

Communication

Communication is a key component in creating successful and confident learners. The teacher communicates with parents on a daily basis about their child's day. We ask parents to keep the teacher informed of the progress children are making, or perhaps problems they may be having at home.

Within our program we also provide specific dates and times for parent visitation, as well as Back-to-School Night and parent-teacher conferences to ensure an inclusive family environment and to communicate your child's progress and development. We always encourage parents to take part in our family activities and events.

Inclusive Opportunities

Students in our preschool program will be entitled to participate in the many school-wide activities and assemblies that we offer our children. They will also have opportunities throughout the year to interact with the children in kindergarten as we prepare them for the transition into the elementary school years.

Is my child eligible?

Parents should submit a written letter requesting an "Identification Meeting" no more than 120 days prior to your child's third birthday. Please send your letter to our Special Services Office at the address below:

Special Services
Greenwich Township School District
415 Swedesboro Rd
Gibbstown, NJ 08027

The Child Study Team will respond to your letter with a meeting date within 20 days of official receipt of your letter. Please note that prior to the meeting you will have to provide proof of residency along with a copy of your child's birth certificate. This information will be used to register your child in our student database system.

The district does not accept faxed and e-mailed requests, as they do not contain an original signature. All decisions are made on an individual basis.

For further information please contact:

John Tirico, Ed.S.
Director of Special Services
(856) 224-2160
jtirico@greenwich.k12.nj.us

Preschool Disabilities Program

2017-2018

Greenwich Township
School District



A Special Services Program

A child's early years are a crucial period of learning and development. The Greenwich Township School District Preschool Disabled program cares for each child in ways that are appropriate to his or her age and level of development – helping them build a strong foundation for learning and growth.

Learning Environment

The classroom is set up into learning centers, each of which is dedicated to a specific interest area. Interest areas include: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery/Science, Sensory, Music and Movement, Cooking, Computers and Outdoors. Each interest area has a connection with the Goals and Objectives of the Creative Curriculum®. During free choice times, children choose the areas and activities they'd like to participate in.

Throughout the day large group time will take place and the children can participate in activities as a class. During large group, the children are introduced to new ideas and concepts. Small group times also occur daily. Small group provides children with the opportunity to interact directly with a teacher while participating in an activity. Small group activities allow for the teacher to track children's progress on a particular goal or objective from the Developmental Continuum.

We collect observational data of the children in both an independent and group setting. We use this information to track your child's progress through the Developmental Continuum. Select times during the year, you will be invited to a formal conference to discuss your child's progress.

Program Schedule

Under federal law, preschoolers must receive a minimum of 10 hours per week of services. This is a minimum, and many preschoolers need more than this.

Our program runs 9:00am-12:30pm daily. Thus, providing 17.5 hours per week for our children. Each day the students will have an opportunity to have snack and lunch. We will use this time to prompt and teach developmental appropriate social skills and provide inclusive opportunities.

Curriculum

Our curriculum identifies goals in four areas of development:

Social/emotional: to help children develop independence, self-confidence, and self-control; follow rules and routines; make friends; and learn what it means to be part of a group.

Physical: to increase children's large muscle skills – balancing, running, jumping, throwing and catching – and to use the small muscles in their hands to do tasks like buttoning, stringing beads, cutting, drawing, and writing.

Cognitive: to acquire thinking skills such as the abilities to solve problems, to ask questions, and to think logically – sorting, classifying, comparing, counting, and making patterns – and to use materials and their imagination to show what they have learned.

Language: to use words to communicate with others, listen to and participate in conversations with others, understand the purpose of print, recognize letters and words, and begin writing for a purpose.

Services

A child study team case manager is assigned to monitor each child's individual needs. This person also works with families as a liaison between the home and school.

The teacher, Speech Therapist, Occupational Therapist, Physical Therapist and Instructional Assistants work collaboratively in the classroom on your child's behalf. The educational program and related services of speech, occupational, and physical therapy are integrated into the program, as well as individually provided to meet the individual needs of your child. Each preschool child with a disability has an Individualized Education Plan (IEP) describing their special education and related services.

Grab hold of a magic pencil
Open your eyes and mind
For now begins a journey
Of the most exciting kind.
A journey into learning
A step . . . a start . . . a glow,
And we will be there with you
To help and watch your child grow