

Garden of Learning & Discovery Pre-K Centers
New York City Department of Education
Principal: Stacy Livingston
Assistant Principal: Salvatore Birardi
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09X582
1434 Ogden Avenue
Bronx, NY 10452

09X497
4179 Third Avenue
Bronx, NY 10457

Family Handbook 2022-2023



GoLD

“Where discovery sparks the love of learning through planting seeds of uniqueness and individuality”



Garden of Learning and Discovery Mission & Vision

MISSION

The mission of Garden of Learning and Discovery Pre-K Centers (GoLD) is to create a safe, nurturing and collaborative community where children are inspired and encouraged to become problem solvers, creative thinkers and global citizens, through the utilization of developmentally appropriate play-based learning and responsive instruction. The foundation for life-long learning starts at GoLD!

VISION

At Garden of Learning and Discovery Pre-K Centers, we are committed to the core principles of fairness, equity and justice by fostering a Culturally Responsive Environment that recognizes and appreciates the diversity and uniqueness of all its staff, students and families. The vision of GoLD is to recognize and celebrate the whole child by enhancing the cognitive, creative, social, emotional, physical and academic skills for all children by providing an exceptional early childhood education.

ACHIEVING OUR MISSION

By understanding and strategically incorporating the developmental and interrelated domains found within the New York State Prekindergarten Foundation for the Common Core, along with the expectations of the Early Childhood Framework for Quality, learning will take place by implementing a variety of teaching strategies and modalities. Children will enjoy an exciting educational experience through a rigorous curriculum that explores multiple content areas, helping them to build a positive concept of self, allowing them to take ownership of their own learning experiences and to create a love of learning that will last throughout their lifetime. In addition to a rigorous learning curriculum, students will practice essential *Inquiry* skills such as *Questioning, Exploration, Discussion and Experimentation* through a variety of project-based STEAM and play-based activities. Children's progress will be monitored through daily assessments and ongoing data analysis that will support differentiation of individual and whole group instruction.



Garden of Learning & Discovery (GoLD)

Instructional Focus



At the Garden of Learning and Discovery, we are committed to cultivating a literacy rich school culture and environment that creates opportunities for Early Learners to actively engage in rigorous academic experiences. Our Instructional Focus prioritizes developing a strong sense of self-awareness, through building knowledge, skills and language acquisition, while simultaneously supporting students' social and emotional growth. Our commitment to achieving student success is reinforced by utilizing a myriad of researched-based programs and strategies including:

- Frog Street Curriculum
- Brain Power Wellness
- Interactive Technology (Coding, Online Literacy activities)
- STEAM Activities (iBlocks—experiential PBL activities that engage students in critical thinking, teamwork & fun!)
- Components of the 5 Pillars of Literacy
- Tier 1 & Tier 2 Vocabulary
- Pre-K Reading Standards
 - Literary & Informational Texts (Instructional Read Alouds & Discussions about texts)
 - Foundational Skills
- Pre-K Writing Standards
- Pre-K Speaking and Listening Standards
 - Collaborative conversations with peers and adults
- Discussion Protocols
- Asking and Developing Questions
- Exploring Ideas
- Retelling
- Art Projects
- Scaffolding to meet the needs of all learning styles & to address Annual IEP Goals

frogstreet



Frog Street’s curriculum programs are based on Early Brain Research. They provide intentional age-appropriate instruction that is aligned to both federal and state standards. Our comprehensive, research-based programs integrate instruction across developmental domains and early learning disciplines.

Three-year-olds are special! They are transitioning from parallel play to interactive play, and their language capacity is blossoming. They are becoming more mobile and learning to show genuine affection and concern for their peers. Frog Street Threes meets the unique needs of three-year-olds and provides intentional instruction in key areas of development so children ages 36-48 months can continue on the path to kindergarten readiness.

Frog Street Pre-K curriculum is a comprehensive, dual-language program designed to meet the needs of diverse learners, while supporting 10 learning domains. This engaging, interactive program celebrates the joy of learning while children travel down the road to success. Come along for the ride!

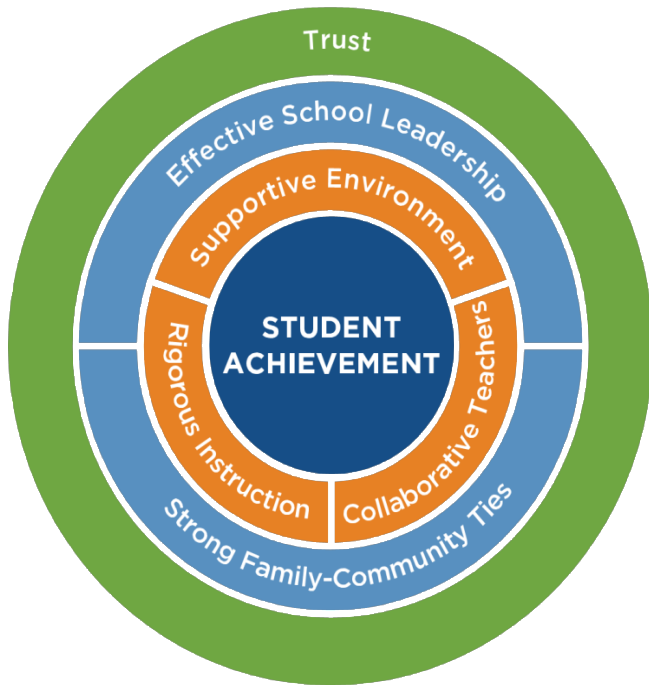
New York State Prekindergarten Standards (2019) Correlation to Frog Street Pre-K 2020

<https://www.frogstreet.com/correlations/>



BUILDING CAPACITY AND IMPROVING RESULTS FOR ALL

The Framework for Great Schools



The Framework for Great Schools is a fundamental change to the way the Department of Education will partner with our schools.

The Framework for Great Schools will –

- Allow the district to develop a holistic, research-based approach to school support and accountability that recognizes and celebrates what schools do every day. Our approach will honor the fact that students are more than just a test score.
- Provide tailored support to schools and foster professional learning communities.
- Hold schools and the school system accountable for the shared goal of building capacity to drive student achievement.
- Replace the spirit of competition with one of collaboration and establish a common language for improvement.
- Bring together the strengths of schools and their communities to support students throughout the school day and beyond.
- Advance educational attainment by preparing every New York City public school graduate to compete in the 21st-century workplace.

For more information, visit

<https://schools.nyc.gov/framework>

THE SIX ELEMENTS OF THE FRAMEWORK FOR GREAT SCHOOLS

Rigorous Instruction

Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment

The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers

Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership

Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties

School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust

Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Garden of Learning & Discovery Expectations

Student Achievement:

- Implementation of 3K Frog Street curriculum.
- Implementation of the Frog Street Pre-K curriculum
- Integration of daily STEAM activities to ensure hands-on activities that focus on Science, Technology, Engineering, Art and Mathematics
- Authentic Assessments

Rigorous Instruction:

- CLASS focus: Instructional Support-*Cognitive Development, Language Modeling, Quality Feedback*
- New York state next Generation English Language Arts learning Standards for Grades PK-2
- Lifelong Practices of Readers and Writers
- Early Literacy Foundational Skills

Collaborative Teachers:

- Sharing of best pedagogical practices
- Open door policy for interactions and inter-visitations from Garden to Garden to view best practices and provide peer to peer feedback
- Participation in internal and external Professional Learning Opportunities to promote growth of instructional outcomes
- Teacher led Professional Development focused on a variety of instructional topics
- Planning, preparation and implementation of strategically designed lessons with input from all stakeholders (classroom teachers, paraprofessionals, related service providers, cluster teachers, etc.,)

Supportive Environment (Academic & Social Emotional Learning):

- The Pyramid Model: Promoting Social and Emotional Competence and Challenging Behaviors
- I Love You Rituals by Becky A. Bailey, PH.D.
- Brain Power Wellness
- Strategies for teaching self-awareness to students (ex: Sensory Corners & Mood Meters)
- Culturally Responsive-Sustaining Education Framework

Strong Family and Community Ties:

- Open Door Policy
- Monthly Parent Meetings/Workshops
- Parent Coordinator Outreach
- Teacher Led Parent Activities/Workshops
- Brightwheel Preschool & Childcare Management App
- Social Media
 - Instagram (goldprekd9)
 - Twitter (@goldpre_k)

Effective School Leadership:

- Distributive Leadership (mobilizing leadership expertise at all levels of the school in order to generate more opportunities for change and to build the capacity for improvement)
- Transparency of expectations and school wide protocols via written and verbal approaches
- Open Door Policy
- Creation and implementation of ongoing Professional Learning Opportunities
- Establishment of collaborative relationships with internal DOE and external organizations

Trust:

GoLD's culture is designed to foster a community where discovery sparks a love of learning through embracing the uniqueness of us all. GoLD should be a safe space to express oneself, in a respectful manner, to ensure that we are transparent in all that we do. Everyone should be heard and work as a team to ensure that our vision and mission are achieved. Trust should focus on our abilities to have difficult, objective conversations that center on our mission and vision with respect, love in our hearts, and our need to let perceived wrongs go.

School Operating Procedures



1. Arrival & Dismissal Procedures

- Families will drop off and pick up students outside the school building (1434 Ogden Avenue or 4179 Third Avenue)
- Families should line up in an orderly fashion and wait for teachers to arrive outside
- Family members are to sign their child in and out every day. Only family members or assigned designees found on the Blue Card are permitted to pick up students. The first time a new family member or designee comes for pick-up they will be asked to provide an I.D. prior to receiving the student.

2. Student Attendance Protocol

- School be in session Monday thru Friday from **8:05 a.m. to 2:25 p.m.** It is important that students arrive to school on time and stay for the duration of the day. Arriving late and leaving early is very disruptive to the instructional day.
- The Main Office or selected staff will contact the families of absent student's each day, log the response from families and inform pertinent staff of the outcome.
- Teachers are expected to monitor and track chronic student lateness. Teachers and administration will work collaboratively with families displaying chronic lateness via letter, a phone call, email message, message via Brightwheel, parent meeting, etc. to discuss the issue and create a plan to support the families.

3. Health and Safety Expectations

- Emergency phone numbers must be up-to-date in order to ensure that if your child is ill, you are able to be contacted.
- Children should be kept home if they exhibit symptoms of illness:
 - Runny nose with green/ yellow discharge
 - Persistent cough
 - Fever of 100 degrees or higher
 - Vomiting or diarrhea
 - Conjunctivitis (pink eye)
 - Chicken Pox
 - Live Lice
 - COVID 19 symptoms
- Children should be encourage to regularly wash and sanitize their hands
- If students were absent due to an illness that required medical attention or hospitalization, a note is required to return to school

4. Supplies

****All personal items should be labeled with student's first and last name****

- Bookbag (big enough to fit a folder)
- Change of Clothes that correlates to the appropriate season (shirt, pants, underwear, socks, mask)
- Daily Snack
- Blamket
- Diapers/Wipes (if not yet Potty Trained)

5. School Uniform (Optional)

- **Girls:** yellow blouse and navy blue jumpers/pants. Polo (logo) shirt and navy skirt. Navy blue socks and Velcro shoes.
- **Boys:** Polo (logo) shirt and navy blue pants. Dark socks and Velcro shoes
- **Gym Uniform** with logo may also be worn daily

6. Community Walks

- In order to safely go out on community walks, students should wear well fitted comfortable shoes and appropriate seasonal accessories

7. Discipline Procedures and Student Code of Conduct/De-escalation

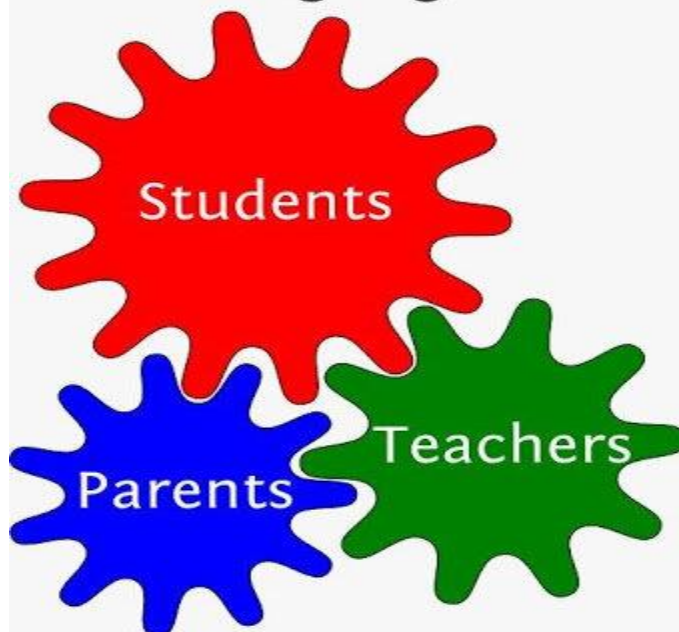
It is important that we are proactive and address any issues a student may be experiencing with viable solutions to avoid further consequences. All classroom staff are responsible for following the ladder of referral listed below for Classroom Disruptions:

1. Acknowledge the disruptive behavior.....Staff to Student
2. Redirect the disruptive behavior.....Staff to Student
3. Verbal Warning.....Staff to Student

If the Behavior Continues:

4. One on One ConferenceStaff to Student
 - a. Speaking with child to determine the cause of the disruptive behavior
 - b. Identification of a replacement behavior/coping mechanism
 - c. Token Economy (incentives and next steps)
5. Parent Phone Call.....Staff to Family
6. Parent Conference.....Staff, Parent, Social Worker, Site Coordinator, Principal

**Education works best
when all the parts are
working together.**



5 Pillars of Early Childhood Education Family Engagement

1

Welcoming Environment

Families will experience warmth and respect from program staff, demonstrated by the collaborative tone of school staff and in the school policies, protocols and offerings that are sensitive to their linguistic, cultural and social emotional needs.

- Schools provide a welcome event for pre-k families to get to know school personnel and protocols.
- Schools provide materials for families in a language they understand and offer translators at programs and meetings to which families are invited.
- Families register and enroll children in a timely manner at the school.
- Families respect school procedures and policies.

2

Sharing Expectations and Making Joint-Decisions

Families are partners in supporting children's readiness for the next grade through mutual expectation sharing, and joint-decision making with the school around policy decisions and program evaluation.

- Schools encourage families to participate on School Leadership Teams, Title I meetings and PTA/PA meetings.
- Families make time to participate in their child's school through meetings, volunteer opportunities, parent-teacher conferences, and/or school-wide events.
- Schools invite families to attend parent-teacher conferences two times per year.
- Schools provide families opportunities to be experts about their children by eliciting information about children from their families informally and formally in conversations, conferences, and surveys.

3

Extending Learning at home

Families will have the opportunity to support and extend their children's classroom learning and development at home with the assistance of complimentary learning activities shared with families regularly.

- School develops complimentary learning activities for families to engage in at home with children.
- School shares at home learning activities with families through newsletters, at parent-teacher conferences and other school events.
- Families make time to engage children in learning activities at home and return projects and/or feedback to school where requested.

4

Ongoing Effective Communication

Families experience multiple methods of communication between themselves and the pre-k program throughout the school year.

- Schools develop routines for sharing information in multiple languages as needed
- Schools develop understanding of various cultures represented in their school and work with families in culturally sensitive ways
- Schools and families communicate regularly with families through in-person conversations, emails, through a website, through newsletters, by phone, at school meetings and/or during events.

5

Supporting Transitions

Families will be equipped with the resources and skills to support their children through their transition into and out of the school, as demonstrated by school policy, and ongoing, meaningful discussions between school staff and families.

- School offers opportunities for early grade families and children to visit the school in advance of the school year to ease the anxiety of the transition to a new place.
- School partner with local community-based organizations such as Private and Parochial schools, Day Care Centers and Family Day Cares to create a child-friendly transition plan for students arriving from early childhood settings.
- Schools provide a thoughtful, developmentally appropriate transition plan from Pre-k to Kindergarten for children and families.

Sophia E. Pappas, Executive Director



A Parent's Guide to Understanding The New York State Prekindergarten Foundation for the Common Core

Helping Your Child Succeed in School and Prepare for College and Career



This guide will help you better understand what children learn in pre-k so that you can more effectively **support your child's learning at home.**

What is the Prekindergarten Foundation for the Common Core?

Pre-kindergarten is a time of growth and exploration for you and your child. Your child's development throughout the year can happen at different stages and times, but there are some milestones based on research, theory, and practice that we expect children will achieve by the end of the prekindergarten year. These milestones are captured in the NYS Prekindergarten Foundation for the Common Core.

The New York State Pre-kindergarten Foundation for the Common Core is organized into five domains of development, each of which is defined below.

5 Domains of Development	
Approaches to Learning	<ul style="list-style-type: none"> How children become involved in learning and acquiring knowledge
Physical Development and Health	<ul style="list-style-type: none"> Children's physical health and ability to engage in daily activities
Social and Emotional Development	<ul style="list-style-type: none"> The emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school and larger community
Communication, Language and Literacy	<ul style="list-style-type: none"> Children's understanding, creating, and communicating meaning
Cognition and Knowledge of the World	<ul style="list-style-type: none"> What children need to know and understand about their world and how they apply what they know.

You will find suggestions on the next page to support your child's learning at home and on the go in each domain. Working together, we can give your child the best start for school.

Definitions from: *New York State Prekindergarten Foundation for the Common Core*
(http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf)

Brought to you by The Office of Early Childhood Education
www.nyc.gov/schools/earlychildhood
 Tel: 212-374-0351
 Was this information helpful? Please send us feedback.
 Email: earlychildhood@schools.nyc.gov

Domain 1: Approaches to Learning

How children become involved in learning and acquiring knowledge

Supporting at home and on the go activities:

- Take your child to places that encourage active exploration, such as children's museums. Allow plenty of time for exploring and solving problems.
- Talk to your child throughout the day about her experiences and allow her to share her reflections with you. Help your child make connections between experiences.

Domain 2: Physical Development and Health

Children's physical health and ability to engage in daily activities

Supporting at home and on the go activities:

- Help your child strengthen large muscles by walking up stairs, climbing a ladder at the playground, running, jumping and dancing.
- Help your child strengthen small muscles by squeezing and twisting play dough, cutting with child safety scissors, coloring and painting.

Domain 3: Social and Emotional Development

The emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school and larger community

Supporting at home and on the go activities:

- Set up daily routines for waking, cleaning, eating, playing, reading, working, napping and bed time.
- Teach your child coping skills and strategies to calm down by breathing, thinking, singing, and relaxing or walking away.

Domain 4: Communication, Language, and Literacy

Children's understanding, creating and communicating meaning

Supporting at home and on the go activities:

Communication and Language

- Talk to your child about the things you do when you are cooking, driving, shopping or doing chores.
- Help your child learn new vocabulary by identifying new words they see and what they mean.

Literacy

- Read different types of books to your child and ask him to tell you what happens next or how he might react in the same situation.
- Keep different writing tools like crayons, pencils, markers, chalk and writing pads, paper or tablets around and allow your child to write, draw, or dictate stories, lists, directions, etc.
- Use information from books to get information and answer questions they may have.

Domain 5: Cognition & Knowledge of the World

What children need to know and understand about their world and how they apply what they know

Math

How children learn about math through real life experiences

Supporting at home and on the go activities:

- Count objects with your child. Touch each object as you count it and say the number.
- Help your child find patterns in everyday life (e.g., stripes on a shirt, colors on the rug, and stripes on a cat).

Science

How children learn about the world around them

Supporting at home and on the go activities:

- Let your child collect different things such as shells, rocks, leaves and sort the objects. Talk about how objects are the same and different.
- Talk about what things may be living and which are non-living. Keep a journal where you write down some of the things you observe.

Social Studies

How children learn about themselves, their families, their communities, roles people play, culture, past and current events

Supporting at home and on the go activities:

- Help your child develop a basic awareness of himself as an individual, as a member of a family and as a member of the community. Share stories with your child about when he was a baby and how he has grown.
- Talk about community workers and describe what they do.

The Arts

How children learn different kinds of music and ways to use different kinds of tools to create art

Supporting at home and on the go activities:

- Let your child create art with a variety of tools such as crayons, brushes, paint, sticks, Q-tips, etc.
- Let your child listen to music, sing songs, perform finger plays, and play various musical instruments.

Technology

How children learn about tools we use to do different work

Supporting at home and on the go activities:

- Help your child to identify examples of technology used in daily life.
- Allow your child to experiment with glue, tape, paper, cardboard, foam, plastic, wood, straws, or spools.

Sample Schedule at a Glance for In-Person Learning - 6 hour and 20 minute day

Adjust each activity/routine accordingly if your in-person day is shorter than 6 hours and 20 minutes to ensure that children have the maximum amount of time for independent play and choice making opportunities. To do this, consider shortening time in Large Group Meeting or Closing Meeting to preserve children's time in Centers.

Minutes Allotted	Activity/Routine
20 minutes	Arrival/Handwashing/Greeting Routines/Breakfast
8-10 minutes (4-5 minute for transition)	Large Group Meeting
60 minutes for 3-K 70 minutes for Pre-K	Centers
10-15 minutes	Clean-up/Handwashing/ Toileting
40 minutes	Gross Motor Play
10 minutes	Clean-up/Handwashing
20 minutes	Lunch
10-15 minutes	Toileting/Handwashing
50 minutes for 3-K 40 minutes for Pre-K	Rest/Quiet Time
8-10 minutes (4-5 minute for transition)	Large Group Meeting
70 minutes for 3-K 70 minutes for Pre-K	Centers/Snack
10 minutes	Clean-up/Handwashing
40 minutes for 3-K 30 minutes for Pre-K	Gross Motor Play
10 minutes	Clean-up/Handwashing
8-10 minutes	Closing Meeting



**Department of
Education**

Carmen Fariña, Chancellor

ADDITIONAL RESOURCES

Department of Education Information Hub

<https://infohub.nyced.org/partners-and-providers/early-childhood/early-childhood-educators>

Department of Education Emergency Readiness Preparedness

<https://www.schools.nyc.gov/school-life/safe-schools/emergency-readiness>

3-K for All & Pre-K for All Handbook for District Schools and Pre-K Centers

[3-k-and-pre-k-for-all-handbook-for-district-schools-and-pre-k-centers \(nyced.org\)](https://www.nyced.org/3-k-and-pre-k-for-all-handbook-for-district-schools-and-pre-k-centers)

New York State Prekindergarten Foundation for the Common Core

https://www.ccf.ny.gov/files/5813/9145/7002/PreK_Common_Core_2013-10-28.pdf

The New York State Pre-K Learning Standards: A Resource for School Success

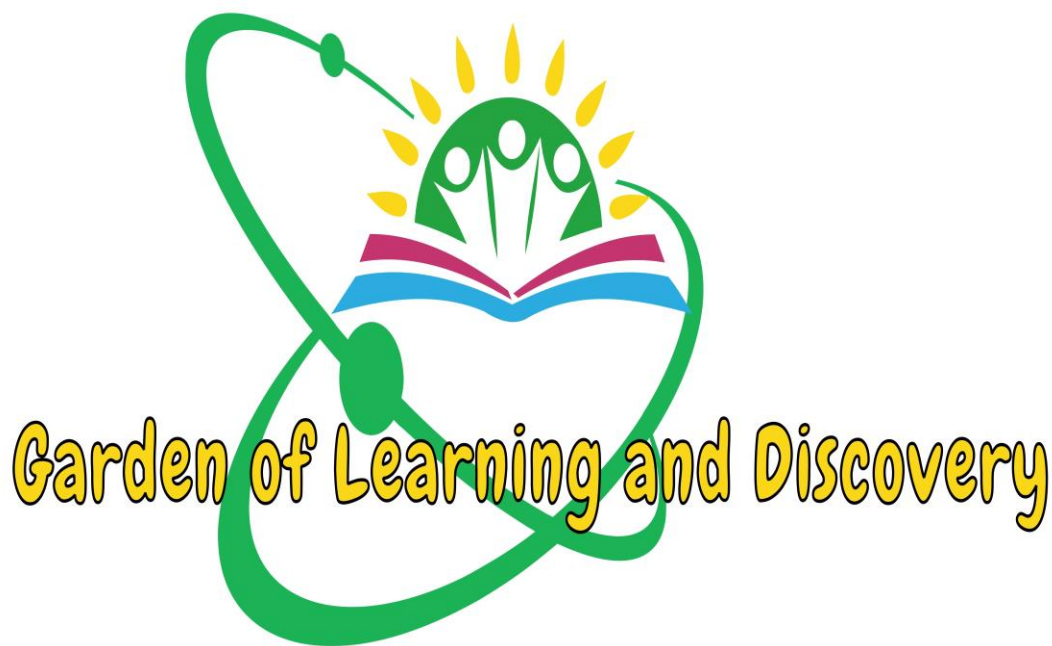
<https://www.p12.nysed.gov/earlylearning/standards/documents/PKStandards2019accessability.pdf>

New York State Next Generation English Language Arts Learning Standards

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

Department of Education Family and Community Resources

<https://infohub.nyced.org/partners-and-providers/early-childhood/early-childhood-educators/building-family-community-relationships>



I have received a copy of the Garden of Learning and Discovery Staff Handbook and will be held accountable for reading and adhering to all items within.

Name: _____

Signature: _____

Date: _____