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INTRODUCTION

What? The Mountain Brook Preschool Program (MBPP) is an inclusive preschool program for 3 and 4 year olds with and without disabilities.

Where? Mountain Brook Elementary
Brookwood Forest Elementary
Crestline Elementary

Why? Our mission is to provide a developmentally appropriate preschool program for all children. An integrated service model is used to meet the needs of children with disabilities.
Application Process/Registration

Children with special needs or suspected special needs go through the special education eligibility referral process. To begin this process, contact Linda Schoen at the Mountain Brook Special Education Office @ 414-3836. If you have further questions, you may wish to contact Shannon Mundy, Director of Special Education Services at Mountain Brook Schools, @ 414-3836. Children may be referred at any time during the year. Children with special needs who are eligible will continue to receive services until they are eligible for Kindergarten (turn 5 on or before September 1st).

Enrollment for children without special needs is open to all Mountain Brook residents. Contact Linda Schoen for an application packet at 414-3836. Acceptance as a role model peer is based on the needs of the classroom structure as dictated by the students with special needs.

Children who have suspected disabilities but whose parents choose for them to attend private preschools may contact Linda Schoen, if there is a need for a special education referral and/or services.

Enrollment

Children with special needs who reside in Mountain Brook City School District & meet the state requirements for eligibility & need a full range of services as determined by the IEP team are eligible to attend on their third birthday. They may continue to receive preschool services until they are eligible for kindergarten (turn 5 on/or before September 1st) or per IEP team decision. Preschool students with special needs who remain in the preschool program may or may not be assigned the same preschool teacher.

Children without special needs must reside in the Mountain Brook City School District. They must turn 3 on or before September 1st to be eligible to start at the beginning of the school year and must be potty trained. Children without special needs who turn 3 later in the school year may be considered for enrollment after their 3rd birthday if there is an opening available. The MBPP staff would need to evaluate the appropriateness of the late enrollment on an individual basis. Children without special needs must reapply on an annual basis in order to be considered for continued enrollment and cannot remain in the preschool program once they are eligible for kindergarten. If your child receives any early intervention services, then your child is not eligible to apply for role model status.

The following forms MUST be complete and on file with the lead teacher prior to the child’s first day of attendance in the program:

- Residency Verification
- Biographical Information
- Identification and Emergency Form
- Current Immunization Form
- Birth Certificate
- Social Security Card

Withdrawal

A thirty day notice is required before withdrawing a child from the program. Full tuition will be due if the child has been in attendance for any portion of the month.
Termination

If the parent of a child or the MBPP staff feel the needs of the child are not being met, either party may initiate withdrawal. Termination may also be considered for delinquency in fee payment and/or late fee payment.

Fees for Children Without Special Needs

The fees for children without special needs (do not meet state guidelines for a full range of specialized services) are as follows:

- $100 registration fee
- $300 per child per month

Fees are due on the 1st day of each month, and delinquent on the 5th of each month (September through May). If the fees are not paid by the 10th of each month, the parents will be charged a late fee of $100. Prorated fees of $150 are paid for the month of August, but full fees are paid for all other months. A discount can be obtained by paying fees for the entire year in August. That discount is $300; therefore, fees due the first day of school in August would be $2550.00.

School Year Calendar

MBPP follows the Mountain Brook City Schools’ calendar, with the exception of the closing dates of school and the one day conference/professional development break in the Fall and a one or two day transition period in the Spring. Preschool instruction at Brookwood Forest and Mrs. Lott’s class at Mountain Brook Elementary is from 8:00 a.m. to 12:30 p.m, Mrs. Moore’s class hours are 8:30 a.m. to 1:00 P.M. Parents who arrive after the start of the preschool day will need to take the child to the office and a preschool staff worker will then be contacted to accompany the child to class. Preschool hours for children with special needs are determined by the IEP team.

Adult Staff

Each classroom is staffed with one teacher and two or three paraprofessionals. There is a full-time speech - language pathologist at each preschool location. According to the specific needs of the students in the class, the number may increase or decrease during the school year. All teachers are certified.

Behavior

This section serves as a guide to the teaching staff, parents, and anyone interested in how we help children manage their behavior. Teachers incorporate positive behavior development techniques to promote self-control, appropriate behavior and most importantly good self-concept. The teachers use approaches based on the assumption that behavior is meaningful and displays a communicative intent. The staff attempts to identify the communicative intentions underlying the behavior and in turn, help the child learn more acceptable ways of communicating. The following are four steps that may be taken by the staff to assist a child in developing positive behavior.
1. **If the behavior will stop on its own and no one is being harmed:**
   It is not necessary to intervene on every undesirable behavior, especially if it is a one time or infrequent occurrence. Use the least amount of intervention necessary to enable the child to function and learn within the classroom environment. Often the natural consequences of the negative reactions of other children will be all that is necessary to shift things in a more positive direction.

2. **If the behavior continues or someone is getting hurt:**
   Consider the following:
   - Remove events, situations, objects or individuals which may be facilitating the behavior.
   - Move close to the child who is engaged in the behavior rather than verbally calling attention to the behavior.
   - Touch the student gently to redirect attention or stop a disruptive movement.
   - Use relaxation techniques such as moving the child to an area in the classroom for gaining composure and assisting the student in calming down. A back rub or a deep pressure hand rub may be calming. It is important to know the individual child’s preferences and any sensory defensiveness before starting any tactile input. Some children’s behavior will escalate with physical contact.
   - Communicate positively to the child what he/she should be doing rather than using the words “don’t” or “stop”. You might say “chairs are for sitting “ or “you may look at your book while sitting in your chair or choose an activity from the shelf”.

3. **If the behavior becomes a regular occurrence:**
   Many of the behaviors of children that are viewed as inappropriate are due to a lack of more appropriate functional skills, an absence of meaningful activities, or too much time in which the child is not occupied. Rather than attempting to address all the child’s behaviors that are considered problematic, it is important to prioritize behaviors and identify missing skills which enable the child to participate within the classroom. A decision making process is helpful in accomplishing this important task. The first step is to determine what functions the specific behavior seems to serve for the child. Data can be collected when the behavior of concern is occurring. Finally, family input will be obtained to develop a Behavior Development Plan.

4. **If the behavior increases or continues:**
   A team of people (including the family) who know the child well can be useful for collecting more information and gaining further input on the hypothesis. The team should formulate a behavior intervention plan that is proactive and supports the child for success. It is important that all team members play a role in the plan formulation to ensure that all team members understand and implement the plan correctly. The support plan should define the intervention or procedure to be used. If the initial plan does not work, the team should problem solve and develop another strategy.

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**Health**

The program staff will make every effort to protect the health and safety of all children. Cooperation of parents is essential in this effort. Parents should keep their child at home when any of the following symptoms occur:

- Fever of 100 degrees or greater
- Diarrhea
- Vomiting
- Severe cold
- Rash with fever or behavior change
- Eye discharge
- Unusual color
- Mouth sores and drooling
- Severe headache/ head injuries
Other: Exclusion should occur when an illness prevents the student from participating in daily school activities or the illness requires more care than the staff is able to provide without compromising the needs of the other children in the group. Children must be symptom free for 24 hours without fever reducing medications (Tylenol, etc.) before returning to school. Please communicate and tell us when your child will be out.

Parents should report an illness or exposure to a communicable disease to the lead teacher so that others can be alerted. Likewise, parents will be notified in weekly letters when the children have been exposed to a communicable disease.

Medications
If a child has unusual or extraordinary medication need, the parents may discuss their concerns with the teacher and school nurse. All invasive procedures must be handled by the school nurse.

The MBPP staff does not keep any over-the-counter medicine on the premises. MBPP personnel will not administer any over-the-counter medicine. Only prescription medicine brought to the school nurse in the original prescription container will be administered. The container must clearly indicate the name of the child, name of the physician, the name of the medication and the current dosage (both amount and frequency). An Authorization for Medication Form must be completed by the parent before any medication will be dispensed (see attached form).

Parents must provide MBPP with current immunization records. Additionally, parents must notify MBPP in writing, of any health related problems that their child may possess.

Medical Emergencies
In the event that a child becomes ill or suffers an accident while he/she is at school, the child’s parents will be notified. If the accident or illness requires medical attention, the child’s parents will be called immediately. If the parents cannot be reached, the child’s emergency contacts will be called or the child’s physician will be contacted. In an extreme emergency, paramedics will be called, and the child will be transported to Children’s Hospital when appropriate. Otherwise, the school staff may make a determination of which hospital will be used. A staff member will stay with the child until his/her parents are located.

The MBPP staff has received training in infant/child CPR. Emergency safety procedures have been developed in the event of severe weather warnings and evacuations according to Mountain Brook City Schools’ guidelines.

Meals
Snacks and lunches should be brought from home each day.

Field Trips/Community Based Instruction
MBPP go on community based instruction outings during the year. Fees will be charged to cover the following items: T-shirts, admission, transportation and the Children’s Foundation Dance Program. Parents may be asked to accompany classes on field trips. Siblings will not be allowed to participate in CBI per school policy. Written permission will be obtained from parents prior to field trips and outings.

Note: For children with special needs, accommodations for field trips will be made as deemed necessary by the IEP team.
Curriculum
We seek to maximize independence, promote active engagement (participation), initiative, choice making, self-directed behaviors, autonomy, and age appropriate abilities. In doing this, we promote development in the areas of cognition, communication, motor, self-help/personal hygiene, and social-emotional. We develop the components of our program based on what is typically expected of children in each developmental stage. This philosophy is called developmentally appropriate practice (DAP) and is outlined in materials published by the National Association of the Education of Young Children (NAEYC). Additionally, our curriculum is aligned with the Alabama Developmental Standards for Preschool Children. The ADSFPC is based on the following guided principles:

- Children are active learners,
- Development and learning are interrelated,
- Young children are capable and competent,
- There are individual differences in rates of development among children,
- Knowledge of child growth and development and consistent expectations are essential to maximizing educational experiences for children and to developing and implementing effective programs
- Young children learn through active exploration of their environment through child initiated and teacher selected activities
- Family involvement is necessary
- Children's learning can be clarified, enriched and extended

We also recognize that no curriculum can replace the intelligence and creativity of a good teacher.

Our curriculum provides instruction in the following areas, but is not limited to: communication, early literacy, fine motor/visual discrimination, gross motor, manners, problem solving, safety, and self/help/personal hygiene.

Communication
- Relate ideas and experiences showing continuity of thoughts
- Answer questions
- Participate appropriately in group discussions
- As appropriate, recite short poems and nursery rhymes
- Sing a song
- Use appropriate grammar

Fine Motor/Visual Discrimination
- String beads
- Roll, pound, and squeeze play-doh/make and name one's own creation
- Complete puzzles
- Block building skills: tower, bridges, stairs, and trains
- Cut on a line
- Imitate vertical, horizontal, circular, and beginning stick letters with a crayon
- Hold writing utensil with tripod grip
Gross Motor

- Ball skills: catch, throw, and kick
- Jumping: one foot and both feet
- Complete an obstacle course to include: balance, jumping, crawling, galloping, and running
- Pedal a tricycle
- Move body creatively upon teacher direction to include claps and marches in time with music

Manners

- Use pro-social language: “please,” “thank you,” “no thank you,” “excuse me”
- Chew and swallow food before talking.
- Stay seated while eating.
- Help others when in need.
- Request help when in need.
- Obtain permission to get up when finished eating.
- Place personal belongings in designated places.

Problem Solving and Early Literacy

- Rote Counting
- Counting objects
- Name primary shapes.
- Understand quantitative concept to include more, smaller, bigger, full, empty, half, most, all, etc.
- Classify objects by color, size, and shape.
- Imitate simple patterns (visual and auditory).
- Look at pictures in an age appropriate book and answer simple questions and make predictions.
- Recognize your own name in print.
- Begin to recognize environmental signs (McDonalds, Taco Bell, Stop, etc.).
- Begin to rhyme
- Begin to follow “left – to - right” and “top – to – bottom” sequence of printed materials.
- Retell a story looking at pictures.

Safety

- Identify and avoid dangerous situations. Report dangerous situations to an adult.
- Stay in designated area (classroom, playground, lunchroom, etc.).
- Avoid strangers.
- Follow directions during a dangerous or potentially dangerous situation.
Self Help and Personal Hygiene

- Eat independently with fork and spoon.
- Attempt to open packages, boxes and cartons to remove food.
- Attempt to prepare simple foods for eating
- Drink from cartons, cups, cans, straws and the water fountain
- Successfully and independently take care of toileting needs
- Attempt to fasten and unfasten clothing
- Wash and dry hands
- Recognize the need to blow or wipe nose

Integrating Children with Disabilities into Preschool

These days, community preschool programs are increasingly likely to have at least one child with disabilities in their classes. Children with disabilities enrolled in integrated early childhood programs demonstrated highly levels of social play and more appropriate social interactions, and were more likely to initiate interactions with peers than children in self-contained special education preschool classes. Children with disabilities in integrated classes make gains in language, cognitive, and motor development that are comparable to peers in self-contained special education classrooms. Children with disabilities also display more advanced play in inclusive settings than they do in self-contained classrooms. Results of another study indicated that child-directed teaching strategies resulted in greater gains in communication skills for children with severe disabilities than did direct instruction. The teaching practices described in these studies are compatible with developmentally appropriate teaching practices common in regular early childhood education programs.

Integrated Program and Children Without Disabilities

The results of several studies suggest that children without disabilities benefit from integrated classes that also address the needs of children with disabilities. Parents have reported that normally developing children enrolled in integrated settings displayed less prejudice and fewer stereotypes, and were more responsive and helpful to others, than were children in other settings. Teachers have reported that children without disabilities became increasingly aware of the needs of others when they were enrolled in a class including a child with a severe disability.

Administrative Structure of Integrated Programs

The implementation of specialized interventions with naturally occurring situations without disrupting the curriculum and educational routines of the early childhood classroom was also an important factor in ensuring the success of an integrated program.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>August 11</td>
<td>Visit the Classroom (10:00 – 11:00)</td>
</tr>
<tr>
<td>August 12</td>
<td>Preschool First Day</td>
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<tr>
<td>September 5</td>
<td>Labor Day (no school)</td>
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<tr>
<td>October 10</td>
<td>Teacher Workday (No Students)</td>
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<tr>
<td>November 11</td>
<td>Veteran’s Day Holiday</td>
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<tr>
<td>November 23-25</td>
<td>Thanksgiving Holidays</td>
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<tr>
<td>December 19-January 3</td>
<td>Winter Holiday (no school)</td>
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<tr>
<td>January 4</td>
<td>School Reopens</td>
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<tr>
<td>January 16</td>
<td>Martin Luther King, Jr. Day (no school)</td>
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<tr>
<td>February 17</td>
<td>Teacher Workday (No Students)</td>
</tr>
<tr>
<td>February 20</td>
<td>President’s Day (no school)</td>
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<tr>
<td>March 27-31</td>
<td>Spring Break (no school)</td>
</tr>
<tr>
<td>May 18</td>
<td>Last Day of School</td>
</tr>
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Mountain Brook Schools
Preschool Program

Child's Name ____________________________________________________________
Date of Birth __________________________________________________________
Social Security Number _________________________________________________
Address ________________________________________________________________
Zip Code _______________________________________________________________
Home Phone ____________________________________________________________
Language Spoken at Home _______________________________________________
Race/Ethnic Background _________________________________________________
Birth Country __________________________________________________________
Student Lives With ______________________________________________________
Relationship to the Child ________________________________________________
Elementary School the Child is zoned to attend ______________________________

Guardian Information
(List the guardian who should be called first in the event of a school closing as Priority (1) Guardian. Please include the area code and phone number that should be called in the event of a school closing.)

Priority (1) Guardian __________________________________________ Relationship to the Child: __________________________
Phone (____) __________________ Email Address ____________________________
Street Address __________________________________________________________
Zip Code _______________________________________________________________
Employer ______________________________________________________________
Occupation _____________________________________________________________
Work Phone ____________________________________________________________
Cell Phone _____________________________________________________________
Priority (2) Guardian __________________________________________ Relationship to the Child: __________________________
Phone (____) __________________ Email Address ____________________________
Street Address __________________________________________________________
Zip Code _______________________________________________________________
Employer ______________________________________________________________
Occupation _____________________________________________________________
Work Phone ____________________________________________________________
Cell Phone _____________________________________________________________

Letter of Residency: ______
Blue Form ______
Copy of Birth Certificate ______
Copy of Social Security Card ______