

Doral Academy Pre-K



Policies and Procedures Handbook

Revised 2015

Saddle Campus

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www.doralpreknv.org

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Doral Academy Pre-K

Table of Contents

(2015-16 Session)

Philosophy of Our Program.....	3
Curriculum.....	3
Program Description.....	4
Music & Singing Specialty Class	
Music & Movement Specialty Class	
Written Assessments	
Student Portfolios	
Parent & Teacher Meetings	
Special Education	
Goals.....	6
Enrollment Procedures and Requirements.....	8
Enrollment	
Fees & Payments	
Tuition	
Additional Fees	
Late Pick Up Fee	
Arrival & Departure Policy.....	9
School Hours	
Arrival / Dismissal / Parking	
Dismissal Procedures	
First Time Separation	
Home Concerns	
Student Information.....	10
Uniforms	
Personal Belongings	
Toilet Training	
Nutrition	
Discipline Policies.....	11
Safety Policies.....	12
Reports of Child Abuse or Endangerment	
Natural Disaster Evacuation Procedure	
Health Policies.....	13
Smoking	
CPR	
Medical Care	
Directory of Emergency Health Services	
Medication	
Allergies and Health Concerns	
Guidelines for Excluding	
Special Events.....	15
Parental Involvement	
Seasonal Activities	
Birthdays & Half-y Birthdays	
Current Staff.....	16
Complaints Form.....	17

Doral Academy Pre-K is owned and operated by Aprende, LLC.

Philosophy of Our Program

Doral Academy Pre-K directs the development of each child:

Intellectually, Socially, Emotionally and Physically

We are dedicated to help the natural unfolding of each child's educational potential. Providing each child with an environment of exciting learning experiences, our art integration curriculum offers a well-balanced amount of teacher directed activities with child directed activities. We strive to help children grow in all areas of development, and become self-motivated learners.

The emphasis on arts integration, i.e.; visual media, music, dance, and theater increases cognitive, emotional, physical and social development as it enhances math, science, reading, writing and language.

Research supports the importance of the arts in academic achievement (CNAEA, 1994). By expressing and appreciating the arts, one develops thought processes and communication skills (Althouse, Johnson, Mitchell). Arts involve all content areas. Early childhood curriculum is not taught in isolated segments but is integrated across content areas. The arts connect the content areas and give children a means of developing new ways of understanding their world.

Curriculum

We will be incorporating Creative Curriculum® and Handwriting Without Tears® in our preschool. Creative Curriculum® focuses on creating a learning environment that allows children to learn by actively exploring the classroom and engaging in hands on experiences. Teachers plan and teach to individual students' needs and interests. Focus is on all content areas for kindergarten readiness while integrating the arts as a way of learning. Handwriting Without Tears® will be used as extra writing, language, literacy and math practice.

We include a project based approach to learning with emergent curriculum that is developmentally appropriate. Concepts are arranged in order of skill acquisition. Thus, the child is given the opportunity to master a simple concept before progressing to a more complex one. By providing this opportunity for success, the child experiences a growing sense of self-worth and a personal joy in learning.

We recognize the importance of working closely with families and acknowledge family involvement as an essential and vital component of the total learning process. We believe that a cooperative team of family members and professionals through observation and interaction guides each child's development in well planned learning activities.

Program Description

The Nevada Pre-Kindergarten Standards are implemented throughout the program. Each child is seen as an individual who takes an active role in his/her own learning by selecting activities from a variety of learning areas. Teachers set up the learning environment with art integrated activities and provide the time and opportunities to explore.

The staff encourages the development of a healthy self-concept by providing an accepting environment in which children are allowed to explore and make decisions, learn through spontaneous active play, in ways that are age appropriate. Individual developmental needs are met with simple adaptations and accommodations. Development and learning are interrelated. Learning to write and read depends in great part on how children feel about themselves and in their ability to achieve. Children who believe they can learn, and expect to achieve, do so. A balance of active and quiet, large and small group instruction, as well as, individual; one on one time, promotes development and skill building in all learning areas.

Music & Singing Specialty Class

This class is based on the recognition that all children are musical, can learn to sing in tune, keep a beat, and participate with confidence in music. It is a fun, structured, developmentally appropriate, music immersive class based on early childhood development studies and techniques. Students will use and begin to audiate and create their own rhythm and tonal patterns. By exploring music and movement, while playing and having fun, each child will be supported in their own music competence and development.

Special focus will be put on minor scales (along with major tonalities) and odd rhythms (along with duple rhythms) neither of which are heard frequently in our Western culture's current music trends and thereby giving the students a rich musical foundation to draw from as they continue their musical experience.

Music & Movement Specialty Class

This age appropriate curriculum is designed to embrace creative movement, dance, and education. Gross and fine motor skills, cognitive skills, body awareness, balance, coordination, and rhythm are explored while using innovative materials to keep the young minds' attention. Developmental milestones will be achieved in this fun and dynamic class. Class is held twice a month.

Written Assessments

Each child will complete a teacher created beginning of the year assessment that will be shared with the families within four weeks after the assessment. The assessment will allow teachers to catch a snap shot of the academic level of each child. Children will also be assessed at the end of first semester and at the end of the year.

Teachers will use the *Get Set for School Assessment* for Math, Language and Literacy, and Readiness Development. A progress report will also be written for each child's Science, Social/Emotional, Fine and Gross Motor, Social Studies, and Fine Arts Development.

Student Portfolios

The preschool staff uses student portfolios to document the ongoing progress of each child's development. A student portfolio is a collection of student work that illustrates the student's interests, skills, and changes over time. The portfolios may also contain family information, informal and formal assessments, work samples, communications, anecdotal information, and reflections of the social development of the child. It may be reviewed by staff and parents at any time.

Parent & Teaching Meetings

Parent and teacher meetings will be held once per year to review ongoing progress and to set student goals. Meetings will be scheduled individually. You may schedule a conference with your child's teacher at any time. We especially encourage this when you have questions about your child's progress, class work, or school policies. **Please do not interrupt the classroom during instructional times or interfere with arrival and dismissal procedures of other students to conference with the teacher.** Please allow the teacher the opportunity to schedule an appointment to meet with you, to offer privacy and enough time to discuss your concerns without interruption.

Special Education

Doral Pre-K is a private Pre-K and is on campus as at the invitation of Doral Academy of Nevada. Student may be referred to Child Find to obtain additional resources and services to fulfill the needs of written IEP. For more information about Child Find please refer to their website: <http://shoms.ccsd.net/childfind>

Doral Academy Pre-K Goals

CREATIVE EXPRESSION

Music & Movement - demonstrate singing; playing instruments; improvisation; demonstrate ability to listen; evaluate and application to life; identify cultural & historical connections; respond to music & movement cross-curricular; respond with & without music; respond to tempo

Dramatic Play - use roles; direct peers/follow direction; act out roles; create simple sets & sound effects; identify traits; imitate and portray character in a dramatized idea; identify the differences between pretend and real; use language arts, math, science and other disciplines in dramatic play

Visual Arts -

Knowledge: use variety of media, techniques & processes without a model; use elements & principles of design to create works of art; recognize various art forms (e.g., photographs, statues, paintings, and drawings); create artwork that demonstrates choice of subject matter & symbols to communicate meaning; create works of art expanding on an experience or influenced by a particular historical period or culture.

Interpretation: describe or respond to their creative art work or the creative work of others; discuss possible meanings, demonstrate cross-curricular by using visual arts as a means to express feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math; use visual arts in dramatic play, music and movement activities.

Creative Thinking - enhance approaches to learning through creativity; develop approaches to learning through motivation & persistence; show use of creative thinking - making connections from experiences.

SOCIAL AND EMOTIONAL

Develop an interest and joy in learning; identify feelings; development of self-expression & interaction with other children & adults; demonstrate self-direction, self-confidence & pro-social behaviors; develop attending and focusing skills; develop sense of responsibility

MATH

Demonstrate knowledge of numbers, number sense; develop knowledge of spatial concepts (shapes & measurement); develop an understanding of patterns & relationships; develop knowledge of sequence & temporal awareness; develop the ability to use mathematical knowledge to sort, classify, represent, communicate, and solve problems.

LANGUAGE AND EARLY LITERACY (ELA) ENGLISH LANGUAGE ARTS

Participate with assistance in:

Word Analysis - recognize and name upper and lower case letters; identify letter-sounds; decode words with assistance using phonics; demonstrate development of vocabulary.

Reading Strategies - demonstrate concept of print; identify author and illustrator; make predictions; identify key vocabulary; orally recall details; orally restate main ideas

Literary Text - with assistance listen for and identify setting and sequence of events; identify rhythm, rhyme, and tone

Expository Text - with assistance listen to and identify the purpose of and gain information from illustrations, graphs, charts, ask and answer questions re: text; follow pictorial and written directions to complete a task

Effective Writing- with assistance draw or communicate ideas in written form

Types of Writing - draw, dictate or attempt to write a story related to a familiar experience

Listening & Speaking - listen for a variety of purposes (main ideas, messages, to respond to oral

communication, to expand vocabulary, to participate in and follow conversational rules); use precise language to describe feeling, experiences, observations and ideas; speak clearly; participate in group discussions following the turn-taking process; ask and answer relevant questions; repeat simple stories songs and rhymes; use different voices for characters in books, songs or poems

SCIENCE

To enhance natural and instinctual observational skills; develop curiosity and their need to experiment, explore and discover; highlight the wonders of the world around them.

Earth & Space Science - atmospheric processes and the water cycle; solar system & universe; Earth's composition & structure

Physical Science - matter and forces; motion and energy

Life Science - heredity; structure and diversity of life; organisms and their environments

SOCIAL STUDIES

Recognize & identify people, cultures, and civilizations; nation building & development; social responsibility & change; identify the world in spatial terms (places & regions); explain human systems; recognize changes in environment, society, geography, and weather; identify and follow citizenship and the Law (rules & laws, rights, responsibilities, symbols); identify global relations

PHYSICAL DEVELOPMENT & HEALTH EDUCATION

Demonstrate development of motor skills, strengthening muscles, balance, coordination and muscle control

Dance -demonstrate loco motor movements such as up, down, forward, and backward; show the ability to follow basic movements (e.g., over, under, in, out, in between)

Health Enhancing Lifestyle - engage in daily moderate to vigorous structured physical activity

Personal Responsibility - participate appropriately during physical activities; demonstrate turn taking and cooperation; interact positively with others regardless of personal difference in skill level, gender, race & disability; participate in multi-cultural activities that enhance physical development (e.g. dance, games, etc.)

Fine Motor - demonstrate skills in eye-hand coordination; manipulate items (e.g. scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.); use fingered or tripod grasp with drawing, painting or writing instruments

Health Promotion/Disease Prevention - distinguish between healthy and non-healthy foods; take care of personal hygiene

Self-Management - follow basic safety rules; identify feelings

Interpersonal Communication - seek adult assistance when injured and/or ill

For additional information see: NevadaPrekstandards.com

Standards correlate with:

COMMON CORE STANDARDS

Governors and state commissioners of education from 48 states and three territories committed to developing a common core of state standards in English-Language Arts and Mathematics for grades k-12, which were finalized in early 2010. This initiative builds directly on recent efforts of leading organizations and states and ensures that these standards are evidence and research based. Nevada adopted these standards in August 2010. In addition, early childhood specialists across the country will be working directly with CCSSO (Council of Chief State School Officers) in regard to appropriate implementation of and alignment with states' Pre-K Standards. (Nevada Pre-K Standards Revised & Approved 2010, pg 12)

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Enrollment Procedures and Requirements

Enrollment

Apply online at: www.doralpreknv.org

Acceptance:

1. Priority will be given to siblings of registered students at Doral Academy of Nevada.
2. All other students' acceptance is on a first come first serve basis. Applications are time stamped upon receipt.
3. Parents will be notified by email of your student's acceptance. Registration instructions will be included. Parents will receive a registration packet by email to return. It includes all forms required by the State of Nevada Licensing. Included is a well check form that will need to be signed by a registered nurse/doctor and a copy of your child's updated shot records is required.
4. Doral Academy Pre-K does not provide transportation. If a field trip or any activity outside the facility is taken, a parent permission slip will be required at that time.
5. Your child must be **4 years old by September 30th of the year you are applying for.**

Fees & Payments

A non-refundable registration fee of \$100.00 is required at registration. (No fee is required to apply)

Tuition

Tuition is \$475.00 per month.

First payment due for the 2015-16 school year is due on June 1, 2015 to reserve placement. Second payment is due August 1, 2015 with final payment due April 1, 2016. Online E-Payments are required. E-Funds information will be sent to parents upon registration. Parents are required to sign a contract.

Additional Fees

Tuition Late Fee: \$25.00 per month will be added for payments received after the 6th day of each month. All payments must be set up with E-Funds with an automatic monthly withdrawal.

Late Pick Up Fee: Students not picked up on time will be assessed a late pick-up fee of \$10.00. Excessive late pick-ups will be grounds for release of student from Doral Academy Pre-K and the spot will be given to the next student on the waitlist.

Arrival & Departure Policy

School Hours

AM Session: Monday - Friday Drop Off: 8:05 8:10 AM - 11:10 AM
PM Session: Monday - Friday Drop Off: 12:00 12:05 PM - 3:05 PM

Arrival / Dismissal

Students must be signed in/out of school daily. Please see school procedures that are handed out at orientation for your schools drop-off/pick-up procedures.

Check your child's backpack for projects, class work, homework and general information from teachers in the form of notes and/or monthly newsletters.

STUDENTS MUST BE PICKED UP ON TIME. NO ACCEPTIONS.

Please contact the school if you are going to be late. Teachers will provide telephone numbers at orientation. (See late pick up policy on page 6)

***A student will not be released to an individual who, in the opinion of the Staff, is impaired by alcohol or other substance or is not able to safely operate a motor vehicle. (Late pick-up policy on page 6 will be applied)

***In the situation where the child's custody has been determined by a court, Doral Academy Pre-K requires that legal documentation be provided at the time of registration that states the relationship of the parent(s) or guardian(s) to the child and the custody rights of those parents or guardians. This will insure that safe and proper release and visitation procedures are implemented appropriately.

First Time Separation

Please plan extra time for the first day of separation (10-15 minutes). Your reassuring presence in this new situation is essential. Always say goodbye with a kiss, hug, and a wave; be firm, but **friendly** and **brief** about leaving. Assure your child that you will return to pick him/her up.

Home Concerns

If something out of the ordinary is happening at home (new sibling, illness, accident, moving, etc.), please let us know. Children react to even minor changes and we may be able to help your child through our knowledge and understanding of the situation.

Student Information

Uniforms

Uniforms are required to be on the Doral Academy Pre-K Campus. Wearing school uniforms, students will become part of a team. It is this team effort and sense of belonging that will help students experience a greater sense of identity and promote academic excellence. We are committed to keeping the cost of uniforms as low as possible for our families. Purchase information is included in our student registration packet.

Shirts: Blue collared shirts with the Doral logo. Undershirts must also be short sleeved. Undershirt colors may be blue, white, purple, or red.

Pants, Skirts, Shorts, Skorts, or Capri's: Khaki (tan) or navy blue in color. Skirts/shorts must be fingertip length. No sweat suit pants.

Shoes or Sneakers: Shoes/sneakers must fit securely on the foot. Flip flops, sandals, heels, or wedges are not allowed.

Friday will be our scheduled 'Spirit Days'. Students are allowed to wear their Doral Academy shirts on Friday with jeans. This attire is only allowed on Fridays.

Personal Belongings

Each child will be provided a Doral Academy Pre-K backpack that is big enough to hold a winter coat while the student is inside. A complete change of clothes (not shoes) should be provided by the family in a gallon size zip lock bag to be kept at school as an extra in case a change is needed. Each item should be labeled with first and last name. Toys or other items should be left home.

Toilet Training

Student must be toilet trained for attendance.

Nutrition

Our curriculum promotes only the healthiest foods from the four basic food groups. One snack is offered during the class period. Snack calendars will be sent home monthly. All of our classrooms are nut free zones.

Advise staff in writing on child enrollment form if your child has any food allergies.

Discipline Policies

Doral Academy Pre-K shall enhance a child's behavior through positive guidance, redirection of the child's behavior, and the setting of clear-cut limits on behavior. Through adult guidance and association with his/her playmates, the child is being prepared for self-control/self-discipline. We want the child to become aware of his/her own worth while learning to respect the rights of others. Disciplinary measures used in this facility are consistent with supportive, positive action, and include:

- * Informing and modeling for the child in a simple, positive manner what conduct is expected while he is in the facility. Rules and limits are few but they are consistently enforced.
- * Acknowledging and encouraging a child whom behaves in the expected manner.
- * Ignore inappropriate behavior as much as possible.
- * Speak once. If a child does not follow verbal suggestion, then the child may be guided to comply with request.
- * Encourage desired behavior by redirecting undesired behavior. Child may be redirected to a "safe area" where they regain their own control. With adult guidance, they think about and identify the problem, verbalize several solutions to the problem and choose one to try. After trying the solution out, evaluate success together. Acknowledging specific accomplishments encourages success.
- * Holding a child's arm to prevent hitting.
- * Bodily picking up the child and removing him from the group, and;
 - * Staying with the child until he is ready to control himself without hurting himself or others.
 - * Isolating the child under observation for no more than 10 minutes.
- * Generally the only punishment used is removal from a desired activity. Redirection is usually effective.
- * Physical punishment or psychological abuse will not be tolerated.

To be consistent in methods of managing behavior; parents and staff must discuss, agree and adopt uniform methods. If after consultation with the parents, persistent behavior problems are still present that interfere with the

success of the program for others, we reserve the right to discontinue service.

Safety Policies

Reports of Child Abuse or Endangerment

Every licensee or employee of a facility who has reason to believe child abuse or neglect is occurring in the child's home or elsewhere shall report his beliefs to the appropriate authority as required by law in NRS 432B.220.

Natural Disaster Evacuation Procedures (Per NRS 432A.280)

1. If instructed by emergency personnel, staff and children shall take shelter within the building of the facility in the Pre-K Class Room.
2. To evacuate the facility in case of a natural disaster (fire, earthquake, or flood) staff and children shall take the closest safe exit to the Kindergarten/Pre-K Playground and remain 50 feet away from building.
3. If relocation is required children and staff of the facilities will meet at:

Saddle Campus

Hayes Elementary, Keith & Karen Hayes

9620 West Twain Ave, Las Vegas, NV 89147-6713

Phone Number: 702-799-6030

Map: <http://google/maps/geagg>

JoAnn Nelson's Cell: 702-275-6218

Mary Casper's Cell: 702-235-3073

Cactus Campus

Yellowstone Clubhouse

10175 Quarter horse Lane, Las Vegas, NV 89178

Jennifer Lucas' Cell: 309-883-1224

***Contact Info: Academica management phone number: 702-431-6260

4. Staff, a child's parents, or others as designated by emergency personnel may provide transportation for such relocation.
5. Supervision of the children of the facility during the emergency is under the direction of the designated person in charge, assisted by other staff members.
6. Children and staff from the facility will be accounted for during the emergency by using the Staff & Children's sign-in and sign-out sheet.
7. A responsible person should contact emergency personnel, including, without limitation to, the fire department, a law enforcement agency of any other appropriate authority by telephone or cellular phone (cell sites must be left open for emergency personnel use, and cell phone signals can detonate bombs, in case of bomb threat) using 911.
8. These plans must be conspicuously posted in a public place in the facility.
9. An evacuation drill for fire will be held at least once per month. An evacuation drill for natural disaster will be held at least once every 3 months.

DESIGNATED PERSON IN CHARGE WILL:

1. Set up shelter in place or direct evacuation to the Kindergarten/Pre-K playground.
2. Take staff and children's attendance sign-in sheet during evacuation.
3. Assign responsible person to call 911.
4. Meet with and supervise all children, staff, and area to insure all are accounted for by taking roll. Bring School Crisis Evacuation Kit.

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5. ALL STAFF WILL: Remain calm, assist as needed, and reassure children of their safety.

Health Policies

Smoking

Smoking is not permitted on or around the premises of the facility or at any school function.

CPR

All staff is CPR and first aid certified and must be renewed every other year.

Medical Care

Parents may not bring sick children. Children who appear ill when they arrive will not be admitted. Please refer to the "Health Guidelines for Excluding Form." Any illness should be back to normal conditions for 24 hours (without pain relievers) prior to returning to school. Everyone's common courtesy will keep all our children well, costing much less in medication and doctor bills.

If a child becomes ill or seriously injured while at the school, the student will be immediately isolated from the other children and placed under appropriate supervision. A parent, a person designated by a parent, or a physician designated by a parent may be promptly notified. The child must be removed from the facility as quickly as possible. Members of the staff may administer medical emergency first aid. To provide the best care, Doral Academy Pre-K Director or designated staff in charge may consult with, obtain assistance implementing health policies, and may inform staff on dental care/personal cleanliness with the physician and/or nurse listed on the enrollment form regarding your child's health. If a child is transported for professional emergency care, a member of the staff shall remain with the child until the parents assume responsibility for the care of their child.

Directory of Emergency Health Services

Our staff may also contact 911 emergency, Poison Control at 732-4989, Clark County Health Department at 759-1000 or 759-0588, or the nearest emergency room for assistance.

Medication

Doral Academy Pre-K program will not administer any medications during school hours.

Allergies and other Health Concerns

If your child is allergic to any food or drink, notify us. If there are any other health problems, notify the classroom teachers in writing on the enrollment form.

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HEALTH GUIDELINES FOR EXCLUDING FORM

Doral Academy Pre-K

Per Clark County Health Department a facility serving well children may not admit a child who has any of the illnesses or symptoms of illness specified below. It is advised that the parents take the child for medical assessment. Even for the mildly ill child, exclusion is based on the fact that there are not facilities and staff available to meet the needs of both the ill child and other children in the group.

Fever

An oral temperature: 100 degrees F. or higher or rectal temperature: 101 degree F. or higher; especially if accompanied by other symptoms such as vomiting, sore throat, diarrhea, headache and stiff neck or undiagnosed rash.

Respiratory Symptoms

Difficult or rapid breathing or severe coughing: Child makes high-pitched croup or whooping sound after coughs. Or child is unable to lie comfortably due to continuous cough.

Diarrhea

An increased number of abnormally loose stools in the previous 24 hours. Observe the child for other symptoms such as fever, abdominal pain, or vomiting.

Vomiting

Two or more episodes of vomiting within the previous 24 hours.

Eye/Nose Drainage

Red eyes with discharge. Thick colored mucus draining from nose.

Sore Throat

Sore throat, especially when fever or swollen glands in the neck are present.

Skin Problems

Rash - skin rashes, undiagnosed can be contagious
Infected Sores - Sores with crusty, yellow or green drainage which cannot be covered by clothing or bandages.

Itching

Persistent itching (or scratching) of body or scalp. This could be a sign of head/body lice.

Appearance/Behavior

Severe pain or discomfort. Child looks or acts differently, unusually tired, pale, lacking appetite, confused, irritable, and difficult to awaken. Swollen joints. Visibly enlarged lymph nodes. Blood in urine.

Unusual Color

Eyes or skin - yellow (jaundice), Stool - gray or white, Urine - Dark, tea colored. These symptoms can be found in hepatitis and should be evaluated by a physician.

Special Events

Parental Involvement:

Parents who invest their time and energy to their children will receive a rich return on that investment. By being involved you will have a clearer understanding of this early childhood program and how it is working for your child. Parents have the right and are welcome to observe the program before enrollment and at any time after enrollment of the child. Please call the teacher ahead of time to schedule any classroom visits. Any time family members can volunteer in or out of our class is very beneficial to the program and to the children. Please be advised that non-school age children are not allowed into the classrooms during the school day. Please make other arrangements for younger children when volunteering at school. All visitors/volunteers are required to check in at the office for a visitor's pass.

Per Nevada Child Care Licensing all parent volunteers must have a negative TB test on file prior to any work inside the classroom. If you are interested in volunteering in the classroom please send a copy of your negative TB test results to your child's teacher.

Parents & Family Activities May Include:

- *take student dictations of their oral stories
- *make/repair/purchase classroom materials
- *assist in playground supervision
- *assist with events, class projects, or programs
- *help with class decorations or displays
- *be a guest speaker (share your career, family traditions, or culture)
- *read to the children
- *help prepare classroom materials
- *assist during snack time
- *make copies
- *help plan classroom parties

Seasonal Activities:

Seasonal events are celebrated with special activities, visitors, family involvement, songs and games, and with discussion and exploration of their cultural origins. We do not exchange gifts on any of these occasions. We will be incorporating holidays in a low-key child-centered manner. It is important that all activities remain age and culturally appropriate.

Birthdays & Half-y Birthdays:

Birthdays are recognized with parental reminders. We will congratulate and sing "Happy Birthday" on the child's birthday (or near it). Children with summer birthdays will be acknowledged on their "Half -y" birthday (6 mos. after their birthday). The children are invited to share information about their family practices, traditions, customs and/or culture. This may be done in any medium, i.e.: photos, stories, or songs. Any low sugar snack from the four basic food groups or party favors for all 16 children are optional and may be provided by the parents. Coordinate date and time with your child's teacher.

Doral Academy Pre-K Current Staff

Saddle Campus

Director/Lead Teacher: JoAnn Worthen Nelson

E-mail: joann.nelson@doralpreknv.org

Cell Phone: 702-275-6218

Assistant: Mary Casper

Cactus Campus

Director/Lead Teacher: Jennifer Lucas

E-mail: jennifer.lucas@doralpreknv.org

Cell Phone: 309-883-1224

Assistant: Sarah Miklos

Other Contact Information

Aprende, LLC

1378 Paseo Verde, Ste 200

Henderson, NV 89012

Phone: 702-431-6260

Fax: 702-431-6250

E-mail: info@doralpreknv.org

State of Nevada Child Care Licensing

3811 W. Charleston Blvd, Ste 210

Las Vegas, NV 89102

Phone: 702-486-3822

Fax: 702-486-6660

www.health.nv.gov

AS REQUIRED BY THE STATE OF NEVADA BUREAU OF HEALTH CARE
QUALITY & COMPLIANCE (NRS 178) THE FOLLOWING IS THE PARENT FORM
ADVISING OF NO COMPLAINTS AGAINST:

Doral Academy Pre-K

Per NRS 178 - Parent Form: Complaints include: confirmed, unconfirmed, undetermined

Date	Complaint	Findings of Investigation	Disciplinary Action Taken	Documentation Attached (Parents are notified within 3 days)
NA	NA	NA	NA	NA