

Program Philosophy

Orange Pre-K is committed to early identification of children and to providing specialized academic instruction, intervention and services to meet the needs of all learners in a safe learning environment.

We believe:

- Parents are active participants in a child's education and a VITAL part of the educational team.
- Self-esteem and self confidence are basic foundations of learning;
- Learning is fun through exploration, discovery and multi-sensory experiences with same age peers;
- All students learn when presented with, and participating in, a research based and developmentally appropriate curriculum;
- Development of language is embedded within cognitive, motor, social, and physical activities to enhance learning.

Program Purpose

Orange Pre-K offers a wide range of service options for children with special needs. These services may be delivered in a classroom setting or as a related service, such as speech and language. All services are provided in the least restrictive environment with same-age peers. The amount of service is individualized to meet the child's unique needs.

Orange Pre-K is staffed with knowledgeable, collaborative, and dedicated professionals. The staff is transdisciplinary and consists of psychologists, Education Specialist, speech and language pathologists, instructional assistants, adaptive physical education staff, occupational therapists and physical therapists.

Legal Mandate

Public-Law 105-17: (IDEA Reauthorized) mandates services for children ages three to five, including identification and assessment of children with potential special needs., development of an Individualized Education Program (IEP), and provision of direct and indirect service.

Special education is defined as "specially designed instruction" to meet a child's individual needs as per his/her IEP.

Special Education is based on assessment results; it is individually determined and implemented; it considers learning rates, styles, modalities, cultural and ethnic differences and linguistic differences; it is outcome-oriented; it is linked to the Preschool Learning Foundations.

Assessment Process

- Assessment is conducted when concern has been identified by our screen team or by Regional Center of Orange Co.
- Program staff work with parents to develop assessment plans based on family, pediatrician and/or community preschool concerns;
- Program staff assess each child in areas of concern to determine whether or not the child meets one of the 13 categories of educational disability;
- Once identified, the educational team and family work together to develop goals and determine the most appropriate program to meet the individual child's needs; (IEP)
- Teachers and staff continue to monitor child progress using both classroom based and state assessment tools such as the Desired Results Developmental Profile (DRDP 2015)

Orange Pre-K

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(Opening the World of Learning,
Preschool Programs and
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Instructional Model

The instructional model of the Orange Pre-K Program is based on the knowledge that children learn through activities and materials that are concrete and relevant to their lives. Orange Pre-K Program focuses on growth in the areas of learning, play, socialization, and communication. (Preschool Learning Foundations

Learning

The learning environment of each classroom provides directed activities to promote:

- Socialization
- Skill-building opportunities
- Language Development
- Gross and fine motor growth

Opening the World of Learning curriculum incorporates math, science, social studies, language and literacy activities to promote learning suitable to the child's age and experiences. Orange Pre-K also uses the DRDP 2015 as a framework for each child's developmental progress in designated areas of need.

Play

Play is considered the natural way of learning for young children by providing opportunities for concrete experiences, social interaction, language development, decision-making, use of imagination, and skill acquisition. The teaching of play and social skills is a vital component of Orange Pre-K..



Communication

Communication is the process of exchanging ideas, information, needs and feelings. Since language deficits can often be an underlying component for many children with special needs, language is emphasized in all aspects of the preschool program.

Program Organization

Orange Pre-K is organized to include the following options for children with special needs: Speech and Language Program provides specific speech and language services to children demonstrating articulation and receptive and/or expressive language delays. Speech and Language services are based on student IEP's. Services are provided by a speech and language pathologist or a Speech and Language Pathologist Assistant (SLPA).

Our classroom programs offer specialized instruction by a credentialed Education Specialist with the support of instructional assistants familiar with child development, behavior modification techniques, and communication alternatives. Children attend class/program anywhere between 1-5 days per week depending on the individual need and educational impact of their disability. Each class includes three to four typical peer models on any given day(s) of the week so children have every opportunity to learn from, communicate with, and develop friendships with their same-age peers.

Desired Results Developmental (DRDP 2015)

Desired Results Developmental Profile (DRDP) is an accountability system used by the California Department of Education (CDE). Educators use the desired results system to identify successes and areas for improvement so that CDE can provide support and technical assistance to increase program quality.

Practitioners use the desired results system to determine the extent to which children and families are achieving desired results so that quality improvement activities may be effectively targeted to directly benefit program participants. Orange Pre-K teachers administer the DRDP to your student as part of overall periodic program review and student progress.

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