



Priority Preschool Program

Our priority preschool program provides free services for students who have developmental delays. We have a variety of classes designed to meet the needs of students ages 3-5 with a wide range of delays. All of our teachers are certified in Special Education and Early Childhood Education. Each classroom also has trained paraprofessionals to assist the students. In the priority preschool classroom, children learn through guided exposure and experience. Our goal is to prepare children to enter Kindergarten being independent, and ready to learn, with appropriate social interaction skills, and a positive attitude toward school and learning. We offer developmentally appropriate curriculum designed to strengthen social/emotional, physical, cognitive, communication, and adaptive skills. Our teachers encourage active learning by providing resources, planning experiences, and creating an inviting learning environment.

If you have concerns regarding your child's development, please contact the Early Childhood Child Find Team at (480)883-4264 to schedule a screening.

- Screenings are conducted by appointment only on Friday mornings throughout the school year.
- If the screening results indicate the need for an evaluation, the child find team will schedule and conduct a Comprehensive Developmental Assessment, which assesses all five areas of development – cognition, communication, social/emotional, adaptive, and physical skills.
- If the child is found eligible for special education services according to state and federal guidelines, an IEP is developed, and the child may be recommended to attend the priority preschool program or one of the other programs available in the district.

Classes follow the Chandler Unified School District calendar (with some exceptions for early dismissal days for parent/teacher conferences). Classes will operate Monday through Thursday each week with both an AM session (2.5 hours) and a PM session (2.5 hours). Speech, occupational, and physical therapies are provided within the classroom and directly to students that demonstrate the need for this level of support.