

August 1, 2016 item #6



DEPARTMENT OF COMMUNITY SERVICES
PLANNING DIVISION
TOWN OF WEST HARTFORD
50 SOUTH MAIN STREET
WEST HARTFORD, CT 06107-2431
TEL: (860) 561-7555 FAX: (860) 561-7504
www.westhartford.org

PERMIT APPLICATION FOR: (check one of the following)

- Lot Split
- Special Use Permit
- Site Plan
- Lot Line Revisions
- Subdivision
- Building Line

File # 125-21-16 Application Fee \$350 Surcharge Fee \$60 Date Received 6-16-2016

Street Address 139 North MAIN Street

Lot or Parcel # _____ Acreage/Lot Area _____ Zone _____

Applicant's Interest in Property: Owner

Brief Description of Proposed Activity: Tiger Cubs Nursery Program
Maximum 53 Children

The undersigned warrants the truth of all statements contained herein and in all supporting documents to the best of his/her knowledge and belief. Furthermore, the applicant agrees that submission of this document constitutes permission and consent to Commission and Staff inspections of the site. Note: Notice is hereby given the Connecticut Department of Public Health must be notified by applicants for any project located within a public water supply aquifer protection area or watershed area. (CTDPH website at <http://www.dph.state.ct.us>)

American School for the Deaf American School for the Deaf
Record Owner's Name Applicant's Name

139 North MAIN
Street

139 North MAIN
Street

West Hartford, CT 06107
City State Zip

West Hartford, CT 06107
City State Zip

860-570-2300
Telephone #

860-570-2300
Telephone #

Contact Person:

Thomas M. Wood
Name

[Signature]
Applicant's Signature

139 North MAIN
Street

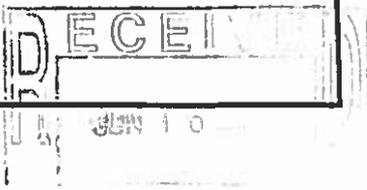
Signature of Owner/Authorized Agent

West Hartford CT 06107
City State Zip

860 944 6467
Telephone #

Tom.Wood@ASD - 1817.ORG
E-Mail

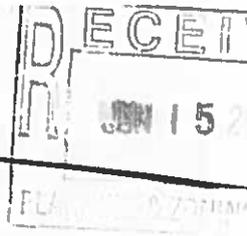
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AMERICAN SCHOOL FOR THE DEAF

JEFFREY S. BRAVIN, EXECUTIVE DIRECTOR



Tiger Cubs Nursery Program

The American School for the Deaf is a comprehensive learning community that welcomes all deaf and hard of hearing children and their families. We develop the whole child — intellectually, emotionally, physically, socially. Here, students and their families are surrounded by supportive peers, guided by dedicated educators and specialists, and empowered by the latest technology. Utilizing the proven American Sign Language/English Bilingual approach, we foster a language-rich environment that maximizes each student's unique potential.

The Need

Acquiring language and literacy is the single most significant challenge in the education of deaf and hard of hearing students. Deaf students do not subconsciously absorb the same language, terms, and concepts as hearing students for the simple reason that they cannot hear the transient information that is occurring around them at all times.

More than 90% of children with severe to profound hearing losses are born to normally hearing families (Moore, 1987). The realization that a child is deaf causes stress in families who have had little contact with deaf persons and know little about the implications of deafness. In addition to coping with the shock of the initial diagnosis, families must acquire an understanding of a substantial and complex body of knowledge. ASD professionals can work with and help parents understand that their child, through an ASL/ English bilingual approach, can grow up to be successful communicators.

Research suggests that the first six months are the most crucial to a child's development of language skills. Very early discovery of a child's hearing loss or deafness provides parents with an opportunity to learn about communication options. Parents can then start their child's language learning process during this important stage of development.

At ASD, we understand the critical role that early language acquisition plays in student achievement throughout their lives. Deaf and hard of hearing children have an especially great need for a stimulating, highly visual, language-rich environment. Our school will follow an American Sign Language/English bilingual approach to ensure proficiency by our students in both languages.

The Solution

- ASD's Birth- to- Three Program will be enriched through the ability to communicate and work with families through a Nursery program to prepare children for school readiness upon turning three years of age.
- The nursery program will be designed to prepare students to enter preschool with the skills necessary to be successful academically and socially. They will learn through play in a nurturing environment that enhances all areas of child development, including social and emotional, language, cognitive and motor development, and addressing all their special needs through specially designed instruction.



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- Each child will receive instruction and support services tailored to his or her needs. The Individualized Family Service Plan (IFSP, for children ages birth-3) will be the guidepost for each child's experience within the nursery program.
- Parents will be invited to play a key role in the program through interactive participation. The teacher will model techniques for engaging with their children and support parents as they interact and work with their child. The program will be available to deaf and hard of hearing children between the ages of 1.8 and 2.9 years old. The parents and children will have the option of attending 2 to 4 times a week for a half a day each. We initially anticipate 8-10 children and we expect the program to grow over time to a maximum of 53 children. Approximately half of the students will enroll from the current Birth- to- Three Program; and the remainder will be the children of current staff. There will not be an increase in traffic or a change to the traffic patterns.

Benefits of a Nursery Program

- ASD's nursery program will be enriched through the ability to communicate with families.
- The ASD nursery program will become a resource center for parents and families of children of all ages, from Birth to 21 years.
- The ASD nursery program, for students who are recommended to attend ASD via the PPT process, can provide a seamless transition to ASD's pre-kindergarten program, which is available to children beginning at 3.0 years of age.

The Birth –To- Three Program will align with ASD's Strategic Plan

- **ASD believes that the educational process must take into consideration the unique language and communication needs and learning styles of our students. We must provide a language and communication rich environment to maximize the learning potential of each student.**
 - The nursery program will augment the visual learning style of our deaf and hard of hearing students by providing a conducive atmosphere for hands-on learning to take place at an earlier stage in their lives.
- **ASD believes that to effectively educate students, it is vital to have strong and meaningful collaboration with families, local school districts, service providers, educational community partners, and funders.**



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- The nursery program will strengthen parent participation at ASD by involving parents in building a partnership with the ASD professionals.
- **We believe that an inviting, safe, and healthy educational environment that promotes communication access and effectively utilizes technology for our students is essential to enhance learning and the quality of life.**
 - Specially Designed Instruction (SDI) is essential to properly educate deaf and hard of hearing students and to prepare them for academic success. SDI will be used to effectively educate and equip young students with meaningful expressive and receptive language and to communicate with parents to ensure that language instruction is meeting the student's needs.

Logistics

Classrooms:

- The three rooms chosen for the nursery are located adjacent to the Family Education Center and are in close proximity to the Birth-to-Three Offices.
- The pre-school playground and playroom are accessible.
- Bathrooms are located in the classrooms and there are benches for changing, if needed.
- There is a storage closet in the room to store age appropriate materials.

Staffing:

- **Lead Provider:**
 - Daycare Licensure via DCF licensing requirements with a ratio of 1:4 (4 students to 1 staff member)
- **Supplemental Support:**
 - Two Program Coordinators, depending upon program enrollment
 - Interns/ Student workers, depending upon availability
 - There will be no increase in overall staffing levels at the school.

Ratio:

- Center Based Care: Ratio 1:4 (CT Guidelines)

Supervisor:

- Tommy Meehan (Senior Manager)
- Jennifer Del Conte (Immediate)



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Pick-up and Drop Off:

- The pick-up and drop-off for the Nursery program will be a side entrance that will lead directly to the Birth-to-Three area and the classrooms. This is an existing, separate entrance from the main school entrance and is used now by the pre-K students. Traffic patterns will not change. Parking will be available on the north side of the quadrangle in the lot that is also designated for the Birth-to-Three families.

Hours of Operation/ Schedule:

- Hours of Operation
 - Year-round operation
 - Monday- Thursday (7:00 a.m. – 6:00 p.m.)
- Daily Schedule
 - Guided Choice Time with parent participation
 - Group Time led by provider (parent observation)
 - Snack Time (supervised by aide/ Intern)
 - Parent/ Teacher feedback/ consultation time
 - Playground Time (Teacher and Parent led)