

REDFORD SERVICE LEARNING ACADEMY



2018-2019 PARENT HANDBOOK

PRE-K (PRESCHOOL)



"Developed under a grant awarded by the Michigan Department of Education."

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Dear Families,

Welcome to Redford Service Learning Academy's Prek (Preschool) Program for the 2018-19 school year. Redford Service Learning Academy is a Public School Academy which has GSRP (Great Start Readiness Program). We are delighted to have your child join us as we start an exciting and productive year. Our staff has been very busy getting the classrooms ready, and we are looking forward to meeting all of our students.

We want to provide your child with the best educational experience possible, and for that reason, we hired staff that are qualified in their fields. Lead Teachers are highly qualified and certified with a background in Early Childhood Education in all of our classrooms. In addition, qualified Associate Teachers will also lead and assist the Lead Teachers in the classrooms on a daily basis.

We encourage all parents to take part in their child's school experience and believe that constant parent- school communication and partnership is a key element to the child's success. We will offer consistent communication with all the families in order to understand the developmental gains that each child will experience this year. In addition, we will always be available to assist you and address any questions, comments or concerns you may have.

Once again, we would like to welcome you as a member of our Redford Service Learning Academy family, and we look forward to serving your child as he/she embarks on this exciting educational journey.

Sincerely,
Mrs. Delicia Allen
President of Early Childhood Development

Ms. Dena Fisher
Early Childhood Curriculum & Instructional Coach

<http://www.redfordsla.org>

Prek (Preschool) Philosophy:

Redford Service Learning Academy believes that educational values and love for learning are nurtured in a positive, challenging and supportive educational environment wherein students, educators, and parents work together with a common purpose of ensuring that each student finds effective and fulfilling personal work, and meaningful educational lives.

Prek (Preschool) Program Goals:

The mission is to provide experiences that will promote children's development in multiple areas according to the curriculum that will help children successfully transition into Kindergarten. As teachers, parents, and educational researchers have discovered, the HighScope Preschool Curriculum not only helps young children excel in language and cognitive learning but also promotes independence, curiosity, decision-making, cooperation, persistence, creativity, and problem solving — the fundamental skills that help determine success in adult life. This is what we mean by The HighScope Difference.

Prek (Preschool) Curriculum:

The developmental needs of a preschool age child must be met through a variety of hands-on and active learning/exploratory activities. Classroom areas are book, writing, house, block, computer, woodworking, sand and water table, art, with each area including materials focused on the nine areas of development listed below. These are the building blocks and foundation in which the child will not only gain the necessary milestones for his/her age, but also be a part of a curriculum that will prepare them for entry into kindergarten the following year. Teachers and staff will work together to set goals and objectives that will foster the skills that a preschool age child will gain. The preschool program will strive to facilitate the development of the whole child in a wide variety of developmentally appropriate activities that will enhance many areas of children's development including but not limited to: social and emotional development, physical development and health, language, literacy, and communication, mathematics, creative arts, science and technology, social studies, English language learning (ELL).

The preschool program will establish developmentally appropriate practices with all staff members to carry out with the children. Daily routines and activities will allow children to adjust to a setting that will nurture the growth and natural curiosity of four year olds. The preschool program will provide parents the opportunity to foster their child's development through informational packets, meetings, and special events that will create a community that is strongly committed to the academic success for all children.

The GSRP curriculum is HighScope and is aligned to the Michigan Early Childhood Standards of Quality; consequently, the curriculum and standards will be used to guide lessons and activities that will foster the child's cognitive growth. Beginning with the Perry Preschool Study, High Scope revolutionized early childhood education with a new approach to teaching and learning. Research based and child focused, the High Scope Curriculum uses a carefully designed process — called "active participatory learning" — to achieve powerful, positive outcomes.

As teachers, parents, and educational researchers have discovered, the High Scope Preschool Curriculum not only helps young children excel in language and cognitive learning but also promotes independence, curiosity, decision-making, cooperation, persistence, creativity, and problem solving — the fundamental skills that help determine success in adult life. This is what we mean by The High Scope Difference.

GSRP Prek (Preschool) Program:

The Great Start Readiness Program (GSRP) is a full day program that runs Monday through Thursday from 8:00 AM – 3:20 PM. Latchkey which includes before and after care is provided Monday through Friday from 7am-6pm. Registration for Latchkey is done in the school office on individual family needs. The program serves children four years of age in preparation for kindergarten. Each classroom has 1 qualified Lead Teacher and 1 Associate Teacher with the adult to child ratio being 1:8. Each classroom may serve 16 to 18 children in a full day program and must run for a minimum of 30 weeks.

The Great Start Readiness Program is a developmentally appropriate program that helps prepare children for later school success also. We offer a well-rounded, organized, and consistent program to families. The program is designed for children to learn through play, but offers a balanced day with individual time as well as group time. Science, math, outdoors, computers, snacks, lunch, story time, art, drama, music and nap are a part of our day.

Parent involvement is mandated through visits to the classroom, parent/child activities, home visits, parent-teacher conferences, home activities for parent/child interaction, field trip participation, or volunteering to prepare classroom materials.

Pre-K (Preschool) Faculty and Staff:

The program employs one Director/Early Childhood Specialist, one Lead Teacher, one Associate Teacher, one Assistant Teacher. The Lead Teachers are assisted by the Associate Teacher throughout the school day. All adults working in the center must have the following:

- Federal criminal background check (fingerprint clearance check)
- ICHAT clearance every 2 years at renewal
- Physical
- Blood borne pathogens training
- Negative TB test once per employment
- First Aid/CPR training

Pre-K Staff

Principal.....Mr. Gregory Hurst
President of Early Childhood Development.....Mrs. Delicia Allen
Early Childhood Curriculum & Instructional Officer.....Ms. Dena Fisher
Early Childhood Specialist.....Mrs. Akecia Thompson
Lead Teacher.....Ms. Constance Hanna
Associate Teacher.....TBD

Communication:

How to communicate with the school

- Come to the main office
- Call or leave a phone message at 313-539-4115.
- Call the office by phone to report an absence. Calls must be received by 8:00 am on each day of the absence.

How to communicate with the teacher

- Call the main office and leave a message asking the teacher(s) to call you back
- After hours call the main office at 313-539-4115 and leave a voice mail message for the teacher/staff member

How to communicate with an Administrator

Many parents would like to speak with the Principal or Program Director before speaking with an individual teacher about an issue concerning a classroom incident.

The policy is that the administrator will speak with the parent only after the parent has made a reasonable attempt to meet with the teacher. Upon parent satisfaction if all these efforts fail to meet parent expectations, then a parent is encouraged to contact the Principal or Program Director.

Staff Training Plan:

Staff meet daily and will also attend weekly team planning meetings, in service training, and on site curriculum training workshops are also conducted for Professional Development. Additionally, staff will annually attend trainings, workshops, seminars, and conferences on early childhood, child development or child care administration and practices offered by early childhood organizations. All meetings will be tracked using sign-in/out sheets and time logs; otherwise known as a professional development log. Administrators will keep staff records at all times, these records include staff observations formal/informal, meeting logs and employment verification forms.

Redford Service Learning Academy teachers and staff will treat all students, parents, and each other with respect and dignity at all times. Teachers and staff will always be prepared to perform their job functions and will deliver the highest level of service to our students and parents. Teachers will ensure that every student is provided with the best opportunities available to succeed in meeting their learning obligations. Teachers and staff will communicate regularly with parents and stakeholders who are interested in what is going on at our school. Teachers and staff will maintain a safe and healthy environment that is optimal for learning. All staff will contribute to a positive learning environment, will take pride in their profession, and will continue to improve their own skills through active involvement in professional development activities offered by the academy.

Great Start Readiness Program
School-Day Sample Routine

- 8:00 – 8:45** **Arrival/Breakfast/Greeting Time** – Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to eat, spend time with books, or interact with adults and one another. If children are not eating at arrival, a mid-morning snack is substituted for breakfast. Once all children have arrived, adults and children spend 3-5 minutes together sharing daily announcements.
- 8:45 – 9:00** **Large-Group Time/Music and Movement** – All adults and children participate in activities planned around children’s interests, developmental levels, music and movement, cooperative play and projects; and events meaningful to children.
- 9:00 – 9:10** **Planning Time** – Children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support children’s planning (e.g., props, area signs, tape recorders, singing, planning individually, in pairs, in small groups).
- 9:10 – 10:10** **Work Time** (children’s hour of uninterrupted Choice Time) – Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children’s problem solving both with materials and during times of social conflict.
- 10:10 – 10:20** **Cleanup Time** – Children and adults clean up together keeping the spirit of play and problem solving alive. Children make many choices during clean up. Adults accept children’s level of involvement and skill while supporting their learning.
- 10:20 – 10:30** **Recall Time** – Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow children’s lead and encourage children to share (e.g., individual props such as puppets, telephones or periscopes, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting). Adults are unhurried in their approach and may complete Recall Time with four or five children each day.
- 10:30 – 10:45** **Small Group Time** – An adult-initiated learning experience based on children’s interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.
- 10:45 – 11:30** **Outside Time** – Children have many choices about how they play in the outdoor learning environment, much as they do during Work Time indoors. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem solving. Outside time is minimally 30 minutes each day, excluding time for dressing and transitioning outdoors.
- 11:30 – 11:40** **Bathroom/Wash Hands/Prepare for Lunch** – Children assist in preparation and set up. Children choose where they would like to sit and are encouraged to serve themselves.
- 11:40 – 12:25** **Lunch/Brush Teeth** – Family-Style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own meal space including disposal of leftovers, wiping of tables, and pushing in their own chairs.
- 12:25 – 1:25** **Quiet/Resting Time** – Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives.
- 1:25 – 1:55** **Wake/Bathroom/Snack** – As children wake up, adults and children work together to put away cots and set up for snack. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.
- 1:55 – 3:00** **Work Time** – A second work time, while essentially the same as morning work time, may vary slightly from morning expectations while ensuring that children are primarily involved in planning and carrying out their own intentions. Teachers may implement activities with various grouping strategies (individual, very small groups, homogenous) to support children’s learning of targeted skills. At least one member of the teaching team will be assigned to support the majority of children working in open centers. A collaborative curriculum-planning approach helps to ensure that the teaching team will meet individual child needs by supporting and extending development, knowledge and skills within children’s play themes rather than pulling them aside for teacher-directed activities. GSRP expectations for active, play-based learning must be met at all times.
- 3:00 – 3:30** **Outside Time/Dismissal** (refer to AM descriptions).
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Parental Involvement:

A quality early childhood program following the GSRP model conducts a minimum of two home visits and two parent-teacher conferences annually for every child and family. In promoting a partnership between parents and teachers, home visits provide the means for observing children in their home environment and encouraging parent involvement. Please be kindly informed, home visits and the meetings offer the opportunity for the discussion of progress, goals, support and strategies that the Lead Teacher, Associate Teacher, and parents can provide. Maintaining this link strengthens the parent teacher partnership, learning at home and creates positive experiences for the child.

Parental involvement also takes place at the center for parent teacher conferences and as needed per the request of the parent. Parental feedback and participation in the child's education is a necessary component to the collaboration process. Parent(s) are also strongly encouraged to attend the following:

1. Data Analysis Team Meeting which is made up of teaching teams, supervisor, parents, Early Childhood Specialist/Stakeholders will meet three times per year to do the following: Analyze aggregated program and child outcome data, set goals and monitor progress toward goals and Kindergarten Readiness.
2. GSRP Local Advisory Committee meetings to instill confidence in parents as active group members and decision makers. Includes representation from GSRP teaching staff, one parent for every 18 enrolled children. The focus will be on local considerations, including recruitment/enrollment, Preschool Program Quality Assessment (PQA) results and child outcome data and will meet twice per year. During the mid-year meeting Kindergarten Transition is also discussed.
3. The main purpose of the initial Home Visit is to create a foundation for the beginning of a positive partnership between home and school. It is designed to ease the transition into GSRP for the child and family. Each Home Visit will last for one hour. During the hour the following activities should be expected: Sharing program curriculum information, Reviewing the purpose of the visit, which is the reciprocal exchange of information and ideas, Developmental Screener (ASQ – Ages & Stages Questionnaire), Child will choose a Letter Link, Complete the Individual Development Plan, Discuss parent and child's interests, hobbies, strengths, model a teaching activity for future parent/child in-home interactions, Discuss the importance of parent engagement and opportunities for parent involvement.
4. During Parent Teacher Conferences the Teaching Team will use the Child Developmental Profile to discuss: progress of the child across domains, goals for continuous progress, and any additional support which may be necessary. The Teaching Team will also share curriculum strategies for supporting children's development and discuss ways families can support learning at home using household materials and within ordinary household routines. The Teaching Team also invite observations and answer questions from parents about the program. Each Parent Teacher Conference will last forty-five minutes. During the forty-five minutes the Child Developmental Profile will

be reviewed, Update and review the Individual Development Plan, Discuss ways parents and the Teaching Team can continue to support the child.

Classroom Newsletters will be sent home with children each month. Please feel free to share newsletters with other family members and other caregivers! Reading the newsletters will help to keep you informed about classroom activities, field trips, parent meetings and important community events.

Parent Code of Conduct:

Threats: Threatening of employees, children other parents or adults associated with RSLA is not tolerated. Parents must be responsible for and in-control of their behavior at all times.

Physical/Verbal Punishment: RSLA does not support nor condone corporal punishment of children; such acts are not permitted in the child care facility.

Smoking: smoking is prohibited anywhere on RSLA property.

Inappropriate Language: Parents/adults are not permitted to curse or use other inappropriate language on RSLA property at any time.

Safety Policy: Parents are required to follow all safety procedures at all times.

Great Start Collaborative Parent Coalition:

The mission is to assist in building public support and will for early childhood investment through support and educational activities at the local and state level; to support and be engaged in supporting the work of the Great Start Collaborative-Wayne (GSC-W); to serve as a constituency group for parents on the GSC-W, giving them a means to better understand the desires and needs of parents in Wayne County; and to educate policy-makers on the importance of investing in the first five years of life and the essential role that parents and families play in the lives of young children.

The Great Start Wayne County Parent Coalition is a group of expectant parents, parents, grandparents, foster/adoptive parents, and guardian with children under the age 12, who speak up for children's rights and stand up for their needs! The Coalition rallies to support the issues affecting children throughout the county. The ultimate goal is that all children will be successful in school and in life.

Consequently, parents are invited and highly encouraged to join the GSC Parent Coalition for free gatherings, trainings, and family fun events in Wayne County. To contact the Parent Liaison please call 734-385-4001 ext. 2 or visit the website at www.greatstartwayne.org/parent-coalition.

School Readiness Advisory Committee (SRAC):

The Early Childhood Consultant, Dr. Helen Oliver-Brooks is a leader in the ISD-wide School Readiness Advisory Committee (SRAC), established annually and which operates as a workgroup of the local GSC. One of the tasks of the SRAC is to annually review and make recommendations about:

- Collaboration with and involvement of community volunteer and/or social service organizations in addressing all aspects of educational disadvantage;
- Partnership with the local GSC (Great Start Collaborative), Regional Resource Center, and others to build the capacity of local community agencies to take part in GSRP;
- Collaborative recruitment and enrollment process to assure that each child is enrolled in the program most appropriate to his or her needs and to maximize the use of federal, state, and local funds;
- The choice of an approved curriculum;
- Nutritional services utilizing federal, state and local food program support as applicable;
- Health and developmental screening process;
- Referrals to community social service agencies, as appropriate;
- Parent involvement;
- PQA and Child Outcome data;
- Continuous improvement efforts; and
- Transition into kindergarten.

The SRAC will also make recommendations to the GSC (Great Start Collaborative) regarding other community services designed to improve all children's school readiness.

Toilet Training:

All children may or may not be toilet-trained before entering the Pre-K (Preschool) Program. It is helpful if children are able to do either some and/or all of the following:

- recognize when he/she needs to use the bathroom
- be able to independently pull pants up and down
- independently clean themselves
- use the school toilet independently without a parent present

We do understand that an occasional accident might occur, so we ask that you send a complete change of clothing (an extra shirt, pair of pants/shorts, underwear, and socks for the appropriate season/weather) in a Ziploc bag in your child's backpack. These items will remain at the school in your child's locker/cubby. Please note we will also provide additional assistance to children on an as needed/documented basis. When a child is not toilet-trained, staff will also partner with families to create aligned strategies between home and school.

Rest Time Policy:

Per Licensing guidelines, naptime or quiet time shall be provided when children under school-age are in attendance 5 or more continuous hours per day. Children will be provided with a nap time cot sheet and blanket by the GSRP (Great Start Readiness Program).

Application Process:

All new parents who are interested in enrolling their child in the preschool program should pick up an application package at the school. The application forms need to be filled out and signed by a legal parent or guardian. Parents must turn in the completed application form to the school during the application period announced each year. Parents may also submit application forms throughout the year in order to place their child on the waiting list. Current parents must also renew their intentions to keep their child in the school no later than the end of the regular application period, held each year, prior to the beginning of the next school year. Spots for existing students will not be held past this time.

Admissions Policy:

The program will charge tuition (based on Wayne Count RESA listed below) and will not discriminate in its student admissions policy or practices on the basis of intellectual ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a school district.

After a family has submitted an application, the child is placed on a list of applicants. Enrollment is determined by the quintile each family is in according to the paperwork submitted for each of the seven risk factors which include: low family income, diagnosed disability or identified developmental delay, severe or challenging behavior, primary home language other than English, parent/guardian with low educational attainment, abuse/neglect of child or parent, environmental risk factor.

Wayne RESA GSRP Tuition Policy
(Sliding Fee Scale)
2018-19

Household Size	Federal Poverty Level 0-250%	Federal Poverty Level 251-300%
	Annual Income	Annual Income
1	Up To \$30,150	\$30,151 – \$42,210
2	Up To \$40,600	\$40,601 – \$56,840
3	Up To \$51,050	\$51,051 – \$71,470
4	Up To \$61,500	\$61,501 – \$86,100
5	Up To \$71,950	\$71,951 – \$100,730
6	Up To \$82,400	\$82,401 – \$115,360
7	Up To \$92,850	\$92,851 – \$129,990
8	Up To \$103,300	\$103,301 – \$144,620
Part Day GSRP Monthly Tuition Fee	No Tuition	\$10
School Day GSRP Monthly Tuition Fee	No Tuition	\$20

Attendance Policy:

“All students are expected to attend school no less than eighty (80) percent of the time unless precluded from doing so by an excused absence due to illness or other approved emergency supported by a doctor’s note; however, some absences may be due to other reasons than illness. The underlying goal of GSRP (Great Start Readiness Program) is Kindergarten Readiness and each day a student is in attendance the success of Kindergarten Readiness is increased. A parent or legal guardian must provide an explanation to the teacher as soon as possible, or upon return to school. Methods for providing an explanation for any absence/tardy include:

1. An e-mail or phone call from a parent/guardian.
2. A statement from a doctor.
3. A copy of documents from court appearances, etc.
4. A pass from a staff member.

We highly value you as a Redford Service Learning Academy parent. At times, life may produce unexpected challenges and circumstances beyond our control; therefore, if a

student is absent for more than 2-3 days teachers will attempt to communicate with families to inquire regarding a reason for the absences.

Immunizations:

No student may be admitted without proof of current immunizations as well as a physical. Parents who need help to find out about community resources, which offer assistance in obtaining free and/or low-cost immunizations, should call the school for more information.

Immunization Requirements:

State laws require that all students (PreK-12) are immunized against diphtheria, tetanus, whooping cough, measles, rubella, and polio. The child's grade upon enrollment in our school will determine whether the mumps immunization is required for admission.

- Parents must provide documented evidence of all immunizations no later than the first day of school.
- No child will be permitted to attend school unless he/she is fully immunized or has begun his/her immunization schedule.
- The only exception to these requirements is for children whose immunizations are medically contraindicated or children whose parents file each year a written objection based upon religious or philosophical objections.
- Consult the principal or office staff for any questions.

Hand Washing Policy:

Upon arrival at the center, children must wash their hands. Per Child Care licensing, hand washing means to cleanse the hands with soap and warm water for at least 20 seconds. Guidelines for hand washing shall be posted in food preparation areas, in toilet rooms, and by all hand washing sinks.

Illness Policy:

Illness is cause for concern in young children; therefore, we ask your child not attend if they have any of the following symptoms.

- A temperature 99.5 degrees or higher, or at the teacher's discretion
- A severe uncontrollable cough
- Difficulty breathing
- Diarrhea
- Vomiting more than twice in a 24-hour period
- Cannot participate comfortably in routine activities
- Needs more care than can be given in a group setting

If your child displays any of the above symptoms during preschool hours staff will inform parents via telephone whether their child needs to be picked up early.

If the child has diarrhea or vomiting he/she may not return to school for 24 hours. In addition if a child has a communicable illness he/she must be on an antibiotic for at least 24 hours before returning to school and/or a doctor's note stating returning to school is acceptable because the child isn't contagious.

Student Records & Confidentiality Policy:

Student Records

The school records of all students will be kept confidential and will be maintained on site at the school. The parent/guardian of the students, are entitled to review their child's school records upon written request and in the presence of school staff. In situations where the parent of a student is divorced or separated, each parent, custodial and/or non-custodial, has an equal right to review the child's records unless a court order specifies otherwise.

Personal school records will not be furnished to any other person (except school staff) unless there is written consent from the student's parents or from a student who has reached the age of the majority. Release request forms are available in the admissions office. This is to ensure the student's records are kept confidential at all times!

Parents should also obtain a copy of their child's student records from all the previous schools attended. This will help the academy learn more about the specific educational needs of each student. If parents do not have such records, we will request that they sign a release form so that the academy may request past records directly from the schools.

RELEASE AND REVIEW OF SCHOOL RECORDS

Public law 93-380

Parents shall have complete access to all school records pertaining to their child. Parents wishing to review their student's records must notify the school counseling office. The necessary arrangements will be made. This is to ensure the student's records are kept confidential at all times!

If students are receiving or have received special educational services, parents should contact the special education office to arrange for the review of special education records. Personal school records will not be furnished to any other person (except school staff) unless there is written consent from the student's parents. Release request forms are available in the Admissions Office.

Guardianship/Child Custody:

If legal guardianship should change at any time, it is the parent or legal guardian's responsibility to inform the school of such changes, in writing. The parent/guardian may be asked to produce official documents indicating such a change.

Emergency Information and Procedures:

While school is generally a safe place, emergencies may occur. Therefore, it is imperative that the main office has on file necessary emergency information and phone numbers by which parents/guardians or friends may be reached at any time during the school day. The following information is to be provided:

1. The name(s) and address(es) of parent(s) or guardian(s).
2. Home phone number
3. Work, cellular and/or pager numbers (if applicable).
4. Phone numbers of relatives and/or friends who have permission to transport the child in cases of emergency.
5. The name of the child's doctor(s) and his/her phone number.

6. A list of persons authorized to pick up the child
7. Medical alert information

The school should be immediately notified when and if the above information changes.

School Closing:

In case of emergencies, parents will be contacted as soon as possible, by phone or by the contact source provided on the admissions form that each parent/guardian is required to provide. If an emergency exists where the academy cannot open, parents will be contacted, as soon as possible, at their home phone numbers. The Academy will also broadcast any school closings on WWJ news radio 950 am, TV channel 2 WJBK (fox news), TV channel 4 WDIV news, and TV channel 7 WXYZ news.

Accidents:

If a serious injury occurs on school grounds, the parents/guardians will be notified and asked to pick up the child for their own observation or examination by their family physician. Parents/guardians will be promptly notified of all injuries not considered minor. In the event that the parents/guardians cannot be reached, the student will be discharged to the person named on the student's admissions card under emergency contact.

Off campus emergencies:

Even on a field trip teachers must be ready for an emergency. In the event of an off campus emergency, both teachers and bus drivers have step-by-step instructions to follow:

- Depending on the type of crisis, 911 is called and first responders will oversee all medical and safety needs if necessary
- Phone calls are then made to the school principal
- Contact to the families will follow. Student safety is top priority even when off campus

School Safety Drills:

The Academy will have regular Fire, Tornado and Lockdown drills throughout the school year. Please reinforce with your child the importance of following safety direction during such drills, for their safety and the safety of others.

Fire Drills

- Students must leave the building silently and in a single-file line according to the floor plan posted in each classroom
- Once outside, students must wait quietly in the parking lot in front of the academy's building
- Students must remain in line with their class and teacher until all-clear signal is given. Teachers will allow the students to re-enter the building in an orderly fashion

Tornado Drills

- Students will travel silently in a single-file line with their class to the designated area of the building via posted exits
- Students must remain in line with their class and teacher until an all-clear signal is given. Teachers will allow the students to travel back to the classroom in an orderly fashion, to resume classes.

Lockdown Drills

The following guidelines are in place to prepare for lockdown. Staff will be running 2 drills a year.

- After the lockdown announcement, every student, faculty/staff member and campus visitor finds a secure place behind locked doors. They remain there until the “all clear” announcement has been given.
- Depending on the emergency, faculty and staff members may contact the office if they have vital information about campus safety or the health of a student.
- School administration will call 911 if campus safety reaches a level where students, staff, and visitors are in direct danger.

Medications and Illness:

A doctor’s authorization must be on file at the school for any student that needs to receive prescription medicine during school hours.

Medication

Some students may need to take medication during school hours. To accommodate such cases, the parent/guardian must sign a “permission to administer prescription” form, which will be kept in the student’s file in the office.

Illness

If a student becomes too ill to remain in class, the nurse or office personnel will contact the parent/guardian to recommend that the student be picked up. Therefore, it is imperative that the office have on file a phone number where parents/guardians may be reached during the school day. Such numbers might include: home, work, cellular, pager, relatives and/or friends phone numbers. While the parent/guardian is in route to the school, the student will be made comfortable in the office.

Food Service and Lunch Program:

Redford Service Learning Academy has a cafeteria which will enable its staff to prepare and service our student lunch program. GSRP students will be provided with breakfast, lunch and snack at no cost to families. All meals will be family style and in their classroom. Students are responsible for disposing of food and garbage appropriately.

All children should eat the same foods unless there is a documented allergy or special need for individualization. The program incurs the cost for individualization at meals unless changes are part of a special education Individualized Education Plan (IEP). All food is paid for by the GSRP program; consequently, parents should not send children with any food.

Pick up Policy:

It is the responsibility of each parent to sign-out their child each day with initials as well as the time. In the case of any emergency we refer to our sign-in/sign-out sheets to help verify who is and is not present for that day. This is very important for the safety and security of each child.

Pick up your child promptly by 3:20 PM Monday-Thursday. If someone other than the usual person needs to pick up the child:

1. They must bring valid ID (driver's license)
2. Their name must be on the child information card
3. They must sign the child out. If they have no ID or their name is not on the card, they cannot pick up the child

No student may bring any visitor to the Academy without prior written approval from the principal's office. Parents are always welcomed, but are encouraged to make an appointment to see the teacher, the principal, or to visit their child's class.

All visitors are required to check in at the office before proceeding to another area of the school.

Discipline Policy:

Staff shall use positive methods of discipline that encourage self-control, self-direction, self-esteem, and cooperation. Teachers use and enable students to successfully use the six steps of HighScope's Conflict Resolution. The approach is based on six simple mediation steps that teachers use with children during emotionally charged conflict situations. The steps are: (1) Approach calmly, stopping any hurtful actions; (2) Acknowledge children's feelings; (3) Gather information; (4) Restate the problem; (5) Ask for ideas for solutions and choose one together; and (6) Be prepared to give follow-up support.

Guidance Policy:

Guiding children in a positive way will show children how to work on becoming responsible and self-disciplined individuals. Children show increasing ability to regulate how they express their emotions.

The following are some ways that staff and parents can guide them toward these goals:

1. Have developmentally appropriate expectations for four year olds.
2. Promote shared control by allowing children to make child sized decisions.
3. Assist children with acknowledging their feelings. Example, "I know that you're sad that daddy is leaving, but he loves you and will be back to pick you up soon." "I know you want to use the blocks now but you will have to ask your friend if you can have it. If not, you will have to wait for a turn.
4. Provide limited choices to prevent children from harming themselves or others.

Child Abuse & Neglect Policy:

Act No. 238 of 1975, as amended in 1998, states in Section 3: “A physician, coroner, dentist, registered dental hygienist, medical examiner, nurse, a person licensed to provide emergency medical care, audiologist, psychologist, marriage and family therapist, licensed professional counselor, certified social worker, social work technician, school administrator, school counselor or teacher, law enforcement officer, or regulated child-care provider who has reasonable cause to suspect child abuse or neglect shall make immediately, by telephone or otherwise, an oral report, or cause an oral report to be made, of the suspected child abuse to the department. Within 72 hours after making the oral report, the reporting person shall file a written report as required in this act. If the reporting person is a member of the staff of a hospital, agency, or school of his or her finding and that the report has been made, and shall make a copy of the written report available to the person in charge. One report from a hospital agency, or school shall be considered adequate to meet the reporting requirement. A member of the staff of a hospital, agency, or school shall not be dismissed or otherwise penalized for making a report required by this act or for cooperating in an investigation.”

By law, CPS must keep their referral sources confidential.

Any physical marks or injuries should be noted. If photographs of injuries need to be taken, usually the police will take them.

When there is “reasonable cause” to suspect that a child has been abused or neglected, it should be reported to CPS. It is their job to investigate and determine the seriousness of the incident. If you are not sure, call. They will advise you as to whether or not you have sufficient reason to report.

When you call to report an incident:

CPS checks their computer to see if there is a prior record of abuse or neglect.

Usually CPS will tell you whether or not they plan to investigate the case.

If they expect to investigate, they will give you a number for the case.

The case is assigned to a worker who has 24 hours to investigate the case.

It is very important that the student feel he/she can safely return home after reporting the incident. If the student is fearful of his/her safety at home, the principal, counselor, or social worker should explore alternatives with the student so that a safe place can be arranged for the student to go after school. The police will also want to be involved in this process.

CPS Office The Adult Medical Services
3040 West Grand Blvd., 4-250
Detroit, MI 48202
(313) 664-6900

Outdoor Education Policy:

As part of the daily schedule, children will be going outside. Going outside is an important part of their physical, cognitive and social development. The licensing rule for going outside for children is every three hours twice a day even in the cold temperatures. The wind chill when the children will get frost bitten must be followed which is below negative thirteen. Children should go outside unless there is a cold weather or heat index advisory. Consequently, it is important to bring your child prepared for the weather and make appropriate clothing choices.

http://www.michigan.gov/documents/lara/Center_TA_and_Consultation_Manual_-_7_1_17_576309_7.pdf

As a staff, we must maintain the teacher child ratios throughout the day; therefore, we are unable to accommodate any requests to keep children inside. If a child is attending school for that day, then it is important to participate in all parts of the daily curriculum.

Field Trip/Volunteer Policy:

All volunteers with no exception must undergo a criminal background check through the use of Internet Criminal History Access Tool (ICHAT) with the Michigan State Police on an annual basis and/or as requested by Redford Service Learning Academy.

Grievance Policy:

Step 1

Many parents would like to speak with the Principal or Program Director before speaking with an individual teacher about an issue concerning a classroom incident. The policy is that the administrator will speak with the parent only after the parent has made a reasonable attempt to meet with the teacher. Upon parent satisfaction if all these efforts fail to meet parent expectations, then a parent is encouraged to contact the Principal or Program Director. If the issue/concern hasn't been resolved parents are encouraged to submit a formal, written complaint to the Principal or Director within five working days of the date when the incident occurred or within five working days of the date the employee reasonably should have known that the incident occurred. A copy of the formal, written complaint must be given to the President of Early Childhood Development (Mrs. Delicia Allen) Early Childhood Curriculum & Instructional Officer (Ms. Dena Fisher) and Principal (Mr. Gregory Hurst) which will be communicated with the ECS to provide further assistance as well as addressing the concern with the parents.

The Program Director and Teaching Staff shall have five working days from the date of receiving the complaint to resolve the grievance with support from the ECS.

If the parent's complaint is with the President of Early Childhood Development (Mrs. Delicia Allen) Early Childhood Curriculum & Instructional Officer (Ms. Dena Fisher) and Principal (Mr. Gregory Hurst), the parent may forego Step 1 and file the complaint directly to CEO of RSLA (Mr. Maurice Evans). The complaint will then be discussed between the CEO and ECS to determine a reasonable solution.

Step 2

If not resolved at Step 1, the decision may be appealed within five working days. The President of Early Childhood Development (Mrs. Delicia Allen) Early Childhood Curriculum & Instructional Officer (Ms. Dena Fisher) and Principal (Mr. Gregory Hurst)

and Teaching Team shall have five working days from the date of receiving the complaint to resolve the grievance.

Step 3

If not resolved at Step 2, the decision may be appealed to the CEO and Superintendent within five working days. The President of Early Childhood Development (Mrs. Delicia Allen) Early Childhood Curriculum & Instructional Officer (Ms. Dena Fisher) and Principal (Mr. Gregory Hurst) shall have the final authority to resolve the grievance or to determine that the grievance is unsubstantiated.

The President of Early Childhood Development (Mrs. Delicia Allen) Early Childhood Curriculum & Instructional Officer (Ms. Dena Fisher) and Principal (Mr. Gregory Hurst) may assign an investigator to gather relevant documents, interview witnesses, and make a recommendation as to necessary action. If the investigation reveals that the complaint is valid, then prompt, appropriate remedial and/or disciplinary action will be taken immediately to prevent the continuance of the harassment or its recurrence.

The district/agency recognizes that determining whether a particular action or incident is reflective of an action without a discriminatory or intimidating intent or effect must be based on all of the facts in the matter. Given the nature of incident, the district/agency recognizes that false accusations can have serious effects on innocent individuals. Therefore, all students and parents are expected to act responsibly, honestly, and with the utmost candor whenever they present discrimination allegations or charges against fellow students, a staff member, or others associated with the district, or third parties. During the entire process the ECS will be an intricate part of each step to ensure all program guidelines are being followed as well as addressed.

Referral Policy:

If an educational referral is needed families will meet with the Teaching Team, Administration and/or Program Director. The parents are encouraged to take the information given during the meeting to an agency listed on the Wayne County Help Me Grow – Referral Glossary which is directly linked to the ASQ (Ages and Stages Questionnaire). Parents may also choose to take their child for services within their local School District. Speech and Language services can be provided by Kingdom Kare Learning Center.

If family concerns arise regarding additional needs such as food and/or utility assistance, etc. please discuss with the Early Childhood Curriculum & Instructional Officer (Ms. Dena Fisher) and/or classroom Teachers who will complete the Family Contact Form and also provide guidance and assistance regarding additional community service information as well as follow-up within one week of the documented concern to ensure family needs are addressed and adequately met.

Developmental Screener/Assessment (ASQ Ages and Stages Questionnaire):



You're Invited!

Redford Service Learning Academy is taking part in a county wide project through Great Start Collaborative-Wayne called Help Me Grow, to ensure that children are on track with their learning and development and to provide extra activities and services that can help them excel! We invite you to join in our efforts to give your child the very best by taking part in the use of an online developmental screening. It only takes about 10 minutes and you will receive activities and links to community resources to help your child grown and learn!

This project focuses on making sure your child is on track and identifying areas where additional support can be used to help them succeed. Once you have submitted your answers online, a developmental screening specialist will follow up with an individualized email to offer supports and resources. Information gathered from your answers will be used by your child's teacher to enhance their growth and learning and provide additional activities and/or resources for parents to use at home.

It is important to note that your child's specific information will not be made available to the general public. Help Me Grow and the Great Start Collaborative-Wayne both take special care to ensure the safety of your personal information (email, address, etc.) and it will not be used for any other purpose.

Complete the Screening:

In order to complete the screening, go to www.helpmegrow-mi.org.

First enter in your child's birthdate (month, day, and year). Next, enter in the number of months your child was premature. If none, enter "0".

On the next screen, in step 1, you will pull up the screening tool on a PDF document. You can (a) review the questions on the screen and decide whether you are able to do the screening without the further work with your child OR (b) print the questions and work directly with your child on those answers you are unsure of.

Once you are sure of the answers, return to that screen and click on step 3.

Next you will need to answer the demographic information for your child.

Finally you will complete the screening questions on the screen. When done, submit the screen for review. NOTE, you are not able to save and come back to your responses-you will need to complete the full screening at one setting. If you have any questions please feel free to contact your child's teacher Ms. Constance Hanna at 313-539-4115. *The ASQ is a form of assessment which is used as a "screener" for students upon entry into GSRP (Great Start Readiness Program).*

ASQ (Ages and Stages Questionnaire) ISD Requirements:

Each GSRP (Great Start Readiness Program) classroom is expected to use a Pre-Developmental Screener. Consequently, the ASQ is completed during the initial Home Visit with the Parent(s) and the Teaching Staff as a “screener”; however, the ongoing assessment of each child will be within COR (Child Observation Record) Advantage. The Teaching Staff will obtain written permission to enter the responses into the online system for Wayne County and parents will receive additional activities and results via email.

Ongoing Child Assessment:

The HighScope Curriculum (a set of guiding principles and practices) is used in the classroom. Active learning is an important part of the HighScope approach. Children learn through active experiences. Children are encouraged to make choices about materials and activities throughout the day. Children engage in "key experiences", activities that foster developmentally important skills and abilities. The "key experiences" are grouped in several categories that are used to assess the child using (Child Observation Record) COR Advantage which are as follows:

1. **APPROACHES TO LEARNING:** Approaches to learning looks at how children acquire knowledge and skills.
2. **SOCIAL AND EMOTIONAL DEVELOPMENT:** A child’s earliest social and emotional experiences set the stage for his or her well-being throughout life.
3. **PHYSICAL DEVELOPMENT AND HEALTH:** While much growth happens on its own (maturation), children also need appropriate experiences to develop physically, and learn what their bodies are capable of and how to take care of them.
4. **LANGUAGE, LITERACY, AND COMMUNICATION:** Communication – through gesture, spoken language, and written language, is an essential characteristic of being human.
5. **MATHEMATICS:** Looks into five different content areas: Number and counting, Geometry: Shapes and spatial awareness, Measurement, Patterns, and Data analysis.
6. **CREATIVE ARTS:** Allows children to express themselves, explore, and represent their ideas.
7. **SCIENCE AND TECHNOLOGY:** Science is the process of making sense of the world using all their senses.
8. **SOCIAL STUDIES:** Social studies is learning about who we are and how we fit into the diverse worlds of our family, school, and community.
9. **ENGLISH LANGUAGE LEARNING (ELL):** Regardless of age, children whose first language is not English, typically progress through several stages of when learning to speak English.

In the HighScope Preschool Curriculum, learning in these eight areas is guided by 58 key developmental indicators (KDIs) that meet all state standards. Each KDI is linked to one of the dimensions of school readiness, and each is a statement that identifies an observable child behavior reflecting knowledge and skills in those areas. The key developmental indicators (KDIs) are the in-depth and comprehensive curriculum content of the HighScope Preschool Curriculum. The word key refers to the fact that these are the meaningful ideas children should engage with. Developmental conveys the idea that

learning is gradual and cumulative and moves sequentially from the simple to the complex. Indicators emphasizes that we need evidence children are learning the essential knowledge and skills that prepare them for school and for life. We must use our knowledge of child development to intentionally plan appropriate learning experiences that match children's interests and abilities.

(Child Observation Record) COR is an on-going record of observations of the skills your child is exhibiting throughout the daily classroom activities. The teachers will be observing the children and taking daily anecdotal notes.

Article/Resource on Learning Through Play:

Playful Math Instruction in the Context of Standards and Accountability

Young Children July 2017 Vol. 72, No. 3 by Deborah Stipek

Deborah Stipek, PhD, is the Judy Koch Professor of Education and the former dean of the Graduate School of Education at Stanford University. She currently directs the Heising-Simons Development and Research in Early Math Education (dreme.stanford.edu)

The children in Marylou's preschool class are wearing only one shoe when I walk in the door. I am confused. I expected to see a math lesson, and instead I see children throwing their shoes into a pile. I soon understand that this is a math activity.

Marylou has drawn a 6 x 10 grid on a shower curtain spread on the floor. She asks the children to sort the shoes into six piles, according to certain attributes they have agreed on—sandals, slip-ons, shoes with laces, etc. Then, in the bottom row of the grid, they place one shoe from each pile in its own square, followed by the rest of the shoes from that pile, one each in the squares above the first shoe. After the children count the number of shoes category with a letter (L for laces, etc.). Under each column they write the total number of shoes in that category and continue the discussion: What kind of shoes did most children wear to school today? How many more Velcro shoes would they need for the Velcro column to be the same height as the slip-on column?

For the children, this activity was a game.

For Marylou, it was serious business. In this one lesson she had the children engaged in multiple components of the math curriculum—categorization, basic number skills (counting, one-to-one correspondence, cardinality, writing numbers), graphing, and measurement.

In another preschool I visited, children explored the defining qualities of shapes. On the playground, three children stood in equally spaced positions, with a rope pulled taut around them, forming an equilateral triangle. The teacher, Juan, asked them what shape they made and how many angles and sides there were. He then asked one of the children to move, keeping the rope taut, and repeated the questions. Juan also had children stand with a taut rope in groups of four, moving to create a rectangle with two long sides and two short sides, then moving to create four equal sides. He asked a series of questions—How many angles does the shape have, how many sides? What is a rectangle with equal sides called? What do all rectangles have in common?

Some of the children who were not participating directly in the shape climbed up a play structure to see the shapes from above, and they eagerly called out answers to Juan's questions.

In other classrooms, I have observed children enthusiastically count collections of erasers, small toy animals, colored cotton balls, and buttons, then represent their counts on paper—often by drawing the objects or a circle to represent each item and placing the objects on their representations to ensure an accurate count. I have watched young children play the card game War, counting the symbols (hearts, spades, clubs, diamonds) on each number card played to determine whose card has more. (Teachers can make the game more complex by having each child play two cards, add them, and then compare the sum with the other child's sum.) I have seen children hunt shapes in their classroom, debating whether a window with slightly curved corners is really a rectangle. I've witnessed a teacher read a picture book and ask children to find objects in front of, on top of, next to, and behind a house, and to identify the biggest and the smallest dogs in the illustrations.

Play versus academic skills: It's not a zero-sum game

Did the children engaged in these activities know they were participating in math lessons? Probably not. But they were indeed learning math through what I refer to as *playful instruction*.



All of these activities were intentional on the part of the teacher, who had particular math learning goals in mind. All were carefully planned. Some had the added value of allowing children to move around, making the activity more engaging for those who find it difficult to sit in one place. And in all of these activities, the teacher had an opportunity to assess children's understanding through observation and by inviting particular children to contribute to the conversation.

This may not look like standards-based academic teaching, but it is. Many teachers of young children are understandably anxious about current standards and accountability pressures that have been pushed down to preschool. Many have shared with me concerns about how these pressures can interfere with what young children really need—daily opportunities to learn through play. Some teachers are also worried that teaching academic skills at an early age may undermine children's natural curiosity and motivation. But these examples of playful math instruction make it clear that there is no need to choose between play and teaching academic knowledge and skills. Abundant research has demonstrated that young children enjoy learning math and can learn far more than was previously assumed—without a single flash card or worksheet (National Research Council 2001; Clements & Sarama 2014; Carpenter et al. 2016).

Playful math has an added bonus: social skills development can easily be integrated into teacher-planned math activities. Research has shown that some types of board games

(e.g., linear path games with lots of counting, like Chutes and Ladders) promote children's math abilities (Siegler & Ramani 2009). They also give children practice following rules, taking turns, and winning and losing gracefully. Similarly, Marylou's shoe categorization activity requires children to discuss and agree on categories and raise their hands to answer questions, and it allows everyone to participate. Juan's shape activity requires children to negotiate who moves where in response to teacher directions and to pay attention to others collaborating on the shape. Children are not learning math *instead* of social skills; they are learning math *and* social skills.

Teacher-initiated versus child-initiated math activities

Why are intentional, planned activities necessary? Don't teachers need to weave academic learning into activities initiated by children to make them child centered? For example, couldn't a teacher take advantage of children building a fort with blocks to help them learn about relative size? Couldn't she spontaneously offer a counting and comparison lesson to a group of children arguing about how many toy farm animals they each receive?

Yes, teachers can and should seize on naturally occurring learning opportunities. But they can't rely entirely on spontaneous, child-initiated teachable moments. It would leave the order in which math concepts are introduced—or even *whether* they are introduced—too much to chance. Moreover, if teachers depend solely on child initiative, children's opportunities to learn will vary widely; some will have many opportunities, while others might have few. In addition, if teachers do not plan small group and whole group activities that provide systematic information about children's knowledge and skills, they will have difficulty keeping track of what children understand and what support they need to grow and learn.

Math standards do not preclude teachers implementing playful, engaging activities. And they can help teachers determine the content and order of the activities they develop. While accountability can be beneficial or problematic, depending on how it is implemented, math standards are still useful. They have been carefully crafted and vetted by diverse groups of content area experts and educators so teachers don't have to figure out everything on their own.

Making standards, accountability, and packaged curricula work

Standards can be intimidating, but they have value. The math standards developed in states, districts, and other organizations, such as Head Start, serve as a destination deemed desirable by experts.



If teachers don't know where they want to end up, they will have a hard time figuring out how to get there.

Still, standards should *guide*, not dictate, instruction. I have observed some teachers who, anxious about meeting standards or following a standards-based curriculum, teach concepts that are too advanced for some children. When this happens, the children quickly become restless and frustrated—or just refuse to participate.

Standards can also lead to underestimating what some children are ready to learn. A recent study of a nationally representative sample of kindergartners found that before they entered kindergarten, children had already mastered most of the mathematics skills kindergarten teachers reported teaching (Engel et al. 2016). For example, although the vast majority of children entered kindergarten having mastered basic counting and were able to recognize simple geometric shapes, their teachers reported spending about 13 days per month on this content. And although very few of the children entered kindergarten already knowing basic addition and subtraction, only about 9.5 days per month were devoted to those skills. This research suggests that teachers typically are not teaching deeper conceptual aspects of basic counting and shapes, and that spending more time on content that is new to children, as basic addition and subtraction, results in higher math achievement (Engel et al. 2016).

Ultimately, while standards help clarify annual learning goals, teachers must determine the short-term goals appropriate for *their* students. Children enter classes with varying knowledge and skills. Instruction needs to meet children where they are—or just a bit beyond where they are, in what the Russian psychologist Lev Vygotsky (1978) refers to as the *zone of proximal development* (what a child can do with a little help or guidance). As children progress through preschool and the primary grades, some may need instruction focused on standards for children a year or two younger. They need to master those skills and that knowledge before they can tackle grade-level standards. This means that teachers need to adjust their instruction to help children master the prerequisite skills, and ideally schools need to provide some students with extra support. Other children may be ready to move on to developing the knowledge and skills expected of children one or even two years older. In brief, standards provide useful goal posts, but only the children themselves can show you where to start.

Road maps help

Knowing the final destination is a far cry from having a road map, which teachers also need for supporting children's progress. In addition to the standards, teachers need to know about the order in which children typically master math concepts and skills. By knowing typical learning trajectories, teachers can identify the next step in children's progression toward meeting a standard.

Researchers now know a great deal about typical trajectories (e.g., see Clements & Sarama 2014). For example, when you add two objects to a set of six that a preschooler just counted and ask him, "How many are there now?," most children will initially count the entire new set from the beginning (from one to six) before counting the last two. Later, at a more advanced level, they will "count on"—that is, start with the number of the previous set (six) and add the additional objects (seven, eight) to get the total (Siegler 2016). The child who starts again from the beginning needs help learning to remember the previous count. The teacher might play a "hide the set" game by putting her hand or a cup over the set and asking the child if she can figure out how many there are without seeing the items she already counted. The child who counts on might be given larger sets or asked to solve problems involving removing items (counting down).

Another example of a learning trajectory is that children are often able to identify prototypical shapes before they can articulate the shapes' defining qualities. Once children have a general idea of, and names for, basic shapes, teachers can use activities

such as the rope game and the shape hunt, mentioned earlier, to help the children understand the defining characteristics of particular shapes. Children with these understandings might be ready for more complex shapes. Because identifying the *next* step requires knowing where a child is in relation to typical learning trajectories, activities that provide information about the child’s current knowledge and skills are valuable. Math learning trajectories of individual children do not conform exactly to what researchers have summarized as “typical,” based on studying large numbers of children. The research on trajectories nevertheless provides some guidance on the order in which new math concepts should be introduced.

Using a curriculum with a research-based scope and sequence can assist teachers in introducing math concepts in an appropriate order, but packaged curricula are not necessary (and not all packaged curricula are based on sound research). Many schools and teachers develop their own math activities based on standards and research on math learning trajectories. And even if a school uses a packaged curriculum, teachers can supplement it with their own activities, those developed by colleagues, or ones found on the Internet. Curricula can serve as helpful resources, but teachers know their own students better than curriculum developers, and they need to make adaptations to meet their students’ needs.

Teachers occasionally complain that administrators force them to follow a strict pacing guide connected to the curriculum they use, moving to new concepts based on the time of year rather than children’s mastery. Pacing guides are designed to ensure that all of the material is covered and that teachers give all children access to a rigorous curriculum. But pacing guides do not guarantee that all children achieve the ultimate learning goals. Some children may begin far behind their age-mates or lack proficiency in the language of instruction. Others may enter the classroom having already mastered the knowledge and skills they are expected to obtain by the end of the year. Strict adherence to pacing guides often results in instruction that is too hard for some children and too easy for others.

Conclusion

Standards and accountability have value, but we must make sure they do not get in the way of child-centered, developmentally appropriate, playful learning. The kind of teaching described here requires teachers to be intentional, to plan lessons carefully, and to be somewhat directive—at least for some math activities. But as the examples illustrate, children are not likely to notice any difference between playing and learning mathematics concepts and skills.

References

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Parent Notice of Program Measurement:

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

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

Ask teacher how children are learning and growing.

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

Questions? Please contact:

- Redford Service Learning Academy
25940 Grand River
Redford, MI 48240
313-539-4115
- The MDE Office of Great Start, Early Childhood Education and Family Services,
at
 - Mde-gsrp@michigan.gov,
 - 517-373-8483, or
 - 608 W. Allegan, P.O. Box 30008, Lansing, MI 48909.



Operations Guidelines:

The first day of school is 9/24/18 and the last day of school is 6/21/18. School is from 8:00am-3:20pm Monday through Thursday.

GSRP CALENDAR 2018-2019

NAME OF EVENT	SAVE THE DATE
Parent Meetings	1 st Friday of every Month
All staff returns	August 20, 2018
Pre-service	August/September
Ready Programs PD	August 21, 2018
Ready Programs PD	September 4, 2018
Learning Environment PD	September 5, 2018
Safe & Legal PD	September 14, 2018
GSRP 1 st Home Visit	September 10-20, 2018
GSRP Open House	September 21, 2018
GSRP 1 st day of school	September 24, 2018
Conflict Resolution PD	October 5, 2018
Cultural Competency	October 12, 2018
Dan the Creature Man Visit	November 2018
GSRP Math Night	November 2018
GSRP 1 st Advisory & Data Meeting 1:00-2:30 pm	December 4, 2018
GSRP 1 st Parent Teacher Conferences	December 7, 14, 21 2018
Field Trip #1 (Tentative Science Center)	February 2019
GSRP 2 nd Advisory & Data Meeting 8:15-9:45 am	March 5, 2019
GSRP Literacy Night	March 2019
Ongoing Recruitment for 2018-2019	Begins March 2019
HighScope Conference	May 15-17, 2019
Field Trip #2 (Tentative Zoo)	May 2019
GSRP 2 nd Home Visit	May 3, 10, 31 2019
GSRP 2 nd Parent Teacher Conference	June 7, 14, 17 2019
GSRP 3 rd Advisory & Data Meeting 1:00-2:30 pm	June 4, 2019
Last day of school for GSRP students	June 13, 2019
Last day for staff	June 21, 2019

Redford Service Learning Academy
25940 Grand River
Redford, MI 48240
313-539-4115



Prek Parent Handbook Acknowledgement Form
2018-2019

I _____, state that I have read and fully understand the policies/procedures and expectations set in the Prek Parent Handbook. I will abide by these policies, and I understand the consequences of not adhering to the guidelines set forth in Redford Service Learning Academy's Prek Parent Handbook.

Parent Signature

Date



Please sign, and return by: the first day of school.