submit the required supporting documents and fees. Financial aid is limited and not guaranteed; families must apply for financial aid every year. To inquire please contact

Preschool Officer Manger (Kathy Zuby) in person or at [preschool@medinaacadmy.org](mailto:preschool@medinaacadmy.org)

Medina Finance Manger (Ibtesam Amireh) at [registration@medinaacademy.org](mailto:registration@medinaacademy.org)

### 2023-2024 Tuition & Fees

<b>Application Fess</b>	\$50	This is a non-refundable and non-transferable fee for all new applicants. It is not applied to reenrolling students but will be applied to new students.
<b>Registration Fee</b>	\$750	This is a non-refundable and non-transferable fee. This is required for each student.
<b>Facilities Fee</b>	\$750	This is a non-transferable fee to cover facilities expenses and is PER Medina Academy family. This fee is non-refundable after the first day of school.
<b>Preschool/Pre-K Tuition</b>	\$960/mo. for 11 months (before 8/1)	Total tuition for the year is \$10,560. If your student registers before August 1st, the total yearly tuition is divided over 11 months, August through June. If your student joins on or after August 1st, the total yearly tuition will be divided over 10 months, September through June at a monthly rate of \$1,056. There is a \$150 discount (\$10,410) if the total tuition is paid in a lump sum by September 30th.
<b>Extended Care</b>	375.00 /month 94.00/week Siblings of MA students  390.00/month 97.00/week Non-siblings	Added to the monthly tuition
<b>Early Drop-off</b>	60.00/month 15.00/week	Added to the monthly tuition
<b>Supplies</b>	160.00/year	Paid directly to the preschool office

### Multiple Students Discounts

Families enrolling multiple children in Medina Academy receive a **30% discount** off for the second child, **40%** on the third, and **50%** on subsequent children.

## **Withdrawal Policy**

Parents who plan to withdraw their child must submit their request in writing by email to [preschool@medinaacademy.org](mailto:preschool@medinaacademy.org) and [registration@medinaacademy.org](mailto:registration@medinaacademy.org).

The official date of withdrawal is the date the request is acknowledged, in writing, by the Medina Academy administration.

- If your student withdraws **on or after August 1**, the withdrawal penalty is the equivalent of one month's tuition, based on the 10-month tuition plan.
- If a written notice of withdrawal is submitted prior to August 1, there is no withdrawal penalty.
- The registration fee is not refundable nor transferable.
- The facilities fee may be refunded if a student withdraws before the first day of school. After the first day of school, the facilities fee will not be refunded. The facilities fee is not transferable.
- If families opt for the installment plan for the registration and facilities fees and withdraw during the academic year, the balance of these fees are due at the time of withdrawal.

## **Late Payment/Non-Payment**

Medina Academy is supported by and operates from the income derived from tuition and donations. Payment of these fees is set up on a monthly basis. Tuition payments must be made on the date due as stated on the financial contract signed by parents each year. The office will contact any parents whose payments are not received on time. Any extenuating circumstances regarding late payment must be made known to the principal in writing.

The administration has the final jurisdiction in the enforcement of these policies. Every effort is made to ensure fairness in the implementation of the financial policies. Any family whose financial account is not current will not be extended a re-enrollment contract until all accounts are current.

## **Returned Checks**

A fee of \$25.00 will be charged for each returned check.

## **Supplies**

Due to the lack of storage space, we purchase our supplies as needed throughout the school year. Parents are asked to pay an additional fee directly to the preschool office to cover the cost for the needed supplies. The fee covers class supplies, snacks, milk, and special events. Please see the supply fee note that is included in your child's registration packet.



## Insurance

Medina Academy Preschool complies with the minimum insurance coverage as suggested by our independent agent. A copy of the school insurance policy is posted in the center's main office. For more information concerning policies and liability see management

## Early Drop-off

Bellevue campus offers early drop-off service from 8:15 to 8:30. Parents who are interested in dropping off their children early need to fill out an application and pay an **additional fee of \$12/week**. Due to licensing regulation and staff availability, children who are not signed up for the early drop-off will not be allowed to come into the classrooms until 8:30. **Enrollment is required.**

## Extended Care *(Please see Daily Schedule and Tuition/ fees in the above section)*

Extended care service is open to Bellevue campus only. Due to licensing regulation, the program is offered only at Bellevue campus. The extended care enrollment is contingent on our room capacities. Children are admitted on a first come first serve basis and is contingent on space availability. Enrollment is required.

Extended care is offered with additional fees. Please see the fee schedule on the fees section above, school website and on your child's registration packet.

## Rest/Nap Time

Washington Licensing requires all childcare programs to provide a supervised rest period to children who are five years of age or younger and in care for more than five hours or showing a need for rest. WAC 170-295-2050

Children who are enrolled in Medina Preschool extended care are provided with a daily rest/naptime from 1:30-3:00. All children are encouraged to lie down and rest. No child is forced to sleep. Non-nappers who have not fallen asleep in a half hour to forty-five minutes can get up and do quiet activities while the other children nap. We are required to meet each individual child's need for rest. We cannot wake up children if they fall asleep during their rest period. If parents feel that the nap interferes with their child's sleep at night, then we need to set up a meeting with parents to discuss the issue.

Children are provided with sturdy washable cots to sleep on. Each child has his own cot labeled with his/her name. Cots are cleaned and sanitized daily and after each use. They are stored separately in a closet in the classroom.

During naptime cots are placed 3 feet apart to reduce the spread of infectious diseases and allow adults to access children quickly in case of an emergency evacuation. Children lie down toe to toe or head to toe on alternating cots. All carpets and floors are vacuumed and cleaned before nap time.

Teachers try to establish a quiet, calming environment that promotes rest. Dimming lights and playing quiet music usually help soothe children to sleep (white noise or natural sounds like waves and the rainforest). A back rub or quietly reading a story can also calm a child and help them to fall asleep. We kindly ask staff and parents to limit traffic and use quiet voices as they enter and leave the classroom during the children's rest period.

Parents are required to provide their child's own bedding. A child size fitted sheet, a blanket and

a soft toy should be placed in the school blue bag and brought to school on Mondays. All bedding should be taken home on Fridays to be washed and sanitized. Make sure that your child always has extra clothes at school to be used in case of accidents. Soiled clothes and bedding will be placed in a different plastic bag to take home and wash. If a child uses the school bedding, parents are asked to wash, sanitize, and bring them back the next day.

#### Extended Care Snack Time

- Children should wash their hands before and after a snack.
- Milk will be served with snacks daily.
- Food allergy plans and procedures are strictly followed.
- Only healthy and nutritious food should be served to children such as vegetables, fruits, small sandwiches. Parents need to let staff know if they want children to finish their lunch leftover.

## Drop-off and Pick-up procedure

### Bellevue Campus Child Drop-off

Drop-Off will be 8:30 (First entrance on 164<sup>th</sup> driving from Northup Way. The school gate will be open in the morning from 7:00 -9:30 and in the afternoon from 12:30-1:30 and from 2:30-5:00. Parents who come after these hours need to use a code to open the gate. The code will be given to parents during the Parent's orientation session.

Parents are to park in the school parking lot and walk with their children to their classrooms. It is the parent's responsibility to escort their children to the classroom, sign them in through the Remini app and make sure that the teachers are aware of the child's arrival. For your children's safety, never leave your child by the gate or at the door alone. All our staff are inside the classrooms. No out of the classroom supervision is provided during drop off and pick up times.

For safety reasons, children arriving late (after 9:30 am) are to be checked in at the preschool office before going to the classrooms.

### Bellevue Campus Pick-up

1:00- 1:10 pm.

At the end of the preschool day, parents are to park, walk to their children's classroom and sign them out.

### Pick up after 1:15

Parents need to park and come to the office to pick up their children. A late fee of \$1 per minute will be applied after 1:16

## Signing in /out Policy

All children should be signed in and out. As per our licensing requirements, we ask that parents to sign every single time a child is brought to or picked up from our center.

In order for Medina Academy to continue offering its services, it is necessary to remain compliant with licensing and, therefore, uphold our policy of following up with parents.

**The first time** you do not sign your child in or out, you will be called to return to the center immediately to complete the signing-in or out of your child. We will not be able to care for a child who is not signed in by a parent or authorized adult. If we cannot reach you, we will call the people on your emergency list to pick up your child or sign them in or out.

**The second time** you do not sign your child in or out, you will be fined \$25, due the following day. You will be called to return to the center immediately to complete the signing-in or out or to pick up your child. We will not be able to care for a child who is not signed in by a parent or authorized adult. If we cannot reach you, we will call the people on your emergency list to pick up your child or sign them in or out. •

**After a third violation** you will be fined \$50, due the following day. We reserve the right to pass the total amount of any licensing fines incurred to the responsible parent. Fines can cost up to \$300 per incident.

We require that all children have direct contact with a staff member upon arrival for early detection of apparent illness, communicable disease, or unusual conditions or behavior which may adversely affect the child or the group. If any of these things are determined, the child must go home immediately.

All teachers should be in their classroom and ready to receive children by 8:30. Classrooms should be ready for children to start with activities right away. Parents are welcome to come in to the classroom and get their children settled in. We are also asking parents to wash their hands when entering any of the classrooms.

All children must be picked up and signed out by an adult or a person approved by the parent and the center. Anyone, including all parents, who are to be allowed to pick the child up, ***must*** be listed on the Pick-up Permission form or be approved in writing by a parent. In an emergency, parents may call the center and give verbal approval to an alternate individual. However, this is strongly discouraged. Anyone not recognized by sight will be asked to show photo ID. For the safety of your children, Medina Academy Preschool reserves the right to refuse any unidentified individual's entry on to the premises. It is the parent's responsibility to notify the office and make changes to the Pick-up Permission form whenever necessary. This form is re-done annually. Or when circumstances have changed.

## **Parking**

- DO NOT leave your car running. This is an illegal and unsafe practice.
- Do Not Park a SUV or a Van in a compact car designated spot.
- DO NOT park in front of the gate/main door at any time.
- DO NOT leave children of any age unattended in the car (this is considered child neglect and our licensor has instructed us to call CPS if this occurs)

## **Health Policy**

Parents with children who have any health concerns need to schedule a meeting with the director prior to the child's first day of school. Any health concerns, action plans or change in plans should be submitted in writing

to director in person or by emailing: [adila.abdussamed@medinaacademy.org](mailto:adila.abdussamed@medinaacademy.org) For the safety of your child and to ensure that all staff are informed, we ask you to avoid giving verbal instructions to staff.

## **Medication**

Should we need to administer medicine to your child, we ask that you follow a few procedures. All medication to be given to children must be in the original bottle with the instructions clearly. All medicine (both prescription and over the counter medications) must be in a clearly marked, original container. Please make sure that any medicine you send for your child has not reached expiry. For prescribed medicines, the name of your child must be visible as the person to whom the medicine was prescribed. All prescription medication must have that child's name on the script. Non-prescription medicines should bear a sticker which indicates both the name of the child and the date the medication was left at Medina Academy Preschool. An Authorization to Give Medication form needs to be filled out prior to the administration of any medication. All medicines must be personally handed to the teacher in charge at the time of arrival along with the appropriate form completed. We reserve the right not to give medicines if the dosage is questionable or not consistent with the printed label. We additionally reserve the right to request a doctor's consent via handwritten prescription for any non-prescription medications. A copy of the Authorization to Give Medication form along with the medication bottle and any remaining medication will be given returned to the parent upon completion of the course of medication.

## **Emergency Medical Consent Form**

This form will give us your consent to call an ambulance or your child's doctor or dentist if he/she needs emergency care. Please list your child's doctor, dentist, and the hospital you would prefer. Also, please list phone numbers, addresses, and additional emergency contact information. It is strongly suggested that all emergency contacts be listed on your Pick-up Permission form. Please use these forms to inform us of any allergies to food or medication.

## **Changes to Information**

Parents are to notify the center of any changes to home/work phone numbers and addresses. This is so that we may reach you in the event of an emergency. Additionally, we ask that you designate someone who can be available to pick up your child within a 30-minute window should it be necessary. Parents are to indicate this individual on the Pick-up Permission form. Our office must IMMEDIATELY be made aware of ANY changes to contact information.

## **Allergies**

We must be made aware of any allergies your child has. If your child has any known food allergies, you will need to fill out an Allergy/Food Exemption Medical Statement. This allows us to alert all our staff to be on guard of their allergy. The Allergy/Food Exemption Statement must be handed into our office as soon as this allergy has been identified. This form must be updated annually. We also need to be aware of any non-food allergies that can affect your child. If your child has any non-food allergies, you will need to fill out a Non-food Allergy Medical Statement which also must be turned in to our office as soon as this allergy has been identified. Like most forms we keep on file, this form must be updated annually. You will also need to fill out an "Authorization to give Medication" form if your child requires treatment or medicine when an allergic reaction

occurs.

A meeting with the director to discuss the child's allergy must be arranged before the child's first day. This is followed by a meeting with parents, teachers, and our certified health consultant to put an allergy action plan for the child in place and train the staff on how to recognize the signs of an allergy attack and administer medication. Parents will be given an allergy packet with all the forms and procedures. Child Illness

These guidelines are for the welfare of all our children. To provide a safe and healthy environment, we rely on our parents to monitor their children with these guidelines in mind. Outdoor play is essential to your child's development. We feel that if your child is too sick to play outdoors then they are too sick for group care. A child that is ill or has a temperature of 99.5 degrees or above should be kept at home. To ensure a healthy learning setting, all children shall have direct contact with a staff member upon arrival for early detection of apparent illness, communicable disease, or unusual condition or behavior (see the Drop-Off section above). A child that is too ill to remain in the center shall be supervised and cared for until the child can be taken home for the day. The symptoms that warrant an early dismissal are a fever (over 99.5 degrees), vomiting, diarrhea, or the suspicion that the child's illness may be contagious.

We ask that once we have informed parents that their child is too sick to remain at school that they pick up their child within 30 minutes. If a child needs to be sent home and their parents are unreachable, we will call the emergency contacts listed on the Pick-up Permission form. The center reserves the right to request the child to see a physician or have a physician's note prior to returning.

For further clarification refer to the included sections on First Aid and Medication and guidelines on when your child may come back to school after illness.

## **Accident/Incident Reports**

Safety is a top priority at Medina Academy Preschool. Yet, there are inevitable circumstances when a child will have an accident or an incident between your child and another child will occur. When a more serious incident occurs that requires more than 'a hug and a kiss', our teachers will complete a report for you detailing what happened and the nature of any injuries. If any first aid is administered, the treatment will be described to you. A copy of this accident report, signed by the teacher in charge at the time of the accident, will be available to you and filed with the Director's office. We ask that you sign the copy provided to you and return it to the Director's office to confirm that you were notified of your child's injury. This system is aimed at ensuring communication at all levels and can be a very good way to be certain little things are not forgotten in a hasty departure. Any head injury regardless of how minor it looks will be reported immediately to the parents. A head injury form will be handed to you when you pick up your child. If your child happens to be injured by another child, we ask you to please respect the child's privacy by not asking us to reveal any names. Rest assured, we will handle all behavior problems in a professional and appropriate way.

## **Special Accommodations**

Medina Academy Preschool complies with the Americans with Disabilities Act (ADA) and other applicable regulations pertaining to providing services to individuals with disabilities. We seek to provide special accommodation for children who require them, provided it is within our power and authority to do so. Accommodation can be a specific treatment prescribed by a professional or a parent, a modification of

equipment, or removal of physical barriers. The accommodation shall be recorded in the child's file. Whenever we deem it appropriate to the needs of the child to have a child with special needs in our center, the entire staff will follow the reasonable accommodation we have provided for that child. Any questions about the accommodation of the child should be referred to our staff.

## Toys

Medina Academy Preschool has a wide variety of materials, games, and other resources to offer children during center time. Personal toys are not permitted in the center, as they can cause disputes, can be broken or lost. The exception to this is a comfort or sleep-toys which should be labeled with the child's name or for show and tell. Medina Academy Preschool is not responsible for stolen, lost, or broken toys or clothing. **Please, DO NOT allow your child to bring in toy guns, war toys or other toys that mimic tools of destruction or violence.**

## Clothing/Uniforms

Medina academy Preschool requires that all children wear uniforms (Check the school website for more details). Because our program is based on exploration your child WILL get dirty! Children will have opportunities for outdoor play once or twice a day (weather permitting). Children will go outside if the temperature is above 32 degrees or below 100 degrees with the wind chill and heat index taken into consideration. It is a licensing requirement for us to provide outdoor time. Please dress your child in preparation for this. Children who are unable to participate in all the day's activities should remain home. It is required that you bring one set of extra clothes for your child in case of a spill or accident (please refer to the supply list in your registration packet). We have some extra clothes available, but we may not have the item your child needs in his/her size. If your child comes home in center clothes, please wash the clothes, and return them within one week. It is strongly suggested that ALL clothing brought or worn to the center have the child's written name on it.

## Our Staff

At Medina Academy we strive to provide nurturing, quality care in a highly interactive learning environment. Our qualified staff are an integral part of providing this environment. Our current staff has

- A detailed interview and screening process.
- Approval by the state of Washington through a background analysis that cross references state and federal criminal records as well as child abuse reporting records to ensure that each employee has a background that is clear.
- State CPR, first aid, blood borne, HIV and food handler requirements fulfilled.
- Washington State STAR training is completed annually by all staff members.
- All Staff members have BA or master's degrees in varied majors. Additionally, they all have earned Child Development Associate (CDA) or Early Childhood Certificates (ECE) from a national accredited program or are enrolled in an ECE training program. Our Quran teachers have recitation, tajweed, and multiple Quran readings Ijazahs.

We believe firmly in training and continued education for all our employees and staff. Each has qualified themselves to work with your children by attending specific training classes and often college level courses to learn about early education and the needs of children. We emphasize training and encourage all our employees

to exceed the state minimum number of clock hours of training required to be qualified to continue to work in an early education setting.

## **Lesson Plans/Newsletters**

Teachers plan a quality, developmentally appropriate curriculum through **weekly** lesson plans. Lesson plans are posted on the parent' bulletin board. All lesson plans and newsletters are shared with parents through Teaching Strategies Gold and emailed weekly or bi-weekly.

## **Communication with Parents**

The success of our program is based on establishing a partnership between our parents and our staff. Open and frequent communication will help your child have a positive early learning experience. We will work to keep you informed concerning your child's day and overall development through several means:

### Written Communication

- Monthly parent newsletters to keep you informed as to the overall program.
- Through Remini parent teacher communication app.
- Through Teaching Strategies Gold communication feature.
- School emails with the director, office manager or directly with your child's teacher
- Parent teacher conferences
- Parent board posted in the preschool office.
- Parents always have the option of requesting specific parent/teacher interaction to aid in the child's development.
- PTO announcements, flyers, or emails
- Board members notes, letters, and emails.
- Emails, brochures, and flyers pertaining to parent education, workshops, community resources and events as well as the Department of Children, Youth and Family (DCYF) and health department notification and announcements.

### Verbal Communication

We will seek to be communicative during

- Orientation events such as Open House/Meet and Greet/individual Intake.
- Regular family events
- Parent –teacher conferences
- Conversations at drop-off and pickup times
- Phone Calls
- Family visits

## **Parents Engagement**

We encourage all parents/guardians to be involved in school activities. We believe that parental participation is the key to any successful childcare program. Medina Preschool welcomes parental visits. **We have an open-**

**door policy** that allows parents access to the center during operating hours. We have enclosed a sample list of some of the opportunities for parental involvement in our center. Parents are welcome to initiate and collaborate with the staff to volunteer any kind of support or participation in the classroom/program activities. Parents are in no way limited to the involvement listed below. Any parent wishing to be involved in another area is strongly encouraged to contact the office with their suggestion.

- Parent meetings /Board Town Hall meetings
- Parent education and workshops
- Open house
- Individual conferences
- Programs and special activities (i.e., Eid parties, graduation, parents' breakfast etc)
- Join the child for lunch in the classroom.
- Communicate with teachers and plan a convenient time to read home language story books.
- Classroom volunteer
- Sending special healthy treats for snacks/meals (please notify the teacher a day or two in advance)
- Help with fundraising.
- Participation in a parents' group
- Translation for families who speak a language other than English.
- Computers help other parents.
- PTO participation
- All school Town -Hall

## **Parent Education Workshops/Sessions**

Throughout the school year, Medina Academy Preschool holds regular parent education workshops and parents' discussion sessions in Arabic and English. ECE specialists proficient in both languages are invited to conduct workshops that address various children related topics and parents' concerns.

Once a month parents meet in small groups to watch one of our parents' education videos "Conscious Discipline" and "1-2-3 Magic". Parents can meet in the evening or during school hours. Information will be sent by email and flyers will be posted on our parents' bulletin boards for the upcoming workshops.

Any parent wishing to volunteer must go through our screening process. Our screening process includes, but is not limited to, 1) a signed statement indicating whether or not they have had a conviction of any law in any state, or any record of founded child or dependent abuse in any state; 2) a signed statement indicating whether or not they have a communicable disease or other health concern that could pose a threat to the health, safety or well-being of the children; 3) undergoing a fingerprinting or background check 4) a signed statement regarding child abuse 5) going through New Teacher Orientation. Any visitor who spends extended periods of time in the center will be considered a volunteer and be required to go through the screening and training listed above.

## **Medina Academy Parent Teacher Organization (PTO)**

The Parent-Teacher organization is an independent group of parents, teachers and staff members who work together to support the school and enhance the educational experience of the students. The PTO parent group serves as a bridge between parents, teachers, and school. All parents are encouraged to get involved and be a



part of the organization. For more information about the organization and on how to become a member, you can contact [Pto@medinacademy.org](mailto:Pto@medinacademy.org) .

## **Policy for Parents who are Unavailable for Parent Involvement Opportunities**

In the event that a parent feels like they would like to be more involved in the center but cannot due to their work schedule, or other commitments, we will help them find a project or area which they can do on their own time. A member of the leadership staff will meet with the parents to find their area of interest. We will offer suggestions to them based on their interests and time. For example, if the parent likes to sew, we may offer to have them make doll clothes or repair mat sheets.

## **Visiting the Center (Open Door Policy)**

Medina Academy Preschool has an open-door policy. You are welcome to visit your child at the center at any time. We do ask that you check in with the office or sign-in at the office desk before going to your child's room. Families are welcome to have breakfast with their child, drop by for lunch or to spend time with their children in class or outdoors. People not listed on the Pick-Up Permission form will not be allowed to visit your child. Extended family members such as grandparents/aunts/uncles are also welcome to visit. Feel free to contact the office if you wish to set-up a visit from an extended family member.

The custody challenges of our current society demand that we follow strict guidelines in this regard. In a custody situation, please note that the same procedure will be followed as listed in the Pick-Up section.

## **Meals and Snacks**

Families are to provide lunch and snacks for their children. We ask that all meals be checked for nutritional content. Meals should be brought in a lunch box with an **ice pack to keep fresh as required by our licensor**. Please note that due to licensing requirement we are unable to heat individual lunches. Meals must be ready to eat out of the lunchbox. Occasionally, we offer an optional hot lunch that parents can purchase for their children. Cost and menu will be sent to parents via email. Our preschool discourages all parents from sending juice with their children. We only serve milk and water at mealtimes.

Medina Academy is a ***nut free zone***. No nuts or nut containing products are allowed in our center. Please make sure to read and sign our Nut- Free Zone agreement form included in your enrollment packets.

If you wish to celebrate your child's special event at Medina Academy Preschool, please make early arrangements with your child's teacher. Hard or chewy candy, popcorn, hotdogs, and balloons are not permitted because they pose a choking risk. We only allow prepackaged, store-bought food in our center. We encourage parents to bring healthy food such as store-bought precut fruits and vegetables and avoid sweet snacks such as cupcakes with frosting and chocolate bars.

## **Portraits and Pictures**

We offer school pictures annually in the fall. In addition, we may take pictures of the children playing for use on their cubbies or class albums. There is a Photo Release form with your paperwork giving us permission to take your child's picture or include them in short video footage.

## **Fieldtrips and Transportation**

Medina Academy Preschool does not offer field trips or transportation for our students. We invite different programs to our campus such as the Seattle Aquarium, Creation Station, and the Talking Tree. Daily Play Children spend about 60 minutes per day in the outdoor playground. This is often broken up into two sessions, one in the morning for thirty minutes and one in the afternoon for another thirty minutes (During extended care for children who are in school for longer hours).

Children can go outside any time when the playground is not in use by other classrooms.

Only one classroom at a time can use the playground area. Our playground space allows for only 20 children at one time. Two teachers should always be supervising children on the playground area.

## **Playground Policy**

Research has shown that child's play is not just all fun and games; rather the act of play is a crucial component in the growth and development of the brain, body, and intellect. Studies of how young people learn have proven that children, especially, acquire knowledge experientially, through play, experimentation, exploration and discovery.

Research shows us that many of the fundamental tasks that children must achieve, such as, exploring, risk-taking, fine, and gross motor development and the absorption of vast amounts of basic knowledge, can be most effectively learned through outdoor play. As a result, we believe outdoor play is vitally important to children's physical, social, cognitive, and emotional development.

### *Aim:*

- To provide outdoor play as part of our daily routine and as an extension to indoor learning.
- To provide a stimulating, enjoyable and safe environment for children to play, investigate, explore, problem solve and use their imagination and creativity in an outdoor environment.
- To ensure that the children have plenty of opportunities to develop their large motor skills.
- To provide active learning experiences for children so that they have plenty of opportunities to practice their developing skills, making them feel good about themselves and enriching their understanding of the world around them.
- To encourage the children to have respect for the outdoor environment and to care for living things.
- To provide the children with the opportunity to relax and to release built up energy throughout the day.
- To provide the children with opportunities to co-operate with others and to build on their social skills.
- To stimulate their senses by offering different sights, sounds, smells, and touching/ feeling opportunities.
- To provide children with space to take part in energetic, noisy, large-scale activities as well as an opportunity for quieter play.
- To plan a balance between child-initiated activities and adult directed activities.
- To observe, assess and record how the children learn through play in the outdoor environment and to support their learning by adapting the outdoor curriculum to meet their individual needs.

- To ensure that all staff understand the value of outdoor play and are enthusiastic and active in their approach to learning outside.Safety Inspection/Playground Rules
- Inspect all playground equipment and play area daily for safety.
  - Woodchips/fence/benches/ground/playhouse
  - Rusted nails, sharp objects, loose screws, broken parts
- Complete the playground inspection form weekly and inform the office immediately if something needs to be repaired.
- Make sure classroom windows that are opening to the playground area are closed (avoid head injury).
- Children must wear helmets when riding bikes.
- All bikes and cars go in one direction and come back in the opposite direction to avoid crashing.
- All digging should be done at the right-side corner of the playground facing the parking lot.
- No climbing on the fence or benches. All toys, bikes, and wagons should be placed back next to the shed area.
- Helmets should be cleaned and sanitized daily/as needed.
- Use provided towels to wipe off all playground equipment when wet.
- All bikes and carts should be washed weekly/as needed.
- Keep woodchips in the designated area and avoid transferring it to the paved area or play equipment's surfacing.
- Keep the shed locked all the time.
- Make sure the gates are closed.
- Teachers are responsible for cleaning the playground area before going back to the classroom. Involve children in cleaning and organizing the materials.
- Clean sand table daily.
- Change water in the water table daily.

## Discipline Policy

Child guidance and classroom management will promote positive social skills, foster mutual respect, strengthen self-esteem, and support a safe, and nurturing environment.

Medina Academy preschool includes the Second Step Program, a Social-Emotional skill curriculum to support social skills in children. All teachers have received multiple training in implementing the program. Children are taught skills that help them learn how to focus their attention, listen carefully, and ask for help. Through daily lessons, children learn about Empathy, Emotion Management, and Friendship Skills. **No physical restraint is permitted in our center.**

Please check the Medina Academy Handbook for curriculum details.

## Policy Procedure

- Staff will implement the Second Step Early Learning Curriculum through short daily lessons, games, and songs.
- The classroom environment will support children socially and emotionally.

- Staff will be consistent in the use of the daily schedule.
- Staff will develop classroom rules with the children and will post them in the classroom. Posted rules will include words and pictures that the children will understand.
- Classroom rules will be clear and consistent, and few.
- Classroom rules will be referred to proactively.
- Activities will be engaging to the children as to lessen the possibility of negative behaviors.
- Staff will be available for children needing more support.
- Staff will provide a warning when transitions will be happening so that transitions will be smoother, and support will be given to children who have difficulty with transitions.
- For day-to-day unacceptable behaviors, staff will provide immediate and directly related consequences for a child's unacceptable behavior. Examples of strategies used include redirecting, giving choices, and problem solving with the child.
- Repeated occurrences of inappropriate behavior requiring intervention will be handled by staff immediately.
- Intervention for behavioral problems will be progressive and based on the situation and individual needs.
- Children who forget the rules will be reminded of expectations, referred to posted rules, and redirected as needed.
- When safety is an issue either for behaviors that are a danger to the child or others, staff will provide immediate intervention. Options to consider are:
  - Redirection
  - Providing an opportunity and space for the child to calm down.
  - Debriefing and problem solving
  - Request for a documentation meeting with director.
  - Communication with parents and guardians will be maintained concerning the child's behavior and progress.
  - Behavior that is chronically unacceptable may be an indicator that further assessment is needed.
  - Negative forms of guidance, such as spanking, humiliation, or withholding of food, are never used at Medina.

## **Behavioral Supports**

- Teachers and parents identify the concern through discussions/observations/screening.
- Teachers document behavior according to frequency, intensity, and duration. (includes incident reports)
- Parents and director meet with consultant from Kindering to discuss the concern.
- Parent's sign a consent form to allow for a formal observation and evaluation by consultant to take place.
- Consultant meets with parents and teacher and develops an individualized plan to follow both at school and home.
- Follow-up meetings are planned to keep track of progress.

## **No Expulsion & Intervention Policy**

Medina Academy Preschool recognizes that all children have unique needs and may require different levels of support to succeed in a preschool setting. Our center follows a no-expulsion policy. The teachers and staff work very closely with parents and consultants to create individual plans for children with challenging behavior. If there is insignificant progress and continued challenging behavior, consultant will meet with parents and refer child to the proper early intervention program or childhood special education services.

Expulsion of students is not a practice of Medina Academy Preschool.

Consultation and referral services are also provided to families whose children require one-on-one attention and supervision.

## **Consultation and Referral (Kindinging)**

For the last 10 years, Medina Academy Preschool has been fortunate to benefit from the professional services of Kindinging Center. Kindinging is a non-profit center which provides free observation, screening, and consultation to childcare centers and families in the eastside of King County. They offer services to children and families in many different areas such as speech, physical and occupational therapies, family counseling, parent education and social services.

At the request of parents and teachers, Kindinging consultant usually meets with the parents and teachers to discuss issues of concerns then followed by an observation of the child in the classroom and a complete screening if needed. A meeting/s with the parents and the lead teacher to devise a plan (learning, nutritional, temperament, behavior) is conducted.

Parents can contact our Kindinging consultant at any time if they have any concerns or need advice.

## **School Consultant**

Heidi Stauber

Early Care and Education Consultant 425-289-4947

[Heidi.Stauber@kindinging.org](mailto:Heidi.Stauber@kindinging.org)

Kindinging Bellevue 16120 NE8th Street

Bellevue, WA 98008

## **Kindinging Consultations and Observations procedure**

### *School Procedure*

- Teachers /Parents complete screening ASQ3 & CDC within 90 days of enrollment.
- Teachers conduct formal (TSG) and informal (observations & documentation of child development) assessments.
- Teachers meet with parents within 30 days after school opening and discuss screening scores, classroom observations and assessments.
- If a teacher or a parent brings in any concern regarding the development of a child during the parent/teacher conference, a meeting with the director will be arranged.
- Director discusses concern with parents and recommend consultation.

- Parents are given a consent form to fill in and sign.
- Teachers and parents complete a child questionnaire.
- Consultants meet with parents and conduct classroom observations.
- Consultants meet with the parents and discuss findings.
- Consultants meet with the director and parents to decide on the best plan for the child.
- Consultant set support plans for teachers and family.
- Consultants follow up on children and monitor their progress.

## **Family Connection with Kindering**

Families are introduced to Kindering consultant in the parent handbook, during parent’s night, open house as well as during parent education workshops.

Flyers and brochures about Kindering services are placed in Enrollment packets.

Families are encouraged to get to know consultant and approach her with their questions and concerns either in person at school or by contacting her directly.

School facilitates family meetings with consultant and provides space for them to meet whenever there is a need to.

## **Screening Policy**

Screening provides a quick snapshot of a child’s health and developmental status and indicates whether further evaluation is needed to identify potential difficulties that might necessitate interventions or special education services. Screenings are designed to be brief (30 minutes or less).

Screenings cannot capture the full range of development, skill, or capacity among children. Because screenings are designed to identify risk or potential developmental issues, they tend to focus on distinguishing developmental skills and abilities in the lower range of performance and are not useful for capturing skills and abilities in the higher range of performance.

Screening only indicates the possible presence of developmental delay or difference and cannot definitively identify or describe the nature or extent of a disability.

Screening that identifies possible delays or concerns must be followed by a more comprehensive and formal evaluation process in order to confirm or disconfirm any red flags raised by the screening procedure.

### **Medina Academy Preschool uses two types of screening:**

#### *1. Ages and Stages questionnaires (ASQ-3)*

The ASQ-3 screening is administered **within 90 days of the start date (September 5<sup>th</sup>)** for children who start in September or 90 days from the child’s enrollment if they join in later in the school year. The ASQ-3 screening questionnaire will be enclosed in the enrollment packet. Parents who need help are invited to fulfil the screening in school with teacher’s assistance. Professional interpreters are engaged to translate the screening if needed. Parents return the completed ASQ3 screening in the first week after school opening, and teachers score the screening results. During the first parent-teacher conference, the results/score of the screening will be

discussed and goals will be set accordingly. Towards the end of the year, another ASQ-3 screening will be done by the teachers and the result will be shared with the parents and next year's teacher.

The Ages and Stages Questionnaires (ASQ-3) is a Child Monitoring System that meets the criteria for a first-level comprehensive screening and monitoring program. It is made up of 21 age-specific questionnaires completed by parents and primary caregivers of young children between 1 month and 5 ½ years of age. Please check the link below for more details. <http://agesandstages.com/products-services/asq3/> or <http://agesandstages.com/about-asq/how-asq-works/>.

ASQ-3 covers 5 domains, including:

- Communication
- Gross Motor
- Fine Motor
- Problem solving
- Personal-social

The questionnaires can identify children who need further assessment to determine whether they are eligible for early intervention or early childhood special education services.

## **Medina Preschool Procedure**

- All enrolled children will be screened within the first 90 days of school.
- The scores are compared with empirically derived cutoff points that are shown on bar graphs on the ASQ-3 Information Summary.
- If a child's scores fall within the white area of the bar, then No further action is required.
- If a child's scores fall within the light gray shaded area, the results will be listed as Monitor. The lead teachers will provide Ages & Stages Learning Activities. Staff will monitor the child's development using the TSG assessment and rescreening in 3 months.
- If a child's scores fall within the darkly shaded area, it is at the indicated referral cutoff score. Parents will be asked to meet with consultant from Kindering to discuss results and complete the screening again. Consultant will provide recommendations and determine appropriate support or intervention plans. (see included Kindering service and procedure)
- A copy of the screening is to be filed in the child's portfolio.

### *2. Centers for Disease Control and Prevention (CDC)*

CDC is an age-appropriate developmental milestone checklist for young children on four major areas:

- Social/Emotional
- Language/Communication
- Cognitive (learning, thinking, problem-solving)
- Movement/Physical Development.

## Procedure:

- The CDC checklist is included in the Medina Academy **Preschool registration packet** which the parents complete and **submit on the first day of enrollment**.
- After the enrollment, teachers fill out another checklist form for each child based on their observation in the classroom environment.
- The parents are **invited within 30 days of the teachers completing the CDC for a conference**, where the teachers and parents compare the two CDC checklists, filled by parent and teacher, and discuss strengths and concerns. Both parents and teachers set a plan and goals to support the child's development.
- If parents or teachers have any concerns or feel that the child needs further assessments and evaluation, then parents will be asked to meet with a consultant from Kindering to discuss results.
- Consultant will provide recommendations and determine appropriate support or intervention plans. (see included Kindering service and procedure)

Please check the link for any further questions:

[https://www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists\\_4yr.pdf](https://www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists_4yr.pdf)

<https://www.cdc.gov/ncbddd/childdevelopment/screening.html>

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html>

## Ongoing Assessment

Ongoing assessment documents each child's progress and identifies changing interests and needs. It provides up-to-date information about each child's unique characteristics. Through ongoing assessment teachers collect information about the child's changing interests, needs, and progress toward meeting developmental goals.

### Informal Ongoing Observation

#### Observation and Documentation

Teachers conduct on-going observations of children and document them.

#### *Documentation Methods:*

- Anecdotal notes— Objective and focus on what the child does or says that include the location and date observed, direct quotations of language and descriptions of actions.
- Photographs—Take pictures of children's constructions, artwork, or examples of how they are demonstrating knowledge and skills related to an objective. Label each photo with the date and a brief note that explains the context in which it was taken. When uploading photos to online child portfolios, be sure to include a brief, written explanation of what is taking place in the photo.
- Video- and audio clips—Keep clips short. Capture just enough information to show an example of what the child knows and can do.
- Checklists- Use a variety of development and learning checklists to assess children and gather information to identify each child's strength and needs.
- Work samples- examples of children's work showing the children's progress.



### *Portfolios:*

Teachers prepare student portfolios that include information that was collected from a number of sources such as on-going observations recordings, screening, anecdotal records and checklists. They can include checklists, photographs, and conference notes with families. Work samples - examples of children's work that were saved as records of the children's progress - are a major component of each child's portfolio.

## **Formal Ongoing Assessment: WaKIDS and Teaching Strategies Gold (Beginning of school year/End of the year)**

### **Policy/Procedure**

Staff will use an ongoing assessment tool which will aid in developing a variety of strategies to promote and support children's educational progress, based on anecdotal observations and on-going assessment of each child.

The online Child Observation Tool for Teaching Strategies Gold (TSG) will be used primarily.

The following policies and procedures will be implemented when conducting child assessments:

- Observations from classroom, and parent observations will be included in assessment.
- All education staff are required to collect observations daily.
- Observations are required to be entered into the online portal either daily or weekly as needed.
- Observations for each TSG item should be completed for each child, for each scoring period.
- Data from TSG should be used in lesson planning and included in individualized planning.
- As much as possible, the assessments from Second Step, Handwriting without Tears, an

At the end of each TSG scoring period, the Lead teachers will complete a TSG report for each child, with their team teachers. The TSG data and TSG reports will be used to develop program goals, recommendations for training, equipment etc.

- The creative curriculum reports will be shared with the parents online and during parent/teacher conference. **Conferences** are held at least three times a year during September, November, and March or as many times as a teacher or parent needs. The conference sign-in portal is shared in Remini app. Parents choose a convenient time slot in the allocated dates. For any other questions or a conference with the classroom teacher, parents are welcome to inform the office manager to arrange a convenient time.
- With written parent permission, TSG data will be released to the school the child will be attending during the kindergarten transition period.
- There will be a minimum of 3 TSG scoring periods annually.
- All staff receive initial TSG training and periodic reviews in the assessment tool. Lead teachers are required to earn the Reliability Certification.
- As part of our transition to kindergarten procedure, parents will be asked to sign a form giving permission to our preschool to share their children's' assessments with their kindergarten teacher. Signed forms are placed in each child's file and class portfolio.
- Parents have the option of getting all the assessments information and sharing it directly with their

child's kindergarten teacher.

- If parents select the option of having Medina Preschool share the information with their kindergarten teacher, we need them to indicate the name and address of the school.
- Once children are enrolled in Medina Elementary and assigned a specific kindergarten class, each child's assessment will be placed in an envelope with the kindergarten teacher's name on it.
- If the child is going to Medina Elementary, then our teachers will meet with the kindergarten teachers and personally submit the children's assessments and portfolios. Medina Elementary Director of Student Success and Kindergarten teachers sign a form acknowledging receiving of all assessments. The signed forms are filed and kept in the office for future reference if needed.

## **Curriculum**

### **Creative Curriculum (Philosophy)**

In an effort to provide our children with an active, meaningful and relevant learning experiences, we have chosen curricula that:

- Aligns with current research on how young children learn and develop,
- Aligns with Medina Preschool Educational philosophy (Handbooks)
- Comprehensive
- Support the development of the whole child.
- Developmentally appropriate
- Hands-on/ learning by doing approach.
- Offers specialized instruction.
- Promotes Readiness for Kindergarten
- Includes built-in observation and assessment tools.
- Supports social-emotional competence.
- Provides a family engagement component and facilitates sharing with parents.
- Provides training and certification for teachers.
- Aligns with WA state early learning Standards and Early Learning Guidelines.
- Integrates easily with the Arabic Language.
- Supports dual language learners.
- Offers instructions and supports children with special needs.
- Includes teacher's guides and already supporting materials to use in the classroom.

The Creative Curriculum was selected as the main curriculum for our program, and it was supplemented with Handwriting without Tears Curriculum for teaching readiness and writing. We have also incorporated The Second Step Curriculum to help children learn self-regulation and social emotional competence. Additionally, Medina Preschool uses the Noorann Arabic Curriculum that was carefully designed to align with the approach of the Creative Curriculum as well as Preschool philosophy.

### **Creative Curriculum**

For over 30 years, Teaching Strategies has helped early childhood educators across the country to plan and

implement content-rich, developmentally appropriate programs that support active learning and promote children’s progress in all developmental areas. Today, The Creative Curriculum® is widely regarded as a forward-thinking, comprehensive, rigorously researched curriculum approach that honors creativity and respects the role that teachers play in making learning exciting and relevant for every child.

The philosophy of The Creative Curriculum® is that young children learn best by doing. The Creative Curriculum® is built on theories of development in young children, that all children learn through active exploration of their environment and therefore the environment plays a critical role in learning. The goal of the Creative Curriculum is to help children become independent, self-confident, inquisitive and enthusiastic learners by actively exploring their environment.

The Creative Curriculum for Preschool is based on five fundamental principles. They guide practice and help us understand the reasons for intentionally setting up and operating preschool programs in particular ways. These principles, include:

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social–emotional competence is a significant factor in school success,
- Constructive, purposeful play supports essential learning,
- The physical environment affects the type and quality of learning interactions, and
- Teacher–family partnerships promote development and learning.

In addition, Creative Curriculum is fully aligned with WA State Early Learning Standards.

Children's hands-on investigations through exploring interest and choices are at the heart of Creative Curriculum programs. The Creative Curriculum is:

- Based on 38 objectives for development and learning, which are fully aligned with WA Early Learning Standards.
- Presents knowledge-building volumes and daily practice resources in tandem, giving every educator the “what,” “why” and “how” of early childhood education.
- Offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner.
- Addresses all the important areas of learning, from social-emotional and math to technology and the arts and incorporates them throughout every part of every day.
- Offers daily, built-in opportunities for observation, helping teachers and administrators clearly see the strong relationship between curriculum and assessment.
- Offers complete support for working with English- and dual-language learners, including detailed guidance that helps to build teachers’ knowledge about best practices.
- Contains guidance for working with all learners, including advanced learners and children with disabilities.
- Teaching staff develop lesson plans.
- Based on children’s individual level of meeting the Creative Curriculum objectives to support children's learning.
- Using anecdotal assessments to develop appropriate learning goals for each child.
- Aligns with WA Early Learning Standards and Creative Curriculum objectives for development and learning.

- Offer individualized goals for children to meet their individual educational needs to ensure all children leave Medina Academy Preschool ready to succeed.
- It addresses all interest areas in the classroom on a weekly basis.
- Observe children in the classroom daily to assist facilitated learning and allow staff to gather information at where each child is developmentally.
- Staff work with families to incorporate their languages in the classroom and lesson plans.
- Allows for individual differences, disabilities, and learning styles.

Information above was taken from Teaching Strategies website and their research in the foundations of the Creative Curriculum

### **Handwriting Without Tears (Readiness and Writing)**

Handwriting without Tears is a researched based approach to teaching reading readiness and writing to preschool and Pre-K Children. To learn more about this approach visit:

<https://www.hwtears.com/hwt/why-it-works/research>

This approach follows a developmental progression that builds on what children already know. It provides:

- Developmentally appropriate lessons that breaks difficult concepts into simple tasks
- Hands-on multisensory materials and activities that entice children's activities
- Facilitate instruction that engages children, so that they are active participants.
- Home connection and family resources
- Built in screening and assessment tool and materials that generates reports to share with parents
- Workshops, training and program certification <http://www.hwtears.com/gss/training>

Handwriting Without Tears curriculum uses a developmental approach by grouping letters in order of difficulty. The Curriculum essentially delineates the task of handwriting into specific developmental units. It all starts with a no-paper, no-pencil approach to handwriting readiness in preschool. Students learn to build letters using physical manipulatives and child-friendly, easy to remember language.

This program incorporates child-friendly teaching strategies, such as using music and movement to bring lessons to life, and multisensory manipulatives to build fine and gross motor skills. The readiness and writing lessons teach body awareness, cooperation, taking turns, listening, crayon grip, drawing, building, letter and number recognition, and capital letters and number formation.

Physical development and social/behavioral skills are particularly important in Pre-K. In fact, children need to develop both fine and gross motor skills to be able to write. All these skills are critical to good emotional and social development and future academic performance.

### **Second Step Social Emotional Curriculum**

Second Step is a social/emotional curriculum that is designed to teach self-regulation, emotional awareness, and problem solving. This research-based curriculum includes hands-on activities designed for preschoolers, and the materials to support those activities. Over the period of 28 weeks, teachers implement 5 units that promote

strong social/emotional skills that prepare them to be ready for kindergarten. Social emotional learning has been shown to be the key to academic success later in life.

The teachers use the Second Step curriculum activities during different times of the day. Materials the teachers use in conjunction with this curriculum include puppets, group activities, individual activities, and role plays.

Second Step aligns with the Washington State Early Learning Guidelines by promoting social/emotional vocabulary, understanding of other perspectives, promoting self-emotional awareness, and problem-solving skills. It also aligns with TSG assessments and includes take home activities and online resources.

To learn more about this program visit:

[http:// SS\\_EL/EL\\_DOC/SSPEL-GOLD-alignment%20chart.pdf](http://SS_EL/EL_DOC/SSPEL-GOLD-alignment%20chart.pdf) [www.cfchildren.org/Portals/1/](http://www.cfchildren.org/Portals/1/)

### **Noorann Arabic Language Program**

In order to promote the culture of our families, Medina Academy offers an Arabic Language and Islamic Studies curriculum. Standards and materials for each curriculum are incorporated into the Noorann language program so that they all align while integrating Arabic and Islamic teaching within the regular day.

Arabic language activities include:

- Sound and Symbol relation
- Emerging literacy skills
- Shape of letters
- Right to left movement.
- Names of colors
- Numbers
- Parts of the body
- Days and month
- Nursery rhymes, poems, finger plays/songs

This curriculum also aligns with Washington Early Learning Guidelines by promoting cultural awareness of the children.

Parents are provided with a copy of the Arabic, Islamic Studies and Quran Curriculum at Curriculum night.

In addition, this curriculum has an online component that parents can access online to track what their children are learning and to follow-up on lessons at home.

To learn more about this language tool visit:

<http://noorann.com/language>

### **Curriculum Implementation**

The teachers implement the different curriculums into the classroom using the Creative Curriculum studies as the basis while incorporating elements from each of the other curriculums. Using on-going observation, documentation, and assessment, the teacher's guide children's learning in all development domains and learning

centers. This is done in the following ways:

- Social/Emotional Learning is promoted using the Creative Curriculum and Second Step. Both these curriculums include materials and activities that are used by the teachers in the classroom. These include group activities, such as using puppets to practice problem solving, that are implemented on a weekly basis at a minimum. Additionally, the teachers use books recommended by the curriculums and help children practice these skills during play and routines. Social/emotional skills are further promoted in centers that promote social interactions, such as blocks and dramatic play.
- Language Development is promoted by all our curricula. In addition, to books and language games, the teachers follow each curriculum language prompts to language development. For instance, the teachers add vocabulary in both Arabic and English to develop vocabulary. These activities are implemented into all learning centers and routines during the day. Posters with printed words are displayed throughout the classroom.
- Cognitive Development is promoted similarly to language development. All our curricula include activities that promote critical thinking. These activities include questions to reflect on at group, questions to encourage children to solve problems and think logically, and conversations between the teachers and children. Cognitive activities are used during both free play and routines. Books that promote critical thinking, as well as math and science activities based on Creative Curriculum, also, integrate the teaching of this skill in the classroom.
- Small Motor Skills are promoted using activities in the Creative Curriculum and Handwriting without Tears. These include writing, art, puzzles, manipulatives, and small building materials. Sand and water play activities are rotated based on the theme and help to promote these skills as well.
- Large Motor Skills are promoted in the Creative Curriculum and Handwriting without Tears. Activities include practicing making letters using the whole body and art, outdoor time, and music materials. Sand and water play activities are rotated based on the theme and help to promote these skills.
- Creativity is promoted using the Creative Curriculum and implemented into our sensory, dramatic play, blocks, and art centers.

## **Teachers' Planning Time**

All teachers are given 40 minutes a day of paid planning time. Teachers meet daily in teacher's workroom after dismissal. This is a good time for parents to schedule a conference or just drop by to discuss any issues related to their child. Teachers meet daily with their co-teachers, once a month with campus teachers and once a month with other campus teachers for reflection. All staff meetings take place at least once a month.

## **Individualized Planning/Plan Policy**

We recognize that children learn at their individual rates of development. Maximize children's growth by meeting each child where he or she is. Individualized instruction requires the staff to observe each child's interests, temperament, language, cultural background and learning style. Our teachers try to modify their instruction to each child's needs and ensure the participation of all children.

During planning time, the teachers meet in the following groupings:

- English Curriculum

- Pre-K teachers
- Preschool Teachers
- Arabic Curriculum
  - Arabic Teachers

The following standards are to be used in our individualized planning:

- Teachers observe and document children’s learning, interests, and activities on a daily and weekly basis.
- During daily/weekly meetings discuss and share children’s progress and assessments
- Identify the children who need extra support and those who need to be challenged and what skills they need to be taught.
- Goals for each child will be based on the TSG, Second Step, Handwriting without Tears, and Noonan Arabic curriculums.
  - Set weekly, short-term (6-8 weeks) and long-term (yearly) goals for each child.
  - Specific weekly goals for each child are developed by team teachers together.
- Teachers have to provide specific objectives and accurate TSG placement.
- Use curriculum extension and support activities and note the name and the page number
- Attach samples of individual work.
- Share and inform other teachers of what you worked on with the child during the two-week period and set a plan for the next two weeks.

Steps:

- Start with a short assessment to identify what the child knows and what he needs to work on:
- Introduce the new skill.
- Practice the skill. Some skills can be mastered in few days, others can take longer
- Assess
- If a child has mastered a skill note mastered
- If a child didn’t master the skill note more practice
- To ensure continuity of the individualized plans and to achieve set goals, teachers have to follow the previous steps, have clear communications among them and avoid conducting and documenting random unrelated activities that don’t meet the child’s needs.
- Goals and progress are shared regularly with parents through TSG, at drop-off and pick-up times and parent/teacher conferences.

## **Transition Policy**

As children grow and develop, they go through many transitions in their first few years of life. For children and their families, the transition from a home to a school environment is a significant milestone in a child’s life. Going to school for the first time can create excitement and uncertainty for families and children.

Medina Academy Preschool is committed to following a developmentally appropriate practice and to supporting families in transitioning to their new environment. Our goal is to ensure that children experience a smooth transition, placement, and adjustment from their previous setting into our program. As well as

maintaining the pace and the quality of learning as they move through or out of our program aiming that all children continue to make the very best progress.

Medina Academy Preschool has established various transition policies:

1. Transition into the program: (home/previous preschool).
2. Transition between classes,
3. Transition from one campus to the other,
4. Transition to Kindergarten, and,
5. Transition out of the program,

The purpose of the Transition Policy is to:

- Ensure that transitions are successful by building on the commonality between environments and supporting learning and development in ways that connect with a child and their family.
- To create continuity that involves building on children's prior and current experiences to help them feel secure, confident and connected with people, places, events, routines and understandings.
- Understand that all children are different and respect each child's reactions to transitions.
- Develop a range of practices and guidelines that actively support transitions from home to care, transition routines, room to room transitions, transition between childcare centers, transition from childcare to kindergarten and childcare to school transitions.
- Promote inclusive practices when dealing with families during transitions.
- Encourage all people to communicate respectfully to families, children and educators about transitions.

## **General Information about Starting School at Medina Academy Preschool**

A child must be three years old before getting admitted to our program. Most children are enrolled in September. However, children can be admitted when they turn three at any time during the school year depending on the availability of space and wait list order. Children spend one school year in the preschool classroom.

## **Other Preschool to Medina Pre K**

Children between the ages 4-5 years old are admitted to the Pre-k program. Priority is given to our existing children and siblings. New students are admitted if space is available.

Children who do not turn 5 by August 31 (cutoff date for KG) can spend another year in Pre-k.

## **Computer and Home language help**

When parents speak a different language than English mostly Urdu, Somali, or Arabic, we assign one of our staff or parents who speaks the same language to help them complete the forms or any other assessments.

Parents who do not have a computer at home or are not comfortable using it are assigned one of our staff to help them complete the forms or are given paper copies to complete and then one of our staff enters the information for them.

Extra staff support in classrooms:



During the first month of school, we bring in some of our trained substitute teachers to help in the classrooms and allow the teachers time to give individual assistance to those children who are experiencing difficulty with separation.

## **Transition into the Program**

1. Open house on February/ March. Parents on waitlists and community are invited to come tour the center, meet the teachers, and learn about program. (emails/flyers)
2. Prospective parents are provided with a welcome packet that includes information regarding school philosophy, vision, curriculum, ratio, tuition, policies, and procedures. (See Packet)
3. Parents are invited to visit our preschool during school hours to observe the classroom. Children are encouraged to come along to get familiar with the classroom environment, teachers and daily routine. Multiple visits are encouraged.
4. Interested parents are asked to register online, to complete all admission forms and submit them to the preschool office (See attached checklist). Help with computer or translation is provided, as needed, and requested.
5. Director reviews new student's files and invite parents who have children with developmental or medical concerns to a meeting with a consultant from Kindering or a health nurse to discuss their concerns, set accommodation plans and to prepare for staff training before the child's first day of school.
6. Office/ teachers contact individual parents and welcome them. Child Questionnaire and CDC forms are sent or emailed to parents to complete and bring to their first meeting with the teacher. Children are asked to bring a personal photo to use for the child's cubby and a family photo to display in the classroom.
7. If a child has been previously in a preschool, parents are asked to describe the school setting, approach, the child's daily routine and provide information about their child's experiences at the previous school.
8. Office manager looks up the child's previous center online and provides teachers with a summary about the child's previous school.
9. Teachers contact the child's previous teacher, with parent permission and release, through email or phone call to learn more about that child.
10. Parents are asked to bring in their child's records, portfolios, or any other samples of work.
11. Children are given a trial period before actual enrollment. We ask parents to plan their child's trial time with the preschool office to ensure class capacity and to maintain proper teacher/child ratio.
12. Children and parents are invited to a Meet and Greet event. This can take place during the week before school starts (family breakfast at school or a picnic at the neighborhood park). Daily schedules, drop-off/pick-up procedures, supply lists are distributed to parents during this time as well as answering any questions or concerns they have.
13. During the first parent/teacher conference, parents are asked to come to meet with their child's teacher to get to know each other, learn more about the child, and discuss Child Questionnaire and CDC forms.
14. Parents are required to attend a parent orientation to go over school policies and answer any questions before school starts or within the first month of school. (director/office manager)
15. During the first few days of school, parents are expected to accompany their children to class and spend time with them until the attachment eases. When a parent is ready to leave, they need to tell their

children that they are leaving and will come back later to pick them up. Our teachers are trained in comforting a tearful child.

16. To ease attachment and transition for those children who are having a hard time separating from their parents. Parents are offered flexible hours to bring their child for shorter times for several days until they get used to the new classroom. (Lunch, outside, center or story time).
17. Director sends a letter to parents with tips on how to handle separation and ease attachment of their children. Copies and links to different articles are sent home for more resources.
18. Medina Academy Preschool has an open-door policy. Parents can drop by at any time during the day to observe, have lunch with their child or read a book to class. (Handbook).
19. Family-engagement and social events such as breakfast with parents, cultural day, End of the Study celebrations are planned to give the parents a chance to meet with each other, build friendship in and outside of school.
20. During the first few days of school, the Director/Office Manager will call parents, email, or text them photos and videos of their children to assure them of how their children are doing in school.
21. Teachers observe and assess children during the first few weeks of school. A parent teacher conference usually takes place to discuss concerns, assessments and set goals for the child.
22. Teachers help parents complete the ASQ forms. Parents and teachers discuss the results and set up a support plan for the child.
23. Teachers and parents continue to communicate in person at drop off or dismissal time, through phone calls, emails, or messages on Teaching Strategies Gold to keep parents updated about their child's adjustment to the new class.
24. Parents are encouraged to sign-up for a conference whenever they feel a need to talk to their child's teachers. All teachers are available every day from 1:00 to 1:30 to meet with parents. The Parent/teacher conference sign in sheet is posted on the office next to the staff bathroom door.
25. As soon as a teacher or a parent brings in any concerns regarding the development of a child, parents are asked to sign a consent form authorizing a formal consultation through Kindering. Our consultant, from Kindering will contact the parents to discuss concerns, conduct the needed observations, and any formal evaluations needed. Based on the findings, she sets a work plan/strategy for our teachers and parents to follow both at school and home. The consultant follows up on the child several times during the year and teachers and parents can request a meeting whenever they need to.
26. When parents, teachers and the consultant agree that a child needs further evaluation, our consultant from Kindering makes arrangement for referrals.

## **Transition from Preschool to Pre-K**

1. During the last few weeks of school small groups of children are invited to visit the pre-K classroom for lunch, story or outside play.
2. Pre-K teacher invites all preschool children for a story time in her classroom (when pre-k students are in gymnastics or outside).
3. Pre-K teachers are given time to observe children in their current classroom.
4. Preschool, Pre-K teachers and director meet to discuss individual children's development and assessments to assign the child to the right classroom and teacher as well as trying to pair children with at least two or three of their friends to ease their transition to the next level.

5. Parents are sent a letter stating that their child will be moving up to the next level, given the name of the classroom and teacher.
6. Parents are encouraged to come and observe their child's future teacher and her classroom.
7. If parents have any concerns or questions, the director will contact parents and discuss their concerns.
8. All teachers are given a list of their future student's names, and parent's contacts.
9. Preschool and Pre-K teachers meet to go over the children's assessments: TSG, ASQ, CDC, portfolios, work samples, and parents/ teacher conference records. Preschool teachers provide tips about each child's temperaments and interests.
10. All assessment documents and files are submitted to the Pre-K teachers.
11. Teachers request a conference with parents of children with special needs to better understand child's needs, prepare the classroom for the child (if adjustments are needed), and to allow parents to ask questions, share what works, and express any concerns.
12. Steps 1-26 under transitions into the program are followed where they apply.

## **Transition from One Campus to Another**

1. Parents contact preschool office with their intention to transfer their child to the other campus.
2. Office manager checks if there is a space available.
3. Parents are informed about availability.
4. Parents are offered to go and observe the new campus.
5. Office manager sends a copy of the parent handbook, new campus policies, procedures, and financial forms to the parents (packet).
6. Parents complete a Campus Transfer form.
7. Both current and new teachers are informed. A meeting is arranged for both. Current teacher shares child's information, assessments portfolio, and evaluation with new teacher.
8. Family is encouraged to take their child for a short visit/s to the other campus to get to know the teachers, other children, and the new environment.
9. The director observes how the child is adjusting and communicates with teachers and parents.
10. Teacher plans a conference with the parent/s to share information and set goals for the child.
11. Steps 1 to 26 from transition into program are followed as they apply.

## **Transition to Kindergarten**

- 1) To ensure continuity of children as they move from our early learning program to Medina Kindergarten, public school, or another program, throughout the pre-K year, we provide opportunities for families to be involved by sharing resources, exchanging information and planning for the transition.
- 2) For the last 10 years almost all our Pre-K students have been moving to Medina Kindergarten. Only one or two children move to public school.
- 3) Around the end of January, the preschool and elementary send reminders to parents to start making plans for kindergarten.
- 4) Medina Academy and surrounding public schools open house, registration date and other related info are shared with parents. School Readiness brochures and literature are shared with parents.
- 5) Parents are invited to KG open house.

- 6) Director and Office Manager arrange for parents visits to kindergarten class and facilitate meetings with teachers.
- 7) Kindergarten teachers are invited to visit preschool classrooms for a story time.
- 8) Children visit KG classrooms in large and small groups for short activities or play time.
- 9) During the last few weeks of Pre-K, teachers implement the Teaching Strategies Getting Ready for Kindergarten unit which offers a collection of daily plans that lead teachers through the process of preparing for the transition to kindergarten with children, with a particular focus on school readiness. This comprehensive resource includes:
  - a) Strategies for supporting children’s social–emotional development as they become comfortable with the transition from pre- K to kindergarten.
  - b) Answers to the children’s questions about what lies ahead.
  - c) Introduction to the new ideas and experiences that come with the end of the Pre-K year.
  - d) Guidance for teachers to help children reflect on all that they’ve learned and celebrating their achievements to help build confidence.
  - e) Supports for strengthening family partnerships at the end of the year, which is vital to the successful shift of children becoming kindergarten students.
    - parents will be asked to sign a form giving permission to our preschool to share their children’s’ assessments with their kindergarten teacher.
    - Parents have the option of getting all the assessments information and sharing it directly with their child’s kindergarten teacher.
    - If parents select the option of sharing the information directly with their kindergarten teacher, we need them to indicate the name and address of the school. If your child is going to Medina Elementary, then our teachers will meet with the kindergarten teachers and personally submit the children’s assessment and portfolios.
    - Each child’s assessment will be placed in an envelope with the kindergarten teacher’s name on it.
- 10) During the week before school, KG teachers are invited to a meeting with the Director and Pre-K teachers. ASAQ, TSG observations and assessments, conference notes, portfolios and samples of work are shared with the KG teachers. Information about students with medical, developmental or any other circumstance are shared during this meeting.
- 11) To ensure continuity of support and help for the children who are on an IEP plan, the director arranges for a meeting with consultant (Gerry), teachers and parents.
- 12) Throughout the year KG teachers come to meet with the director or teachers as concerns arise for specific children or to get tips on how to deal with certain situations regarding specific children or families.

## **Transition Out of the Program**

- 1) When parents choose to move their child to another program, Medina Academy supports the transition in a variety of ways.
- 2) Parents inform the school of their intent to withdraw their child from the program and the reasons why.
- 3) Teachers are informed of the change and begin the process of gathering the child’s assessments, including the ASQ, CDC, TSG, work samples, portfolio, and parent/teacher conference records to give to parents to share with the new program they will be attending.

- 4) Teachers ask parents to share with them information about the new program so they can talk with children while here about the upcoming transition and highlight the positives.
- 5) Parents are informed that the teachers are willing to speak, on the phone or via email, to the new school if the parents and/or new program wishes to.
- 6) Steps 1 to 26 from transitioning a child into the program are followed as they apply.
- 7) Medina Academy strives to meet the needs of all children who attend, however, in the rare circumstances that a child's needs cannot be met within our program, we implement the following policy:
  - a) The teachers inform the director and parents of their concerns, what they have observed, what they have tried, and request for an additional screening of the child using Medina's screening policy, as well as the assessments used within the classroom. All children with concerning behavior or developmental delays are asked to receive additional assessments, through Kindering Services, their pediatrician and other experts in child behavior and development.
  - b) Once all the assessments are completed, the teachers meet with the director, parents, and consultant to view the findings and to develop a behavior plan and classroom modifications for the child.
  - c) Only if the behavior plan and classroom modifications fail to yield success or resources the child needs are not available within our program, and both the teachers and parents feel a more suitable program would better meet the child's needs do we move forward with finding another program for the child.
  - d) The director and teachers work with various community services, such as Kindering, Child Care Aware, to find programs that would better suit the child. For instance, if a child's sensory integration disorder was so severe that they needed a very small and quiet classroom. This list of programs is given to the parents and the director offers to go visit with the parents.
  - e) Information as well as assessments are shared with the new program, and if feasible, a meeting is held between the new school, the teachers, and the consultant to help the new program prepare for the incoming child.
  - f) All other transition policies are followed as they apply.
  - g) The director follows up with the parents to see how the child is doing and to see if they need any additional resources, as well as to invite them to special events at Medina so they can continue to maintain the relationships they made here.

## **Additional Resources Shared with Parents**

1. [http://www.naeyc.org/yc/article/first\\_day\\_jitters](http://www.naeyc.org/yc/article/first_day_jitters)
2. <https://families.naeyc.org/learning-and-development/music-math-more/13-tips-starting-preschool>
3. <http://www.parents.com/toddlers-preschoolers/starting-preschool/separation-anxiety/dealing-with-separation-anxiety/>

## **Child Abuse Reporting Policy**

The State of Washington requires that childcare institutions be on the lookout for, and report to the State and appropriate authorities all suspected cases of abuse to a child.

At Medina Academy Preschool our center and staff are mandatory reporters of child abuse. All incidents or suspected incidents will be turned over directly to the Child Protective Services for investigation. We are not

allowed to do our own investigation and are required by law to report anything of a suspicious nature. It is advised that clients make the staff aware of any lingering bruising or other visible injury to minimize suspicion of possible child abuse or endangerment.

The following steps are to be taken if a staff member is suspected of child abuse:

- A staff member who has a situation or investigation pending should immediately notify the Director or most senior leadership staff member in the building.
- The person who suspects abuse should bring it to the attention of the Director or most senior leadership staff member in the building.
- The supervisor will check on the complaint and if they agree that there may be abuse, the supervisor will report the incident to Child Protective Services and our state licensing authority.
- We will then follow their advice regarding whether or not to suspend the staff members.

If a staff member is founded in a case of child abuse, we will take the following steps:

- We will allow the staff member to appeal the decision.
- The Director or an appointed member of the leadership staff will meet with the individual to go over the incident and form an opinion as to its validity and/or consequences to the Center and the individual.
- Based on the advice of our licensing agent, we will either suspend the staff member or allow them to continue their job until the appeal is completed.
- The staff member will meet with the Director or an assigned member of the leadership staff during this time and steps will be taken to ensure that there won't be any problems.

If after the appeal the decision is still founded, we will take one of the following steps based on the advice of our licensing agent:

- The staff member will be terminated from their position at the Center, or
- We will inform the parents that we have a staff member who has a found child abuse on record. We will also let the parents know what the charge was.

## **Additions and Changes**

Medina Academy Preschool reserves the right to edit the policies in this handbook as the needs arise. The center will make all changes or additions available at the time these changes are made. Parents will be notified of these changes through the normal written communication methods at the time they are made effective.

# **Child Care Centers and Preschools Licensing Standards and Procedure**

The Bellevue Preschool facility is regulated by the Washington State Department of Children, Youth and Families (DCYF)

Our Assigned Child Care Licensing Coordinator: Janelle Eason

Janelle Eason | Child Care Licensor Supervisor

Licensing Division | DCYF

[Janelle.eason@dcyf.wa.gov](mailto:Janelle.eason@dcyf.wa.gov)

Direct: 425-559-3571 Office: 425-223-0918

805 156<sup>th</sup> Ave NE, Bellevue, WA 98007

DCYF website <http://www.dcyf.wa.gov>

**All our recent inspection reports are available in our center office.**

# Sample Forms

## Student Withdrawal Form

Today's Date: \_\_\_\_\_

Medina Academy  
16242 Northup Way  
Bellevue, WA 98008

To Medina Academy Principal and Preschool Director,

This letter is to serve as written notice of withdrawal for my daughter/son, \_\_\_\_\_

in (classroom) \_\_\_\_\_ for the remainder of the 20\_\_\_\_ school year.

Effective as of (date) \_\_\_\_\_.

A brief reason for this decision is: \_\_\_\_\_

Thank you for your attention and consideration in this matter.

Sincerely,

\_\_\_\_\_  
Parent Signature                      Printed Name                      Phone Number  
\_\_\_\_\_  
Email

### Withdrawal Policy:

Parents who plan to withdraw their child must submit their request in writing by email to [principal@medinaacademy.org](mailto:principal@medinaacademy.org) and [registration@medinaacademy.org](mailto:registration@medinaacademy.org) or submit this written form.

**The official date of withdrawal is the date the request is acknowledged, in writing, by the Medina Academy administration.**

- If your student withdraws **on or after August 1**, the withdrawal penalty is the equivalent of one month's tuition, based on the 10-month tuition plan.
- If a written notice of withdrawal is submitted prior to August 1, there is no withdrawal penalty.
- The registration fee is not refundable nor transferable.
- The facilities fee may be refunded if a student withdraws before September 1st. After September 1st, the facilities fee will not be refunded. The facilities fee is not transferable.
- If families opt for the installment plan for the registration and facilities fees and withdraw during the academic year, the balance of these fees are due at the time of withdrawal.



# 2023-2024 Financial Aid Application

Medina Academy believes that no child should be prevented from enrolling at our school because of financial hardship. To that end, we have allocated a financial aid fund to offer discounted tuition to qualifying families. A substantial portion of our donation for financial aid is Zakaat based. If you believe you will be unable to pay the full monthly tuition payments, please answer the following questions:

## 1. Student and Parent Information

Student(s)Name: \_\_\_\_\_ Grade(s): \_\_\_\_\_

Parent or Guardian Name(s): \_\_\_\_\_

Parent Phone Number: \_\_\_\_\_ Parent Email: \_\_\_\_\_

Number of people living in your household. \_\_\_\_\_ Your address: \_\_\_\_\_

## 2. Explain why tuition payments would be a hardship for you:

\_\_\_\_\_  
\_\_\_\_\_

**Are you eligible to receive Zakat?** If you are eligible for Zakat, your tuition discount will come from a Zakat fund collected from the community. Please read the following very carefully to determine if you are eligible to receive financial aid from the Zakat fund.

- I. You are not from the family of the Prophet Muhammad (ﷺ)
- II. Total value of your savings including Cash, Precious Metals, stocks, and such is less than \$4900 (**Nisab**, this would not include your home, cars or personal belongings)
- III. You are in financial difficulty and your income is not sufficient to cover the cost of tuition at Medina Academy after taking care of basic needs of your family.

Please indicate: Our family is Zakat eligible \_\_\_\_\_ Yes \_\_\_\_\_ No

**3. How much would you be able to pay per month toward your child/children's tuition?** Tuition payments are spread out over 11 months, August through June. Each month per child \$ \_\_\_\_\_. There is a minimum \$200 registration fee per child.

**4. Signature:** I certify that all information submitted as part of this Application for Financial Aid is complete and accurate and I have read and understood the policies on *Page 2* of this form.

**I understand that Financial Aid is not guaranteed every year and that I must reapply for each new school year.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Note:** A financial aid decision will be delayed until this part is completed. **Please attach to this document and a copy of your latest 1040 joint tax return or individual 1040 tax forms from each parent/guardian and submit them to Medina Academy along with your registration materials.** Please contact Medina Academy at (425) 643-2678 if you have any questions.

## Registration and Facilities Fees

The registration fee for financial aid students is a minimum of \$200 per student. The facilities fee is waived for financial aid students. If the financial application is not approved, the registration fee of \$750 and facilities fee of \$750 are due.

Medina Academy offers an installment plan to financial aid families for the submission of the registration fee. If you are interested in this option, please complete, and submit the Registration Fee Installment Plan - Financial Aid to [registration@medinaacademy.org](mailto:registration@medinaacademy.org).

**If a financial aid student withdraws or is dismissed from Medina Academy, the balance of the registration fee is due at that time.**

Please contact [registration@medinaacademy.org](mailto:registration@medinaacademy.org) for more information.

## NOTICE OF NON-DISCRIMINATION POLICY

*Medina Academy admits students of any race, religion, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. We do not discriminate on the basis of race, color, national and ethnic origin, or religion in administration of our educational policies, admission policies, financial aid, and other school-administered programs.*

For Board use only: Monthly tuition amount approved for: _____	Facilities fee _____		
Registration fee per child: _____	Each child/per month: \$ _____	Beginning month _____	Signature: _____



# Early Drop Off Enrollment Form

Preschool/Pre-K 8:15 am – 8:30 am

**\$15.00 per week**

Child's Name: \_\_\_\_\_ Start Date: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Fee will be **added to your monthly "SMART" Tuition withdrawal starting October.**

**September will be billed from and paid directly to Preschool office.**

**Full Week** Monday – Friday \_\_\_\_\_

**Part-time, please check (v) days applicable – 2 days minimum**

\_\_\_Monday \_\_\_Tuesday \_\_\_Wednesday \_\_\_Thursday \_\_\_Friday



## Extended Care Enrollment Form

**Preschool/Pre-K 1:00 pm – 3:20 pm**

Child's Name: \_\_\_\_\_ Start Date: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

***Please provide a crib size sheet, pillow, and blanket on Mondays marked with your child's name  
(They will be returned to parents on Fridays for washing)***

***(A nominal fee will be accessed after 2 consecutive days of using school provided bedding if personal bedding is not returned)***

Fee will be added to your monthly "SMART" Tuition withdrawal starting October.

September will be billed from and paid directly to Preschool office.

**Full Week** Monday – Friday \_\_\_\_\_

**Part-time, please check (✓) days applicable – 2 days minimum.**

\_\_\_Monday \_\_\_Tuesday \_\_\_Wednesday \_\_\_Thursday \_\_\_Friday

**Siblings:** \$375.00 per month (\$93.75 per week)

**Non-sibling:** \$390.00 per month (\$97.50 per week)

**Late Fee: \$1.00 per minute after 3:22 pm (billed from Preschool office/Not on "SMART" and is cash only)**

**No Extended Care on half day Friday's or days noted the school calendar! (See Calendar -Marked with a \*)**

**Extended Care is subject to change based on staffing and number of students enrolled throughout the year.**

# Snack & Supply Fee/Required for School Information 2023-24

Required - \$160 Cash per child

(No checks or credit cards)

***Due within the 1<sup>st</sup> week of school using a payment form  
Pickup in office (Bellevue) or Entryway (Redmond)***

**Cash supplements cost of shared supplies, snacks, milk, and special occasions or projects**

**Milk:** We provide 1% organic milk every day for lunch. If your child is allergic to dairy, parent will need to provide an alternative.

**Supplies:** We will purchase supplies as needed throughout the year due to lack of storage.

**Snacks:** We will provide PS morning snacks, students who are still hungry after eating lunch, and special occasions or classroom food projects.

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Each Student is required to have the following:  
**(Due within the 1<sup>st</sup> week of School)**

- **Uniform:** Hunter (Dark)Green Top/Navy pants, jumper, dress, skirt with navy leggings/pants – Parent supplied – **(Students will need to wear daily)**
- **Crocs shoes:** Without characters, without buckles – Parent Supplied - (Kept at school for students to change into and wear in the classroom daily)
- **Lunchbox with non-gel ice pack:** (Frozen ice pack is required to be in lunchbox daily) We do sell them in the office at cost for \$1.00 each
- **2 wallet(2.5x3.5) SIZE pictures of student and 1 Family picture (4x6)**
- **Extra clothes:** In Ziploc bag **(labeled with child's name)**
  - Shirt, pants, underwear, socks, and undershirt (does not need to be a uniform)

# 2023-24 Student Emergency Card

Student Last: \_\_\_\_\_ Student First: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Mother's Name: \_\_\_\_\_ Cell: \_\_\_\_\_ Work: \_\_\_\_\_

Father's Name: \_\_\_\_\_ Cell: \_\_\_\_\_ Work: \_\_\_\_\_

**Minimum of 2 people not a parent authorized to pick up student in case of emergency  
At least one should be over 100 miles**

1) Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Cell Number: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

2) Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Cell Number: \_\_\_\_\_