



## **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 for 2, 3 or 4 days per week. 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 experience 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**

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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.

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

## **Classroom Model**

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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 the snack is over. Children are encouraged to use appropriate table manners.

## **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, breadsticks, peanut butter, fruit juice, and carrot sticks.

### **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, During the winter months, hats, mittens, and a warm jacket are essential. Throughout the school year, we will have opportunities for events both indoors and outdoors that may require specific clothing considerations. This may include snow pants and boots. The classroom teacher will inform you prior to these events.

- If your child wears boots, please send sneakers or indoor shoes for the child to wear while ~~s/he's~~ in class.
- For safety purposes, we encourage students to wear appropriate footwear (closed toe, with a back) in order to engage in all play activities.
- Please label all items your child brings to school.
- Please send a **complete change of 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 the 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  
granola

low sugar cereal  
bread sticks

pretzels  
peanut butter

fruits  
fruit juice

saltines  
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. **and** emails 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 training, and special events. Children with special needs are services by state and federal law at no cost to parents

### *Inclusive Preschool Tuition Rate*

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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-break~~, 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:~~ **Tuition Assistance:** Available on a confidential basis from the Preschool Director **if your family meets the qualifications.**

## **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.

