

Contacts

School Year

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Litchfield Integrated
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Litchfield Preschool Program



Servicing
the children
in the Town
of Litchfield



Philosophy



The Litchfield Preschool Program is committed to providing a structured, quality education in the least restrictive environment that meets the needs of each child ages 3-5.

The program uses an interdisciplinary approach. The teacher works in conjunction with the speech/language pathologist, occupational therapist, and physical therapist to determine specific teaching strategies and accommodations for each student. As a team, we work closely to provide an effective program for each child.



Preschool Program

The Litchfield School District has several programs to meet the individual needs of students. The programs are designed to facilitate skills and foster independence across the developmental domains to support the acquisition of academic skills for each child. Our programs are language rich and allow children to learn through play, self-discovery, and problem solving opportunities.



Developmental Domains

Cognitive:

Students are introduced to a variety of pre-academic skills to promote thinking and problem solving skills. Skills addressed include: concepts, patterns and sequences, counting, number sense, sorting, letters and sounds, and prediction. These skills support the development of reading and math in later years.

Motor:

Students participate in activities to promote the development of large and small muscles and body awareness. Skills such as: jumping, hopping, catching, throwing, puzzles, play dough, cutting, arts and crafts and manipulation of small objects to promote writing skills.

Language:

Students participate in activities to promote language comprehension and expression skills. Skills addressed include: vocabulary, answering questions, direction following, describing, phonemic awareness and categorization.

Self-Help:

Students are encouraged to develop independent self-help skills to care for themselves. Skills include: zipping, snapping, taking off and putting on a coat, opening containers, and being responsible for personal belongings. These skills are practiced during functional activities such as snack, arrival, and dismissal.

Social:

Students participate in activities to facilitate cooperative play. Skills include: sharing, taking turns, following classroom rules and routines, and expressing feelings. Students are encouraged to explore a variety of dramatic play centers such as kitchen,



