SPECIAL NEEDS ASSESSMENT PROGRAM for PRESCHOOL YOUNGSTERS
S.N.A.P.P.Y.

The Special Needs Assessment Program for Preschool Youngsters (S.N.A.P.P.Y.) addresses the individual needs for preschool children, 3 – 5 years of age, who have been identified through evaluations and Child Study Team Assessment as having significant developmental delays. The program incorporates the goals and objectives of the students’ Individual Education Plan, and it provides a framework that allows for the development of a curriculum unique to the specific needs of the children. The activities of the program attempt to foster the growth of the whole child. All areas of development (intellectual, social, emotional, and physical) are addressed on a daily basis. A strong emphasis is placed on language skills. In addition, a speech therapist provides both group and individual speech/language therapy sessions as indicated in the student’s I.E.P.

Children may receive the services of an occupational therapist or physical therapist when delays in motor skills development have been identified. Classroom activities also provide daily opportunities for children to develop fine motor skills, and outdoor activities promote the development of gross motor skills.

The teacher, acting as facilitator, provides opportunities for children to initiate personally meaningful activities aimed at promoting communication and social skills as well as independent functioning. Teachers also encourage children to engage in their own problem solving. In addition, activities are geared to bring about success and thus promote positive self-concepts and positive feelings toward learning. Daily lessons utilize the children’s strengths in order to reinforce and foster growth in areas of developmental delay. Different levels of ability, development, and learning styles are expected and accepted. The curriculum and adult interactions are responsive to the children’s individual differences. The children’s natural curiosity and desire to make sense of their world are used to motivate involvement in the learning experiences. The framework of this curriculum is appropriate for preschool youngsters in the sensory-motor and pre-operational stages of development.

Children are also provided with opportunities for aesthetic expression and appreciation through both art and music. Creativity is encouraged and self expression underlies many classroom activities.

Parent involvement and support is central to the program’s success. The parents/guardians are the first and primary teachers of all children. The framework of the
S.N.A.P.P.Y. curriculum can be readily adapted to the natural setting of the home with parents providing both the active learning experiences and the structure necessary to expand and promote carry over of skills learned in the classroom to the home setting. Staff members routinely and regularly schedule parent conferences and meetings to discuss and address student needs. Parents are provided guidance and ideas in order to deal effectively with their children’s special needs. This parent/teacher partnership is supported and facilitated by a daily notebook system that promotes communication and collaboration between home and school. This process is aimed at building mutual understanding and greater consistency for the children.

OVERVIEW

REGULAR EDUCATION AND DELAYED YOUNGSTERS
R.E.A.D.Y.

The Regular Education And Delayed Youngsters (R.E.A.D.Y.) Program is the inclusive component of the district’s preschool disabled program. Structured along the same lines as the Special Needs Assessment Program for Preschool Youngsters (S.N.A.P.P.Y) the program seeks to bring together typical and special needs children (ages 3 – 5) in order to foster a natural, enriched preschool environment.

The philosophy is based on the rationale that children learn through modeling and are motivated by other children. By integrating students with disabilities into typical preschool classes, maximum growth and development is achieved for all children.

This integrated preschool philosophy provides children with disabilities with many opportunities:

- The ability to make friends with age appropriate peers in a natural, typical, preschool setting.
- It promotes the development of early childhood skills and which serve as the foundation for all future learning.
- It provides access to Early Childhood Developmentally Appropriate Activities
- It discovers each child’s learning potential.
- It allows educators to assess and implement a child’s individual I.E.P. goals.

Parents of regular education (typical) students are invited to make application to the program each year and placement is made through a lottery system. A tuition is charged to participating students.
The Essential Elements of the Special Needs Assessment Program for Preschool Youngsters

The framework of the S.N.A.P.P.Y. and R.E.A.D.Y. Programs are based on the High/Scope Preschool Curriculum. Founded upon the learning theories of Jean Piaget, it incorporates five essential components:

I. Active Learning
- Provision for many and varied experiences with things and people
- Discovery and exploration activities
- Concrete, not abstract, experiences
- Stimulation of all senses
- Promotion of initiative, problem solving, and decision making

II. Structured Learning Environment
- Room arrangement (Provision of defined learning areas which include developmentally appropriate materials): e.g. Sand/Science Area, Block Area, House Area, Art Area
- Consistent and predictable routines: i.e. Sequence of plan/do/review, Provision for many types of interactions, Provision for time to work in a variety of environments
- Setting of firm limits and establishment of rules

III. Teacher’s Role/Adult-Child Interaction:
- Shares
- Facilitates
- Supports
- Suggests and extends
- Listens

IV. Key Experiences/Daily Routine:
- Active Learning
- Using Language
- Representing Experiences and Ideas
- Developing logical reasoning (i.e. classification, seriation, number concepts)
- Understanding Time and Spatial Relations

V. Assessment:
- Team approach
- Daily Anecdotal Notes
- Daily Planning
- On going child assessment
SNAPPY/ READY
Cranford’s Preschool Special Needs Programs
2016 – 2017

Office Staff
Angelo F. Paternoster, Principal
Kandace Neiliwocki, Secretary
Susan Stein, School Nurse

Classroom Teachers
Donna Katz
Joann Cheeka
Laura Edwards
Valerie Gormely

Speech/ Language Therapist(s)
Susan McCarthy
Leslie Eckenthal
Emily Freely

Occupational Therapists
Alison Bielinski
Ann Hamilton Winn

Physical Therapist
Kris Westra

Classroom Assistants
Gina Peterpaul
Anne Marie Infante
Phyllis Howard
Michele Guarisco
Kathy Santonastaso
Cynthia Radtke
Jodi Leonelli
Jodi Wilhelm
Aileen Korzeneski
Joanne Truncali
Paula Santos
Joanne Sweeney
Eve Feeney
Elizabeth Hunter
Maria Colon
Fiona Clark

Child Study Team Case Manager
Jo Ann Jackson
Central Office Administration
Dr. Marilyn Birnbaum,
Interim Superintendent of Schools
Mrs. Ariadis Charles,
Director of Student Services
Mrs. Yasmin Burrell
Supervisor of Special Education

School Hours
Classes Begin: Thursday, September 6, 2016

Monday - Friday

SNAPPY/ READY AM Session: 8:45 a.m.-11:15 a.m.
READY PM Session: 12:30 p.m. – 3:00 p.m.

**Single Session** (abbreviated schedule)

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<thead>
<tr>
<th>Time</th>
<th>AM. Session</th>
<th>PM Session</th>
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<tr>
<td>8:30 - 10:15</td>
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<td>PM Session</td>
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<td>10:45 - 12:30</td>
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**Delayed Opening**

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<tr>
<th>Time</th>
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<tr>
<td>9:55 - 11:50</td>
<td>AM. Session</td>
<td>PM. Session</td>
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<tr>
<td>1:05 - 3:00</td>
<td>PM. Session</td>
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The First Day of School

Your child’s records must be received prior to admittance to class:
- Completed Enrollment Forms/ Residency Documentation
- Completed Medical Forms (Immunizations, etc.)
- Birth Certificate
- Copies of reports from doctor, clinics or other programs

The First Week of School

Please send in with your child:
- 2 Pocket Folder
- Backpack
- Composition Notebook (SNAPPY only)
- Change of clothing, labeled with child’s name. Include socks.
- Diapers and wipes, if necessary

Please send in with your child as needed:
- Box of tissues
- Large package of napkins
- Package of 100-5oz. Cups
- Clorox Wipes
- Hand Soap
Teacher Responsibilities

Teachers can be expected to do the following:

1. To provide information about each child’s progress through conferences at least two times during the school year.

   The conference schedule for SNAPPY is:
   - **October/November**
     Adjustment conference. This is a brief review of your child’s transition into the program.
   - **Late January/February**
     First year students: Annual Review conference with teacher, and CST member. Recommendations for the following year.
   - **March**
     Second year students: Re-evaluation Planning Conference with the CST and teacher to determine continued eligibility beyond the preschool level.
   - **May**
     Re-evaluation/ Exit Conference.

   The READY conference with parents will be scheduled in October/November. Report cards for the READY class will be distributed in February and June.

   Benchmark reports for SNAPPY students are distributed in February and June.

2. To communicate activities in the child’s notebook (SNAPPY) or via a newsletter (READY).

3. To provide suggestions for follow-up activities at home.

4. To inform parents of health problems that may occur.

5. To provide individualized learning experiences in the least restrictive environment.

6. To provide activities which promote growth in all areas of the child’s development.

7. To plan and organize field trips away from the SNAPPY/READY classroom, since “hands on” concrete experiences are developmentally appropriate for preschoolers.
8. To organize and maintain a stimulating and safe classroom environment and provide developmentally appropriate materials and activities.

**Parent Responsibilities**

Parents are expected to do the following…..

1. To complete medical forms and provide birth certificate which should be submitted to the Walnut Avenue School office prior to or on the first day of school. The birth certificate will be copied and returned. (Note: By law, children are not permitted to attend school without completed medical information on file.)

2. To provide a backpack (for notebook, notices, books, toys, artwork, snack, etc.) and a sturdy notebook (composition, not spiral) for daily two-way communication.
   
   **SNAPPY Students Only**: Please read the notebook daily and feel free to respond. Report on results of teacher-suggested activities. This feedback will enable teachers to continue their suggestions.

3. To provide tissues, cups, and napkins for classroom use, as requested by teachers.

4. To provide nutritious snacks for your child’s. (see snack guidelines and suggestions following)

5. To provide copies of testing results or reports from doctors, clinics, or other programs that may have been done prior to your child’s enrollment in SNAPPY/READY. This information prevents unnecessary re-testing and provides teachers and staff with a better understanding of your child.

6. To inform teachers of any allergies or chronic medical conditions that your child may have. We can better help your child if we are aware of these.

7. To notify the Walnut Avenue School office of your child’s daily absences or long-term absences for various reasons, such as family commitments or vacations. The phone number is (WAS) 709-6253.

8. To attend scheduled parent-teacher conferences two times a year. Please try to arrange baby sitters for your SNAPPY/READY child and other siblings during these conference sessions. Additional conferences may be scheduled or requested by either parent or teacher.

9. To inform teachers if someone other than a parent will be transporting your child to or from school.
Parents are encouraged to do the following:

1. To walk your child to the designated entrance upon arrival (WAS front door) or and stay with your child until the groups are picked up by the SNAPPY/READY staff. The bus driver will also keep the children on the bus until one of the staff helps them off the bus.
2. To wait for your child at the designated door for dismissal (WAS front door). The teachers will bring the groups from the classrooms to you.
3. To be considerate of other parents and children by being prompt at both arrival and dismissal times.
4. To inform your child’s teacher if your child will be picked up by you instead of going home on the bus.
5. To maintain a consistent attendance pattern for your child. The SNAPPY/READY classes follow the Annual Calendar of the Cranford Public Schools and meet Monday through Friday at Walnut Avenue School. Regular attendance is urged and will be beneficial to your child.
7. To return books to the Children’s Library on a weekly basis.
8. To honestly communicate any concerns...don’t wait until they become problems. Feel free to ask questions at any time!

Suggestions to parents about clothing needs:

Send your child to school in appropriate clothing that will allow him/her to participate fully in all the SNAPPY/READY activities. Play clothes and sneakers are most appropriate.

Dress your child appropriately for the weather. Outdoor activities are an important part of our program all year long. (Even in winter!)

Label all outerwear…..coats, sweaters, mittens, boots, etc. (On a rainy day, we don’t know which yellow slicker belongs to which child!)

Send in a change of clothing in a zip-lock plastic bag with your child’s name on it for use if a toileting accident occurs, or if your child gets wet or muddy, etc. Please include: shirt, pants, underpants, and socks. If this change is used, please launder and return to school as soon as possible. These clothes should also be labeled.

Diapers and wipes should be provided by parents for children not yet toilet trained. Training pants should also be provided when needed.

**SNAPPY/READY SNACKING SUGGESTIONS**

Snack time is an important component of the daily routine of our program. It is scheduled as an informal sharing time in which new concepts are learned and skills improved. Communication skills are addressed during this time when spontaneous
language is stimulated. Vocabulary is expanded and social skills such as good table manners are acquired. The children select helping jobs to perform and sharing and waiting one’s turn is addressed. Even fine motor skills development is improved as children cut, pour and practice using utensil correctly.

Parents are responsible to sending in a snack for their own child. This should be provided each day in the child’s backpack and/or lunch box and should conform with the snacking guidelines listed below.

The Snack you provide should be SIMPLE and SMALL. We generally devote about 15 minutes to our snack routine so you child’s snack should be small enough to consume during this time.

**Beverages:**
Our snack routine includes sharing a beverage that children are encouraged to drink independently from a cup without a straw. Parents are asked to take turns sending in a bottle of juice or water each month as needed. Each classroom has a Beverage Calendar for this purpose where parents can sign up to bring in an appropriate beverage selection. We prefer natural choices without a great deal of added sugar or fructose corn syrup. We recommend apple, cranberry, cran-apple, or cran-grape juices.

**ALLERGY ALERT!**
It is not uncommon for some our youngsters to have severe allergic conditions (most often allergies to peanuts or food dyes). When this occurs, you will receive a notice from the nurse and/or the classroom teacher requesting that you refrain from sending in snacks containing these ingredients. Please cooperate with these requests. Questions/ concerns can always be referred to the nurse’s office.

Emphasis should be on providing nutritious snacks and beverages. Young children are in the process of formulating food tastes for a lifetime. They will learn to accept and enjoy nutritious snacks if this is what they experience at an early age. Research has shown that many children are adversely affected by sugar and food additives and colorings. Therefore, when providing snacks, please try to avoid “sweets” and highly processed foods.

**KICKING THE SWEET HABIT!**
Snacks can be both delicious and nutritious. The food choices below add more to your diet than empty calories. They contribute valuable nutrients such as protein, carbohydrates, vitamins and minerals. Snacks are a part of everyone’s life, so make your choices wise ones. Some easy suggestions would include items such as:

- Fruit (cut into small manageable pieces)
- Graham crackers
- Dry cereals (Cheerio’s, Kix, etc.)
- Carrots/ Celery sticks
- Dried fruits (raisins, apricots, etc.)
- Cheese cubes or string cheeses
- Crackers (e.g. Goldfish)
- Pretzels
School Calendar
The calendar for 2016 – 2017 provides for a school year for pupils beginning Tuesday, September 6, 2016 and ending Thursday, June 22, 2017. Listed below are the days and dates schools are closed with reason indicated, and the day they re-open. In addition, all Walnut Avenue School parents will receive monthly calendar updates that will include notice of all important school activities and events.

### 2016

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<td><strong>September 6</strong></td>
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<td><strong>October 3 &amp; 4</strong></td>
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<td><strong>November 8</strong></td>
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<td><strong>November 23</strong></td>
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<td><strong>November 24 &amp; 25</strong></td>
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<td><strong>December 23</strong></td>
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<td><strong>December 26 – January 2</strong></td>
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### 2017

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<td><strong>February 17 - 21</strong></td>
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<tr>
<td><strong>March 9 – March 10</strong></td>
<td>Thursday &amp; Friday</td>
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<td><strong>April 10 - 17</strong></td>
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<td><strong>May 29</strong></td>
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<td><strong>May 29</strong></td>
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Schools Closed/ Memorial Day Observed
• June 19, 20, 21, 22  Monday - Thursday

Single Sessions for Students/ Full Day for Teachers

If schools are closed for more than three snow/ emergency days, make-up time will occur as follows: If one day is needed: February 21. If other days are needed: February 21, February 17, April 10, April 11.