

**PRESCHOOL  
EARLY  
EDUCATION  
PROGRAM**

**“PEEP”**

AUBURN VILLAGE SCHOOL  
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# **BELIEFS**

## **AUBURN SCHOOL DISTRICT MISSION STATEMENT**

SAU #15 school districts believe the roots of a great community lie in the strength of the educational system that molds today's children into tomorrow's leaders. Our schools are child centered and provide high-quality, rigorous instruction that engages and challenges students in acquiring the knowledge, skills, and strategies necessary for the 21<sup>st</sup> century.

## **AUBURN VILLAGE SCHOOL**

Welcome to our school, where we strive to ensure that each student develops the foundational academic skills and knowledge necessary to be a contributing participant in an evolving global society. We work collaboratively with our community to provide the highest quality education in a secure, positive, and challenging environment for all students.

## **AUBURN EARLY EDUCATION PROGRAM MISSION AND VISION STATEMENT**

Auburn Village School commits to the inclusion of each and every child with special needs in an integrated early childhood setting with typically developing peers. We aim to provide high quality preschool programming in a safe, engaging, and inclusive environment in order to set a solid foundation for kindergarten and beyond.

## **PROGRAM PHILOSOPHY**

The Auburn Preschool Early Education Program (PEEP) is aimed at enhancing skills in a variety of developmental areas. These skills are taught through high levels of consistency, repeated presentation of materials and flexibility to ensure a positive learning environment for each student. It is our belief that each student and family is unique and requires services that are individualized to meet a variety of differences. The combination of child-centered philosophies, interdisciplinary teamwork and parent involvement enables the children to gain knowledge, independence, confidence, problem-solving strategies, and a better sense of self as they move forward to future learning environments.

# **NUTS & BOLTS**

## **PROGRAM DESCRIPTION**

The Auburn Early Education Program (PEEP) is an Early Childhood Program coordinated by the Special Education Department servicing children from the ages of three to five with special needs. Children that do not require specialized instruction may attend on a tuition basis, through a screening process. This program provides a positive learning environment enabling all children to acquire the foundational skills needed for future learning. The curriculum is based on a multi-sensory learning approach in which all of the senses are utilized in the learning of new concepts. Areas of focus include social skills, gross and fine motor, self-help, speech and language, early literacy and math skills.

Play is essential for child development and helps in the development of emotional, social, and creative thinking skills. Play allows children to engage with others in their community – be it at home or school – to learn cooperation, boundaries and having fun through the process. Play benefits children in the emotional, social, cognitive and physical areas.

## **PARENT COMMUNICATION**

Parents are welcomed and encouraged to participate in their child's education. Early in the school year parents are given the opportunity to meet the staff at an Open House. Parents will be informed monthly through a newsletter describing the activities the students have participated in during the month, including upcoming events and things to remember! There will be a scheduled parent/teacher meeting in the fall, followed by informal parent/teacher contact throughout the year. Parents are free to schedule a conference at any time. Progress reports will be sent home twice a year for students in the four-year-old program in preparation for kindergarten.

## **STAFF**

The Preschool Early Education Program is staffed by a dually certified Early Childhood Educator/Special Education teacher. Access to Speech/Language Pathologists, Occupational Therapists, Physical Therapists, etc. is by need as determined by the individual child's IEP.

## **ADMISSIONS**

All students must be current residents of Auburn. Proof of residency will be required prior to admission.

Students with identified special needs will be admitted to the preschool program through the IEP placement process based on the needs of the individual students. If space is unavailable, students will be appropriately placed in other preschools similar to placements made before an AVS program was implemented.

## **PEER MODELS**

- Peer models must be three or four years old by September 30th of the year of entry.
- Peer models must be fully toilet trained before entering the program in September.
- A waitlist for typical peer model spots opens the first school day in the January prior to the desired school year.
- Peer model participation is on a monthly tuition basis.
- A screening for potential typical peers will be conducted by preschool staff in the spring prior to the school year of enrollment.
- Screenings will result in either:
  - Consideration for admission to preschool as a typical peer
  - Referral to child find for potential evaluation of concerns identified through the screening process

## **PROGRAM CALENDAR**

The program will begin the day after Labor Day and end the Friday before the last scheduled day of school. All other dates will follow the approved Auburn School District calendar. In the case of a delayed opening, the morning session will be canceled. Afternoon sessions will not be held on early release days.

## **TRANSPORTATION**

Parents are responsible for transportation for preschool students. Parents will utilize the parent drop off/pick up line. Students requiring specialized transportation as determined by the IEP team will coordinate with the special education team.

## **TUITION**

Tuition for peer models will be \$125 for the two day preschool program and \$250 for the four day pre-kindergarten program. Parents will be invoiced monthly.

## CLASS SCHEDULE

### Weekly Schedule

**Tuesday, Thursday**

**Preschool (ages 3 and 4) Program - 8:15 am - 11:00 am**

**Monday, Tuesday, Thursday, Friday**

**Pre-K (ages 4 and 5) Program - 12:00 pm - 2:45 pm**

### Typical Daily Schedule

*All times are approximate.*

8:15 - 8:25	<b>Arrival and Unpacking Routine</b>	12:00 - 12:10
8:25 - 8:40	<b>Opening Exploration Activities</b> (Social/Emotional Development, Approaches to Learning, & Creative Expression/Aesthetic Appreciation)	12:10 - 12:25
8:40 - 8:55	<b>Circle Time</b> (Social/Emotional Development, Emergent Literacy, & Early Numeracy Development)	12:25 - 12:40
8:55 - 9:25	<b>Centers</b> Small Group instruction, Related Services (Language Development & Emergent Literacy, Early Numeracy & Approaches to Learning)	12:40 - 1:10
9:25 - 9:55	<b>Structured Play</b> (Social/Emotional Development Development, Cognitive Approaches to Learning, & Creative Expression/ Aesthetic Appreciation)	1:10 - 1:40
9:55 - 10:20	<b>Bathroom and Handwashing</b> <b>Snack</b> (ADLs, Physical Development and Health)	1:40 - 2:05
10:20 - 10:35	<b>Story Time</b> (Language Development & Emergent Literacy)	2:05 - 2:20
10:35 - 11:00	<b>Pack Up</b> <b>Recess</b> (ADLs, Physical Development, & Social/Emotional Development)	2:20 - 2:45
11:00	<b>Dismissal</b>	2:45

**OPENING EXPLORATION ACTIVITIES:** *(Problem-Solving Skills; Pre-Math Skills, Fine Motor Development)*

Exploration activities are games, puzzles and manipulatives that the children can play with on the table or floor. Exploration activities offer opportunities for children to work on math skills such as matching and classification. Children also develop enhanced eye-hand coordination and refine small muscle skills.

**CIRCLE TIME:** *(Pre-Learning Skills; Social Skills; Language and Communication Skills)*

Circle-time provides a time for children to develop listening skills, attention span, oral communication and to learn new concepts and skills. Circle-time is a carefully planned time that can help children enjoy learning. It builds friendships and strengthens the relationship between the teacher and the class.

**CENTERS:** *Centers provide a valuable way to teach skills through a variety of environments using a variety of materials and activities designed to teach the desired skill.*

- **Blocks:** *(Pre-Math Skills; Cognitive Development)*

Blocks are standard equipment in the early childhood classroom. Because blocks are designed in mathematical units, children develop concepts of logical thinking. They learn about sizes, shapes, numbers, order, area, length and weight as they select, build and clean up the blocks. As children build together they solve problems and learn the benefits of cooperation.

- **Art:** *(Creativity; Fine Motor Development; Pre-Writing Skills)*

The art center is an area for children to experiment by using materials such as paint, clay, markers, crayons and collage materials. For young children the process of creating is what's important, not what they actually create! This area has many opportunities for fine motor development.

- **Dramatic Play:** *(Social Skills; Language and Communication Skills)*

This center is an area for pretend play or make believe. One month it may be a restaurant, the next a campsite! The dramatic play area provides socio- emotional development. Dramatic play offers children opportunities to act out fears safely and to relive life experiences. Children also learn to be flexible and how to cooperate with others.

- **Sensory Table:** *(Science Skills; Discovery)*

This table is always filled with different sensory materials, water, sand, rice, pine cones or acorns. All of which the children are free to explore. This table helps children learn to play cooperatively, observe materials, understand cause and effect, develop problem-solving skills and to strengthen their fine motor development.

**SNACK TIME:** *(Self-help Skills; Social Skills; Language and Communication Skills)*

Snack time is a favorite time during the school day! We encourage you to provide your child with a small nutritious snack. This is a great time for the children to develop language and social skills. They are also learning valuable self-help skills as they take care of their snacks and belongings.

**OUTSIDE PLAY- DISMISSAL**

Outside play is an important part of the children's day. Opportunities are available for the children to run, jump, skip, hop, throw, catch and use their "outside voices." Being outside allows children to stretch their muscles, breathe in fresh air and enjoy the freedom of space. The large space outdoors makes it possible for children to develop large muscle skills. Using playground equipment also promotes upper and lower body strength, balance and coordination. These skills are needed because they help children learn how to control their bodies so they are able to participate in classroom activities like walking down a crowded hallway or sitting still during a lesson.

**SPECIAL EDUCATION PROCESS**

**Identification/Child Find:** Anyone may refer a child if they suspect that he/she may have a disability and need special education. Additionally, all school districts using the special education process, shall find, identify, and evaluate all children suspected to be children with disabilities who are 2.5 years of age or older but less than 21 years of age to ensure that eligible children are found, identified, and provided needed services.

**Referral and Disposition of Referral:** When you, a teacher or other person suspects a child may have a disability and need special education, a referral to the school district may be made. If the referral comes from someone other than you, including from the child's teacher, you are immediately notified, in writing, that a referral has been made. A disposition of referral meeting, to which you will be invited, must be held within 15 business days of receiving the referral. This meeting (like all IEP Team meetings) must be held at a date, time, and place mutually agreeable to you and the school. The IEP Team may decide that there is no indication that your child has a

disability and needs special education or special education and related services and that at this time the school can meet your child's needs through regular educational services. Otherwise, they would determine that there is reason to suspect the child may have a disability and should be evaluated.

The school must give you written notice of the IEP Team's decision. This notice is the "Written Prior Notice" described on page 6 in this booklet. If the IEP Team decides that additional evaluation is necessary, then the written prior notice will also include a request for parental consent to conduct any individual evaluations needed to determine if your child is a child with a disability.

**Evaluation:** When your child is being considered for special education, your written consent is required before evaluations may occur. Your school district will arrange evaluations, at no cost to you, to be conducted by trained and knowledgeable, certified or licensed evaluators. After the school district has received your written consent for the evaluations, initial evaluations must be completed within 60 calendar days. For reevaluations, the evaluation process shall be completed within 60 days after parent consent or at the conclusion of the extension which may not exceed 30 days.

The LEA shall provide parents with copies of each examiner's evaluation and assessment report(s) at least 5 days prior to the meeting of the IEP team at which the evaluation and assessment report(s) will be discussed. The LEA shall provide the report(s) by sending the report(s) to the parents via US mail unless the parents and the LEA agree upon another method. If you disagree with the evaluation conducted by the school district, you may request the school district provide an independent educational evaluation at no cost to you.

Once the evaluations are completed, you will be given a written summary.

**Determination of Eligibility and Disability Category:** When the evaluations are complete, the IEP Team uses that information to determine whether or not your child is eligible for special education. To be eligible, your child must have a disability and require special education or special education and related services to benefit from education. Your child will then be identified with one or more of a specific disability type listed in the NH Rules Ed 1102.01(t). The IEP team must meet at least once every three years to determine eligibility for special education.

**Development of the IEP:** Within 30 days after your child is found eligible for special education, the IEP Team meets to develop an individualized education program (IEP) for your child. The initial IEP does not become effective until it is agreed upon and signed by you. The IEP Team includes specific required elements listed in the NH Rules Ed 1109.01 and 1109.03.

Once your child has an IEP, it is reviewed/revised in an IEP Team meeting at least annually. Your child must have an agreed upon IEP in place at the start of each school year. Written notice of IEP team meetings must be given to you at least 10 days before the meeting is to be held. The



notice must include the time and place of the meeting, purpose, and a list of participants who will be in attendance. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate and the child with a disability may be invited, whenever appropriate. While it is not required, it is a courtesy for the parent to notify the school in advance if they have invited an additional person, or people to the meeting.

**Determination of Educational Placement:** After the IEP has been developed, the IEP Team meets to determine placement in the least restrictive environment (LRE) in which your child can receive the special education and related services described in his/her IEP.

**Implementation and Monitoring:** Parents, educators and others involved with your child monitor progress on an ongoing basis to ensure his/her educational needs are met. If concerns about your child's progress arise, a meeting of the IEP Team may be requested and scheduled without unnecessary delay.

**The following is a link to The New Hampshire Special Education Procedural Safeguards:**

 [April 2018 Procedural Safeguards.pdf](#)