

**WELCOME TO THE  
TOWN CAMPUS LEARNING CENTER  
PRESCHOOL  
2019 - 2020  
School Year**



**2 Campus Drive  
Madison, CT 06443  
Phone (203) 245-1078  
Fax (203) 245-2683**

We look forward to working together to make your child's year a productive one. Please contact us with any questions and/or concerns. We are here to assist you in any way possible. This parent/student handbook serves to communicate important information between home and school. Please become familiar with its contents.

**SCHOOL CALENDAR**

Our preschool follows the same calendar that all of Madison Public Schools follow. You can view this calendar at the back of this handbook and also on the MPS website at [www.madison.k12.ct.us](http://www.madison.k12.ct.us)

**SCHOOL HOURS**

<b>Office</b>	<b>8:30 a.m. – 3:30 p.m.</b>
<b>School Hours</b>	<b>8:45 a.m. – 3:15 p.m.</b>
<b>A.M. Session</b>	<b>8:45 a.m. - 11:30 a.m.</b>
<b>P.M. Session</b>	<b>12:30 p.m. - 3:15 p.m.</b>

## **TCLC PRE-SCHOOL MISSION STATEMENT**

### ***“Every child, every day, leading the way”***

The Madison Public Schools are driven by a mission to prepare all learners to make a unique, positive contribution in a complex, global society. We are committed to fostering the diverse talents and abilities of each and every child in an emotionally and physically safe environment. We envision learning as joyful and learners as passionate. We support our educators as innovators in a dynamic pursuit of continuous improvement.

We are committed to the work that will lead to the development of all learners' capacities to:

- put ideas into action by thinking critically and creatively to identify and solve authentic, complex problems;
- communicate and collaborate purposefully and effectively using a variety of media;
- approach learning with effort and persistence while responding to success and failure with resiliency, reflection, and adaptability in an ever-changing world;
- make ethical and responsible decisions.

## **TCLC School Behavior Standards**

We believe it is the right of every student and staff member to work in an environment that is safe, pleasant and conducive to learning. Our ultimate goal is to ensure all students a chance for success, and, therefore, we have expectations for positive, cooperative behavior on the part of everyone. Parents, teachers and administrators work together to guide and support children in their development as responsible, caring, and cooperative members of the school community. The following standards have been established to protect the rights of everyone:

- We will be courteous and respectful to everyone
- We will be aware of the safety of others and ourselves
- We will follow all school rules

Students will begin to embrace the following concepts:

**RESPECT** ~ Treating someone the way you want to be treated

**EMPATHY** ~ Imagining you are feeling the same feelings as someone else and taking action to show the other person you care

**RESPONSIBILITY** ~ Showing responsibility for your actions. Making appropriate choices about the way you respond and act.



## **Town Campus Learning Center**



**"Where it all Begins!"**

## **STUDENT POLICIES AND PROGRAMS**

### **ENROLLMENT INFORMATION AND REQUIRED PAPERWORK**

The Integrated Preschool Program is an inclusive program providing services to children who are three to six years old and are determined to be eligible for special education. The program includes typically developing peers who serve as role models, particularly in language and social skills.

Children may be referred to the preschool special needs program by parents, pediatricians, preschool teachers, Birth-to-Three programs, Child Find, and other special needs programs.

Peer models participate in an early childhood screening and are selected to be role models for the program. Parents can call TCLC to set up an appointment for the screening. (See Program Description in pg. 11 for more information). Our inclusive program maintains a highly trained collaborative staff with certified teachers who provide opportunities that serve to enhance all areas of a child's development.

Prior to enrollment, the following forms must be completed and turned in:

- Enrollment and Permission forms
- Yellow Health Assessment Record with immunizations completed by you **and** your child's physician and reviewed by the school nurse prior to attendance
- An Emergency Card updated each September

All forms must be updated each school year. However, please inform the staff if there are any changes during the course of the year in the following information: home/cell/work phone numbers, address, emergency contacts, health status, and authorization to release status, etc.

**Additional forms may also be requested throughout the year as needed**

## ATTENDANCE

### Absences

IMPORTANT- Please call (203)245-1078 no later than 8:30 a.m. for the AM session and 12:15 p.m. for PM session to report your child's absence. **Please report any significant illness** (strep throat, chicken pox, new medications, etc.) to the School Nurse, Mrs. Dashana Kytte. If your child is going to be out of school over an extended period, please inform us of this as well.

### Tardiness

If a student arrives at school **after** 9:00 a.m. or 12:45 pm (for PM session) the student and parent should report to the office to insure that proper attendance may be recorded.

## CLOTHES AND PERSONAL BELONGINGS

Your child should be dressed in comfortable, easy to fasten play clothes and safe, non-skid shoes. Since outdoor play occurs as often as possible, please see that your child is dressed appropriately for the weather or season everyday. During the winter months, students still go outside for recess. Please send them to school with warm clothes, mittens, and boots.

Children should carry a good-sized backpack or bag to school each day. We also ask that your child bring in a folder every day, so that papers going home may arrive safely. **Please label all possessions sent to school, including coats, hats, mittens, and sweaters.**

Children who are not yet toilet trained are asked to bring disposable diapers and wipes to school. All children should send in a seasonally appropriate change of clothes for the occasional accident or mess.

The program is well stocked with a variety of fun and developmentally appropriate toys. Although we understand that children like to bring special toys to school, we need to restrict this practice to special days (sharing day, etc.) This rule prevents loss or breakage; further, because children often find it difficult to share personal items it prevents hurt feelings. If your child needs to bring a special "blankie" or transitional object to school, please discuss this with your child's teacher. These items will be safest and least distracting to the child in his or her backpack.

## PLAYGROUND RULES

- Go down on the slide feet first.
- Climb up the bars.
- Be kind and respectful to others.
- Keep hands and feet to yourself.
- Sit on the swings.

## FIRE AND SAFETY DRILLS

Fire drills are held monthly. When a fire drill begins, students will be escorted to an assigned, safe location by classroom teachers. The teachers will then provide further instructions. After reaching the assigned area outside, students will silently remain in lines by classes. This is a very serious matter and everyone must leave the building to ensure that all students are accounted for.

Every third month, a safety drill will take the place of a fire drill. One of the jobs of our teachers is to keep each and every student safe and secure. When a safety drill begins, teachers will escort students to a designated safe area within the classroom. Once situated, the teachers will provide further instructions and remain with the students throughout the drill.

*Please note... safety procedures are carefully reviewed in each classroom prior to any drill occurring.*

## ARRIVAL AND DISMISSAL PROCEDURES

Parents bringing children to school should use the main entrance in the front of school and can walk their child directly to their class. **Arrival time for the morning session is 8:45 a.m. and the afternoon session is 12:30 p.m. Please do not drop off children before their session begins, as the staff may be required to be in other parts of the building.** Any child not riding the bus must be accompanied to the classroom by a parent or authorized adult.

The morning session ends at 11:30 a.m. and the afternoon sessions ends at 3:15 p.m. Please walk-in to the front entrance and wait for your child. Staff members will be at the door with the sign out sheet and we will bring the children out to you. Please do not park in the circle. Also, please do not leave children in your car when picking up and dropping off children at the preschool.

If you are unable to pick up your child at dismissal, please make arrangements for an authorized adult to do so and notify the staff of the change. We ask that you hold your child's hand in or near the parking lot, as drivers may have difficulty seeing an unattended child. Your child's safety is our primary concern.

## COMMUNICATION WITH FAMILIES

The preschool staff strives to maintain close communication between home and school. An open house is held at the beginning of the school year to introduce families to the program. The staff maintains contact with families through phone conversations, conferences, emails, and frequent notes about the school day. Staff newsletters are sent home periodically which review classroom activities, provide home suggestions, and/or give information about upcoming events.

All preschool students will be assessed 3 times a year...at the beginning, middle, and end of the year. Those students who receive special education services will have their progress measured 3 times a year as outlined in their IEP. **In addition, informal conferences may be scheduled at any time by contacting your child's teacher.**

## EMERGENCY SCHOOL CLOSINGS

The following procedures will be implemented in the event of cancellation or delayed opening of schools due to inclement weather or other emergency situations. All decisions will be based on the most current weather forecast available and observations of road conditions.

### School Cancellations/Delayed Openings/Early Dismissals

In the event of bad weather that prohibits safe arrival of pupils and their return home, school will be canceled. On such days, information regarding the closing of school may be secured from the following area radio stations by 7am:

**AM:** WELI-New Haven (960 AM), WAVZ-New Haven (1300 AM),

**FM:** WKCI-Hamden (101.3 FM), and WMIX-Hartford (93.7 FM)

**Television Stations:** Channel 8 WTNH; Channel 3 WFSB, and Community Bulletin Board Channel 19

Information may also be obtained from the Madison Public School website at: [www.madison.k12.ct.us](http://www.madison.k12.ct.us)

The Superintendent's Office, Police Department, or Fire Department is not to be called to inquire about the cancellation of school.

### **Delayed Openings**

In the event of a delay, **there will be NO AM classes, recess, or lunch.** School for full day and PM students will start at 12:30 p.m.

### **Early Dismissals**

In the event of an early school closing due to inclement weather, **all students will be dismissed at 11:30 a.m. There will be NO PM classes, recess, or lunch.**

Afternoon classes will be canceled completely. An announcement will be broadcast on the above radio stations, television channels and MPS website.

### **TCLC INFOLINE**

Please visit the Madison Public Schools website and register for the district infoline. This will allow you to receive all pertinent district wide communications, for general and emergency purposes. You are also encouraged to access the TCLC infoline through the MPS website @ [www.madison.k12.ct.us](http://www.madison.k12.ct.us). By registering on this website you will automatically receive all pertinent and time sensitive notices electronically. For example, you will be immediately notified of any school closing and/or delay information.

## **TCLC HEALTH OFFICE**

**Dashana Kytte, RN, School Nurse**

The school nurse and the preschool staff must be informed of any medical condition that may require immediate attention or emergency medication. Such conditions may include food or insect sting allergies, asthma, diabetes, seizure disorders, etc. The nurse may develop individual health care plans as needed, and perform vision and hearing screens when possible.

If your child has an infectious illness such as a virus, fever (100 degrees or higher), persistent coughing, pink eye, strep throat, or chicken pox, he or she must remain at home until they are no longer contagious (24 to 48 hours). If your child becomes ill or injured at school, the school nurse or a staff member will contact you at home, on your cell, or at work. If you cannot be reached, the individual listed on the emergency card will be contacted.

### **PLEASE BE AWARE OF THE FOLLOWING INFORMATION:**

- The Health Office hours are 8:30 a.m. to 3:30 p.m.
- To avoid interruptions in your child's classroom time, please take care of minor injuries that occur at home before sending your child to school.
- Routine attendance calls are reported to the Main Office at (203)245-1078.
- Significant injuries, illnesses, surgeries, and visits to Emergency Departments should be reported to the Health Office, (203)245-1078.

### **MEDICATIONS IN SCHOOL: CT statute 10-212a**

- Written authorization from MD, APRN, PA is required for the nurse to administer medication (prescription or over-the-counter) and the form must also be signed by the parent. Medications (oral, inhaled, injectable, topical) must be transported by parents. **Students may not carry medication of any type.**

### **EPINEPHRINE**

- The State of CT Public Act 14-176 requires schools to notify parent/guardians that a trained staff member may administer Epinephrine (EpiPen or generic) in an emergency situation if your child is having a severe allergic reaction. This applies to a child who has not been diagnosed with a severe allergy and does not have the medicine prescribed. You may choose to notify the school RN that you do want this to occur for your child in writing each school year. For more information please visit: <https://www.cga.ct.gov/2014/act/pa/pdf/2014PA-00176-R00HB-05521-PA.pdf>

**SCHOOL NURSES ARE AUTHORIZED BY THE MEDICAL ADVISOR TO USE THE FOLLOWING OVER-THE-COUNTER PREPARATIONS ON YOUR CHILD IF NEEDED:**

- **Bacitracin:** topical application for minor abrasions and lacerations
- **Calagel:** topical application for itching
- **Bactine:** topical application to clean wounds
- Petroleum jelly/Medicated lip ointment: chapped lips
- **Sunscreen:** during a field trip if the child was not prepared at home.

**EMERGENCY MEDICATIONS ARE AVAILABLE IN SCHOOL FOR AN UNKNOWN REACTOR per Medical Advisor orders:**

- **EpiPen or Epinephrine 1:1000** Anaphylactic shock (severe allergic reaction) for a student without a history of previous reaction or known allergy.
- **Benadryl:** 12.5mg/ tsp. for hives or allergic reaction.

**FRACTURES, HEAD INJURIES, LACERATIONS, CRUTCHES:**

- If your child has been injured and evaluated by an MD or in an Emergency Department, please contact the nurse before the student re-enters school.
- We attempt to keep injured students safe during the healing period. Often the physician recommends that the student participate in physical activities (i.e. the playground) as tolerated. Depending on the activity, this may be accommodated with consideration for other students' safety, specifically to avoid being struck by a cast. Please present a note from the **treating physician** to specify **restrictions or releases** for physical activity. Students not cleared by the treating physician are also not cleared for recess participation.

**SHARING OF HEALTH INFORMATION:**

- This is done on a "need to know" basis with classroom teachers and related service staff.
- Transportation services will be informed of major health issues that could impact during the bus ride. Parents should also make contact with the transportation company.

**PLEASE KEEP CELL PHONES ON DURING THE DAY IF YOU ARE NOT AVAILABLE ON YOUR HOME OR WORK PHONE. In the event of an emergency, we want to be able to reach you immediately.**

**SNACKS**

**Your child should come to school each day with a small snack and a drink.** If your child's snack is packaged in Tupperware or another returnable container, we ask that you label these containers so we can assure proper return. **Please be aware that some students may be allergic, particularly to nuts, including peanut butter. If you could refrain from sending in foods derived from or containing nuts, it would be appreciated.**

**PRESCHOOL POLICY FOR MANAGED FOOD**

Daily Snacks: A daily snack and drink should be provided. Healthy snacks are greatly appreciated and help to reinforce discussions regarding nutrition.

Due to the increasing number of students experiencing food allergies, like the elementary schools, TLC adopted the following managed food guideline:

- *Parents will receive prior notification of any activity involving food products.*
- *Parents are expected to notify the school of any allergies/issues related to food products*
- *Food can be a part of birthday celebrations ONLY IF it is purchased from a store and an ingredient label is attached. There are students with nut allergies so please have nut free snacks for celebrations. Recommended celebration food are Hoodsie Ice Cream Cups, Popsicles, and pre-packaged cookies or snacks. (please contact the nurse for additional suggestions).*
- *Foods prepared at home may not be accepted for shared consumption.*

## **STUDENT INSURANCE**

Accident insurance applications are sent home during the first week of school. This insurance provides coverage for accidents that occur on the school premises during the day when school is in session. In addition, it covers any accident suffered by the student while traveling directly to and from school. A 24-hour policy is also available as explained on the application form. Additional forms may be obtained in the school office.

## **TRANSPORTATION**

Durham School Services provides bus transportation for children identified with special needs. If your child will not be using the bus for any reason, please contact the bus company directly at (203)318-0777. Transportation can be provided only within Madison.



## **STEPS IN COMMUNICATION**

**The following channels of communication have been established in order to avoid any misunderstandings.**

Concerns or complaints should be addressed in the sequence indicated:

Teacher

Administrator

Superintendent

Board of Education

Please refer to the email information contained in this handbook for easy access to all staff members.

## **VOLUNTEERS AND VISITORS**

There are many opportunities for parents and other adults to visit the school, whether to volunteer in the classroom, or spending time in the parent center to attend special functions. We welcome all of you. Volunteers and visitors are required to report to the office secretary to sign in and to pick up an appropriate badge. Upon leaving the building, you are required to sign out and leave the badge with the secretary.

## **PARENT CENTER**

TCLC offers families the opportunity to utilize our Parent Center to access resources such as literature, the internet, and a meeting place for social support. In addition, there is a play area for your young children who may accompany you on your visit. PTO sponsored events and PPT meetings are held in the Parent Center.



## **FIELD TRIPS**

Field trips are periodically scheduled for the preschool program. Permission forms are sent home and must be returned prior to the field trip.

## **WEBSITE**

**TCLC:** Information about TCLC can be found at the website [www.madison.k12.ct.us](http://www.madison.k12.ct.us). Parents are encouraged to visit this website on a regular basis to get current information and up-to-the-minute happenings at TCLC. Each teacher will be putting a link on this site that is kept current with classroom activities and instructional topics. We are also on Facebook and Twitter.

**Board of Education:** Information about Madison Public Schools can be found at the website [www.madison.k12.ct.us](http://www.madison.k12.ct.us). Parents are encouraged to visit this website to review district policies and to get current school district information. **District policies, as they are revised during the school year, will be updated and posted on this website.**

## **IMPORTANT TELEPHONE NUMBERS**

### **SUPERINTENDENT OF SCHOOLS**

Mr. Thomas R. Scarice  
203-245-6320

### **ASSISTANT SUPERINTENDENT OF SCHOOLS**

Mrs. Gail Dahling-Hench  
203-245-6323

### **DIRECTOR OF SPECIAL EDUCATION & SPECIAL SERVICES PRINCIPAL OF TOWN CAMPUS LEARNING CENTER**

Dr. Liz Battaglia  
203-245-6340

### **MANAGER OF FACILITIES**

Mr. William McMinn  
203-245-6470

### **DURHAM SCHOOL SERVICES**

Ms. Magda Grayson, Terminal Manager  
203-318-0777

## **BOARD OF EDUCATION**

The Madison Board of Education consists of nine members. The members are elected for staggered terms of four years each. Board meetings are held the first and third Tuesdays of the month, September through June at Town Campus at 7:30 and are open to the public.

# **PROGRAM DESCRIPTION**

The Madison Preschool program is an inclusive program providing special education services for children in Madison who are three to five years old and are determined eligible. The program includes typically developing peers who serve as role models, particularly in the areas of language and social skills.

## **ELIGIBILITY FOR SPECIAL EDUCATION**

Children may be referred to the preschool special needs program by parents, pediatricians, preschool teachers, Birth-to-Three programs, Child Find, and other special needs programs. When a child is referred, a Planning and Placement Team Meeting (PPT) is held to determine the type of evaluation necessary. Following the evaluation the PPT team identifies an appropriate program to meet the needs of the individual child. Once a child has been placed in the special education program, a PPT meeting is held at least yearly to review the child's progress. A parent may request a PPT at any time.

All children who receive special education have an Individualized Education Program (IEP) which includes specific goal and objectives. Parents of children receiving special education have rights which are described in Procedural Safeguards of Children in Special Education. A copy of the document is mailed to you and/or given to you when your PPT is scheduled.

## **ELIGIBILITY FOR PEER MODELS**

Each year children participate in the program as typical peers. These children serve as language and social models for the children with special needs. Peer models participate in early childhood screening and are selected to be role models for the program. This screening involves scheduling an appointment to have the child observed in the classroom setting by a multi-disciplinary team at TCLC. If you are interested in scheduling a screening, please contact the school at 203-245-1078

## **COSTS**

There is no tuition charge to families of students with Individual Education Plans (IEP). Peer role models are charged a flat fee based on their scheduled days and times. Families are required to pay on all days school is open even if the student is out for reasons such as being sick. Families are not charged for days that fall on a holiday or during a school break. A monthly invoice is sent home. Payment is expected upon receipt of the monthly bill.

## **CURRICULUM**

The preschool program is a language-based program that utilizes a developmentally appropriate approach to instruction. Because children learn best when material is presented in a cohesive and organized way, themes are used to teach students new material to concepts with which they are already familiar. Each year we incorporate other ideas when relevant or appropriate. A sample of themes we typically use in the yearly curriculum includes:

- Getting to Know You and Your Family
- Transportation
- Plants & Gardens
- The Ocean
- Food and Nutrition
- Community Helpers

## EXAMPLES OF A TYPICAL PRESCHOOL (With Preschool Framework Standards)

We try to keep a consistent and predictable routine in our preschool when possible. The following is a sample of a typical day program.

- **Arrival/Table Time** – The children will arrive, put away their belongings, find a puzzle piece with their name on it to put on our check board and meet at the table where an activity will be set up. This activity will usually be a fine motor activity such as blocks, stringing beads, playdough, etc. Once everyone has arrived, we will clean up at the table and go to circle time as a group.
  - **Sample Standards Addressed**
    - Sustains Attention to Task; Problem Solving; Understands and Participates in Conversation; Fine Motor Skills; Self-Care; Builds and Constructs to Represent Own Ideas
- **Circle Time** – Here we meet as a group, talk about our upcoming day and let the children share their thoughts. We will talk about the weather for the day and work on our calendar concepts (days, months, numbers, and counting). We will talk about our concepts of the month and finally do a circle time activity or game. This may be a letter, number, pre-math, science, sensory, nursery rhyme, color or shape activity.
  - **Sample Standards Addressed**
    - Sustains Attention to Task; Participates in Teacher-Led Group Activities; Engages in Scientific Inquiry; Sorting; Patterning; Relates Number to Quantity; Understands and Participates in Conversations; Recognizes Similar Sounds in Speech; Uses Complex Sentences and Vocabulary to Describe Ideas and Experiences; Sings and Responds to Music
- **Bathroom Break/Snack** – We will take a group bathroom break, wash hands, and return to the classroom for snack time.
  - **Sample Standards Addressed**
    - Self-Care; Manages Transitions; Follows Routines and Rules
- **Centers** – After snack time, the children can get their playtime nametag and choose a center to play in. They are free to move from center to center and make their own choices. Centers available are easel, sensory table, art center, book corner, kitchen, puzzles/manipulatives, games/writing, blocks, train table, computer, science table and dollhouse. Center time is also when we take the opportunity to work with children individually or in small groups to work on specific skills. These activities are meant to expose the children to concepts they might not explore if they are not so encouraged.
  - **Sample Standards Addressed**
    - Shows Self-Direction; Sustains Attention to Task; Uses Words to Express Feelings/Emotions; Shows Empathy and Caring; Interacts Cooperatively with Peers; Works to Resolve Conflicts; Problem Solving; Builds and Constructs to represent Own Ideas; Represents Experiences and Fantasy in Pretend Play
- **Small Groups** – Two to three times per week, we have small group time where the kids work in smaller groups with either a teacher or a para on more specific academic skills.
  - **Sample Standards Addressed**
    - Sustains Attention to Task; Participates in Teacher Led Group Activities; Sorts Objects; Recognizes and Makes Patterns; Relates Number to Quantity; Uses Writing to Convey Meaning; Uses a Variety of Strategies to Solve Problems; Compares and Orders Objects and Events; Recognizes Similar Speech Sounds;

- **Show and Tell** – Periodically, Children will share items from home as part of their show and tell. Families will be provided a schedule in order for them to know which date their child needs to bring something in. Language skills are worked on here, as the children are encouraged to ask and answer questions.
  - **Sample Standards Addressed**
    - Sustains Attention to Task; Recognizes Similarities and Appreciates Differences; Uses Complex Sentences and Vocabulary to Describe Ideas and Experiences; Understands and Participates in Conversations
- **Story Time** – A story related to the weekly theme is read and comprehension questions are asked.
  - **Sample Standards Addressed**
    - Sustains Attention to Task; Participates in Teacher Led Group Activities; ; Recognizes Similarities and Appreciates Differences; Compares and Orders Objects and Events; Shows Understanding of Stories; Displays Knowledge of Books and Print; Recognizes Similar Speech Sounds; Identifies Printed Words
- **Project** – Two or three times per week, an activity related to the weekly theme will be made. Fine motor skills are included in all projects, such as cutting, gluing, coloring, etc.
  - **Sample Standards Addressed**
    - Draws and Paints to Represent Own Ideas; Uses Writing to Convey Meaning; Demonstrates Spatial Awareness, Uses Coordinated Small Muscle Movements; Sustains Attention to Task; Recognizes Similarities and Appreciates Differences
- **Bathroom Break**
  - **Sample Standards Addressed**
    - Self-Care; Manages Transitions, Follows Routines and Rules
- **Special** – Specials change daily and include Music and Movement, Yoga, OT Group, Speech Group and Gym
  - **Sample Standards Addressed**
    - Music: Sings and Responds to Music
    - OT Group: Uses Coordinated Small Muscle Movements; Uses Coordinated Large Muscle Movements
    - Yoga: Uses Coordinated Large Muscle Movements
    - Speech Group: Participates in Teacher Led Group Activities; Compares and orders Objects and Events; Uses Complex Sentences and Vocabulary to Describe Ideas and Experiences; Understands and Participates in Conversations; Shows Understanding of Stories; Displays Knowledge of Books and Print; Recognizes Similar Speech Sounds
- **Good-bye Circle** – The children will meet one last time as a group, talk about the day and sing a good-bye song.
  - **Sample Standards Addressed**
    - Sings and Responds to Music; Understands and Participates in Conversations
- **Playground** – Weather permitting, we will be outside for the children get some fresh air and work on their gross motor skills. Dismissal will take place from the playground each day.
  - **Sample Standards Addressed**
    - Coordinated Large Muscle Movements; Interacts Cooperatively with Peers; Works to Resolve Conflicts

## **PRESCHOOL PROGRAM STAFF**

The Preschool program provides an interdisciplinary team model which includes the services of: early childhood special education teachers, paraprofessionals, speech and language pathologists, occupational therapists, physical therapist, school nurse, and school psychologist. The team works to provide integrated support within the program to meet the individual needs of the child.

### **SUPPORT SERVICES**

A variety of services are available to children in the preschool program. The services a child receives are dependent on his or her needs and are determined in the PPT meeting and are clearly delineated in the child's IEP document. To the greatest extent possible, support services are provided within the classroom setting. A brief explanation of each service follows:

#### **Occupational Therapy Services**

The Occupational Therapist provides services to children which help promote development in the areas of gross and fine motor skills. For example: establishing hand dominance, hand/finger strengthening, motor planning, and overall coordination. Therapy is provided in a group or on an individual basis for those children who have been evaluated and are eligible for services. The therapist works collaboratively with parents and teachers in the preschool program.

#### **Physical Therapy Services**

The Physical Therapist provides services to children with delays or disabilities in the areas of gross motor development such as walking, running, skipping, balance, and motor planning. Services include evaluation, direct therapy within the classroom, and consultation to family and staff members. Children may be seen in a motor group or on an individual basis, depending on their needs. The therapist works collaboratively with parents and teachers in the preschool program.

#### **Psychology**

Upon referral, the school psychologist is available for the evaluation of children in the areas of cognitive skills, social skills, behavioral skills, and emotional development. In addition to standardized tests, observations of the children during play and group activities are used in the assessment process. Checklists regarding attentional, behavioral, and/or emotional issues may also be used. The school psychologists are available to consult with the parents and teachers.

#### **Speech and Language Services**

The Speech and Language Pathologist provides services to children to facilitate speech and language, speech fluency, voice, and social communication skills. Services include exercises and activities for improved intelligibility, expressive and receptive language skills, and social communication skills. Therapy is provided in a group or on an individual basis for those children who have been evaluated and are eligible for services. The therapist works collaboratively with parents and teachers within the preschool program.

### **RESOURCES**

Connecticut State Department of Education: [www.sde.ct.gov/](http://www.sde.ct.gov/)  
State Education Resource Center: <http://ctserc.org/s/>  
Connecticut Education Association: <http://www.cea.org/>  
National Education Association: <http://www.nea.org/>  
Birth to Three: <http://www.birh23.org/>