



Stepanski ECC

New Building, New Possibilities



New Building, New Possibilities

Increased Early Intervention and Learning Opportunities

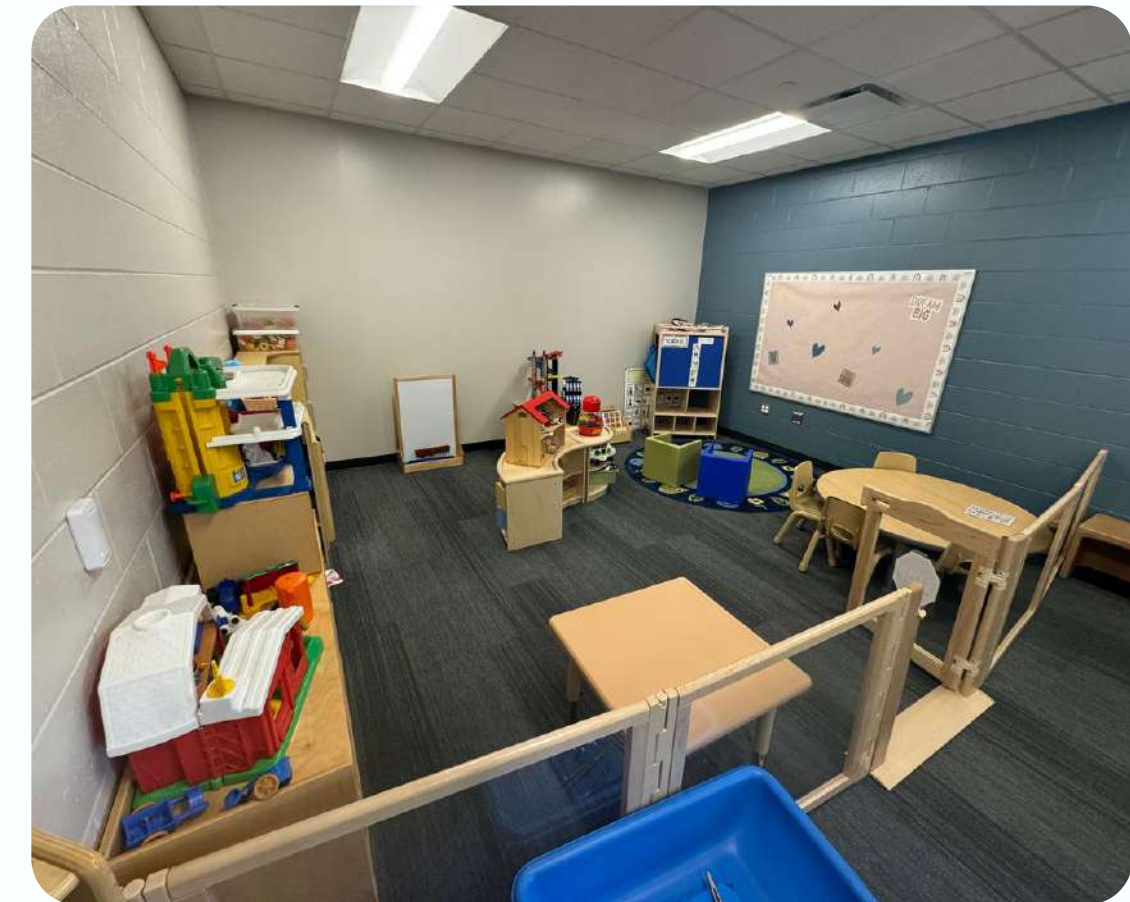
Innovative Learning Experiences

Expanded Adult Growth Opportunities



Increased Early Intervention and Learning Opportunities

- Increased GSRP enrollment opportunities from 256 full day students to 306 full day and 18 half day to total 324 GSRP students
 - As of 10.17.24, we have a total of 317 GSRP students enrolled
- Walk-in Special Education services for WSD children ages 3–4 are now provided at Stepanski
- New Special Education multi-purpose space
 - Communication Group for children age 3 who turn 3 after Sept. 1 but do not qualify for ECSE twice a week for 1.5 hours
 - Child Find office and evaluations for children 3–4 years old who are not already enrolled in a program at Stepanski to determine special education needs
 - 8.01.24 – 10.17.24 20 Child Find evaluations completed with 17 of 20 children qualifying for services
 - 60–70 evaluations per year anticipated
 - Early On service providers utilize the space if unable to provide at-home services



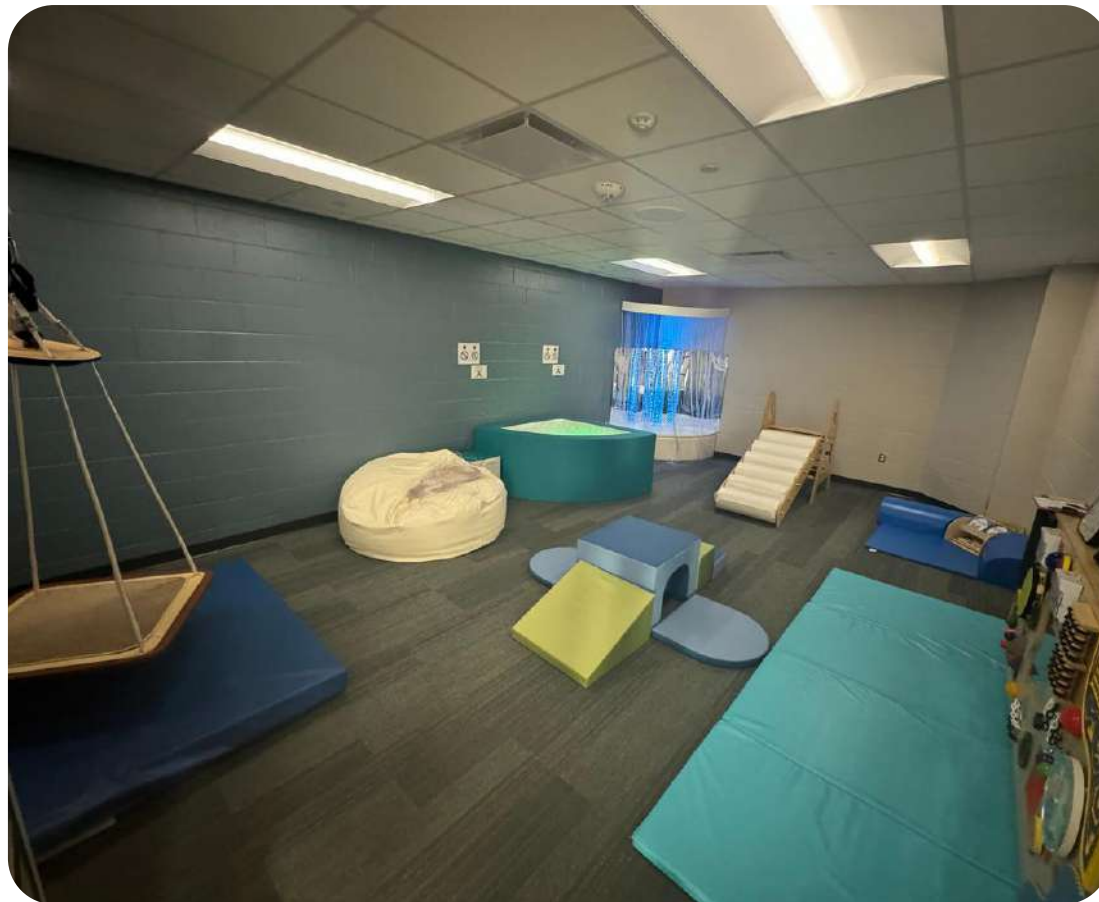
Special Education Multi-purpose
Space



Innovative Learning Experiences

- Sensory Room

- Supports self-regulation, [vestibular](#) system, communication and motor development, improved focus, social-emotional intervention opportunities



Sensory Room

- Chemistry Kitchen

- Supports science, math and literacy based learning opportunities that require an extra messy learning opportunity during Small Group Time



In the Chemistry Kitchen, student created their own recipes, then measured and cutting to make popsicles.

- STEM Lab

- Supports science, math, communication, collaboration and creative learning opportunities by providing a variety of learning opportunities to be utilized during Small Group Time or Work Time



STEM Lab

Innovative Learning Experiences

- Increased outdoor learning opportunities
 - Multiple paths for bike riding
 - Cycling can be considered a ‘joint-skill’ that requires sufficient (1) motor skills (e.g., the ability to coordinate steering, balancing, pedaling, braking, etc.), (2) perceptual-motor skills (e.g., hazard perception, time-to-contact, attention, planning, judgment, decision-making, etc.), (3) knowledge of the traffic rules and correct (4) attitudes (e.g., the willingness to obey the traffic rules or risky behavior) (Ducheyne et al., 2013a, Ducheyne et al., 2013b, Zeuwts et al., 2017a)
 - A Stepanski version of Safety Town is being planned!
 - Accessible play spaces
 - PIP in two large play areas and the cement paths throughout the outdoor areas allow for our students on wheels to access and students with a condition such as Pica to utilize safely
 - Outdoor equipment chosen specifically to allow for access to children with physical needs (e.g., ramps on both large play structures, touch activated musical instruments, a spinner large enough for a wheelchair, full support swing seats, etc...)



A teacher supports a 3 year old to learn how to pedal the bike.



Innovative Learning Experiences

What do the kids think out the outdoor spaces?



3 year old students enjoying a spin on the playground.

Spinning helps develop both sides of the brain, the vestibular system, balance and coordination, and speed perception.



A 4 year old student enjoys the seesaw but his favorite part of the playground is the sand area.

A seesaw helps develop balance and coordination, sensory awareness, and social skills..

WISD
INSPIRED, EDUCATED, AND
EMPOWERED TO THRIVE

Expanded Adult Growth Opportunities

- Expanded Adult Growth Opportunities: Parents
 - Parent meetings now have the ability to be more engaging with the technology and space available to hold larger meetings in-person.
 - At parent meetings, we include an element of child development learning for adults.
 - Our first in-person parent meeting was on Oct. 15. We had over 90 parents in attendance and the adult learning focus was on social-emotional aspect of challenging behaviors. Parents were provided tools to support the big emotions of 3-4 year old children, self-regulation and problem-solving at home.
 - Stepanski WSD community outreach to involve more families with children birth-4 years old is being planned.

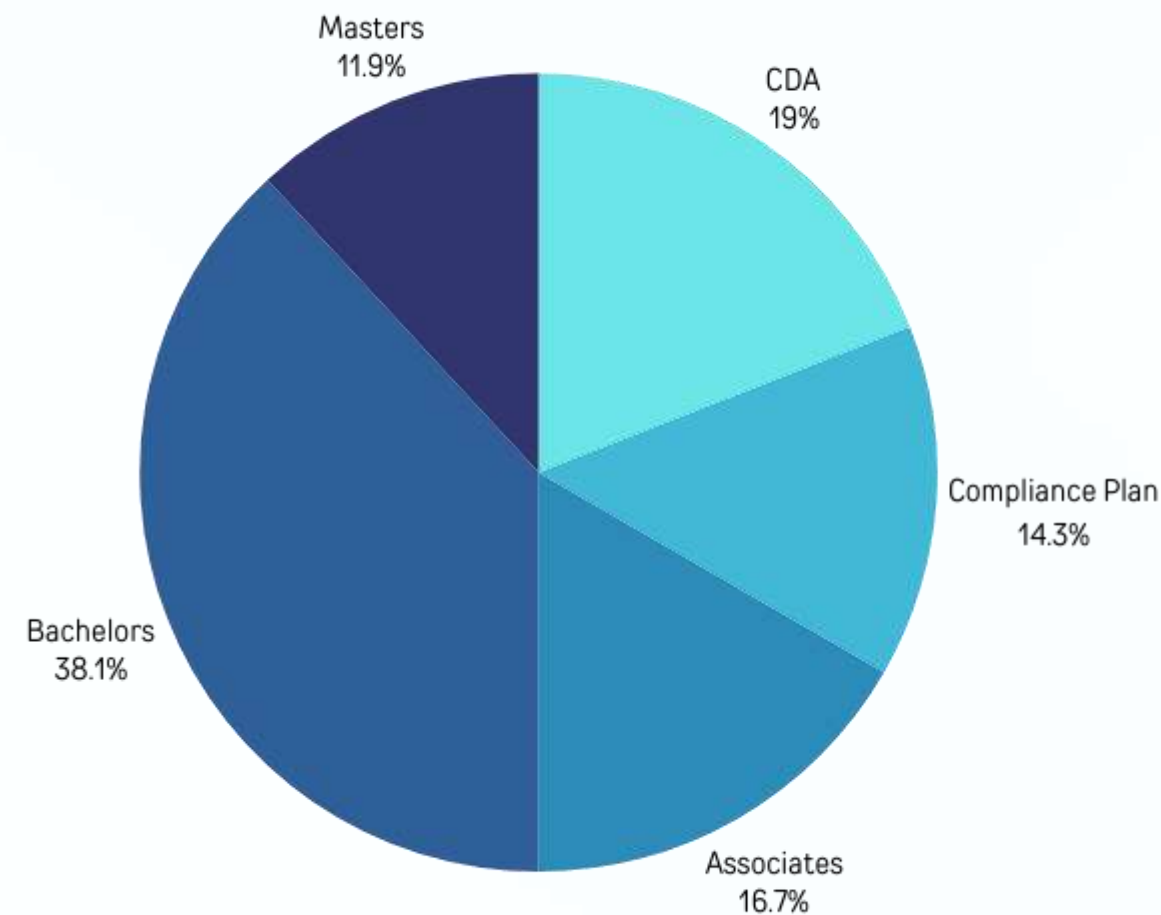


October 15, 2024 Parent Meeting

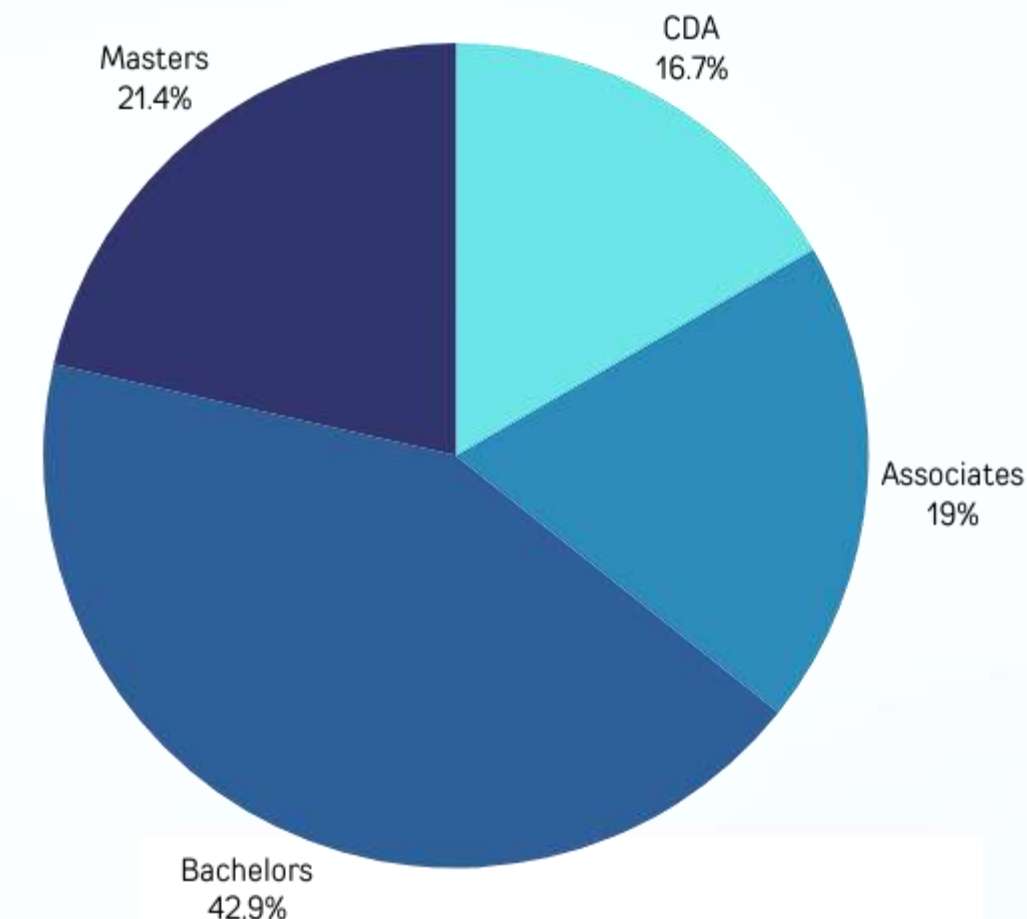


Expanded Adult Growth Opportunities

- Expanded Adult Growth Opportunities: Staff
 - Space and technology allow for Stepanski to host professional development for other professionals which enables us to learn from other professionals in the field.
 - Inviting Oakland Schools to host early childhood trainings here.
 - Our first was an Non-violent Crisis Intervention training in September which was open to other Oakland County early childhood professionals.
 - Space for staff to to share college text in our Professional Library.
 - We encourage and support the [TEACH scholarship](#) for early childhood educators and many of our staff are currently attending classes for their Associates, Bachelors or Masters degree.
 - A Stepanski version of a peer-to-peer professional learning opportunities open to educators far and near is being planned for the future!



Current education of current Leads and Associate Teachers



Projected educational growth of current Leads and Associate Teachers by 2026 due to utilization of Grow Your Own or TEACH scholarships..