



District 103 Early Childhood Parent Handbook

Sprague School
2425 Riverwoods Road
Lincolnshire, IL 60069
847-945-6665

Dear Parents,

Welcome to District 103 and Sprague School!

We are excited to have your child attend Sprague School and to see him/her learn and grow from their experiences in our early childhood program.

Our Early Childhood Parent handbook will provide you with an overview of our program and commitment to work with your child, as well as information on our day to day school policies and procedures.

Please continue to visit our school website, Facebook page, and your email updates from your classroom teacher, as we will have important updates to share with you throughout the school year.

Sincerely,

Dr. Gina Finaldi
Director of Student Services
District 103
847-295-4030

Mrs. Ann Hofmeier
Principal
Sprague School
847-945-6665

Mrs. Jennifer Arroyo
Assistant Principal for Student
Services, Sprague School
847-945-6665

Program Description

Our Early Childhood program at Sprague School provides a blended classroom setting that includes children ages 3, 4, and 5 and involves both general education and special education students learning side by side in a preschool classroom.

We focus on developing the strengths and needs of the whole child. Our students spend time learning and playing together. We focus on learning through play by providing hands-on, interactive learning experiences. Our early childhood students participate in a variety of small and large group activities that focus on developing social and learning related skills through investigation, exploration, and discovery.

Early Childhood Programs

Early Childhood Programs in District 103 include:

- Half Day Blended Classroom (Community Peers & IEP Students)
- Extended Day Blended Classroom (Community Peers & IEP Students)
- Early Childhood Self-Contained Classroom

Eligibility and Placement in Early Childhood Programs

Community Peers - Blended Classroom

Community Peers are an important part of our Early Childhood Blended Classroom. They serve as good language and social models for the IEP students and also benefit from being in a classroom that incorporates social skills, language enrichment, and fine and gross motor support.

Criteria for Community Peers in the Early Childhood Blended Classroom:

The incoming student:

- Is 3 or 4 years of age by September 1st
- Will participate in District 103's Early Childhood Screening. *District 103's Early Childhood Screening assesses a child's skills in the following areas: Motor (skipping, hopping, cutting, writing), Concepts (knowledge of colors, counting), and language (knowledge of letters and words and problem-solving skills). The screening process helps to predict a child's success in the classroom and can help parents and teachers decide if a child's skills are appropriate for his or her age.*
- Scores within age level expectations on Early Childhood Screening

Early Childhood Blended Classroom

Teacher Ratio 15:1 with a Teacher and Associate Teacher

The Early Childhood Blended Classroom incorporates both general education and special education students. As is typical in preschool classrooms, all students spend time together learning and playing. Unique to this setting is that all students also have access to a therapeutic model that incorporates services such as speech and language, occupational therapy, and social work. The children are grouped by skill level for math and literacy instruction and are expected to gain knowledge in small and large group instruction. Preschool themes are used to develop vocabulary and background knowledge. The children are expected to be able to participate in

discussions with minimal adult assistance. Students will also develop social skills and group readiness behaviors throughout the year.

For our special education students, the Individualized Education Plan (IEP) defines specific goals that will be reported on three times annually. In order to determine if the Early Childhood Blended Classroom is the best learning environment for a child, the following will be considered:

Criteria for Early Childhood Blended Classroom Student:

The incoming student:

- Is 3, 4, or 5 years of age
- Is able to attend and participate in groups of 4 or larger and demonstrate understanding with minimal adult assistance
- Does not impede the learning of self or others through his/her behavior
- Demonstrates more than 20% of growth in basic concepts (colors, shapes, sizes, quantity, etc.) in a six-month instructional period

Early Childhood Self-Contained Classroom

Teacher Ratio 10:1 maximum with an associate

To become eligible for special education services, a 3-5 year old preschooler will undergo a multi-disciplinary evaluation. After the evaluation is complete, the assessment team, Early Childhood team, Local Educational Agency (LEA) representative, and parents will meet to determine if the child is eligible for special education services. The state has defined possible areas of eligibility with standards for each. Typical areas of development that are reviewed include speech-language, social-emotional, fine/gross motor, cognitive/pre-academic skills, and adaptive skills. Placement in the morning or afternoon Early Childhood program is a team decision based on criteria (listed below).

Criteria for the Early Childhood Self-Contained Classroom Student:

The incoming student:

- Is 3, 4 or 5 years of age
- Needs individual teacher assistance with joint attention and demonstrating understanding in a group size of 3 or more students
- May display dysregulation and behaviors that impede student learning and/or the learning of others
- Demonstrates less than 20% of growth in basic concepts (colors, shapes, sizes, quantity, etc.) in a six-month instructional period

Early Childhood School Hours

Regular School Hours:

Monday - Friday

- AM Session: 8:15 - 10:45 A.M.
- PM Session: 12:15 - 2:45 P.M.
- Extended Day: 8:15 A.M. - 1:15 P.M.

Daily Schedule

The early childhood program schedule offers children opportunities for self-directed and teacher-initiated learning. The schedule provides structure and consistency to the daily routine while also allowing for the flexibility to meet the diverse needs of our learners.

The daily schedule includes:

- Arrival Time and Independent Work Activities
- Circle Time
- Center Time
- Gross & Fine Motor Activities
- Social/Emotional Activities
- Specials (Music, Library, PE)

Snack Time

A daily snack time is part of the early childhood schedule. Snack time is also a social time where children learn table manners and visit with each other and the teachers. Children are permitted to bring fruits, vegetables, cheese, and/or yogurt.

Dress for Play/Weather

Children should come to school dressed in clothes for play on a daily basis. Children will be playing outside, weather permitting. Please send your child to school in appropriate clothing for the weather conditions. Also, please send your child to school in gym shoes. This makes it safer for children to participate in motor activities on the playground and in motor groups in the classroom. In addition, please send your child to school with an additional set of play clothes to be left in their locker. All items will be returned at the end of the school year.

Parent/Family Involvement

Parent Involvement Days are offered on various days throughout the school year. These fun, child-centered events allow you to share quality time with your child and his/her peers in the early childhood program.