

The Importance of Play

"Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."
(Albert Einstein)

Play is an essential and integral part of all children's healthy growth, development and learning across all ages, domains and cultures. Our goal is to provide a balance between the cognitive, physical, and affective areas of the curriculum while recognizing the central role that play has in achieving this balance.

Research on the brain demonstrates that play is a scaffold for development, a vehicle for increasing neural structures. It is also a means by which all children can practice skills they will need in later life. Early exposure to appropriate play activities and materials also provides a sound basis for stimulating vocabulary and concept building.

Play also provides rich experiences children need to learn social skills, become sensitive to others' needs and values, manage their emotions, learn self-control, and share power, space and ideas with others.

(Source: Play - Essential for all Children
by Joan Isenberg & N. Quisenberry, 2002)



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Program Information

The Tri-Town Early Childhood Program enrolls children ages 2.9 to 5 years. Class size is limited to 15 children per day. The enrollment policy, as adopted by the ORR School Committee, is as follows: enrollment is based on a balance of three, four and five year olds, a balance of boys and girls, and a balance among residents of Marion, Mattapoisett, and Rochester. If openings remain after resident applications are processed, non-residents may apply. All students must be toilet trained prior to enrollment.

In addition to providing a high quality preschool experience, the Tri-Town Early Childhood Program serves as a model setting for high school students interested in Early Childhood Education. Under the direction of both the high school early childhood teacher and the preschool classroom teacher, high school students learn, practice, and master the skills necessary to support young learners in a preschool classroom. The high school students working in the classroom must complete prerequisite coursework and/or be recommended by a teacher or guidance counselor. Recommendations are based on exemplary conduct and academic performance.

Program Philosophy

Children are learning from the moment of birth. They learn to move, to manipulate, to communicate, to interact with others, to solve problems, to understand how things work. We acknowledge each child as a unique person having individual personalities, temperaments, patterns, and timing of growth. Our goal is to help each child develop to his or her full potential by guiding, motivating, and providing an optimum-learning environment. We understand that children develop sequentially from one stage of development to another. We believe children must be provided with numerous opportunities that will challenge them and aid in their progression from one stage to

the next. We encourage children to be active participants in the learning process. We have designed various learning centers to allow for active exploration and individual learning styles.



Curriculum Goals

*“Education is not the filling of a pail,
but the lighting of a fire.”
(William Butler Yeats)*

The Tri-Town Early Childhood Program has adopted the HighScope Curriculum, an educational approach emphasizing “active participatory learning.” Active learning means students have direct, hands-on experiences with people, objects, events, and ideas. Children’s interests and choices are at the heart of HighScope programs. Children follow a classroom routine that includes a plan-do-review sequence, a process that allows children to take responsibility for their actions and learning in a structured way.

Elements of the Get Set for School Curriculum and the Teaching Strategies Gold Curriculum also support our young learners with the development of kindergarten readiness skills. In addition, we use strategies of the Responsive Classroom Curriculum to build a cooperative and respectful community of learners. Our preschool learning experiences are aligned with the MA Guidelines for Preschool Learning and the Common Core State Standards.

The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its program and activities.

Schedule & Tuition

Choice of:

2 days/week (Tuesday, Thursday) 72 days
3 days/week (Monday, Wednesday, Friday) 100 days
5 days/week (Monday through Friday) 172 days

Preschool (7:00 AM - 12:00 PM) \$35/day
Full Day (7:00 AM - 3:30 PM) \$45/day

Tuition is paid in six installments. The program follows the ORRS school year calendar.

For the preschool application form please go to www.tritownpreschool.weebly.com.

Daily Schedule

7:00 AM - 9:00 AM Early Arrival & Free Play

9:00 AM - 12:00 PM Preschool Session

Table-Time (fine motor)

Morning Meeting

Snack Time

Plan-Do-Review

Story Time / Rhyme / Music & Movement

Small-Group Lesson

Gross Motor

Noon Dismissal

12:00 PM - 3:30 PM Extended Day

Lunch

Rest Time

Table-Time (fine motor)

Gross Motor

Snack Time

Small-Group Lesson

Plan-Do-Review

Closing Circle / Afternoon Dismissal

