



KINDERGARTEN INFORMATION BOOKLET 2022-2023

This publication summarizes many laws, policies, regulations, and practices that are important to Plymouth Public School students and their parents and guardians. It is not intended to be a complete directory of all laws and policies relating to students and parents. Federal and state laws, PPS policies, regulations, and practices at the system-wide and school building levels are subject to change.

The Plymouth Public Schools does not discriminate on the basis of race, color, religious creed, national origin, sex, gender identity, sexual orientation, homelessness, genetic information, ancestry, status as a veteran or U.S. uniformed military service member, disability, or age in admission to, treatment in, or employment in its services, programs, and activities, is in compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.), The Age Discrimination Act of 1975 (20 U.S.C. 6101 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), MGL c.76 s.5, MGL c.151b, all regulations promulgated under those laws and all other applicable laws.

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WELCOME TO THE PLYMOUTH PUBLIC SCHOOLS

Message from the Superintendent

The philosophy of the Plymouth Public Schools is to provide for the total development of your child in light of their individual abilities, to identify their strengths, and to help them correct any difficulties at as early an age as possible. In addition to learning about your child to prepare them for their educational road ahead, the mission of the district is to create learning environments that will allow Plymouth's children to thrive. Our sincere hope is that your child meets success to the utmost of his or her capability.

Sincerely,

Dr. Christopher S. Campbell, Superintendent of Schools

Message from the Assistant Superintendent

We want to take this opportunity to welcome you and your child to our schools. As your child begins this important first year of schooling, I want you to know we are committed to you and your son or daughter during the coming year and the years ahead. The Plymouth Public Schools will be an active partner with you in the education of your child. Our goal is to foster a love of learning that will be the basis for a lifetime of growth, exploration, and success. Kindergarten is a year of growing socially, emotionally, physically and intellectually. Your involvement, interest, and enthusiasm will help make this a wonderful year of growth for you and your child. We view parents and guardians as vital partners in the journey ahead.

Children's first and most important teachers are their parents and guardians. We cannot overemphasize the importance of your partnership with your child and your child's teachers. Communication between parents or guardians and teachers is essential. Please call or send a note if you have a question or concern.

Our hope is that you will join us in helping your child have a positive and rewarding experience this year and in all of the years ahead. The journey begins in Kindergarten and we place great importance on this first year of school.

Sincerely,

Dr. Stacey Rogers, Assistant Superintendent, Administration and Instruction

Message from the Director of Special Education

I would like to take this opportunity to welcome you and your child to the Plymouth Public Schools. Your child's success in school is our top priority. Therefore, as part of your child's kindergarten registration, we conduct educational screenings of all our incoming kindergarten students as part of our "Child Find" procedures. This early screening helps us to proactively identify students who may require specially designed instruction. Early identification of diverse learning styles or language needs is imperative to providing your child with the instruction that he/she needs to be successful and happy in school. If you have questions or have concerns about your child's development, you can contact your child's building principal or the district special education office at 508-830-4343. We look forward to working together on behalf of your child.

Sincerely,

Mr. Ed Clarke, Director of Special Education

PLYMOUTH PUBLIC SCHOOLS ADMINISTRATION

Plymouth Public Schools Central Office

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Superintendent of Schools

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Assistant Superintendent, Administration & Instruction

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Director of Special Education and Title I

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Indian Brook Elementary School

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PLYMOUTH PUBLIC SCHOOLS KINDERGARTEN REGISTRATION TIMELINE

Kindergarten Registration Open February 1, 2022

- To enroll a child must have reached their fifth birthday on or before September 1, 2022
- Parents/Guardians must register eligible students on the PPS website at [www.plymouth.k12.ma.us/students & families/student registration](http://www.plymouth.k12.ma.us/students&families/student-registration)
- A street listing with school assignments is available on the PPS website at [www.plymouth.k12.ma.us/students & families/school assignment by street](http://www.plymouth.k12.ma.us/students&families/school-assignment-by-street)
- Parents/Guardians **MUST** schedule an appointment with the building principal to finalize registration.
- Eligible students do not need to be present during registration
- All required documentation must be provided to complete the registration

Kindergarten Screenings May 31-June 10

Incoming Kindergarten students are screened at their assigned elementary school using the Kindergarten Diagnostic Inventory (KDI).

Kindergarten Informational Meeting Prior to the end of the school year

Elementary schools provide an informational meeting for families of incoming kindergarten students. Each school has a unique format for this meeting. Check with your child's school for more information.

Teacher Assignments Week of August 19

Parents will be notified of their child's kindergarten teacher. Notification will come in the mail.

Kindergarten Orientation To be announced

Prior to the opening of school, parents and students visit the kindergarten classroom together. Each school has its own unique format for this exciting visit. You will receive information from your child's school as to how this orientation will take place. Due to COVID-19 restrictions, this may be conducted virtually.

PLYMOUTH PUBLIC SCHOOLS KINDERGARTEN REGISTRATION REQUIRED DOCUMENTS

THE FOLLOWING DOCUMENTS ARE REQUIRED TO REGISTER WITH THE PLYMOUTH PUBLIC SCHOOLS

Proof of Residency

In order to attend Plymouth Public Schools, a student must actually reside in the Town of Plymouth. Families registering for the Plymouth Public Schools must demonstrate Plymouth residency by presenting one document from each of three categories in the following table:

A. Verification of Plymouth Address & School District	B. Verification of Current Residency At This Address	C. Verification of Identity
<p>Dated within the past 60 days:</p> <ul style="list-style-type: none"> ▪ Letter from an approved government agency ▪ Payroll Stub ▪ Bank or credit card statement ▪ Copy of Deed OR record of the most recent mortgage payment. ▪ Copy of Lease AND record of most recent rent payment. ▪ A legal affidavit from landlord affirming tenancy AND record of most recent rent payment. ▪ Section 8 Agreement 	<p>A utility bill or work order dated within the past 60 days, including:</p> <ul style="list-style-type: none"> ▪ Gas bill ▪ Oil bill ▪ Electric bill ▪ Home telephone bill ▪ Cable bill 	<ul style="list-style-type: none"> ▪ Valid driver’s license ▪ Current vehicle registration ▪ Valid Massachusetts photo identification card ▪ Valid passport ▪ Dated within the past year: ▪ W-2 Form <li style="padding-left: 20px;">Excise (vehicle tax bill - Property tax bill) ▪ Dated within the past 60 days: ▪ Letter from an approved government agency ▪ Payroll Stub ▪ Bank or credit card statement

If you are a tenant at will (“month-to-month”) and do not have a written lease, ask your landlord to complete and sign the Landlord/Shared Tenancies Affidavit, available at the schools or online. This form must be notarized prior to submission.

The “Proof of Residency” policy does not apply to homeless students and families. Contact the office of Pupil Personnel Services (508-830-4300) for assistance with registering your child. If you are staying in a shelter, bring a letter from the shelter staff stating that you are living there.

Child’s Original Birth Certificate

A municipally issued copy with a raised stamp or seal. Hospital documentation is not accepted. For Kindergarten, it must show that your child will be 5 years of age on or before September 1.

Most Current Physical Exam with Proof of Lead Screening and Immunizations

Most physicians provide a printed school health record, which includes all immunizations, and lead screening after a physical. The following vaccination series is required for Kindergarten and is due prior to entrance in September: Hepatitis B, Varicella (Chicken Pox), DTaP or DTP, Polio, and MMR.

PLYMOUTH PUBLIC SCHOOLS KINDERGARTEN AND PRESCHOOL SCREENINGS

Kindergarten Philosophy

We are working together for the social, emotional, physical, and intellectual development of your child. A kindergarten classroom is a place where your child learns to live, work, and play with other children of his/her age, and begins to build a solid educational foundation.

Children differ in their interests, past experiences, abilities, and rate of growth, and we believe that schools must be ready to meet the needs of all children. If you have any questions about your child's placement or progress, please feel free to discuss them with your child's teacher. Your child's teacher will be happy to schedule a conference with you at a mutually agreed upon time.

Kindergarten Screening

The Plymouth Public Schools provide, as part of their Kindergarten program, a screening process for identifying those children who may be in need of further evaluation or support services. Under Massachusetts Special Education Law, it is the responsibility of the school to identify and provide services to all children who may have a disability that significantly affects a child's ability to make effective educational progress and requires specially designed instruction.

Parents/Guardians may refer their child for a special needs evaluation at any time. Referrals should be made in writing to your child's school principal.

The screening process will be conducted by the staff of your child's school. At registration, parents/guardians will be asked to make an appointment for screening. The Plymouth Screening Program consists of:

1. Parent/Guardian Questionnaire: a series of questions relating to the growth and development of the child.
2. Vision and Hearing Testing: school nurses and/or health aides check eyes and ears. (This screening may take place in the fall once students begin school.)
3. Kindergarten Diagnostic Instrument: (KDI) is a comprehensive and time-efficient screening instrument designed to assess developmental readiness skills in children ages 4-6.

The screening program is designed to identify children who may benefit from further educational evaluation(s). If the school district feels further evaluation(s) would be required to identify specific problem areas and to devise appropriate educational services to meet the child's individual needs in the least restrictive environment, you will be notified in writing.

Preschool Screening

A more detailed screening program is also conducted for three and four-year-old preschool children. Parents/Guardians who suspect that their three or four-year-old child has a disability should complete the referral form provided in this packet and share with office staff or contact the Plymouth Early Childhood Center at (508) 830-4347 in order to initiate the process.

PLYMOUTH PUBLIC SCHOOLS KINDERGARTEN SCHEDULE

Opening Day

The opening day for the kindergarten child is a very important step in his/her life and, therefore, we urge parents/guardians to enter the child as soon as the school year starts. Bus transportation is provided for all children within appropriate distances unless parents/guardians wish to make other arrangements. Hedge Elementary is a walking school and does not have buses. Bus routes and time of pick-up are published in local papers and available on the Plymouth Public School website prior to the opening of school. Information regarding bus fees will be available at your child's school during the spring prior to your child's entrance into kindergarten. For the safety and security of the child: a responsible adult must wait with the child at the bus stop at the proper time, and meet the bus when the bus returns. Children will be returned to the school if an adult is not there to meet the bus. The school provides identification tags for all students. Parents/guardians are urged to see that their child wears his/her identification tag each day until notified by the school to discontinue wearing identification tags.

School Hours

School doors open at 8:50 AM and close promptly at 9:05 AM. We encourage students to arrive at 8:50 AM in order to have sufficient time to be settled into the classroom before the school day begins at 9:05 AM. Any child arriving after 9:05 AM is considered tardy. The school day ends at 3:20 PM, except on scheduled half days when school is over at 1:05 PM. On the first day of school, each student receives a district calendar. Please refer to this calendar for changes to the daily schedule. Half-days are highlighted in yellow.

Attendance

Regular attendance and punctuality are basic principles in the development of the child's progress. Therefore, parents/guardians are urged to send children to school regularly unless the child is ill. A written excuse for absences will enable the school to keep health records up-to-date so as to meet the child's individual needs. A telephone call to the school when a child is absent is requested. Dismissals should be for emergency reasons only. In case of extended illness of over three days, parents/guardians are requested to call the school to inform them of the nature of the illness. For safety reasons, a written note must be received if a child is to be released to anyone other than a parent/guardian. The individual who picks up the child should possess picture identification.

PLYMOUTH PUBLIC SCHOOLS KINDERGARTEN CURRICULUM

Curriculum Framework

Kindergarten prepares the child to cope with the beginning phases of his/her elementary education and introduces him/her to foundation learning in language arts and mathematics, as well as social studies, science, music, art, and citizenship. Every activity of a good kindergarten program has a serious purpose, which relates to your child's growth and development. Through the kindergarten program, many health and safety habits are developed, social skills emerge, and there is growth in multiple areas. Children learn how to live and play safely, both in school and at home. Under the guidance of the kindergarten teacher children become accustomed to working alone and to feel the thrill of individual achievement. The ability to achieve independence is a valuable asset throughout their lives.

The Plymouth Public Schools follows the Common Core Curriculum Framework of the Massachusetts Department of Elementary and Secondary Education. Additional information on the frameworks may be obtained through your child's principal, the Massachusetts Department of Elementary and Secondary Education website www.doe.mass.edu/frameworks/current or the Plymouth Public School website under *Curriculum & Programs* at www.plymouth.k12.ma.us.

Mathematics Program

Dr. Kelly Bitinas, Coordinator

(508) 830-4476

The Plymouth Public School Kindergarten Mathematics Program is based on the Massachusetts Curriculum Framework for Mathematics aligned to the Common Core State Standards. Kindergarten teachers use the Fourth Edition of the Everyday Mathematics Program created by the University of Chicago School Mathematics Project. This program is based on research and experience that shows that young children are capable of far more mathematics learning in Kindergarten than was previously believed if the content is presented and explored in age-appropriate ways. Over the course of the year, your child will do many hands-on activities related to a range of mathematical topics, including counting, numeration, measurement, geometry, patterns, sorting, data collecting, and calculator use. Classroom routines such as keeping track of the days of school, helping with attendance, and observing and graphing weather and temperature give children real-life opportunities to develop and refine mathematics skills and become "math thinkers."

Our goal is to provide playful mathematics activities while providing a mathematics curriculum, which is meaningful and productive and designed to help children build a solid understanding of mathematical skills and concepts. We encourage parents and guardians to collaborate with teachers to reinforce math skills and problem-solving. This can be done by playing math games with their children and finding opportunities to ask mathematical questions, such as "How many?"; "How much?"; "Which is greater or lesser?"; "What shape is this?"; "What time is it?"; "What day is it today?"; "What is the temperature or weather today?"; or "How much does this cost?" Together, we can help our children learn, value, and enjoy mathematics.

Social Studies Program

Mr. Robert Powers, Coordinator (508) 830-4476

The Kindergarten social studies curriculum is aligned with the Massachusetts History and Social Science Framework and engages students in learning about social studies through four lenses: history, geography, economics, and civics. Students learn about classroom democracy, local geography, traditions of the United States and community, and economics in the context of work and money. They study these topics through inquiry and exploring compelling questions such as, “Why is it important to be fair to other people?” Through hands-on activities and literacy-based learning, students should leave Kindergarten being able to identify their place in the world, understand why rules are made and followed, be able to use basic economic concepts, and explain why we celebrate important national holidays.

English Language Arts Program

Dr. Lisa White, Coordinator (508) 830-4477

All skills and concepts taught in the elementary program are aligned to the Massachusetts English Language Arts Curriculum Framework that incorporates the Common Core State Standards. These standards focus on reading, writing, listening/speaking, and language skills, as well as a particular emphasis on foundational skills in the primary grades (K-2).

Kindergarten students begin to demonstrate an understanding of the organization and basic features of print (reading from left to right and top to bottom, matching oral words to printed words, and identifying parts of a book). Throughout the year, they grow in their ability to demonstrate one-to-one letter-sound correspondence, produce rhyming words, recognize high-frequency words, and blend sounds to make words. Kindergarten children become acquainted with and learn to enjoy and appreciate good literature by listening to stories and poems. They begin to read emergent-reader texts with purpose and understanding, retelling familiar stories, talking about characters and identifying main topics of informational text.

Kindergartners often begin conveying meaning through drawings. They then label and add phonetically spelled words. Kindergarten students begin to demonstrate consistency using upper and lower case letters. Over time, these writers begin to understand how to create stories that include a beginning, middle, and end, adding in more detail. They write about personal experiences, people, or objects and read their own writing to others.

Oral language instruction is critical to early literacy development. Kindergarten students learn to ask meaningful questions to seek help or get information. They are asked to express their thoughts, feelings, and ideas, and work on speaking audibly and clearly. Kindergarten classrooms provide numerous opportunities for students to participate in conversations with partners and small groups about appropriate topics and texts. Talking is used as a rehearsal for writing and for helping students build understanding.

Plymouth kindergarten teachers utilize a workshop model that includes time for whole group instruction, small group instruction, and independent practice. The district has designed reading and writing unit calendars that outline teaching points. Teachers use a variety of materials to teach these units, including Units of Study for Primary Writing and Units of Study for Primary Reading, Talking Drawing, and Writing, Words Their Way, and The Primary Comprehension Toolkit. Based on formal and informal student assessments, daily instruction is differentiated to meet the needs of all students.

Science Program

Mrs. Alison Riordan, Coordinator (508) 830-4477

The Kindergarten science program is aligned to the Massachusetts Science and Technology/Engineering Curriculum Framework, adopted in April 2016. As part of the Plymouth program, students build on early experiences observing the world around them but move towards making more quantitative types of observations through investigations of Earth and space, life, and physical sciences, as well as technology/engineering. Students then translate these observations into evidence to support claims through the use of their growing language skills.

More specifically, in kindergarten students will use science to begin identifying reasons for changes in some common phenomena. For example, students will develop an appreciation for what plants and animals need to grow and thrive and the fundamental difference between the two. They will also consider examples of plants and animals that can change their environment through their interactions with it. Kindergarten students will enhance their knowledge of temperature, its relationship to the weather, and its effect on different kinds of materials. They will apply this knowledge in order to develop a structure to reduce the warming effects of sunlight. Investigations into the motion of objects will also take place as students change the strength and direction of pushes and pull.

PLYMOUTH PUBLIC SCHOOLS PROGRESS REPORTING

Report Cards

The Kindergarten Report Card is designed as a tool to communicate with parents and students. The Kindergarten Report Card reports the student's academic performance, effort, and social development based on Plymouth grade-level standards and expectations. Standards-based report cards provide clear communication about how a student is performing against grade-level standards. Plymouth has developed grade-level standards aligned with content areas from the Massachusetts Curriculum Frameworks. The January Kindergarten Report Card reflects the progress a student has made towards January expectations. The June Kindergarten Report Card reflects the progress a student has made towards the end of the year standards in Language Arts, Mathematics, Science and Technology/Engineering, and Social Studies. Social and emotional development and work habits are also included.

Parent Conferences

Pupil progress is reported through parent-teacher conferences scheduled in December and March. Please consult the school calendar for dates. A report card is issued in January, and again at the close of school in June. However, parents/guardians are encouraged to make appointments to discuss their child's progress by contacting their child's kindergarten teacher. Please note kindergarten has a different reporting cycle than Grades 1-5.

Transition Support

Each elementary school has a school psychologist and/or school adjustment counselor to assist your child with any school adjustment issues as well as any social or emotional issues in the school setting. These professional support personnel works with classroom teachers to promote children's well-being. They may interact with your child as part of whole-class activities or in a small group or an individual setting if required. Prior consent is required for certain small groups or individual interactions. Please feel free to contact either your child's teacher or school psychologist/school adjustment counselor for further assistance.

PLYMOUTH PUBLIC SCHOOLS COUNSELING SERVICES

Elementary School Counseling Staff

Director of Student Support Services

Dr. Sean Halpin

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Cold Spring Elementary School

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Federal Furnace Elementary School

Rachel Bates, School Psychologist

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LeaAnne Stunkel Doyle, School Adjustment Counselor

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Hedge Elementary School

Shelby Mytyk, School Psychologist

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Stephanie VanWinkle, School Adjustment Counselor

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Elementary School Counseling Staff

Indian Brook Elementary School

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Manomet Elementary School

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Jennifer Murray, CARE Adjustment Counselor

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PLYMOUTH PUBLIC SCHOOLS HEALTH SERVICES

Plymouth Public Schools Health Services

The primary mission of School Health Services is to provide exceptional health services to support every student's academic success. Each school building has an assigned School Nurse Educator. Depending on the size of the student population, some buildings have two nurses. Health services are provided by registered nurses who are assisted in some offices by health aides. The Director of School Health Services supervises district-wide health office activities and assures compliance with regulatory standards set by the Massachusetts Department of Public Health (MDPH) and Department of Elementary and Secondary Education (DESE). A school physician serves as an advisor to the health office staff.

Elementary School Nurses

Director of Student Health Services

(508)-224-6376 x3080

Cold Spring Elementary School

(508) 830-4337

Federal Furnace Elementary School

(508) 830-4365

Hedge Elementary School

(508) 830-4340

Indian Brook Elementary School

(508) 830-4378

Manomet Elementary School

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Nathaniel Morton Elementary School

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Elementary School Nurses

South Elementary School

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West Elementary School

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PLYMOUTH PUBLIC SCHOOLS ENGLISH LEARNER EDUCATION (ELE) PROGRAM

English Learner Education (ELE) Program: Sheltered English Immersion Instruction

The Sheltered English Immersion Program is for students who do not speak English or whose native language is not English.

All families complete a Home Language Survey when they register their child for school. If the parent states, on that survey, that the student’s home language is not English, the student will be asked to take a short test to determine his/her English language skills. The school department uses this test to determine eligibility for Sheltered English Immersion Instruction.

Plymouth Public Schools places students in sheltered English immersion classrooms, in which nearly all books and instructional materials are in English, with a modified curriculum and presentation designed for students who are learning the language based on the Massachusetts Department of Education frameworks and learning standards. Teachers may use native languages for clarification and safety purposes.

An effective sheltered English immersion classroom is one where there are frequent opportunities for interaction and discussion between teacher and student and classmates. As per federal law, the Plymouth Public Schools assures that English language learners receive effective English language instruction and content instruction. Content and curriculum are appropriate to the age(s) and grade(s) of the students in the class. Instruction is appropriate to the student’s level of English proficiency.

The Plymouth Public Schools in collaboration with the Massachusetts Department of Elementary and Secondary Education has increased student English as a Second Language (ESL) instructional time for English Language Learners (ELLs) by revising our service model to include three ESL elementary schools, an ESL middle school, and an ESL high school.

Plymouth Public ESL Program Schools

Grades K-5 Cold Spring Elementary, Federal Furnace Elementary, Hedge Elementary, Nathaniel Morton Elementary, West Elementary

Grades 6-8 Plymouth Community Intermediate School

Grades 9-12 Plymouth North High School

New Plymouth Public School students districted for non-ESL schools who are identified as ELLs should be referred to Matthew Carpenito, ELE Department Head (mcarpenito@plymouth.k12.ma.us or 508.224.5075). Plymouth Public Schools will determine the ESL school placement option (based on the proximity of ESL school to home and ELL enrollment numbers). Transportation will be provided. The family will also be given the option for the student to enroll in their home-district school without ESL services.

HELPING YOUR CHILD PREPARE FOR KINDERGARTEN

Suggestions to help your child prepare for kindergarten

READING:

- Read to and with your child.
- Make predictions while reading.
- Make connections to other experiences.
- Talk about what you or they have read.
- Let your child see you reading to see that reading is fun.

SPEECH/LANGUAGE:

- Make conversations enjoyable.
- Give your child your full attention during a conversation.
- Encourage your child to expand on his/her responses.
- Help them to learn new ways to say things. (Ex. happy, glad, pleased)
- Talk about experiences.

MATH:

- Help your child to recognize numbers and shapes all around them.
- Help your child to recognize, create, or continue patterns.
- Have your child help you to sort items into various groups.
- Use dice in games to explore numbers.
- As your child counts, have him/her use their fingers to practice touching each object, one at a time to develop one-to-one correspondence.

- Have your child practice their age, birth date, and telephone number.

SOCIAL DEVELOPMENT:

- Maintain consistent expectations for your child and compliment him/her when they meet the expectations.
- Give your child special jobs (age-appropriate) to do and compliment them when they do them, even if they are not perfectly done.
- Encourage taking turns during activities.
- Help your child to appreciate the feelings of others.

MOTOR SKILLS DEVELOPMENT:

- Visit a playground in Plymouth to explore using the various equipment.
- Practice ball skills.
- Engage your child in water activities such as swimming.
- Encourage free play outdoors.
- Go for a family walk or bicycle ride.
- Help your child to learn to dress themselves.
- Have your child use scissors. (Five-inch blunt-tipped is best.)
- Have your child color and draw in preparation for writing.
- Have your child draw or write in sand or salt on a tray or at the beach.
- Encourage your child to play with blocks and puzzles.

DIALOGIC READING

Dialogic Reading is one of the most powerful tools you can use to help your child get ready to learn to read. In easy terms, it is actively encouraging a dialogue about what you are reading with your child. This works best with picture books, but you can use these techniques even without a book.

How Do I Do It?

Ask open-ended questions about the pictures, like “What is happening in this picture?” If your child doesn't know what to say about a picture, provide something and have your child repeat it. As your child gets used to open-ended questions, ask your child to say more.

Expand what your child says. Keep the expansions short and simple. If your child says, “The bunny is wearing a coat,” respond, “Yes. The bunny is wearing a blue coat, isn't he? Can you say that?”

Have your child repeat your expansions. As your child gets used to open-ended questions, ask him or her to say more.

If you have time, read a book twice. The first time, just read the book as you normally would. The second time, ask questions while you are reading and let your child direct you through the book. Remember to praise and encourage your child as you explore the book together.

The most important thing to remember when reading with your child is to make it a positive experience. If your child is in a bad mood, put the book away for another time. If your child thinks of reading as fun or comforting thing to do, he or she will be a better reader.

Plymouth Public Schools Student Support Services

Special Education Child Find

Massachusetts Special Education Law has defined the responsibilities for schools relative to special needs children with developmental, physical, and emotional limitations. These regulations make provisions for offering diagnostic services and educational programs to children with special needs from three to twenty-one years of age. If you believe your child may have a disability that impacts their education or would like to discuss this subject in further detail, please complete the following form, and return it to your child's assigned school and a member of the special education department will contact you.

- I would like to investigate special needs services and/or programs for my child.**
- I would like to discuss this subject in further detail.**

Special Area of Concern: _____

Child's Name: _____	Date of Birth: _____
School: _____	Contact: _____
Parent/Guardian(s) Name: _____	Tel. No.: _____
Address: _____	

McKinney-Vento Homeless Education Assistance Act :

If you live in a shelter, motel, vehicle, or campground; on the street; in an abandoned building, trailer, or other inadequate accommodations; or with friends or relatives because you cannot find or afford to house, then your child has certain rights and protections under the McKinney-Vento Homeless Education Assistance Act.

Your child has the right to:

- Access the same free and appropriate public education, including public preschool education, as provided to all other children.
- Remain in the school he/she attended before becoming homeless.
- Receive transportation to the school they attend before your family became homeless or the school they last attended if you or a guardian requests such transportation.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve disputes over enrolling your child.
- Receive the same special programs and services, if needed, as provided to all other children.

If you need assistance in enrolling your child into school contact:

Plymouth Public Schools
Dr. Sean Halpin, Director of Student Support Services
508-224-5086

Massachusetts Department of Education, Coordinator
781-338-6294

The Massachusetts Coalition for the Homeless
Toll-Free: 866-205-1700 x100

PLYMOUTH PUBLIC SCHOOLS NON-DISCRIMINATION NOTICE

The Plymouth Public Schools does not discriminate on the basis of race, color, religious creed, national origin, sex, gender identity, sexual orientation, homelessness, genetic information, ancestry, status as a veteran or U.S. uniformed military service member, disability, or age in admission to, treatment in, or employment in its services, programs, and activities, is in compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.), The Age Discrimination Act of 1975 (20 U.S.C. 6101 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), MGL c.76 s.5, MGL c.151b, all regulations promulgated under those laws and all other applicable laws.

If the person identified below has been designated to address inquiries regarding PLYMOUTH PUBLIC SCHOOLS nondiscrimination policies:

Erik W. Cioffi

Assistant Superintendent, Human Resources

and/or

Dr. Christopher S. Campbell

Superintendent of Schools

Administration Building

11 Lincoln Street, Plymouth, MA 02360

508-830-4300, (FAX 508-746-1873)

Inquiries concerning the application of PLYMOUTH PUBLIC SCHOOLS nondiscrimination policies may be referred to the U.S. Department of Education, Office for Civil Rights, 99 Arch Street, Ninth Floor, Boston, MA 02110, and Telephone: 617-289-0111.

PLYMOUTH PUBLIC SCHOOLS

THE SEXUAL HARASSMENT COMPLAINT MANAGERS

Erik W. Cioffi, Assistant Superintendent, Human Resources

and/or

Dr. Christopher S. Campbell, Superintendent of Schools

11 Lincoln Street, Plymouth, MA 02360

Plymouth, Massachusetts 02360

Telephone: (508) 830-4300

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PLYMOUTH COMMUNITY SERVICES

DEVELOPMENTAL SCREENINGS

PLYMOUTH EARLY CHILDHOOD CENTER

117 Long Pond Road, Plymouth
508-830-4347 ▪ www.plymouth.k12.ma.us

The Plymouth Public Schools provides screenings and evaluation for Plymouth preschoolers ages 2.9 to 5 for possible developmental delays including language.

EARLY INTERVENTION

Kennedy Donovan, 32 Crescent Street, Kingston
508-747-2012 ▪ www.kdc.org

Early Intervention provides screenings and therapeutic and support services for children ages 0-3 at risk or with developmental delays.

CHILD DEVELOPMENT

HEALTHY FAMILIES

Kennedy Donovan, 32 Crescent Street, Kingston
508-747-2012 www.kdc.org

A home-visiting program available for first-time parents age 20 and under that provides moral support, advocacy, help in setting and meeting goals and help in making healthy life choices for you and your child.

PARENT-CHILD HOME PROGRAM

508-830-4444 ▪ www.parent-child.org

A free home visiting program for children ages 15 mos. to 4 yrs. Home demonstrators model ways to promote learning with books and toys that the children keep.

WOMEN, INFANTS & CHILDREN (WIC)

123-1 Camelot Drive, Plymouth
508-747-4933 ▪ www.fns.usda.gov/wic

WIC provides supplemental foods, healthcare referrals, nutrition education, and breastfeeding promotion and support to low-income pregnant, breastfeeding, and postpartum women, and to infants and children up to age five who are found to be at nutritional risk.

PLYMOUTH COMMUNITY SUPPORT GROUPS

FAMILY SUPPORT SERVICES

THE FOOD SOURCE HOTLINE

800-645-8333 ▪ www.projectbread.org

Provides the most updated list of locations and hours of food pantries and soup kitchens

ARC OF GREATER PLYMOUTH

10 Cordage Park Circle, Suite 208, Plymouth
508-732-9292 x129 ▪ www.thearcofgp.org

A community support organization dedicated to providing services and support for individuals with developmental disabilities and their families.

PLYMOUTH HOUSING AUTHORITY

130 Court Street, Plymouth
508-746-2105

Represents administration of both Section-8 and Low-rent programs. Assistance is given in finding housing and referrals.

PLYMOUTH CAREER CENTER

36 Cordage Park Circle, Suite 200, Plymouth
508-732-5300 ▪ www.plymouthcareercenter.org

Hosts a variety of employment-related workshops and events each month. Experienced job specialists are available to assist you in your job search.

TRANSITIONAL ASSISTANCE (DTA)

61 Industrial Park Road, Plymouth
508-732-3100 ▪ Mon-Fri, 7:30AM-5:00PM

Provides cash and medical assistance to needy families with dependent children.

MassHealth

888-665-9993 ▪ www.mass.gov

MassHealth is a public health insurance program for eligible low and medium-income residents of Massachusetts.

SOUTH SHORE COMMUNITY ACTION COUNCIL

508-747-7575 ▪ www.sscac.org

Provides a range of critical services to low-income families including fuel assistance, transportation assistance, consumer assistance, emergency services, financial literacy education, and early education

MOM'S CLUB OF PLYMOUTH

plymouthmoms.cfsites.org
momsplymouth@gmail.com

A support group for mothers who have chosen to stay at home to raise their children. Includes mothers of all ages, as well as those who work part-time or out of their homes.

MOTHERS OF PRESCHOOLERS (MOPS)

508-746-1642 • pumcmops@gmail.com

A nonprofit support group designed to nurture every mother with children from infancy through kindergarten.

HOLISTIC MOMS NETWORK

www.holisticmoms.org
HMNSShoreMA@gmail.com

A non-profit organization connecting parents who are interested in holistic health.

PARENT CONNECTION

www.theparentconnection.org

Parents and teachers working together are committed to providing programs and resources that create healthy connections among children, parents, and educators.

GRANDPARENTS RAISING GRANDCHILDREN

508-830-4230

Grandparents are often unprepared for the responsibility of caring for their grandchildren. Support groups help with present or future challenges. Groups currently meeting monthly.

AD-IN OF PLYMOUTH

508-746-3959

A nonprofit all-volunteer organization offering support and information to families of children with ADD, adults with ADD, and professionals.

HEAR TOGETHER

508-830-1765 (Cathy)
hearttogether@comcast.net

Hear Together is a local nonprofit support group for families with children who are deaf or hard of hearing.

MENTAL HEALTH AWARENESS COALITION

508-732-3014 (Loretta)

The coalition consists of providers and recipients of mental health services, as well as family members and other interested members of the business, educational, medical and religious communities.

BETH ISRAEL DEACONESS—PLYMOUTH

275 Sandwich St., Plymouth

508-746-2000

www.bethisraeldeaconessplymouth.com

Beth Israel Deaconess Hospital offers numerous support groups on a regular basis. Support groups address many physical and mental health conditions.

ALCOHOLICS ANONYMOUS

508-746-5611 • www.aaboston.org

A fellowship of men and women who share their experiences, strength and hope with each other that they may solve their common problem and help others to recover.

NARCOTICS ANONYMOUS

866.624-3578 • www.nema.org

Every addict in the world has the chance to experience our message in his or her own language and culture and find the opportunity for a new way of life.

PARENTS HELPING PARENTS

24-Hour Parental Stress Line:

800-632-8188

www.parentshelpingparents.org

The goal of a PHP group is to provide a safe place for parents to share problems, give feedback to one another, provide resources and information, and get the support that is needed to have a positive relationship with their children.

ARC OF GREATER PLYMOUTH

508-732-9292 • www.thearcofgp.org

A community support organization that develops services and programs for children and adults with developmental disabilities.