



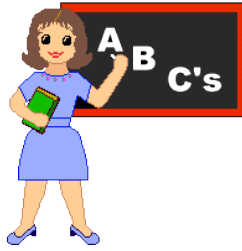
PARENT HANDBOOK SCHOOL YEAR 2012-2013



PART I

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ORGANIZATION OF THE PRESCHOOL PROGRAM

The Preschool is one of many programs administered by PARC Agency. Agency administrative staff support and oversee the Preschool’s goals, objectives, and service provision to children and their families.

PRESCHOOL ORGANIZATIONAL CHART

Program Director
Jane Curtin, Ph.D.

School Psychologist / Supervisor of Related Services
Mary Capozzoli

Admissions Coordinator/ Day Care Director
Deirdre Weldon

Lead Teacher
Kristin Wegel

Social Worker
Carmen Greenstein

Teaching Staff
(Teachers, Certified Teaching Assistants,
Teacher Aides)

Related Service Staff
(OT, PT, Speech/Language)

Administrative Support Staff
Toni Henley – Administrative Assistant II
Maureen Franze – CPSE Communications Coordinator
Supplemental Roles
Program Activities/Special Events Coordinator – Marie Raptis
Front Office Support – Chris Walsh

PARC AGENCY – Preschool Oversight

Administrative Offices
845-278-7272

Board of Directors

Executive Director, PARC:	Susan Limongello	ext. 2222
Deputy Executive Director, PARC:	Louis Lindenbaum	ext. 2223
Associate Executive Director, PARC:	Nancy Miringoff	ext. 2242
Chief Human Resources Officer, PARC:	Diane Capizzuto	ext. 2480



PRESCHOOL MISSION STATEMENT

It is the mission of PARC Preschool to provide early educational and therapeutic intervention for children with special needs, and to provide services that educate and support their families.

Our comprehensive approach has been designed to provide an individualized program emphasizing the developmental, educational, behavioral, and communication needs of each child.

Our goal is to maximize the potential of each child and to prepare them for successful inclusion opportunities in their school districts and communities.

AGENCY MISSION STATEMENT

As a community leader, PARC creates and provides lifelong opportunities for people with disabilities to achieve success.



STARTING SCHOOL

The entry process for children beginning Preschool at PARC varies from child to child. This process depends upon age, previous experiences socializing with other children and separating from parents. There are no hard and fast rules governing this process. Our main goal is to make your child's entry into Preschool as positive and comfortable as possible.

Children respond differently to new situations. Some children jump right in feet first, and others prefer to test the waters a bit with mom or dad at their side. We believe flexibility is the key element for a successful transition from home to school. Let your child guide this process.

As a parent, there is much you can do to prepare your child for the first day of school. Talk about Preschool as a positive place to make new friends and learn new things. Visit the school with your child and introduce him/her to classroom staff/therapists and let them explore their new surroundings.

You will need to provide some supplies for your child to bring to school. You will need to provide lunch. Parents of children in Classes 1-4 will be asked to supply snack money; Pine Grove will provide snacks for children enrolled in their classes. If your child has specific dietary requirements / allergies, etc., please notify the classroom teacher. You will also need to send a complete change of clothes, marked with your child's name, diapers and wipes if your child is not yet toilet-trained, a notebook for communication between you and your child's teacher, and a backpack.

In order to have the least disruption in the classrooms, if you transport your child to school on the first day, you are asked to wait in the lobby area until a staff member comes to escort your child to the classroom. Our Preschool staff is very experienced in assisting with the entry process and is available to offer strategies for successful transition to Preschool for your child.

TRANSPORTATION

Some of our children come to school by bus,



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others are driven to school by parents or other family members.



If you are driving your child to school, you can be reimbursed for your driving expenses. Please contact your County Coordinator (listed below*) for instructions on how to be reimbursed.

Telephone numbers for bus companies driving our children are:

First Transit – 845-878-7433 (Putnam County)

Acme Bus – 914-243-5300 (Westchester County)

A & E Transportation – 845-471-4286 (Dutchess County)

Please be sure to notify your child’s transportation company (and the school) if your child will be absent from school.



PARENT TRANSPORTATION*

In order to minimize disruptions in the classroom, we have developed the following policy for the drop-off and pick-up of children who are transported to school by a parent.

The hours of operation for the classrooms are 9:30 a.m. to 2:30 p.m. If you transport your child to school you are asked to wait in the lobby area until a staff member comes to escort your child to the classroom. For afternoon dismissal, all children will be brought out to the lobby area. Parents will wait in the lobby for their children to be brought from class. Please do not go to your child's class. Parents are also requested to arrive on time for drop-off (by 9:30 a.m.) and pick-up (no later than 2:30 p.m.).

If you need to pick up your child prior to dismissal time please report to the main office to sign him/her out. Your child's teacher will be called and your child will be brought to the office for dismissal. Also, if a delegate of yours is coming to pick up your child, please call or write a note in the Communication Notebook providing the name of the individual. Please tell the person who is coming to pick up your child that they will have to sign him/her out, and they will be asked for ID if they are not known to the Preschool staff. The safety of your child is foremost in all of our minds.

***Please contact your county representative to obtain information about reimbursement for transportation of your preschooler.**

Putnam County Coordinator:	Gail Maisel	845-228-2847
Westchester County Coordinator:	Marina Yoegel	914-813-5088
Dutchess County Coordinator:	Joanne Ambrosini	845-486-2759



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WEATHER RELATED CLOSINGS/DELAYS

Decisions regarding weather-related school closings/delays are made by the Mahopac Central School District (on most occasions).

School Closures: If a school closing for Mahopac Central School District is announced, PARC Preschool programs will be closed.

Two-hour Delay: If there is a two-hour delay in opening, children should report to school two hours later than usual.

Announcements will be given over the following radio stations:
WLNA - 1420 AM WPUT - 1510 AM, WHUD - 100.7 FM, WMJV - 105.5 FM

*****Information about weather-related closures and delays can also be found on WHUD's website (www.whud.com; click on "Storm Center"). Please note that information about closings are removed from the WHUD site after a period of time so parents should check the site first thing in the morning.**

Parents can now sign up for text messages to be sent directly to their cell phones regarding school district delays and closures at the same website (www.whud.com; click on "Storm Center")

Important Notes:

Do not listen for "PARC", "PARC Preschool", or "Pine Grove Country Day School". **Follow announcements for the Mahopac Central School District.** PARC students enrolled in Pine Grove SCIS classes *should not* report to school in the event Mahopac School District has a weather related closing even if Pine Grove classes are in session.

If Mahopac Central School District has a weather related delay (usually a 2-hour delay) PARC students including those enrolled in the Pine Grove SCIS classes should report to school 2 hours later than the regularly scheduled start of school, even if Pine Grove classes start at their appointed time. PARC students attending the PARC/Pine Grove Inclusion classes must follow the Mahopac School District delay and closing schedules even if Pine Grove classes are delayed for a shorter period of time or are in session when Mahopac Central School District is closed. **In the event of a delay, dismissal time remains the same, 2:30 p.m.**



SAFETY AND COMFORT

PARC Preschool is committed to creating a safe, comfortable and healthy environment for the children. Please help us by adhering to the following guidelines:

- Children must wear well fitting, supportive and washable play clothes. Sturdy and comfortable shoes/sneakers must be worn when in school. Shoes that do not provide adequate support or traction (e.g., flip-flops, 'party' shoes, etc.) are not appropriate in the school setting.
- Coats, hats and gloves must be worn during cold weather
- A change of clothing, including socks and underwear, must be kept in your child's classroom at all times. All personal property should be labeled with your child's name
- Toys, valuables, and other personal items should be left at home. Unless specifically requested by your child's teacher, toys should never be brought to school. Personal toys in the classroom often impact the smooth functioning of school program, and may pose safety risks if small or broken toys are accessible to other students. Exceptions to this policy may include a teacher's request for inexpensive 'Show and Tell' materials. PARC Preschool will not be held responsible if items are lost or stolen.

HEALTH, ABSENCES & INJURIES

According to the state Day Care Rules and Regulations, we are unable to permit any child with a diagnosed communicable disease or obvious acute illness to attend the Preschool while infected. Therefore, please do not send your sick child to the Preschool having signs of infection, diarrhea, abnormal temperature, skin rash or pink eye.



When to keep your child home:

In order to protect your child and others, please keep your child home when:

- **Temperature:** (Digital Axilla 100.7°-which is equal to 101° F). A child should be presumed ill if they have had an elevated temperature the prior night. A child should be fever free, without fever-reducing medication, for 24 hours before returning to school.
- **Diarrhea:** Children with 2 or more loose, watery stools generally have infectious diarrhea and should be kept at home. They must be diarrhea free for 24 hours before returning to school. If the stool is uncontained in a diaper or a toilet-trained child cannot make it to the toilet with one loose stool, the child will be sent home.
- **Vomiting:** A child who has vomited more than once in the preceding 24 hours should be kept at home. He/she should be able to tolerate a regular diet during the day. If vomiting occurs one time at the Preschool, it will be cause to send your child home.
- **Upper respiratory** symptoms should be presumed to mean acute infectious illness for which your child should be kept at home for 24 to 48 hours, on doctor prescribed medication, if necessary. These symptoms include profuse nasal discharge, recurrent sneezing and/or cough, listlessness and inability to keep up with the day's activities, or fever.
- **Undiagnosed rash:** If your child develops a rash, they will be sent home and are to be kept home until specifically diagnosed by your doctor as non-contagious. A note from the doctor stating this is necessary in order for your child to return to school.
- **Wheezing and/or a crouping cough** are cause to keep your child home until evaluated by a health care provider.



Specific infectious diseases or communicable conditions and appropriate recuperation times:

- i. **Otitis Media (Ear Infection):** Your child should be free from pain and symptoms of upper respiratory illness.
- ii. **Chickenpox:** The rash generally erupts for 3 days. Your child is contagious until the last lesion has a dry crust. This usually takes 7 days.
- iii. **Conjunctivitis (Pink Eye):** Under treatment for 24 hours and no further discharge.
- iv. **Impetigo (Staph Infection):** Under treatment with antibiotics by mouth for 24 hours. If topical medication is being used at your doctor's recommendation, a note that your child is not contagious is required.
- v. **Mouth sores with drooling** must be evaluated by a health care provider.
- vi. **Ringworm:** A skin fungus infection, which may be treated orally or topically. Once a diagnosis is made and treatment has begun, your child may return to school.
- vii. **Scabies:** A very contagious skin infection. Your child may return 24 hours after treatment.
- viii. **Head Lice:** An infectious insect in the scalp hair. Child may return 24 hours after the treatment and must be nit free.
- ix. **Pinworm:** A parasitic intestinal infection. Child may return 24 hours after the child's family has been treated by their physician.
- x. **Roseola:** A viral infection with a rash following fever. Child may return when the rash is gone.
- xi. **Bronchitis or Bronchiolitis:** Infectious upper respiratory illness. Child may return when free from fever for 24 hours and has no symptoms of respiratory distress.
- xii. **Meningitis or Encephalitis:** Serious illness of the central nervous system. Your child may return when your physician indicates that recovery is complete and the child can tolerate a full routine.
- xiii. **Strep Throat:** A bacterial pharynges. Child may return after 24 hours of antibiotic treatment.

The Preschool office should be informed whenever a child will be absent from school. Please call 845-628-2280 ext. 4301 before 9 AM. If your child is transported to school by bus, it is important that you notify the bus company as well.

Please be aware that if a child becomes ill during the school day we will notify parent and/or caregiver, and may require that the child be picked up prior to the end of the school day. At our discretion, we may deem you child too ill to be placed on a school bus for transportation home.

If your child has been exposed to any communicable disease the office must be notified. Notification will be sent to parents if their child has been exposed to a communicable disease. These precautions are taken for the protection of your child as well as other children entrusted in our care.

On any given day, your child's class may engage in various activities such as therapies, water-play or playing outside. If your child is too ill to benefit from educational and therapeutic activities, they are likely too ill to attend program.

Please note that the Preschool is required to notify Putnam County when Putnam students are absent for 5 consecutive days, and Westchester County when students are absent for 10 consecutive days.

Daily Health Check

A daily health check is conducted and recorded by a person who is competent to recognize symptoms of illness, communicable diseases and child abuse or maltreatment. We are mandated to conduct this check by the New York State Office of Children and Family Services, our Daycare Licensing Agent.

Mandated Reporting

The State of New York requires that all members of educational institutions report any and all cases of suspected child abuse and/or neglect. Reports are made to the New York State Central Registry and Child Welfare Bureau within 24 hours of an acknowledged incident or observation. The staff is trained in the recognition and detection of behaviors suggestive of possible abuse/neglect. To avoid any misunderstanding, parents are asked to inform their child's teacher of any injury or accident that their child sustained at home. Reports of suspected child abuse or maltreatment should be made to the New York State Child Abuse and Maltreatment Register. The phone numbers for reporting suspected abuse are:

1-800-342-3720- Public callers (parents, friends, concerned citizens)

1-800-635-1522- Mandated reporters only (school, medical, and day care providers)

Reporting of Injuries



It is our policy to inform you of any injury that your child sustains during the school day. We will contact you by phone or send a note home. We ask that you do the same. **If your child has an injury, mark or bruise that did not happen at the Preschool, please tell your child's teacher.** Please understand that we must follow-up on all unexplained injuries.

Accidents and Injuries (Serious)

In case of serious accidental injury, we will make an immediate attempt to contact a parent or guardian. If we cannot reach either, we will call the child's physician. If necessary, we will also call an ambulance. Until the arrival of a parent, the physician, or ambulance, the director or her designate will be in charge and make all decisions about the care of the child. PARC Preschool will maintain a parent's signed emergency medical release consent form for the purpose of providing emergency medical care, if necessary. Please keep the school program up-to-date on phone numbers, emergency numbers and other pertinent information regarding your child.



Treatment of Bites

Our policy is to provide first aid, cleansing and comfort measures to a bite where the skin has not been broken. No further treatment is usually needed in these cases.

For a human bite that breaks the skin, after immediate first aid is given, the person that was bitten should then follow up by contacting the Health Department or their private physician to determine the need for tetanus toxoid, immune globulin, or antibiotics. At this time the Health Department will also offer the opportunity for counseling and/or testing for Hepatitis B or HIV, if desired or warranted.

If your child is bitten in school and the skin is broken, we strongly recommend that you inform your child's pediatrician within 24 hours. If you have questions about these guidelines, please feel free to contact our Day Care Director, Dee Weldon at ext. 4324.



PARC INFECTION CONTROL NOTICE PROCEDURE

Infection control and the prevention of transmittable disease are vitally important in a Preschool setting. PARC staff observes universal precautions when any risk of contact with body fluids is present, as in diapering/toileting. Vinyl gloves and antiseptic wipes are available in each classroom and therapy area. Staff and children are required to maintain up to date immunizations, and an annual medical examination.

Hand washing is the most effective means of infection control in any setting. Staff is required to wash their hands and the children's hands at the start of the day, after assisting with a child's personal care, after toileting, before meals, upon return from the playground, and at any other time it appears necessary.

Toys and items that are mouthed are cleaned with disinfectant before being used by another child. Surfaces are disinfected throughout the day by staff, and again after program hours by maintenance staff. Disposable dishes, cups and utensils are used for general purposes.

We do ask that when parents participate in classroom activities they be aware of the need for hand washing and observe the same good hygiene practices that our staff does. It is also recommended that you keep close contact with children other than your own to minimum.

ANNUAL PHYSICAL EXAMINATIONS & PROOF OF IMMUNIZATIONS PRESCRIPTIONS FOR ADMINISTRATION OF MEDICATION



Children are required to have an annual physical examination and current immunizations. The Day Care Director will periodically review the children's health records and send reminders of the need to update physical examinations and/or immunizations to the parent. If a child's information is not up to date, that child will not be permitted to attend the Preschool until the information is updated. All immunizations must be current and up to date as mandated by the New York State Department of Health. If immunizations have been delayed for medical reasons, we must have a written statement from the child's physician. Please notify PARC Preschool immediately if there is any change in your child's medical status, including changes in medications and/or health care providers.

The Preschool has certified Medication Administration Training (MAT) providers to administer EPI Pens, nebulizer treatments, prescription medications and over-the-counter medications. The Preschool will administer medication based on the child's illness and needs within the guidelines of Office of Children and Family Services regulations.

Regulations state:

“Children shall not be administered any medication, prescription or over-the-counter drug, except with the written order of a physician. Medication shall be carefully labeled with the child's name and safely stored.”



If we are to administer the medication, we must have a written note from your health care provider specifying the diagnosis, name of medication, dosage, frequency and time for administering the medication as well as expected side effects. A doctor's note is required for all new prescriptions.

The medication must be in the original container with CHILD'S name only on the prescription label. The parent must request in writing that the Preschool staff administer the medication ordered. Administration orders for over-the-counter medications (e.g. Tylenol) must be updated at least every six months by a doctor to insure proper dosages. Parents must also provide administration equipment (e.g., measuring spoons, droppers, etc.)



PARENT INVOLVEMENT AND PARTICIPATION

Parent-Professional Partnership

The parent-professional partnership begins with the team, and the core of the team is you and the teacher. We encourage you to develop a good working relationship with your child's teacher. Each classroom has teams of professionals available for support. They may include:

- Teacher Assistants (TAs)
- Occupational Therapist (OT) and/or
- Certified Occupational Therapy Asst. (COTA)
- Physical Therapist (PT)
- Speech/Language Pathologist
- Social Worker
- School Psychologist

The class team meets weekly to review students' progress and insure carry-over of educational and therapeutic strategies across various settings. In addition, a Supervisory Oversight Team, meets once to twice per month to review cases in which a modification of a child's program may be indicated.

Communication Between Parents & Staff



One way of enhancing the relationship between parents and staff is through regular, on-going communication. A parent-teacher notebook is the vehicle generally used for written communication about your child. Please be sure to send the communication notebook in with your child each day, and read it when your child comes home from school. You are encouraged to use the notebook to inform classroom staff of information relevant to your child's school program, as well as to share details about your child's activities at home that staff may talk about with your child. Please be sure to inform your child's teacher of any changes in family/home/life that may be of concern to your child (e.g., family illness or loss, change in routines). The notebook may also be used to ask questions or share observations with your child's teacher or related service providers.

Parent Conferences



Parent conferences are routinely scheduled on a twice-yearly basis for all children, in the late fall and early spring. Scheduled meetings with classroom teachers and/or therapists are also encouraged. A meeting with your child's team members can be arranged by calling your teacher.

Parent Participation in the Program

Parents are encouraged to assist with and attend special events and celebrations in the classroom. In addition, parents' assistance is helpful in planning and accompanying the class on field trips, in developing special activities or events, in public relations activities, in fund raising, in making or donating classroom materials, and participating on special issue task forces.

Parent Observation and Visits to the Program

We encourage and enjoy parent visits during program hours. Please inform your classroom team in advance if you wish to visit the classroom during school hours. You will be asked to sign in and obtain a visitor badge in the Preschool office. A staff member will escort you to your child's room. We request that visitors respect the confidentiality of all children enrolled in the program.

While teachers and therapists are happy to talk with you about your child, they cannot take your phone calls during the school day (9:30-2:30) except in the case of an emergency. Please call between 8:30 and 9:30, or 2:30 and 3:30, if you wish to speak to your child's teacher or therapist. Other staff (social workers, administrators) can speak with you during school hours.

Outside Therapists and Visits to the Program

Students sometimes receive services outside of school and those outside service providers may wish to observe your child in his/her classroom. All therapists who provide services to students outside of the Preschool must make an appointment prior to their visit with the Lead Teacher, Kristin Wegel at ext. 4302.



PARENT HANDBOOK SCHOOL YEAR 2012-2013

PART II



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HISTORY OF PARC PRESCHOOL



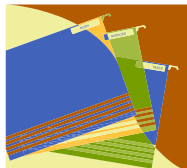
ARC Preschool began in 1954 as a play/support group for children with developmental disabilities (intellectual impairment, cerebral palsy, epilepsy, autism, neurological impairment). Parents started the program as, at that time, there were no services in the schools or the community for children with disabilities.

Later in 1954, PARC was incorporated as a non-profit voluntary agency, a chapter of NYSARC. The agency was established in order to evaluate and provide services to children and adults with disabilities.

In 1975, the Individuals with Disabilities Education Act was passed mandating early intervention and special education services for young children with developmental disabilities. PARC Preschool began to grow to meet the expanded needs of a diversified population of community children. The development of the program has been guided by a professional staff including a director; certified teachers; social workers; psychologists; and speech, physical and occupational therapists.

Both the Preschool and the larger agency are committed to the philosophy that all individuals have the potential for development and the right to an environment that fosters successful development. Presently the agency provides educational, vocational, day habilitation, residential, recreational and clinical services to people with developmental disabilities and their families. The Board of Directors (two thirds of who are parents of children with disabilities) guides the agency mission.

CONFIDENTIALITY OF STUDENT RECORDS



Records are open to the child's team, parents, supervisory staff, and a designated representative of program certification agencies including, the Office of Children and Family Services, the State Education Department, or the Department of Health. Unauthorized persons must obtain special written permission from the parent and must sign in and out to view the in and out to view the record. Files may also be shared with investigating agencies such as Child Protective Services.

LEAST RESTRICTIVE ENVIRONMENT



The Least Restrictive Environment (LRE) refers to the mandate to place students in the most integrated or closes to typical environment suitable for their educational needs. Within our program, the LRE continuum ranges from the “most restrictive,” intensively-staffed full-day, special class containing 6-7 students, to the “least restrictive,” full-day inclusion class containing approximately 18 students.

The goal of Least Restrictive Environment mandate is to support students in moving from “more restrictive” to “Less restrictive” environments, as they are ready. To this end, students may have opportunities to visit “less restrictive” classrooms for several periods or activities during the week, as their skills develop and they demonstrate readiness to participate successfully in the less restrictive environment.

BEHAVIORAL MANAGEMENT APPROACHES AND TRAINING



Our staff is trained to utilize positive behavior management approaches when children present with behavioral challenges. The Preschool follows the YAI/New York League for Early Learning Behavior Management Curriculum, developed for children with special needs, as well as for typically developing children. The Curriculum is taught through a series of instructional video-tapes, accompanied by a written manual, and covers proactive strategies, on-the-spot behavioral interventions, behavioral interventions that promote changes over time, and crisis development and safe physical interventions. The Curriculum is widely used in early childhood education programs. It emphasizes positive, proactive, and therapeutic strategies and disciplinary approaches.

In some instances, individualized behavior plans are necessary for students with particularly intensive or challenging behavioral needs. In these cases, following team discussion and the performance of a functional analysis of the challenging or interfering behavior, the teacher and school psychologist write a behavior plan. Parents are included in the development of the plan and must provide written consent for the plan to be implemented. The agency's Special Review Committee must also review the plan. Formal behavior plans are also shared with the child's school district.



THERAPEUTIC SEATING/LAP BELTS

In establishing an optimal learning environment for students, our education/therapy team routinely assesses needs with regard to classroom furnishings. The child-sized chairs utilized in our special classes are highly supportive, providing a stable and contained seating area with maximal arm and back support. These chairs are available in different sizes, and are assigned to children based on their height.

While these chairs provide considerable support and stability, many children benefit from the additional stabilizing effect of a *lap belt*. Children who may have low muscle tone or poor body orientation in space often benefit significantly from the use of lap belts.

Lap belts may help a child maintain an upright seated posture. The supports supplied by the lap belts provide a physical sense of security which may positively impact ability to sustain attention during learning activities. They may also assist in the self-regulation of activity and impulsivity.

Lap belts are *never* used as a restraint. They are a therapeutic tool that is used only under immediate adult supervision: a staff member must remain close to a child secured with a lap belt. Lap belts are only used for the duration of a planned activity. Once an activity has been completed, the lap belt is removed.

Observation of students utilizing lap belts supports the significant therapeutic benefit. In addition to positively impacting the regulation of attention, posture, and impulsivity, we often observe that children independently seek out their lap belt, spontaneously buckling themselves in, before engaging in learning activities!

Parent permission is required for the use of lap belts. This permission is generally documented on a child's Child Specific Treatment Approach (CSTA) form, which is completed at the beginning of the school year.

EDUCATIONALLY RELATED SERVICES

Educationally related therapeutic and support services are provided to children enrolled in PARC Preschool. A description of those services follows. As noted in the previous sections, a prescription from your child's physician is required before OT & PT services can be administered. Speech & Language and School-based Counseling services prescriptions are written by the therapists providing those services.



Speech and Language Therapy:

Licensed Speech/Language Pathologists provide a continuum of speech/language services, addressing each child's individualized goals as determined by the Committee on Preschool Special Education (CPSE). Speech/Language Pathologists address communication skills in the areas of articulation, expressive language, receptive language, oral-motor skills and non-verbal communication techniques. Therapists also build the foundation for these abilities and teach alternative communication systems when needed (e.g. PECS, sign language).



Occupational Therapy:

The objective of occupational therapy is to help children be as independent as possible in daily life, including self-care, play, and classroom learning. In order to do this, children need to use information provided by their senses, such as vision, touch, joint position and balance, all of which lead to organized movement. Specific areas of treatment include fine motor activities, sensory integration, eye-hand coordination, activities of daily living (ADL), play skills (learning through use of toys), and visual perception in relationship to writing and pre-reading skills.



Physical Therapy:

Physical Therapy is geared toward facilitating controlled movements to promote independent mobility (i.e., rolling, sitting, standing and walking). The physical therapist attempts to prevent/minimize deformities, and promote normal muscle strength and coordination.

Play Therapy / School-Based Counseling:

The play therapy program has been developed to provide an opportunity for children to maximize their social potential, enhance their self-esteem and develop communication and self-expressive skills. Play therapy is conducted either within the classroom setting or in the therapist's office, on an individual or group basis. The modality of choice is based on the need of the individual child. A variety of toys are used to achieve therapeutic goals.



Parent Education/Support Groups: For parents of children in all of our classes, these groups focus on carry-over from school to home of specialized educational and behavioral management techniques.



Social Work Services: PARC recognizes that the families of children enrolled in the program often need support. Our social worker is available to help families with transition planning (preschool to Kindergarten), and to assist them as they advocate for their children's needs in a supportive and constructive manner.

PARC's Educational Advocate: Judy Hutchings 845-225-5650 ext. 1172 or

- Provides education and resources to Putnam County families.
- Provides case consultation, guidance and advocacy to students and/or family related to CSE/CPSE process, transitioning from EI to CPSE to CSE, and facilitates life planning processes through CSE to include work readiness and post-secondary educational opportunities.
- Liaison with local school districts and adult service providers
- Reviews files and prepares parents for CPSE and CSE meetings
- Provides technical assistance, support, information and referrals to families and local school districts.
- Provides parent workshops and book fairs

YOUR CHILD'S EDUCATIONAL PROGRAM



Teachers, therapists and parents work together to design the most appropriate educational plan for your child. Cooperative communication between parents and teachers is essential to ensure that parents' priority goals are included in the over-all educational goals.

After the IEP's (Individualized Education Plan) are received from the school district, the teacher can coordinate this information in planning activities for individuals, small groups or large groups of children. Even though the needs of the whole group may be very diverse, staff can individualize instruction within the group by knowing each child's developmental abilities and needs.

Individualized educational goals may be established in the following areas:

- Gross Motor Development
- Fine Motor Development
- Cognitive Development
- Language and Communication
- Self-Help Skill Development
- Social/Emotional Development

COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE)



CPSE Participants (for 3-5 year olds)

CPSE Chairperson:	By district
Putnam County Coordinator:	Gail Maisel 845/ 228-2847
Westchester County Coordinator:	Marina Yoegel914/ 813-5088
Dutchess County Coordinator:	Joanne Ambrosini 845/486-2759
Parent Representative:	Provided by school district
Evaluator:	Chosen from the approved list

The Committee on Preschool Special Education meets to make decisions about a child's Individualized Educational Plan (IEP). The members include the child's parents, and a chairperson from the child's school district. Also, there may be representatives from the county, the evaluation site (when applicable) and a parent advocate.

PARC PRESCHOOL PROGRAMS

PARC Preschool offers two general types of “self-contained” classes for students with special needs.

The 6:1:2 ratio, Autism Program Classes contain six students, one teacher, and two Certified Teaching Assistants, with additional 1:1 assistants as mandated on students’ Individualized Education Plans (IEP). These intensively-staffed classrooms utilize specialized teaching methodologies designed for children with autism spectrum disorders, including the Verbal Behavior Approach (VB), TEACCH principles and work systems and Picture Exchange Communication Systems (PECS), as needed.

All students’ individualized programs include 1:1 instructional sessions utilizing the teaching methods best suited to their learning styles. These classrooms also include small group activities designed to promote social, play, and language skills, as well as teach behavioral expectations and support emotional development. All PARC classrooms follow a multidisciplinary team approach to foster student growth and development across primary developmental domains (cognitive, language and communication, gross and fine motor, social, emotional, and adaptive) in order to meet the goals specified on students’ IEPs.



The 8:1:2 ratio, Small Group/ Structured Teaching Classrooms includes eight students, one teacher, and two Certified Teaching Assistants, with additional 1:1 assistants, as mandated on students’ IEPs. This somewhat less intensively-staffed classroom model includes 1:1 instruction but emphasizes language and social skill development in the context of small group activities. These classrooms incorporate some of the specialized teaching methodologies developed for children with autism spectrum disorders, but may include students with mixed diagnostic backgrounds whose learning needs and styles are consistent with the classroom’s approach. The 8:1:2 model follows a developmental curriculum, with activities designed to promote skill development across all primary skill domains, including cognitive, language/communication, gross and fine

motor, social, emotional, and adaptive. As in all PARC classrooms, this model utilizes a multidisciplinary team approach to meet the goals specified on students' IEPs.

The Preschool also offers full-day (five hours) inclusion classes in collaboration with Pine Grove Country Day School. These classes, known as SCIS classes (Special Class in an Integrated Setting) include approximately 18 students, six or seven of whom have special needs. The classrooms are staffed by a combination of PARC and Pine Grove teachers and assistants and are supported by PARC's related service providers. Students enrolled in the SCIS classes must be admitted by both PARC and Pine Grove's Admission Coordinators.