



Appendix D

Preschool Level Information and Rules

Plymouth Early Childhood Center: “an inclusive preschool”

We would like to welcome you and your child to the inclusive developmental preschool program.

In order to assist in your preparation for the school experience, we have included some information to help familiarize you with our program and its components.

The Plymouth Early Childhood Center offers two sessions, a 2.5 hour morning session and a 2.5 hour afternoon session. Both sessions are inclusive; serving children with individual educational plans and children from the community. Some students, due to the nature of their disability, attend school for a full day program from 9:15-3:15, four days per week.

The Plymouth Early Childhood Center supports the philosophy of inclusive education to which the Plymouth Public Schools are committed. Our inclusive education seeks to provide meaningful education to the range of students in our communities by drawing strength from their diversity”. Following are some shared common beliefs:

- all children have a right to be educated within their home community with their peers.
- children should participate at the same time in shared educational experiences

Autism Spectrum Disorders Program

The Autism Spectrum Disorders Program is designed to meet the needs of preschool children living in the town of Plymouth diagnosed with Autism Spectrum Disorder. The goal of the Program is to assist each student in maximizing his or her educational potential and independence in the school setting. The ultimate goal is for the students to become an active participant in his or her school and community.

Program components include highly structured full day, individualized programming, intensive communication and language training, social skills training, utilization of natural environments for instruction, positive behavioral programming, educationally based sensory activities, as appropriate, and inclusion with mainstream peers and activities when appropriate. Related services including speech/language, occupational therapy, and physical therapy are also provided based on the individual needs of the student.

The Program provides training for parents by participating in school based therapies and parent workshops. Parent Training is provided as required by the needs of the individual student.

Multidisciplinary Model

The program also incorporates the Multidisciplinary approach to teaching. The teachers and therapists work cooperatively, sharing individual expertise and responsibility in providing developmental activities within the classroom. The specialists’ service each child according to his/her individual needs.

Our approach is based on educational rather than a clinical model of early childhood development. In a clinical model, therapy is usually done outside of the classroom in a highly adult-directed setting. In an *educational model*, with classroom based therapies, children learn in a more natural and meaningful environment.

Classroom Model

The developmental approach to early learning encourages children to be active learners by exploring both people and materials in their environment. The daily schedule is a predictable routine that allows children to feel secure and comfortable, and helps them to follow directions and participate independently, functionally, and effectively in activities.

Circle Time

Children and staff anticipate the daily routine and review past activities. The children share “news”, sing, and engage in finger plays and movement exercises, and share a story.

Experiential Play

Child directed play is an important learning tool for all young children. At various times in the day the children may choose from any of the learning centers and the activities. Depending on the day and theme, these centers include arts and crafts, painting, sand and water table, dress-up, housekeeping, blocks, puzzles, writing, listening, books, games and science centers, creative arts, sensory experiences.

Social/Emotional

The program supports and encourages positive self-esteem, and social behaviors. Modeling appropriate behaviors and role playing social situations encourages children to be sensitive to a diverse population.

Language Group

Activities taught cooperatively with the Speech and Language Pathologist to develop your child’s listening skills and ability to understand and use language effectively.

Music and Movement

Involves movement and rhythm activities, listening and memory skills in addition to using both large and small muscle coordination.

Sensory Integration

Sensory integration is provided in the context of play in order to motivate the child to work on skills that build muscle tone, perception, attention and coordination. Suspended equipment, seating cushions, weighted blankets, and a variety of textures are provided on a daily basis.

Motor Activities

Large muscle equipment (hippity hops, scooter board, platform swing) facilitated to develop balance, strength, and coordination.

Snacks

The children should bring a healthy snack to school each day. Snack is a valuable learning part of our day. The children engage in conversation with their peers during this

experience and develop independent skills opening their containers and cleaning up when snack is over. Children are encouraged to use appropriate table manners.

Outdoor Play

Each day, weather permitting, the children are taken outside. It is during this time that the children have the greatest opportunity for gross motor development.

Clothing Considerations

Early learning is active and often very messy. Preschool is fun, and often unpredictable and children should wear casual and comfortable clothes. Loose clothing that allows children to dress themselves is a good choice (sweat suits, elastic waist pants, etc.).

Layering clothes in winter (a tee shirt under a sweatshirt) allows us to adjust a child's clothing as classroom conditions warrant. When it is very cold, we do not have outdoor play so it's usually unnecessary to dress your child in a snowsuit. However, hats, mittens, and a warm jacket are essential.

- If your child wears boots, please send sneakers or indoor shoes for the child to wear while s/he's in class.
- Please label all items your child brings to school.
- Please send a **complete change or clothing**, including underwear, socks, pants and a shirt.

Diapers or Pull-ups for Children Not Yet Toilet Trained

For children in diapers or pull-ups, please provide the diapers and wipes. For hygiene reasons we ask you to use disposables. Please send a full box for use only on your child. When your child moves into training pants, we need several pairs on hand.



Please keep staff informed when you begin or change any toilet-training routine so we can be consistent at school.

Snack

Nutrition and Health Guidelines for Snacks

We encourage parents to send children with healthy and nutritious snack foods. Some suggestions include:

cheese	low sugar cereal	pretzels	fruits	saltines
granola	bread sticks	peanut butter	fruit juice	carrot sticks

Home-School Newsletters and Notebooks

Our teachers send weekly classroom newsletters to tell you about our "theme" and related activities, songs, recipes. Teachers also send occasional notes. We like parents to send notes too to tell us about things that happen to your child outside of school. It helps us to have special things to talk with your child about, particularly if your child has delayed language or speech.

If you would like to speak to a staff member, please call and leave a message in the office and we will return your call as soon as possible.

Inclusionary Model of Therapies

The Plymouth Early Childhood Center uses classroom-based therapies. These practices include documented research to support the use of specialized equipment and modifications within the classroom environment. These practices are supported by the Motor and Speech Therapists and carried over within the classroom by both therapists and classroom staff.

The following is a list of some of the equipment that is used in the classroom:

- ▶ Move n' Sit
- ▶ Wedges
- ▶ Cube Chairs
- ▶ Massager
- ▶ Therapy balls
- ▶ Body Socks
- ▶ Scooter boards
- ▶ Trampoline
- ▶ Weighted Vest
- ▶ Weighted Blankets
- ▶ Platform Swings
- ▶ Net Swings
- ▶ Leg/Ankle/Wrist/Waist Belts

Inclusive Preschool Tuition

Our tuition covers supplies, materials, professional development, parent trainings, and special events. Children with special needs are services by state and federal law at no cost to parents

Inclusive Preschool Tuition Rate

One Child	\$12.50/session
Second Child	\$6.25/session

1. Tuition is payable monthly.
2. **NO DEDUCTIONS FOR CHILD ABSENCES.**
Our tuition is not based on individual daily attendance. For example, if your child is absent due to illness or family vacation, tuition is still charged those days. Tuition is determined by adding the number of days a program is in session for the year then dividing the total into 8 equal monthly payments. You do NOT PAY for school vacation (Thanksgiving Week-December-February-April) or legal holidays when school is not in session.
3. Please make checks payable to: **"Town of Plymouth"**
4. **TUITION SLIDING SCALE:** Available on a confidential basis from the Preschool Director.

Parent Drop-off and Parking

The Plymouth Early Childhood Center has its own parent drop-off in the rear of Plymouth Intermediate School. As you arrive on campus to drop off your child, we ask that you drive to the back of the school in a counterclockwise manner. Please be mindful of those spots that are reserved for preschool parents and those that are reserved for buses.

