

Region 14 - Hopewell

Itinerant Preschool

Handbook



Ohio Region 14 - Hopewell Center
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(937) 393-1904 Southern Ohio ESC

Program Overview

The preschool program is founded on the concept of providing high quality preschool experiences in enriching environments.

The program is open to children ages 3-5 who are residents of the Ohio Region 14 school districts. The program is designed to meet the unique needs of each individual child.

We believe that a child's first and best teacher is the parent and that family involvement is critical to a child's growth. Parents are encouraged to become actively involved in the program.

We believe:

- *All children are learners
- *All learners have different and unique needs
- *Different needs require different approaches

What Is An Itinerant Teacher?

An itinerant preschool teacher is an early childhood special education teacher, who provides services to 3-5 year old

children, who qualify for services on an Individualized Education Plan (IEP). Students who qualify may have goals in any of the following areas:

*Cognitive/Pre-Academic

*Fine Motor

*Communication

*Gross Motor

*Social Emotional Behavior

*Adaptive Behavior

The itinerant teacher will work with the child and parents or teachers for a minimum of four hours per month, unless otherwise specified on the child's IEP, to monitor the child's progress on IEP goals and to help the parents or teachers continue activities throughout the month. These strategies and activities can then be used in the child's daily environment.

This model is supported by the Ohio Department of Education as the preferred method of instruction and every district must offer itinerant services as part of the Least Restrictive Environment (LRE) continuum for preschool.

The itinerant teacher serves the child directly or as a consultant (teaching partner) to the teacher/caregiver who works with the child on a daily basis. Itinerant services can also be provided by

the speech therapist or other therapists, these services are specified on the child's IEP.

Who Provides Itinerant Services?

Intervention specialists who have degrees in early childhood and special education and are employed full time by Ohio Region 14 – Hopewell Center.

Where Are Services Provided?

Services can be provided in a variety of locations including homes, Head Start programs, early childhood centers, daycare centers, preschools, or through teletherapy. By providing services in these environments, your child's interventions occur in the least restrictive environment (LRE). This allows your child to remain in the program he/she already attends or to remain at home rather than going to a centralized location to receive services.

How Are Itinerant Services Delivered?

Itinerant services may look different for each child depending on the child's needs and IEP services. These interventions may include but are not limited to:

- Consultation or coaching with parents and teachers
- Direct services to the child, much like a tutor
- Technical assistance, such as personally design and/or adapt equipment
- Provide resources for specialized information
- Emotional support and encouragement
- Observations and suggestions
- Monitor and assess the child's progress
- Work with intervention team to write the IEP, ETR, and school age transition plan

Staff

One of the most important components of high-quality preschool programs is the competence and quality of the early childhood staff. Our itinerant staff receives ongoing support and participates in continued development opportunities that result in increased quality within programs and services. Our teachers have Master's Degrees in education, extensive training and years of experience in early childhood education.

Early Childhood Itinerant Intervention Specialists

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Required Forms

Children must be enrolled in the district they reside in and have an IEP in place. The district will require a birth certificate, proof of residency, shot record, and proof of custody (if applicable) for enrollment.

Individualized Education Program (IEP)

IEPs are written for each child that is identified with a disability. The IEP is a plan that outlines the services that the child will receive and the specific goals needed in order for the child to access and benefit from the general curriculum. The goals are developed by the parent, teacher, and other team members (i.e. speech therapist) based on their observations and assessment information. Parents are a vital part of the IEP process. They are encouraged to actively participate in the development /writing of the IEP. An IEP is developed each year the child is in the preschool program.

Assessments

The teacher is required to conduct ongoing assessments for the children's progress and performance throughout the year.

Progress is documented on weekly consult sheets and given to the parent and teacher, as well as each district's progress monitoring system. The ongoing assessments help the teacher plan instructional activities.

The Ohio Department of Education also requires that teachers administer the following assessments:

1. Child Outcome Summary (COSF)

This is a measure of children's progress in early language/communication/early literacy, social-emotional, and behavioral skills. It is completed at the beginning of services, when the IEP is written, and when the child exits our program.

2. Early Learning Assessment (ELA)

This is a formative assessment that addresses essential domains of school readiness. It was developed as part of a Comprehensive Assessment System (Ready for Kindergarten). Information is

collected in the areas of Social Foundations, Language and Literacy, Mathematics and Physical Well-Being and Motor Development by observation of the child's skills. It is given in the fall and spring of each school year.

Calendar

Itinerant services are provided according to the school calendar of the district of service.

Attendance

Itinerant services are provided on a regular schedule each week. If your child is ill or you are unable to keep an appointment, please call the itinerant teacher to cancel the visit. If staff misses a session due to illness or other conflict, they will contact the family to reschedule as their schedule permits and family/program agrees.

Confidentiality

It is our responsibility to keep information that parents share with us confidential. All personal records such as admission, progress, health, and IEPs shall be kept confidential, unless we have written permission for disclosure by the parent or guardian. If services are provided at a daycare or preschool, staff works collaboratively with service providers.

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