

Pre-K Open House

Welcome to Deane Porter!



Welcome to Deane-Porter School



"Igniting Potential"

The Rumson School District ignites the potential of its learners by growing, inspiring, and cultivating personal excellence academically, socially, and emotionally.

Deane-Porter School is proud of its research-based preschool program, and the foundation it builds for the top rated levels of academic performance we have achieved in the state and federally.

The primary goal of the preschool program is to provide developmentally appropriate educational experiences that build a strong foundation for future academic success.

All children in this program are encouraged to grow socially, cognitively, emotionally and physically and to have fun doing so.



Deane-Porter Fast Facts

Pre-Kindergarten - Grade 3

Total School Population:
432 Students

Two sections of Pre-K

School color is Purple

Home of the Pups





Administration

Dr. John Bormann, Superintendent

Dr. Erin O'Connell, Principal

Mrs. Brittaney Flynn-Berry, District Vice Principal

Mrs. Vera Ridoux, Supervisor of Curriculum, Instruction, and Assessment

Dr. Michael Snyder, Director of Student Services





DP Main Office Staff



Deane-Porter Main Office

Paulette Barham

Administrative Assistant (K-3rd registration)
pbarham@rumsonschool.org
732-842-0330

Cara Abarno & Debra Harwood

Receptionists

Department of Student Services

Laura Randazzo

Administrative Assistant (Preschool registration)
lrandazzo@rumsonschool.org
732-842-0811

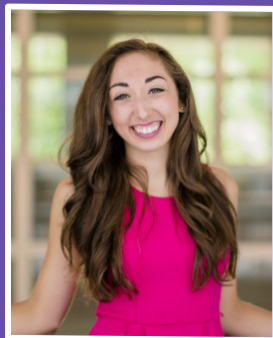




Meet Our Preschool Team

**Mrs.
Brianna
Androvette**

Pre-K
Teacher



**Mrs.
Rachel
Hayes**

Pre-K
Teacher



**Mrs. Amy
Powell**

Para-
professional



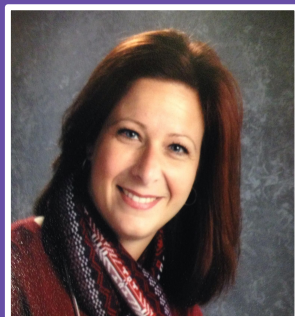
**Mrs.
Meghan
Ferone**

Para-
professional



**Dr. Ursula
Glackin**

Speech
Language
Pathologist



**Mrs.
Stephanie
Valdeon**

Occupational
Therapist



**Ms. Durie
Leidner**

Board
Certified
Behavior
Analyst



**Mrs. Sibel
Zentai**

Physical
Therapist





Program Overview

Welcome to Pre-K at Deane-Porter

A strong start for curious, confident learners





Program Overview

- Students attend five full day sessions - 8:25 am - 3:05 pm
 - Early Dismissal - 8:25 am - 1:00 pm
 - Delayed Opening - 10:10 am - 3:05 pm
- Please drop off/pick up your students in a timely manner
- Our integrated program involves both 3 and 4-year-old students
- A certified teacher and instructional aide will be in the room at all times
- Comprehensive curriculum meeting state and national standards

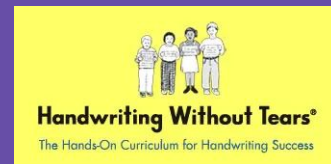
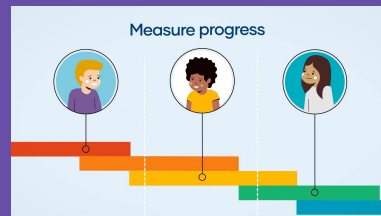
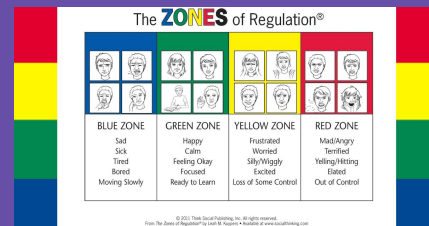


Curriculum Overview



Igniting Potential with:

- Kindergarten preparedness with a focus on academic and social-emotional development
- Tools of the Mind
- Heggerty
- Handwriting Without Tears & Foundations
- Zones of Regulation
- Metacognition
- Screening & Assessment Methods



Typical Daily Schedule



8:25 - 8:55 - Arrival, Mystery Question, and Morning Work

8:55 - 9:15 Opening Group & Movement

9:15 - 10:00 - Small Group Math/Literacy

10:00 - 10:30 - Snack & Choice Time

10:30 - 11:50 - MBPP/Make Believe Play

11:50 - 12:30 - Gross Motor Movement

12:30 - 1:10 - Lunch

1:10 - 1:50 - Rest Time

1:50 - 2:20 - Large Group Literacy

2:20 - 2:50 - Fine Motor Activities

2:50 - 3:05 - Closing Group, Pack-Up, and Dismissal





Pre-Kindergarten Classroom

Mathematics - Tools of the Mind includes hands-on small group activities that focus on mathematical thinking and early numeracy. We also consult with our school math interventionist to incorporate additional math activities into our small group planning.

Literacy - We incorporate multiple curriculums - Tools of the Mind, Heggerty, Handwriting Without Tears, and Foundations - for a comprehensive approach to teaching phonological and phonemic awareness, handwriting, reading comprehension, early writing, and early literacy exposure.



Pre-Kindergarten Classroom

Gross Motor Development – Our schedule includes a daily 40-minute movement block, which typically (weather-permitting) includes outdoor play. Through grant funding, we have access to preschool-appropriate outdoor play materials and equipment.

Fine Motor Development - Our schedule includes a daily 30-minute fine motor block, which is used to develop fine motor skills through drawing, coloring, cutting, gluing, sorting, beading, etc. Through a fine motor grant that has been submitted this fall, we anticipate additional developmentally-appropriate fine motor materials to be introduced during the 2026-27 school year.



Integrated Program

Self-Regulation - Emotional and physical self-regulation are built into each day in Pre-K. Tools of the Mind embeds external mediators and self-talk into curricular activities to encourage self-regulation, while our Zones of Regulation curriculum helps students identify emotions/ energy levels and learn tools to use to self-regulate.

Speech - Dr. Ursula Glackin, our speech-language pathologist, leads speech and language groups on a regular basis in our classroom.

Occupational Therapy - Mrs. Stephanie Valdeon, our occupational therapist, leads two OT groups per week, focused on gross/fine motor development, handwriting, and self-regulation.

Integrated Program



Physical Therapist & ABA Specialist (Behaviorist) - These therapists provide classroom services for select students; however, all students benefit from the therapists' expertise and proactive strategies.



Fostering Independence

Before your Pups enter Pre-K,
it is important that they exhibit self-help skills.

Please practice:

toileting,

handwashing,

zipper,

buttons,

and nose blowing.



Social/Emotional Learning & Metacognition

-Zones of Regulation is a program that helps students (and adults) understand emotions, self-regulation, and functional strategies for success.

-The zones - blue, green, yellow, red - are based on feelings, not behaviors.

-We experience feelings in every zone and learn ways to regulate the way we respond.

-Zones of Regulation is taught in every grade at Deane-Porter and is an integral part of the SEL community.

-"Thinking about thinking" - metacognition is an awareness and understanding of our own thought processes.

-Metacognition includes self-reflection, problem solving, and self-questioning strategies.

-Students become academically strong, socially & emotionally healthy, confident, flexible, adaptive, persistent, and responsible critical thinkers, problem solvers, and decision makers.



Registration Requirements



1. Proof of age. Students entering Pre-K must be 3 years old as of October 1, 2026.
2. Two (2) proofs of residency.
3. Appropriate immunizations and medical history.
4. Completed online registration. (Please read all directions and preview the links prior to registering.)
5. Register before February 3, 2026.

Health Office



Nurse Krisanne Zajac, RN, MSN

kzajac@rumsonschool.org / 732-842-0330 x4353



- Current health examination form dated after 9/1/25
- Up-to-date immunization records from MD or a religious exemption form
 - Pre-K students must have the influenza vaccine given by 11/30/26.
- Forms for food allergies, asthma diagnosis, or any other medical conditions requiring medications to be given at school must be updated annually. Forms can be downloaded from our school website (rumsonschool.org). Completed forms and medications can be brought to school in September.



Reading Readiness Begins Before Reading

Talking, listening, playing, and loving books



Build Oral Language Every Day

Reading starts with talking.

At home ideas:

- Have your child help narrate daily routines.
 - “It’s time for bed. What should we do first?”
 - “What should we do next?”
- Ask open questions at dinner.
 - “What was your favorite part of your day?”
- Describe what you see on walks or in the car.
- Read stories and stop to talk about pictures, characters, and feeling.
 - “Aw, look at this character’s face. How do you think he’s feeling?”
- Use rich vocabulary naturally, not “baby words.”
 - “Whoa! That’s enormous! What do you think enormous means?”



This supports vocabulary, comprehension, and attention.

Strengthen Phonological Awareness



This is the biggest predictor of later reading success, and it starts with *sounds*, not letters.

At home ideas:

- Sing nursery rhymes together.
 - Twinkle, Twinkle
 - Humpty Dumpty
 - Mary Had a Little Lamb
- Play “I Spy” with sounds.
 - “I spy something that starts with mmm.”
- Clap and tap syllables in names, foods, and toys.
- Make silly rhymes in the car.
 - “Spaghetti for dinner! Let’s clap the syllables. Spa-ghet-ti! 3 syllables!”
- Read rhyming books and pause before the rhyming words.



This builds the sound awareness needed before letter identification.



Grow Print Awareness

Kids who notice print understand what reading even is.

At home ideas:

- Point to the title and read it out loud.
- Show them how you track words left to right as you read.
- Point out environmental print, for example STOP signs, cereal boxes, store labels.
- Let your child turn pages and handle books.

This builds an understanding that print carries meaning.





Build a Love of Books and Stories

Motivation is a huge part of reading success.

At home ideas:

- Let your child choose books.
- Visit the library.
- Create a cozy reading corner at home.
- Share the books you loved as a child.

Children who enjoy books are more ready to learn how to read.



Encouraging Early Literacy

Fostering a love for reading is essential for language development.

At home ideas:

- Engage children with enjoyable books.
- Point to pictures, label them, model correct speech and language.
- Promote listening skills through questions that encourage critical thinking and comprehension.



Practice Following Directions and Building Attention



Executive functioning is a literacy skill.

At home ideas:

- Play “First this, then that” games.
- Practice simple chores, for example put the shoes away, then come to the table.
- Try movement songs that require listening, for example Freeze Dance.
- Create predictable routines so kids feel secure and ready to learn.

Reading requires working memory and self control.

Speech and Language Development

Growing Communication Skills in the Early Years

How children learn to understand and express language



Early Speech and Language Development

Dr. Ursula Glackin

Early speech and language development
is so important!

- practical strategies
 - key milestones
 - collaboration between home and school
-to support early communication



*additional handouts available!



Speech vs. Language

Speech = how we talk

- How we **say words**
- Involves the **movement of the mouth, lips, tongue, and voice**
- Includes **sounds, clarity, and rhythm** of talking

Language = what we say and understand

- How we **use words to communicate**
- Involves **vocabulary, sentences, grammar, and understanding**
- Includes both **receptive language** (understanding) and **expressive language** (speaking)





Speech Milestones

Ages 2 to 3

Children typically produce emerging speech sounds like /p, b, m, t, d, n/, achieving about 50% intelligibility with familiar listeners.

Ages 3 to 4

Children introduce additional sounds such as /k, g, f, y, h/, improving their intelligibility to approximately 75% with unfamiliar adults.

Ages 4-5

Children articulate advanced sounds like /r, l, s, z, sh, th/, reaching 90-100% intelligibility and demonstrating increased speech clarity.





Language Milestones

Vocabulary Growth, Sentence Structure, and Language Use

Vocabulary Expansion

By ages 2–3, children typically have a vocabulary of 200–1,000 words, using simple combinations and basic questions to communicate.

Sentence Development

At ages 3–4, children start forming 4+ word sentences and telling simple stories, enhancing their ability to express thoughts.

Complex Language Use

By ages 4–5, children understand complex sentences, engage in conversational turn-taking, and recognize colors, shapes, and numbers effectively.



Practical Strategies

Talk about your day! Narrate daily routines and encourage your child to describe their experiences, enhancing vocabulary and storytelling skills naturally.

Read together daily! Share books daily, ask *open-ended* questions, and encourage language expansion to foster a love for reading and improve comprehension.

Sing, Rhyme and Clap! Incorporate songs and rhymes to develop phonological awareness through fun, engaging activities that enhance linguistic skills and rhythm.

Play-based Learning! Engage in pretend play to expand vocabulary, practice turn-taking, and develop social skills through imaginative scenarios and interactions.

Model correct speech! Gently correct speech sounds by focusing on one sound at a time, promoting clarity and confidence in your child's communication.

...the BIG one

Screen free mealtime talk

Promote conversation during mealtimes without screens, encouraging listening and sharing, which strengthens family bonds and communication skills.

Out to dinner? Take some crayons and paper-so much language and communication when talking to a child about their masterpieces!



Home-School Collaboration

Supporting Speech and Language Growth



Shared Strategies: Consistency is key in supporting a child's speech and language development. Parents and professionals should share effective strategies used during speech sessions/groups. This helps create a unified approach, fostering an environment that reinforces learning in both home and school settings.

Communication: Ongoing communication between parents and professionals is essential. Establishing regular check-ins, whether through notes, emails, or brief conversations, ensures that everyone involved is informed and aligned. This partnership strengthens support for the child's growth and development.



Occupational Therapy

The Skills Behind Learning

Supporting independence, regulation, and early learning



Supporting Preschool Readiness Through the Lense of Occupational Therapy

What Do OTs Look For in Preschool Readiness?

- Ability to participate in classroom routines
- Hand strength and fine motor coordination for early writing tasks
- Visual-motor skills (how the eyes and hands work together)
- Body awareness & posture for sitting and learning
- Independence with self-care (zippers, snack containers, toileting, etc.)
- Motor planning (knowing how to start and sequence tasks)



How Occupational Therapy Supports the Preschool Students

- Observe and support development
- Provide whole group lessons on fine motor, graphomotor, and self regulation development
- Collaborate with teachers to adapt and modify tasks
- Support inclusive participation for all learners



Fine Motor Skills Development - Ages 3-5

3-4 Year Olds:

- Uses pincer grasp (thumb + index finger)
- Begins to snip with scissors
- Builds simple block towers and bridges
- Strings large beads
- Manipulates play-dough with fingers
- Emerging hand dominance



4-5 Year Olds (Kindergarten Readiness):

- Tripod grasp emerging when using crayons/markers
- Cuts simple shapes with scissors to complete a cut, sort, and glue activity
- Buttons and unbuttons large buttons, zip and unzip coat
- Opens snack bags, small containers, glue sticks, squeezes glue bottle
- Can use a fork and spoon





Fine Motor Skills to Practice at Home

- Play-dough pinches, rolls, and “cutting” with toy scissors
- Tweezers/tongs to pick up pom-poms, cereal, cotton balls
- Lacing cards or stringing beads
- Building with LEGOs or blocks
- Sticker peeling, dot markers, clothespin games
- Sorting small objects into muffin tins or cups
- Encouraging play time on the belly during games and construction



Graphomotor Skills Development and Early Writing

Readiness - Ages 3-5

Focus on Motor Readiness

Age 3-4:

- Scribbles with purpose
- Imitates vertical/horizontal lines + circle
- Beginning pre-writing strokes
- Can trace simple lines and shapes with fair control
- Understands that uppercase letters all start from the TOP
- Can recognize first name and emerging to trace uppercase letters



Age 4-5 (Kindergarten Readiness):

- Starts coloring more neatly within boundaries provided
- Copies cross, square, triangle, x, and triangle
- Can write first name with uppercase letters and lowercase letters
- Can copy many uppercase and lowercase letters
- Understands orientation of writing goes from left to right



Graphomotor Skills to Practice at Home

- Coloring inside simple shapes with bold lined boundaries
- Trace in paths or mazes (on paper or dry erase boards)
- Practice identifying and copying shapes
- First name practice- tracing or copying in capital letters
- Trace and copy uppercase letters starting from the TOP
- Use vertical surfaces while drawing and coloring (easel, window crayons, whiteboard) to strengthen shoulders and wrists
- Use finger painting or using shaving cream to practice pre-writing strokes
- Use novel multisensory drawing tools including dry erase markers, fun shaped crayons, window markers, small sized writing tools (broken crayons), smelly markers, and using chalk while writing on sidewalks.





Self-Help Skills Readiness - Ages 3-5

Daily routines build independence!

Age 3-4:

- Washes hands with some help
- Pulls pants up/down for toileting
- Starting to eat with utensils
- Helps to put on simple clothing
- Carries backpack with minimal items



Age 4-5 (Kindergarten Readiness):

- Advancing to full independence in toileting
- Zips coat (may need help starting zipper)
- Opens lunch containers and snack items
- Puts on shoes- please wear supportive sneakers and avoid shoes like crocs or sandals
- Packs/unpacks backpack into cubby with independence
- Cleans up toys with support and organization provided



Self Help Skills to Practice at Home

- Practice zipping, buttoning, snapping on their daily clothing.
- Encourage kids to carry and unpack their own backpack at home.
- Designate daily “clean-up time” to build responsibility
- Provide child-friendly lunch containers to practice opening/closing.
- Let children dress themselves with simple choices.
- Wear shoes that promote independence but are supportive
- Strengthen finger skills with dressing boards or busy boards



Occupational Therapy Tips for Parents



- **Play** is the most valuable skill you can use to teach and enforce all other skills.
- Provide opportunities, not pressure. Practice is not perfection, practice is improvement.
- Model novel tasks and break them into steps.
- Offer praise for the effort, not the outcomes.
- Build habits: routines create independence.
- Enforce healthy and balanced diets that promote regulation, physical development, and cognitive development with high quality proteins, fresh fruits and vegetables, and minimize ultra processed foods.
- Reduce (CDC recommends ages 3-5 have 1 hour or less of screens per day) or eliminate screen time and replace it with multisensory hands-on play, gross motor playground play, bikes and scooters, and books!





SEE YOU
SOON,
PUPS!