



The Katherine
Thomas School
TLC
The Treatment and Learning Centers

9975 Medical Center Drive
Rockville, MD 20850
301.738.9691
TTY 301.424.5203
Fax 301.738.8897
www.ttlc.org

PLEASE COMPLETE BEFORE SUBMITTING APPLICATION

The Katherine Thomas Preschool Application Check Sheet

A completed application consists of the following:

_____ Application form with \$100.00 non-refundable application fee.

Testing

_____ Psychoeducational Evaluation and/or Developmental Assessment

_____ Speech/Language Evaluation

_____ Occupational Therapy Evaluation

_____ Individualized Education Plan (IEP) or (IFSP)

_____ Evaluation Forms (included in application packet)

_____ Report Release Form (included in application packet)

***The Admissions Committee can review the records
only when the application packet is complete.***



PRESCHOOL ADMISSIONS PROCEDURES

1. Interested parents should call the Admissions Coordinator to receive information, an admission application, and arrange a tour. The completed application form should then be submitted with the \$100.00 application fee.
2. Current psychological and/or developmental test is required and reports must be submitted with the application. Other relevant tests and reports (speech/language, occupational therapy) must also be submitted if child is currently receiving these services. The child's present teacher or current therapist (if applicable) should be asked to complete and submit the Teacher Evaluation Form. Please submit the complete and current Individual Education Plan (IEP), if available.
3. The prospective student will either visit the center for a play interview by a member of the Admissions Committee, or a staff member will visit the child's present school for an observation.
4. The Admissions Committee will review application information to determine the appropriateness of our program for each prospective student. The Admissions Coordinator will then advise the parents as to the admission committee's decision.
5. Admission to the preschool does not constitute automatic admission to the Katherine School elementary program.

The Katherine Thomas School has a rolling admissions policy whereby students may apply at any time during the year and receive an admissions decision as soon as the process is completed. Mid-year enrollments will be made if appropriate, as space is available.



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APPLICATION FOR PRESCHOOL ADMISSIONS

Academic Year: _____

Please send this application with **\$100** application fee to the Admissions Coordinator.

Student's Name: _____
First Middle Last (Full Name)

Address: _____
Street

_____ City State Zip

Home Phone: (____) _____ **Date of Birth:** _____ **Age:** _____

Present School: _____ **Current Grade:** _____

Father's Name: _____

Address (if different): _____

Home Phone: _____ **Business Phone:** _____ **Cell:** _____

Occupation: _____

Work Address: _____

Mother's Name: _____

Address (if different): _____

Home Phone: _____ **Business Phone:** _____ **Cell:** _____

Occupation: _____

Work Address: _____

Legal Guardian (if not parent): _____

Person responsible for tuition: _____

Please complete the second page of this application.

1. What testing has your child been given:

Type of Test	Tested by	Date
___ Psychological/Developmental	_____	_____
___ Speech/Language	_____	_____
___ Occupational Therapy	_____	_____
___ Other	_____	_____

Please enclose test reports, or have reports sent to the Admissions Coordinator.

2. Has your child received any special services? Please check as appropriate:

- ___ Special Education Class
 - ___ Speech/Language Therapy
 - ___ Occupational Therapy
 - ___ Counseling/Play Therapy/Social Skills
 - ___ Other (Please Describe) _____
- _____

3. Why would you like your child to attend The Katherine Thomas Preschool?

4. From what source(s) have you heard of us? (Please be specific.)

I give The Katherine Thomas School permission to contact any professional involved in the assessment, education or treatment of my child, _____ for additional information if necessary.

I am enclosing the **\$100 non-refundable application fee.**

Parent Signature _____ Date _____



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PARENT EVALUATION FORM

_____ (child's name) has applied to The Katherine Thomas School. We would like you to tell us about your child. Please feel free to add any comments you wish.

1. What are your child's strengths and areas of special interest?
2. What are your child's weak areas?
3. How does your child relate to peers?
4. How does your child relate to adults?
5. How does your child learn best?
6. How do his/her social skills and maturity compare to age mates?

7. Does your child have any medical or behavioral problems which will affect learning at school?

8. Other comments:

9. Name _____

Date _____

Thank you for taking the time to complete this form. Please return it as soon as possible to:
Admissions Coordinator, The Katherine Thomas School, 9975 Medical Center Drive, Rockville MD
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TEACHER EVALUATION FORM

_____ (child's name) has applied to The Katherine Thomas School. We would like you to tell us about this child. Please feel free to add any comments you wish.

1. What are this child's strengths and areas of special interest?
2. What are the child's weak areas or specific learning and language disabilities?
3. How does this child relate to peers?
4. How does this child relate to adults?
5. How do his/her academic skills compare to classmates?

6. How do his/her social skills and maturity compare to classmates?
7. Has this child had any medical or behavioral problems which affect learning at school?
8. Please briefly describe the type of educational program in your classroom (e.g., regular or special education, academic level, degree of structure, size of class, etc.)
9. Other comments:
10. Teacher's Name: _____
School: _____
Date: _____
11. May we call you for further information? ____yes ____no
- If yes, what days and hours are convenient? _____
Telephone: Home _____ Work _____

Thank you for taking the time to complete this form. Please return it as soon as possible to Admissions Coordinator, The Katherine Thomas School, 9975 Medical Center Drive, Rockville, MD 20850.



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Parent/Guardian:

Please complete this form if you are working with an attorney, educational advocate, therapist, physician, or other professional who can provide additional information about your child.

REPORT RELEASE FORM

To:

Re:

_____	Student's Name _____	
(name)		
_____	Date of Birth _____	
(title)		

(address)		

(phone)	(fax)	(email)

You are hereby authorized to release records, evaluations, reports, transcripts, verbal, electronic (email), and other information for my child named above, to The Katherine Thomas School.

_____ Educational	_____ Occupational/Physical Therapy Report
_____ Medical	_____ Psychological
_____ Speech/Language	_____ Other: _____

The Katherine Thomas School staff is also authorized to release verbal and written information to you, regarding the above-named student.

Name of parent/guardian - please print

Relationship to child

Signature

Date



THE KATHERINE THOMAS PRESCHOOL

Philosophy:

The philosophy of the Katherine Thomas Preschool is that early intervention is critical to developmental growth. We believe that children have individual constitutional differences in sensory regulation, motor tone/planning/sequencing, and auditory/visual-spatial processing abilities and language. These differences interfere with children's ability to interact and communicate with peers and adults in their environment. Therefore, we use small and large group experiences to foster interaction skills. Each child must have an individualized program to address differences and promote development. In order to achieve the most successful outcomes, a team of professionals and parents must work together to provide this environment.

Each child has an individual treatment plan with goals related to the child's specific needs. The varied expertise of each team member is equally valued. Each team member has their own professional expertise, however, addresses the needs of each child using strategies from all disciplines.

Model:

The Preschool uses the Developmental Individual-Difference Relationship-Based (DIR®/Floortime™) model which analyzes each child's individual developmental level of intellectual and emotional functioning and creates a program for each student that incorporates his/her functional-emotional developmental capacities, regulatory-sensory processing capacities, language capacities (both expressive and Auditory), visual-spatial capacities, and learning capacities.

This model focuses on content and process. It addresses traditional, preschool content skills in the areas of language, sensory, motor, and cognitive skills. Emphasis is on integrating the content skills with the process of developing mutual attention and engagement, intentional two-way communication, pre-verbal problem solving, symbolic and abstract reasoning.

The Katherine Thomas Preschool provides a comprehensive half-day afternoon program, from 12:30 p.m. to 3:30 p.m., for 4- and 5-year olds with complex and varied learning difficulties. The multidisciplinary team provides in classroom instruction, as well as individual therapies within the classroom and in a pull out model as appropriate. The team, which includes the teacher, teacher assistant, speech-language pathologist, and occupational therapist, meets weekly to discuss each child's progress and overall classroom functioning. A physical therapist and psychologist will also meet periodically for consultation with the team and will provide educational information, consultation and support to both staff and parents throughout the year as needed.

A child appropriate for admission to the preschool must be four years of age by September 2008. Children must be able to communicate wants and needs through verbal and nonverbal means as

appropriate to the classroom program. Behavior must be manageable for staff ratio in the classroom setting.

Curriculum:

The Katherine Thomas Preschool has adopted the Maryland State Voluntary Curriculum, adapted for children with language and learning disabilities. The preschool curriculum emphasizes the following main areas: language, motor development, visual-spatial, social-emotional, attention, engagement, regulation, and functional life skills. Classes are designed to blend the usual preschool curriculum, such as social interactive play, experiential learning activities, and daily language lessons, with heavy emphasis on communication, interaction and problem solving. The lessons are based on the interest of the children and themes. Individual or small group speech and language and occupational therapy is provided for each child according to the treatment plan and coordinated with the classroom program. Skill development in the areas of gross motor, fine motor, visual perception, motor planning, tone and posture, self-regulation, and communication is also stressed for each child within the individualized classroom curriculum. The classroom program is designed to promote maximum social and emotional growth within the group and individual settings. Parent support is offered, focusing on the principles of child development and management of children with special needs.

Methods:

The staff spend time creating an atmosphere where the children feel comfortable and ready to interact and build positive relationships. Sensory experiences are provided to increase or decrease arousal, to increase experiences of positive affect in social interactions, and to facilitate child initiations during play sessions and small and large group routines. Facilitation techniques such as modeling, expanding and cuing are commonly used. Mediation is utilized during both naturally occurring (spontaneous, facilitated play periods) and more semi-structured problem solving situations (i.e., books, puppet shows, role playing, and games) in order to help children recognize and respond to the emotions in others, and to give ideas, to make decisions, and to resolve conflicts. There is a focus on each child's strengths, favored activities, materials, and interests in planning fun and meaningful activities and routines throughout the day.

Schedule:

Monday through Friday, 12:30-3:30 p.m.

Children will bring and eat a snack in the afternoon. Children will be involved in floor time, sensori-motor and semi-structured activities. They will also be involved in beginning and ending transition activities, circle time, small and large group learning experiences, and outside play.

A school calendar will be sent home in August.

Transportation:

Parents are responsible for transportation. Preschool staff will assist parents with carpooling as possible. Funded students are transported by the local school system.



QUESTION & ANSWERS ABOUT SCHOOL TUITION & FEES

Q. What does tuition and activity fee include?

- A.** Tuition includes your child's classroom instruction by a certified teacher and teacher's assistant, the adapted curriculum used in the school, and the special subject areas of art, drama, music, and physical education. Teacher supervision by the Educational Director and the Administrative Director, the health specialist and nurse, and much of the equipment, materials, and supplies used in the school are covered by tuition. Related services dictated by the IEP/DPG are not included in the base tuition.

Q. What are related services and how are they determined?

- A.** Related services are Speech-Language and Occupational Therapy, Physical Therapy, and Counseling. These are charged separately from tuition on an hourly basis. Funded students will start with the related services indicated on their IEP. As a part of the admissions process, the related services professionals will determine service amount after a review of reports, evaluations, and the student's visit. The related services determined by the team are critical to the student's academic progress. They are a condition of the student's acceptance and part of the signed contract. Students who do not require any related services are likely to need a less restrictive school setting than KTS.

Q. Are KTS related services required if my child receives outside therapies?

- A.** Yes, outside therapies are **not** a replacement for related services at KTS. Although some students receive outside therapies, they are an addition to their KTS program. The academic success of the KTS student is a result of our integrated team model. In addition to targeting specific skills, the related services providers within the school setting enable students to access the curriculum by providing in-class support and guiding students in generalizing emerging skills during their school day. The daily team collaboration promotes consistency and maximizes student success. KTS clinicians will coordinate and collaborate with outside providers at the request of the family.

Q. How will related services be delivered?

- A.** The KTS model allows for flexible and creative delivery of services addressing the student's IEP/DPG goals. Students receive related services therapies in a variety of ways and settings. These include individual, group, and consultation. Services can be provided within the classroom, in pull-out sessions, or in any setting that is related to the child's goals. A child's services may include a combination of any of these effective delivery models. The cost for related services is the same for all delivery methods.

Q. How are makeup sessions provided?

- A.** There are times when sessions cannot be provided at the scheduled time. Every effort is made to provide a makeup session as close to the missed session as possible. However, there may be instances when makeup sessions may occur either prior to (if clinician is aware of the student's absence) or at some time after the missed session. Occasionally, a make-up session might occur on the same day as a regular session. This may result in varying service and billing amounts each month. The clinician strives to provide the designated therapy time as determined by the IEP/DPG for the school year.

Q. When can related services be changed or discontinued?

- A.** Our focus is related to the educational needs of the student. Student delivery models will be determined by the educational needs. The amount of related services time is only adjusted when there is a change in the needs of the students. Related services cannot be reduced or discontinued for any other reason. The changes in needs are determined as a result of on-going assessment of the student's skills and functioning. Initial related services for new students are discussed by the school/parent team at the 45-60 day review meeting to determine if the current amount of service remains adequate.

Q. How much does tuition and related services increase each year?

- A.** Increases in tuition and related services fees must be approved by the Maryland State Department of Education. They have traditionally required increases to be no more than 3-5% annually. Normally final decisions regarding annual tuition increase are expected by summer.

Q. Are there payment options for tuition and related services?

- A.** There are four tuition payment options available to parents.
1. Parents may pay in advance by semester – the first semester payment is due August 1, and the second semester payment is due January 1.
 2. Parents may pay monthly through AMS, a service available from Academic Management Services for a fee.
 3. Qualified parents may obtain a TERI or Sallie Mae loan. Information is available from the TLC Admissions or Finance Departments.
 4. A combination of a Sallie Mae loan for a portion of the tuition and monthly AMS payments for the remaining tuition balance.

Q. Can I authorize automatic payment via my credit card for related services?

- A.** Yes. Many parents are authorizing payment this way because it is convenient and saves time. A specific form is available from the TLC Admissions or Finance Office to authorize payment via credit card.

Q. Are related services reimbursable through my insurance provider?

- A.** Coverage for related services depends upon the insurance provider and plan. It is not likely that insurance will reimburse services particularly in an educational setting. The school is not responsible for assuring insurance reimbursement. We cannot change our delivery model based on insurance requirements or reimbursements. The *only* insurance that TLC-KTS participates with is Cigna for speech therapy. However, there are a limited number of CIGNA-credentialed speech-language pathologists at TLC. If you have Cigna, you must contact the Coordinator of Outpatient Services at 301.424.5200, extension 147, before you start at the school, to discuss the preauthorization requirements. Speech therapy is not automatically covered by Cigna.

Parents are responsible for submitting billing information to their insurance company with the understanding that all (if any) reimbursement is not guaranteed. It is the responsibility of the families to inform us if there is any information needed for your particular insurance plan (i.e., therapy notes). We will provide any needed documentation to submit to your insurance company. However, we cannot make changes after therapy was provided to accommodate insurance requests.

Q. If payment is not received when due, will my child still be enrolled?

- A.** Unless special arrangements are made, your child could be discharged from the school if payment is not timely. Before any child is discharged from the school, parents or legal guardians are informed.

Q. Am I responsible for the full year's tuition if I withdraw my child prior to the end of the school year?

- A.** Yes, because the budget of KTS is established and based upon the total enrollment of the school and the commitments made pursuant to the school year contract. Therefore, the obligation to pay the entire tuition remains regardless of whether your child completes the academic year.

Q. Can I authorize automatic payment via my credit card for related services?

- A.** Yes. Many parents are authorizing payment this way because it is convenient and saves time. A specific form is available from the TLC Admissions or Finance Office to authorize payment via credit card.

Q. Are DPG conferences billed?

- A.** Yes. One half hour of the DPG meeting will be billed as a professional consultation. This may or may not be covered by private insurance companies. This meeting will replace a ½ hour of your child's therapy that week and will not be charged as an additional fee.