

Clinton High School Preschool Program

Purpose

The Clinton High School Preschool (CHS Preschool) has two primary purposes:

1. To provide a high quality preschool experience for the children enrolled, and
2. To provide a realistic observation and hands-on setting for Clinton High School students enrolled in Early Childhood Development courses.

Educational Philosophy

The CHS Preschool promotes a developmental approach, that is, our curriculum responds to children's interests and needs, fosters growth in all areas, allows children to develop at their own pace, and helps children learn through play and active hands-on experiences. Social, emotional, intellectual, and physical needs of children are met during large group, small group, and individual learning experiences that integrate language arts, music, movement, art, science, and social skills. The CHS Preschool staff are committed to meeting the guidelines set by the Massachusetts Department of Early Education & Care and the National Association for the Education of Young Children.



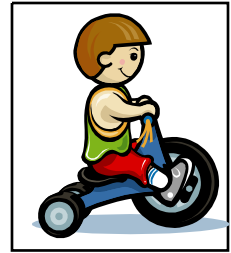
Program Goals

The primary goals of the CHS Preschool are to promote the development of:

- positive self-concepts
- independence
- positive attitudes toward learning
- self control
- sense of belonging
- language skills to communicate effectively
- social skills
- critical thinking
- knowledge of the physical world through hands-on experiences
- self-expression through pretend play, drama, dance, music, art, and construction
- knowledge about how to care for our bodies
- small and large muscle coordination and skills
- family involvement and positive parenting
- mutual understanding and respect for social/cultural diversity.

Curriculum

Curriculum in the CHS Preschool is theme oriented. Units will be based on children's interests, designed to introduce/reinforce developmentally appropriate concepts, and be presented in a culturally sensitive way. (Holidays may be touched upon but will not be a main focus.) The curriculum will be implemented through a variety of activities, within and outside the classroom, and will address all developmental areas.



Child Guidance Policy

The Preschool staff and curricula will assist children in developing socially acceptable behavior and self-control. We will utilize many direct and indirect positive guidance techniques to influence their behavior. For example:

- organize learning centers and materials in ways that promote positive behavior and social interaction
- establish consistent but flexible schedule, routines, and expectations
- utilize simple and concrete language
- set developmentally appropriate rules and boundaries
- give choices
- model appropriate behavior
- encourage independence
- provide redirection
- praise appropriate behavior
- provide advance notice to help children prepare for transitions (e.g., from one activity to another).

If a child exhibits inappropriate behaviors, s/he will be told in a calm manner that such behaviors are not acceptable and be redirected to an appropriate activity. If inappropriate behaviors continue, the preschool teachers will discuss how the parents/guardians and school staff can work together to find positive means to assist the preschooler in improving his/her behavior. (Time out is one of the approaches that may be used at this time.)