

LOCS Kindergarten Program Options 2021-2022

Why Kindergarten?

Children must be 5 years old on or before September 1 to qualify.

- ▶ Develops young learners
- ▶ Offers differentiated curriculum
- ▶ Develops social skills, problem-solving and gross/ fine motor skills
- ▶ Opportunity to play and learn experientially
- ▶ Rigorous Kindergarten curriculum



Why Developmental Kindergarten?

Child turns 5 years old between July 1 and December 1

- ▶ For students who need a pre-kindergarten year
- ▶ Free to families
- ▶ Available dependent on interest and space
- ▶ Mandatory screening process for qualification
- ▶ Family provides transportation
- ▶ Building determined post-enrollment
- ▶ Pace provides stress-free environment

Parent Information Nights at all elementary schools March 15, 2021 6:30–7:30 p.m.

Details regarding the format of the presentation being either remote or in-person will be shared closer to March 15.

Elementary Schools

Blanche Sims ▪ Carpenter ▪ Orion Oaks
Paint Creek ▪ Stadium Drive ▪ Webber



LakeOrionSchools.org/Kindergarten

LOCS Kindergarten Program Options 2021-2022

Enrollment Steps

1. Online registration begins on March 1, 2021. Go to lakeorionschools.org/enroll and select **New Student Enrollment** for instructions and requirements.
2. Required documents can be dropped off at your neighborhood school only on **Tuesday, March 23, 2021** OR
3. Appointments can be made at Central Enrollment after the online registration is complete, any time after March 1, 2021.

Age waiver is required for students born between September 2 and December 1, 2016



Additional Information

- ▶ All enrollment requirements can be found at lakeorionschools.org/enroll, select Enrollment Requirements.
 - ▶ Developmental Kindergarten applicants must sign up via SignUp Genius for a screening appointment in addition to submitting their online registration. Sign up Genius will be available on the website after Mar. 15th. The DK screening date will be Friday, May 7th.
 - ▶ Please call Central Enrollment with any questions at 248-814-0215 or email at alison.doane@lok12.org.
- Before/After School Care:** Contact the Early Childhood Office at 248-693-5439. Registration and deadlines are determined separately.

Kindergarten Registration Day

Tuesday, March 23, 2021

11 a.m. to 1 p.m.

2 p.m. to 6:30 p.m.

No appointment required

**Main office of the
neighborhood
elementary school
your child will be
attending in 2021-2022**



LakeOrionSchools.org/Kindergarten





Development Kindergarten Screening

If families are interested in DK for their child (their birthdate should fall between July 1 and December 1), it is LOCS district procedure that the child attend the DK screening to be considered.

Please go to the below Sign-Up Genius to sign your child up to attend one of the DK screening time slots at the CERC on Friday, May 7, 2021.

<https://www.signupgenius.com/go/5080C4AAAAC2BA1F94-development>

Date: Friday, May 7, 2021

Time slots: 8:00 a.m. - 9:00 a.m.
9:30 a.m. – 10:30 a.m.
11:00 a.m. - 12:00 p.m.
1:00 p.m. - 2:00 p.m.



To keep numbers limited we are requesting only one parent/guardian attend with the child and no siblings. The parent/guardian must stay for the entire screening process. There will be a short questionnaire for the parent/guardian to fill out regarding the child.

Please report to **room 108 at the CERC when you arrive for your scheduled time. Parent and child must wear a mask.



Lake Orion Community Schools Central Enrollment

Community Educational Resource Center
455 E. Scripps Road – Room 110, Lake Orion, MI 48360

Alison Doane
Pupil Accounting Specialist

Phone: 248•814•0215
Fax: 248•693•5317

Developmental Kindergarten & Kindergarten Age Waiver Request for 2021-2022 School Year

According to Michigan Law, if a child residing in Lake Orion Community School District is not five years of age on September 2, 2021 but will be five years of age not later than December 1, 2021, the parent or legal guardian of that child may enroll the child in Developmental Kindergarten or Kindergarten for the 2021-2022 school year if the parent or legal guardian notifies the school district in writing prior to the start of school in September.

Student Name: _____ Date of Birth: _____

Verification of Age: Original, Certified Birth Certificate
(Check one)

Documents listed below must be accompanied by a notarized Affidavit of Birth

Hospital Record of Birth Government Record
 Court Record Other: _____
(Specify)

Parent/Guardian's Printed Name Parent/Guardian's Signature Date

Parent Address _____

Telephone Number _____

Email Address _____

Lake Orion Community Schools Acceptance

We have received your request and will be welcoming your child to Developmental Kindergarten or Kindergarten in the Fall of 2021. Please follow all district guidelines for enrollment by visiting www.lakeorionschools.org/enroll.

School Administrator's Signature

Date

Q. When is kindergarten registration?

A. *The kindergarten and developmental kindergarten registration window opens on March 1. Parents are encouraged to complete the entire process online, including the upload of required documents. High resolution photos on a clean background are accepted. If you are not able to complete the entire process online, documentation can be submitted at Stadium Drive on March 23 from 11 a.m. to 1 p.m. and 2 p.m. to 6:30 p.m.*

Q. What is the difference between developmental kindergarten and kindergarten?

A. *Developmental kindergarten, often referred to as DK, is an exciting educational opportunity for children who turn five between July 1 and December 1. DK acts as a bridge between preschool and kindergarten and is designed to provide our youngest learners with the pivotal skills and experiences needed for success in kindergarten.*

Developmental kindergarteners have virtually all the same opportunities that kindergarteners have with the main difference being that instruction in a DK classroom is a blend of the preschool and LOCS kindergarten curriculums.

DK locations for next year have yet to be determined.

Q. When will I find out who my child's teacher will be?

A. *Class placements will be determined after our kindergarten teachers host their Meet and Greet on May 12 and 13. The intent of this event is to get to know our incoming students to create the optimal learning environment in each classroom. A placement letter will be mailed out in August.*

Q. What time does school start and end?

A. *School will start at 8:15 a.m. Students are released at 3:15 p.m. On a half day of school, students will be released at 11:30 a.m.*

Q. How do I sign up for school age childcare?

A. *School Age Child Care is offered through Lake Orion Community Schools. Additional information is included in this packet. Please contact the Early Childhood office at (248) 693-5439 with any additional questions.*

Q. What are the options for my child to get to and from school?

A. *Students typically come to and from school in a bus or automobile. Students who arrive by bus are held until it is time to enter the building. Students who are dropped off wait outside at their assigned entry door.*

At dismissal, kindergarten students are escorted to their buses or designated pickup location. Our kindergarten staff checks each bus to ensure that all students are boarded correctly.

Q. What time will my child eat lunch? Will someone help them? Can kindergarteners buy lunch? How do I put money in their account?

A. *Recess and lunch begin at 10:40 a.m., with students going outside first. Since fifth grade is at lunch at the same time, our oldest students help our youngest students manage their time in the cafetorium.*

Kindergarten students can buy lunch. Money can be placed on individual lunch accounts by sending money into school or online. MealMagic.net suite is a debit system. Prepay for meals online using a credit or debit card at www.SendMoneyToSchool.com. Parents can access this site to check balances and meal purchases at any time.

Q. What is the schedule for the first week of school?

A. *Kindergarten students will follow the same schedule as all other elementary school students. September 7 is the first day and is a half day of school. The rest of the week are full days.*

Typical Kindergarten Day

8:15	9:15	Morning Routine Early Bird Calendar Shared Reading
9:15	10:00	Readers Workshop
10:00	10:40	Math
10:40	11:25	Recess/Lunch
11:25	12:10	Phonics/Word Study
12:10	12:55	Special
12:55	1:30	Free Choice
1:30	1:40	Snack
1:40	2:30	Writers Workshop
2:30	2:40	Pack up
2:40	3:15	GMD
	3:15	Dismissal



KINDERGARTEN...

At A Glance



Providing an exemplary
education for all learners



District Vision

Educating our students for the challenges of tomorrow

District Mission

*The mission of Lake Orion Community Schools
is to provide an exemplary education for all learners*

Belief Statement

We believe that:

- Education is a shared responsibility of students, family, school and community
- All students can learn
- All learners deserve equity and opportunity in their education
- High expectations promote success
- Exemplary education is the result of professional growth and continuous school improvement
- All learners are entitled to a safe learning environment
- Education promotes a healthy sense of self and encourages personal achievement
- Learning is lifelong

This brochure contains the expectations for language arts, math, science, social studies, art, physical education, music and media for each child in kindergarten. Separate brochures outline the expectation for other grades. The expectations are designed to ensure students receive sequenced instruction from grade to grade. These expectations are aligned with state and/or national standards.

The purpose of this brochure is to familiarize you with the concepts your child will be presented with throughout this school year. This information will allow you to work with your child's teacher to help provide the highest level of achievement. Use it when you talk with your child's teacher(s). Ask what you can do at home to support learning in the classroom and reinforce learning at home.

Lake Orion Community School teachers, administrators and support staff are committed to helping your child achieve their potential.

Lake Orion Community Schools does not discriminate on the basis or race, color, religion, sex, national origin, disability, marital status, height, weight or age. Board of Education policy forbids acts of illegal discrimination in all matters.





In kindergarten, students build a foundation for social, physical, emotional and cognitive development.

Kindergarteners develop a strong foundation of phonemic awareness skills. This includes rhyming, syllables, putting sounds together and pulling them apart.

Children use their understanding of letters, sounds, phonemic awareness, and concept of print to become emergent readers and writers in kindergarten.

In mathematics, kindergartners use a hands on approach to develop number sense. Children represent numbers by building, writing and recognizing numbers up to 20.

Kindergarten students are introduced to many science and social studies topics. Science curriculum is designed to lay a foundation by introducing the basic scientific processes: observing, comparing, classifying, measuring, and communicating. Social studies curriculum is designed to help children gain an increased awareness of themselves and the world around them.

English Language Arts

Literacy in Kindergarten

Learning new language skills is a hallmark of kindergarten. Your child will practice sorting words, rhyming words, matching words with beginning and ending sounds, and blending sounds into words. Practice with these types of activities is a powerful step toward learning to read and spell correctly. Your child will also begin to write and be encouraged to use a combination of drawing and writing letters to share information, ideas and feelings. Your child will be read to and have daily opportunities to talk about literature; growing his/her vocabulary and developing comprehension skills.

Read Aloud with Discussion

Students are read aloud to daily. During this valuable time, teachers verbally interact with the class. The process includes prereading, during reading, and postreading conversations to enhance understanding and making connections with the story. The read aloud selections are often from a variety of genres – fiction, nonfiction, picture books or poetry. During this critical time of instruction, students see and hear what readers do so that they may apply this same process in their own reading.



English Language Arts

Reading Workshop

Reading Workshop follows a predictable structure, fostering powerful learning. Each day, the teacher begins with a short lesson focusing on a skill or strategy that will benefit all students. During the first quarter of the year, kindergarteners reread familiar stories their teacher has read multiple times in class (called Sulzby books or star books) to develop the behaviors of reading, retelling and discussing without necessarily decoding words. For the remaining part of the year, students selfselect and read books that are at their independent reading levels. At this level, students can read almost all the words accurately, read with appropriate speed and expression and above all, understand the text. While students are reading, the teacher meets with small groups or with individual students in order to meet their academic needs. Creating readers who love reading is the heart of Reading Workshop.

Writing Workshop

The structures of Writing Workshop are similar to that of Reading Workshop. Fostering a love for writing, daily opportunities for practice and maximum student choice are foundational in Writing Workshop classrooms. Your child will write narrative, informational, and persuasive pieces reflective of his/her developmental interests and stage of writing development. Through individual meetings with the teacher, small group work, and assessmentbased instruction, your child will be guided toward advancement of his/her writing skills. Students will publish and celebrate their many accomplishments throughout the year.

Phonics/Word Study

Word

Study will involve children developing knowledge of letters and sounds through stories songs, charts, rhymes and games

What Your Child Will be Working on in Kindergarten

Speaking and Listening Standards

- Speaking clearly to express thoughts, feelings and ideas
- Taking part in classroom conversations
- Following rules for respectful discussion
- Asking and answering questions about information presented orally
- Understanding and using question words for clarification



English Language Arts

Reading Standards for Literature and Informational Text

- Answering questions about fiction and nonfiction text
- Retelling fiction and nonfiction stories using details from the text
- Comparing familiar stories (e.g. characters, setting, problem, solution etc.)
- Describing connections
- Understanding the role of the author and illustrator
- Exploring multiple informational books on the same topic
- Independently reading a fiction Level 4 text independently with fluency, accuracy and comprehension

Writing Standards

- Using a combination of drawing, dictation and writing to describe an event that happened to him/her, to express an opinion on a topic or a book and to report research on a topic
- Using the writing process (drafting or organizing thoughts, writing, revising, editing and publishing) to produce multiple finished products
- Participating in shared (group) writing projects

Language and Foundational Reading and Skills

- Understanding the parts of a book and the organization of print (i.e. left to right, front to back, spaces, words vs. letters)
- Naming upper and lower case letters and matching those letters with sounds
- Learning to properly form letters using traditional handwriting
- Exploring words through rhyming, breaking words into parts, blending words and sorting
- Adding or deleting sounds to make, spell or read new words
- Applying knowledge of long and short vowels to decode unknown words
- Using strategies to determine unfamiliar words (e.g. skip it and go back, reread, chunk it, get your mouth ready)
- Using question words when speaking
- Sorting common objects and letters into categories
- Spelling simple words phonetically
- Learning to quickly read 50 of the most common words used in print
- Capitalizing the first word in a sentence
- Recognizing and naming end punctuation
- Relating words to opposites, i.e., in/out, up/down
- Distinguishing meanings of verbs by acting them out
- Developing an expanded personal vocabulary



Mathematics

Counting and Cardinality

- Count to 100 by ones and tens
- Count forward beginning from any number
- Write numerals from 020
- Recognize numerals 020 in random order
- Count objects in sets to show numbers 120
- Compare two numbers between one and ten
- Compare the quantities of two groups of objects by counting
- Compare sets of objects using “more than” or “less than”



Operations and Algebraic Thinking

- Represent addition and subtraction with objects, verbal explanations, or expressions
- Solve addition and subtractions problems within 10 by using objects or drawings
- Fluently add or subtract within 5
- Decompose numbers less than or equal to 10 in more than one way by using objects or drawings

Number and Operations in Base Ten

- Compose and decompose numbers from 1119 into tens and some further ones

Measurement and Data

- Compare length and weight, using nonstandard measurement
- Sort and classify sets of objects by their attributes

Geometry

- Describe objects relative to their position (above, below, beside, in front of, behind, and next to)
- Identify and build 2D and 3D shapes



Science

All science units are aligned with the Michigan Science Standards. The Michigan Science Standards are really a set of student performance expectations. These performance expectations incorporate three main elements:

- Disciplinary Core Ideas (science specific concepts in the life, earth and space, and physical sciences),
- Science and Engineering Practices (*asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information*)
- CrossCutting Concepts (*Patterns, Cause and Effect, Scale, Proportion, and Quantity, Systems and System Models, Energy and Matter in Systems, Structure and Function, and Stability and Change of Systems*).

Earth and Space Science

Students will be able to:

- Observe and record changes in temperature and weather during different times of the year.
- Identify the sun as the source of warmth for the earth.
- Investigate temperatures in sun and shade.
- Determine the effect of sunlight on Earth materials by identifying patterns of relative warmth of materials in sunlight and shade (e.g., sand, soil, rocks, water).
- Design and build a structure to reduce the effect of sunlight on the Earth's surface.

Physical Science

Students will be able to:

- Demonstrate pushes and pulls on an object.
- Understand how pushes and pulls can change the speed or direction of moving objects.
- Construct simple charts from motion data and observations.
- Describe the position of an object in relation to other objects. (Positional)
- Describe the direction of a moving object. (Directional)
- Share ideas about motion and communicate findings linguistically and visually through talking, writing, and drawing.
- Recognize patterns in the effect of pushes and pulls on objects.
- Gather information from books and one another.
- Analyze the design of an object in terms of its ability to change its speed.



Life Science

Students will be able to:

- Distinguish between living and nonliving specimens.
- Use evidence to construct an argument for how plants and animals/humans change their environment to meet their needs.
- Create a model to represent relationships between the needs of living things and their habitats.
- Communicate noticeable patterns of what living things need to survive.
- Discover solutions that will reduce human impact on the local environment.



Social Studies

History

- Distinguish among yesterday, today, and tomorrow
- Create a timeline using events from their own lives
- Identify the beginning, middle, and end of historical narratives or stories, and learn about the ways people learn about their past

Geography

- Recognize that maps and globes represent places and use positional words (up/down, in/out, above/below) to describe locations
- Identify and describe places in the immediate environment
- Learn ways that people use the environment to meet human needs (food, clothing)

Civic and Government

- Identify our country's flag
- Learn why people do not have the right to do anything that they want, and describe fair ways to make decisions



- Understand situations in which American citizens demonstrate selfdiscipline and individual responsibility

Economics

- Distinguish between goods and services
- Identify economic wants, and situations in which people trade

Public Discourse, Decision Making and Citizen Involvement

- Identify an issue in the classroom, and explore possible resolutions

Visual Arts

The visual arts curriculum is based on the National, Michigan, and Lake Orion standards and builds a foundation for creative thinking, problem solving, and lifelong learning in the arts and other disciplines. In art class, children learn to convey ideas, feelings, and emotions by creating their own images. They explore the historical and cultural messages wrapped up in works of art. They also reflect on the meaning of what they see in art. Students learn to express their opinions and show respect for their own ideas and creations and for those of others. They explore a variety of media techniques, and processes in the broad categories of painting, drawing, mixed media, and sculpture. They also learn the safe use and care of art materials and tools. Looking at, thinking about, and making art are presented as enjoyable and integral parts of learning about art. Students develop a better understanding of beliefs and ideas that are different from their own.

At the Kindergarten level, students are introduced to the visual elements of design, such as line, shape, texture, and color. They learn to recognize the primary colors and are introduced to mixing secondary colors. They learn art room procedures and behavior expectations. Students create art based on their personal experiences as well as imagination. Some ideas are developed by exploring media. Basic skills in cutting, pasting, and using clay are introduced through lessons that encourage experimentation and growth skills.



Media

The media curriculum, which is based on national standards, builds a foundation for future library and media center use, nurtures an interest in reading, and develops the skills for students to become lifelong learners. In order for the media program to be effective, information skills are taught in conjunction with subject area benchmarks. This requires cooperative planning between classroom teachers and media specialists.

Students visit the media center weekly as a class group. Additionally, they may visit independently or in small groups. A media specialist is available to instruct and assist students during their visits to the media center.

At the kindergarten level, students learn about the many offerings of the school media center including:

- Check out procedures and library behavior expectations
- Differentiate between fiction and nonfiction books, identify parts of books and recognize the role of authors and illustrators
- Choose books from a variety of genres, based on their knowledge of characters, stories, authors, and illustrators
- Exposure to selected authors and illustrators
- Enjoy stories, songs and bookrelated social interaction

Kindergarteners are encouraged to enjoy, value, and embrace books and reading.

Technology

The Lake Orion Elementary Technology Curriculum is based on the Michigan Educational Technology Standards for Students (METS). These standards are embedded in the Lake Orion curriculum and are introduced, reinforced, or mastered by students throughout their elementary educational experience. Lake Orion educators use the technology standards as guidelines when integrating technology into the curriculum. To be effective, technology skills are taught in conjunction with subject area benchmarks in every discipline across the curriculum and result in a technologically literate individual. Media Specialists and classroom teachers work cooperatively to structure the learning environment and educate student in the tools of their time.



Music

The music curriculum is based on the National and Michigan standards and builds a foundation for creative thinking, problem solving, and lifelong learning in music and other disciplines. Music is a unique way of knowing the world. It is a vehicle for personal expression, common to all cultures, and a doorway into understanding cultural diversity.

The nature of musical learning is such that musical understanding is developed and assessed through listening, creating, and performing. Musical thinking supports and connects to other ways of thinking. It is fundamental to developing the whole learner. Musical learning provides students with the opportunity to experience the aesthetic value of music. Everyone has the ability, and therefore, the right to learn and understand music.

Participation in music education fosters ability, positive selfimage, personal and group interaction, cooperative learning, personal growth and development, and a sense of accomplishment.

At the kindergarten level, students are introduced to the musical elements of pitch, rhythm, melody, tempo, dynamics, and timbre. They learn music room procedure and behavioral expectations. Students demonstrate their understanding through movement, singing, playing instruments, and verbal description.

Physical Education

The Physical Education program in Lake Orion is designed in accordance with the Michigan Benchmarks and Standards. Our curriculum provides students with the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle. Below you will find a brief overview of what your child will be exposed to during their K5 career.

- Demonstrate appropriate form of walking, running, horizontal jumping, vertical jumping, skipping, hopping, galloping, sliding and leaping
- Demonstrate appropriate form of underhand throwing, overhand throwing, catching, hand dribbling, foot dribbling, kicking, and striking (batting)
- Demonstrate the ability to bend, stretch, rock, roll, curl, twist, turn, push, pull, swing, sway, and land
- Demonstrate selected fundamental rhythmical skills i.e., clapping while walking



- Demonstrate selected combinations of locomotor, object control non locomotor and body control, and rhythmical skills
- Participate successfully in selected health enhancing, lifelong physical activities and develop working knowledge of the effects of physical activity on the body
- Develop and maintain healthy levels of cardiorespiratory endurance
- Develop and maintain healthy levels of muscular strength and endurance
- Develop and maintain healthy levels of flexibility of selected joints of the body
- Develop and maintain healthy levels of body compositions
- Apply the concepts of body awareness, time, space, direction, and force to movement
- Explain and apply the essential steps in learning motor skills
- Apply appropriate rules and strategies when participating in physical activities
- Describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health related fitness
- Demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.
- Value physical activity and its contribution to lifelong health and well being



**LAKE ORION COMMUNITY SCHOOLS
SCHOOL AGE CHILD CARE (SACC/latchkey)
STUDENT SCHEDULE**

School (check one): Blanche Sims Carpenter Orion Oaks Paint Creek Stadium Webber

School of Choice New Family Returning Family

Child's Name: _____ Primary Name on Account: _____

Address: _____ City: _____ Zip: _____

Primary Email Address: _____ Primary Phone: _____

Health Appraisal Information – Parents of School Age Child Care students acknowledge and agree that the SACC program may have access to their child's Health Appraisal on file at the child's elementary school office for licensing purposes. Initial: _____

Initial: _____ The child is in good health with activity restrictions noted.

Initial: _____ The child's immunizations are up to date.

Initial: _____ The immunization record or appropriate waiver is on file with the child's school.

Please place an X in each box that applies to your child's schedule. Keep in mind that SACC hours are no earlier than 6:30 a.m. and no later than 6:00 p.m. Current family registration fee will be charged to the Tuition Express account on file in the office. New family registration fee may be paid by check, cash or credit card.

DAY	A.M.	P.M.
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Parent Signature: _____ Today's Date: ____/____/____

Please note: Your first monthly bill will be charged in August **BEFORE** school starts to reserve child placement in the program. Placement with a particular provider cannot be guaranteed.



Automated Payment Processing Safe – Convenient – Easy

Child Name: _____

School: _____

We are excited to offer the safety, convenience and ease of Tuition Express® – an automatic payment processing system that allows on-time tuition and fee payments to be made from your bank account.

ELECTRONIC FUNDS TRANSFER AUTHORIZATION FOR **BANK ACCOUNT** AUTHORIZATION

I (we) hereby authorize Lake Orion Community Schools (business name) to initiate debit entries to my (our) Checking or Savings Account indicated below. To properly affect the cancellation of this agreement, I (we) are required to give 10 days written notice.

Credit Union Members: Please contact your Credit Union to verify account and routing numbers for automatic payments.

Your Name _____ Phone # _____

Address _____ City _____ State _____ Zip _____

Bank or Credit Union Name _____

Bank or Credit Union Address _____ City _____ State _____ Zip _____

Checking Savings

Routing Transit Number (see sample below) _____ Account Number (see sample below) _____

Signature _____ Date _____

For Official Use Only

Date Received
Employee Signature



A service of





Automated Payment Processing
Safe – Convenient – Easy

Child's Name: _____

School: _____

We are excited to offer the safety, convenience and ease of Tuition Express® – a payment processing system that allows on-time tuition and fee payments to be made with your credit card.

ELECTRONIC FUNDS TRANSFER AUTHORIZATION FOR CREDIT CARD AUTHORIZATION

I (we) hereby authorize Lake Orion Community schools (business name) to initiate credit card charges to the below referenced credit card account. To properly affect the cancellation of this agreement, I (we) are required to give 10 days written notice. We accept Visa, Mastercard and Discover

PLEASE CONTACT CENTER REPRESENTATIVES FOR CREDIT CARD TYPES ACCEPTED BY CENTER.

Cardholder Name Phone #

Cardholder Address City State Zip

Account Number Expiration Date V-code

Cardholder Signature Date

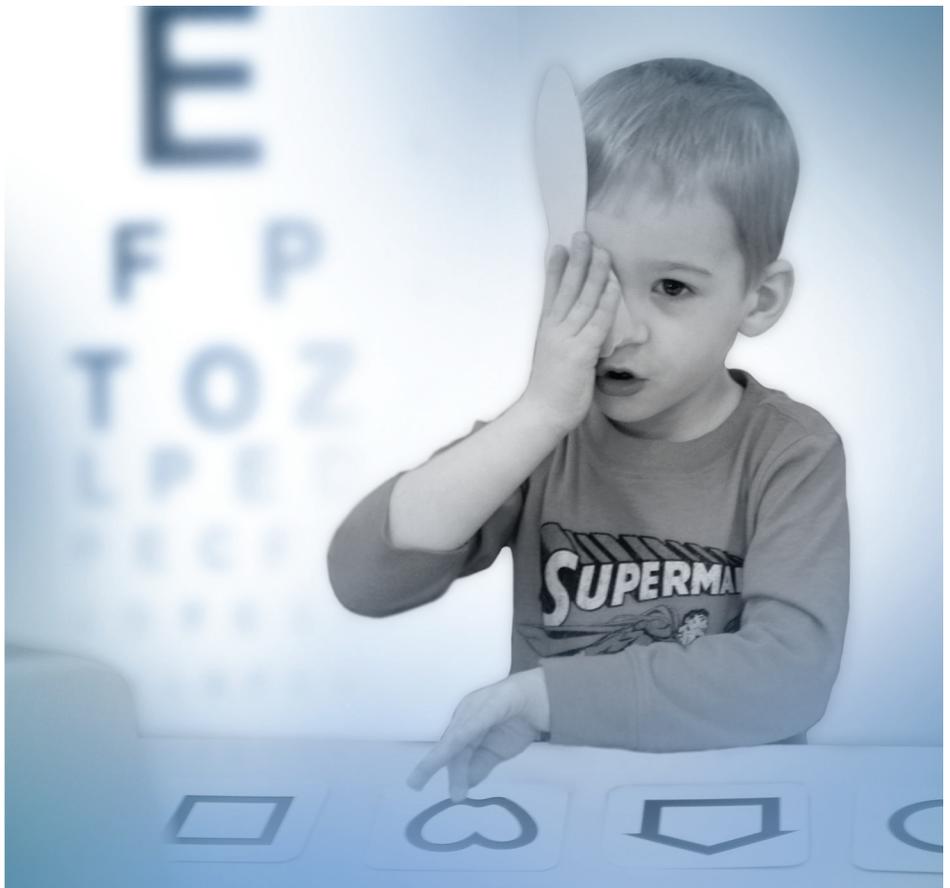


For Official Use Only
Date Received
Employee Signature



FREE VISION SCREENING

For Oakland County Residents



Vision Tests are Required to Enter Kindergarten

Call **248.424.7070** to set an appointment for your child.

FOUR LOCATIONS TO BETTER SERVE YOU

PONTIAC

1200 N Telegraph Rd
Bldg. 34 E
Pontiac, MI 48341

SOUTHFIELD

27725 Greenfield Rd
Southfield, MI 48076

NEW HUDSON UNITED METHODIST CHURCH

56730 Grand River Rd
New Hudson, MI 48165

WALLED LAKE CHURCH OF CHRIST

1403 N. Pontiac Tr.
Walled Lake, MI 48390

*Limited availability at the New Hudson Methodist Church and Walled Lake Church of Christ.
Vision tests done in preschool by a Public Health Technician or doctor's office will also fulfill this requirement.*



The Oakland County Health Division will not deny participation in its programs based on race, sex, religion, national origin, age or disability. State and Federal eligibility requirements apply for certain programs.

Michigan Law (Public Health Code, Act 368 and the 1995 Revised School Code, Act 291) states your child needs a vision test before going to kindergarten.

Gamified Childhood: Are Digital Devices Replacing Traditional Playtime?

Digital play versus free play: Mott expert addresses the differences and the potential impact on child development at American Academy of Pediatrics session.



Blocks, books and bikes used to be the staples of childhood.

But as more kids grow up with a seemingly endless menu of virtual activities offered through digital media, child development experts worry about the wane of [traditional playtime](#).

One pediatrician at the University of Michigan's [C.S. Mott Children's Hospital](#), who is addressing the topic at the [national American Academy of Pediatrics meeting](#) in New

Orleans, has even coined the phenomenon “gamified childhood”.

“Free, unstructured play promotes interactions that boost vocabulary, nurture parent-child relationships, and encourage social skills and creativity. Play helps young brains develop,” says [Jenny Radesky, M.D.](#), a developmental behavioral pediatrician and researcher at Mott who is leading the AAP session.

“But mobile devices are becoming an almost unavoidable part of children’s worlds. We hope to demystify the design differences between technology and classic toys and help parents increase open-ended play experiences for their children.”

LISTEN UP: Add the new [Michigan Medicine News Break](#) to your Alexa-enabled device, or subscribe to our daily updates on [iTunes](#), [Google Play](#) and [Stitcher](#).

Radesky says there are [some benefits in “shared” technology experiences](#), such as watching a movie together as a family and discussing it or looking up new recipes to cook together. But children are increasingly on devices alone as parents see them as tools to pacify tantrums, keep children occupied during mealtime and even as a way to take a break from parenting.

“Early childhood is a vulnerable time for exhausted parents, and they may find relief in technology,” Radesky says.

“But both children and parents need experiences with play that provide a sense of self-efficacy and living in the moment.”

Radesky highlights four key differences between the classic and tech-supported types of play and why parents and pediatricians should take notice.

Child’s Autonomy: In digital games, the app designer is in control, Radesky says. Many apps and games are simple, cause-and-effect puzzles or races with a design that constrains a child’s behavior. They have a “closed loop” design that decides for children what they are going to do next, rather than letting the child’s brain take the lead. “The designs behind much of children’s digital technology does not support the autonomy, self-realization, and parent-child interaction that traditional play allows,” Radesky says.

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Another part of autonomy is learning self-control. However, many parents are using mobile devices to keep children seated at the dinner table, calm on brief car rides or to settle them to bed. These habits may inhibit their ability to learn how to self-regulate emotions and be counter-productive when it comes to good sleep.

Unstructured play, on the other hand, puts the child in control. “Child autonomy and control is at the core of unstructured play. The child thinks up what to do, how to do it, and what to do when things don’t work out,” Radesky says. “This is where imagination really allows a child to push past old ideas and create new ones, handle strong feelings, and figure things out for themselves.”

Hooking Kids in Different Ways: While digital games are attention-grabbing, unstructured play is attention-building, Radesky says. In some apps and games, “there are so many over-the-top interactive enhancements” that children mainly pay attention to these exciting features, rather than understanding the concept the app was trying to teach. But it can be difficult to screen for appropriate apps. Radesky’s [research analyzing apps and games](#) marketed to young children found that most of them came with a misleading ‘educational’ label that they may not deserve.

“The natural and social worlds are rarely going to be as attention-grabbing and ‘shiny’ as online games and apps are artificially designed to be,” Radesky says. “But this allows the child to determine what they want to direct their attention towards, and to think clearly without artificial distractions.”

External versus internal rewards: Apps and games provide many external rewards, such as tokens, candies, virtual toys, or piggy banks every time children get an answer correct. This is intentional because designers know that young children are driven by rewards, Radesky notes. What can be problematic is that “children may get over-focused on consuming and collecting.”

She points to examples, such as balloons, fireworks and parades that “reward” a child for completing a simple task in a digital game. This type of digital design, known as “[persuasive design](#)” is a strategy used to maximally engage a user.

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Jenny Radesky, MD.

"We need to help parents understand this tricky type of design and how inappropriate it is for children and teens who are so susceptible to social feedback," Radesky says. "We don't want children to see play as just collecting and hoarding virtual things."

The rewards of traditional play, however, are internal and social. "When children struggle with a new challenge and figure out a solution, the reward can be subtle, with a sense of satisfaction and self-efficacy," Radesky says. "Providing children with praise for hard work is appropriate, but it shouldn't be over the top. Otherwise children can get used to always needing external validation."

Solitary play versus social play: Most apps and games are designed in a way that assumes there will be only one user, and children tend to use tablets and smartphones with a body posture that can nudge out social interaction with others, Radesky says.

"In our study comparing play with traditional toys to play with tablets, there wasn't really that space for parents," Radesky says. "Children created their own solitary space and cocoon around the tablet. It was rare for a child to look up and say 'look at this!' Parents feel this difference in play, so it's important to help them know it's not their fault, it's an intentional design feature of the tablet."

Meanwhile, toys, nature, art, and music allow for shared experiences.

"Social play creates space for multiple people to take part, have back-and-forth interactions, and see each other's faces and emotions," Radesky says.

"Parents are familiar with playing with toys and books because they probably grew up with them. They probably get their moments of strongest connection and feeling effective with their children when they are playing with well-designed toys. As pediatricians, we can help parents carve out spaces for the traditional play that feels good to them too."

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