

## STAFF

### **Nursing Office**

Mrs. Martha Dexter  
Mrs. Janice Sullivan

### **Occupational Therapy**

Mrs. Diane Hennessy

### **Physical Therapy**

Mrs. Kathy Bristol

### **Special Education**

Mrs. Barbara Colvin  
Mrs. Dena Czapiewski  
Mrs. Doreen Johnson  
Mrs. Sheryl McCabe  
Mrs. Carol Parker-Sprankle

### **Speech & Language**

Mrs. Susan Hollister  
Mrs. Althea Liscombe

### **Social Worker**

Mr. Chuck Harpin

### **Title I**

Mrs. Nancy Hanks  
Mrs. Joanne Maynard  
Mrs. Margaret Stahl

### **Administration**

Mrs. Cynthia Mello, Principal  
Mrs. Mary Beth Havens, Assistant Principal  
Mr. David Scata, Pupil Services Director  
873-5046



### **Occupational Therapy**

School based occupational therapy uses purposeful activities to help develop, improve, and restore a child's abilities within the school environment. Occupational therapists provide support in the areas of self care, fine motor, sensory integration, and visual perceptual/visual motor integration. The occupational therapist works with teachers and parents to make appropriate modifications to maximize a student's independence within the school setting.

### **Physical Therapy**

Physical Therapy services concentrate on facilitating the success of each child within the school setting. Identified students are assessed in the area of gross motor development, including strength, balance, coordination, and safety. The physical therapist develops a program to maximize student function and to adapt the environment as needed to provide students with access to all available educational opportunities.

### **School Psychologist**

The School Psychologist is specially trained to help students reach their full potential and works to improve students' educational opportunities. She can identify problems in students' emotional health or academic performance and assist in developing a plan to meet those needs in the school setting. In coordination with parents, teachers, and students, she helps solve problems and recommends special programs and teaching methods.

### **Social Worker**

The Social Worker serves as a resource. Assistance may take the form of group and individual counseling, referrals to and coordination with community agencies, crisis intervention, facilitating social skills instruction groups, teaching Second Step (a violence prevention program) in first and second grade classrooms, parent training, and supporting and implementing student behavioral management programs. The Social Worker also provides ADD/ADHD screenings, facilitates the Breakfast Club, the After School Kid's Club, and programs of recognition like the Wall of Fame. Assistance to families and individuals in need are always a focus.

### **Speech and Language**

The Speech and Language Pathologists serve as communication specialists. Their role includes all aspects of language development so that they may consult, collaborate, evaluate, and/or provide direct services for issues that adversely impact educational performance.

**Who can help if I have questions  
about my child's learning?**

**What kind of help is available?**



**EAST HADDAM ELEMENTARY  
45 JOE WILLIAMS ROAD  
MOODUS, CT 06469  
860-873-5076**

## Title I

The goal of Title I services is to develop independent learners who can participate with success as the classroom teacher delivers instruction. Students are offered academic support in the areas of reading, language arts, and math. Instruction and remediation are provided to entire classes, in small groups, or one-on-one. We provide professional advice to classroom teachers and parents who are looking for additional strategies and materials.

### Differentiated Reading Instruction

A program that enables student in all grades to actively participate in a small group setting using text at their instructional reading level.

### Phonemic Awareness

A program for kindergarten and grade one students that provides direct instruction to improve sensory attention, visual and auditory discrimination, and memory for print. It offers an activity-based developmentally appropriate initiation into the reading process.

### Soar to Success

A small group reading intervention program for grade 3 and 4 students that uses authentic literature, reciprocal teaching, and graphic organizers to help them accelerate their reading growth.

### Literacy Intervention Program

An early intervention plan for students designed to teach grade 1 reading strategies on a one-to-one basis before serious problems emerge.

### Math Remediation

A small group math intervention program for grade 3 and 4 students that uses direct instruction, technology, and manipulatives to help acquire a better mathematical foundation for their classroom instruction and standardized testing.

### Written Expression

Each year all grade 4 students review the writing process in preparation for standardized testing. As needs arise, small intervention groups meet to learn and practice strategies to improve written communication skills.



## Continuum of Services within Special Education

### Consultation/Monitor

The special educator provides information or assistance to the classroom teacher to best meet the student's individual needs within the general education environment.

### Inclusion/Mainstream

The student is a learner within the general education setting. Modifications are made for the student on an as-needed basis. Consultation is typically part of the inclusion/mainstream process.

### Co-Teaching

Two educators (one special educator and one regular educator) jointly deliver instruction to a diverse group of students within the general education setting. The educators share responsibility for ownership, accountability and planning/delivery of lessons.

### Resource

The student receives support or primary instruction in the areas of reading, writing and/or mathematics based upon performance in the given areas. The special education teacher provides instruction within the general education setting or in a small group resource room setting. The resource teacher provides consultation to the general education teacher regarding strategies and modifications necessary to meet the student's individual needs within the general education setting.

### Self-Contained

The student receives small group individualized instruction in reading, writing and mathematics within the special education setting. Students spend a portion of their day in the general education setting with support as needed. The special education teacher provides consultation to the general education teacher regarding strategies and modifications necessary to meet the student's individual needs within the general education setting.

## Teachers Helping Teachers (THT)

THT is a program to assist teachers in planning classroom interventions to maximize student learning. Teachers work collaboratively to set goals, suggest strategies, and assess progress toward the goals.



## Nursing Services

The Nursing Office gathers data regarding family health issues, attendance, and health concerns. Hearing and vision screenings provide critical information about students who may be struggling. They provide a link between school and family to discuss delicate or personal issues regarding students.