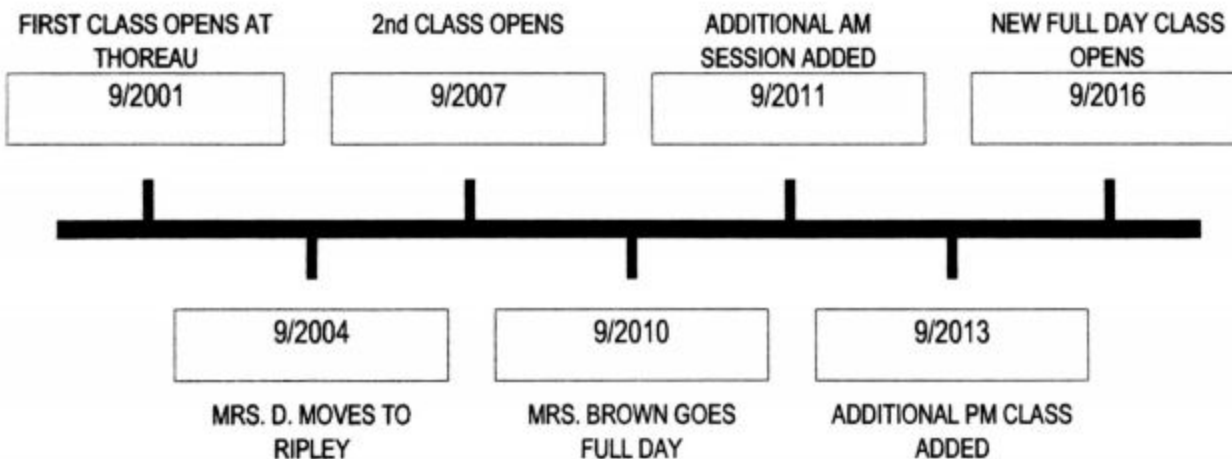


CONCORD INTEGRATED PRESCHOOL



April 8, 2016

History of the PRESCHOOL



CURRENTLY AT THE PRESCHOOL....

Half Day Sessions:

6+ IEPs 6 Community Peers

Full day Class:

8 IEPs

7 Community Peers

CIPS implements a hybrid approach.

Non disabled peers are enrolled in a **substantially separate special education program**.

These are SPECIAL EDUCATION CLASSROOMS, taught by special education teachers.

This is not a new model- the name was accurate when the program was at Thoreau (2001-2004).

To the best of our ability we work to maintain the ratios in line with the DESE requirements (to date there is not a 50/50 required ratio).

WHY ARE WE NOT CONSIDERED A SCHOOL?

- DESE does not recognize the CIPS as a school- we are a service provider.
- We use the preschool model for special education service delivery.
- Classes are not placed in public school setting (NATURAL ENVIRONMENT)
- Natural environment is “regular classes” (ie neighborhood preschool or daycare center, home daycare)

Substantially Separate?

Students on IEPs who require our program are placed out of their natural environment (neighborhood preschool or daycare center, home daycare) in a specialized classroom.

...”the nature and severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily”. (make effective progress)

BY THE NUMBERS...

- 2001-02: 27 (12/15 OOD)
- 2002-03: 35 (23/12 OOD)
- 2003-04: 32 (25/7 OOD)
- 2004-05: 28 (23/5 OOD)
- 2005-06: 24 (20/4 OOD)
- 2006-07: 22 (22/0 OOD)
- 2007-08: 18 (17/1 OOD)
- 2008-09: 25 (24/1 OOD)
- 2009-10: 27 (23/4 OOD)
- 2010-11: 25 (23/2 OOD)
- 2011-12: 24 (22/2 OOD)
- 2012-13: 26 (26/0 OOD)
- 2013-14: 32 (31/1 OOD)
- 2014-15: 34 (36/0 OOD)
- 2015-16: 40 (39/1 OOD)*

**Numbers include students who come
for itinerant services**

CURRENTLY: Community peers who ALSO
receive itinerant services: count
every 2 as 1 special education
spot.

20 ACTIVE REFERRALS*

*as of 4/6/16

IDEA DATA for 2014-2015 school year

Of the total 50 states, & 10 Outlying Areas, and Freely Associated States (60 total) required to adhere to IDEA, ONLY 13 states and 1 Free Associated State had more children ages 3-5 on IEPs than Massachusetts in 2014-15. Number of children and students served under IDEA, Part B*, by age group and state: 2014-15 <http://www2.ed.gov/programs/osepidea/618-data/static-tables/index.html>

MASSACHUSETTS

Puerto Rico
Kentucky
Georgia
Indiana
New Jersey
North Carolina
Michigan
Ohio
Pennsylvania
Illinois
Florida
Texas
New York
California

NATIONAL STATISTICS

“... unprecedented numbers of U.S. children now being identified as having special medical and educational needs and with the nation’s resources for addressing those needs increasingly constrained” Children With Disabilities VOLUME 22 NUMBER 1 SPRING 2012

p. 3.

	<u>Massachusetts</u>	<u>ALL</u>	<u>DISABILITIES</u>	
YEAR	Age 3	Age 4	Age 5	Total
2005	3,672	5,480	6,043	15,195
2014	4,255	5,880	6,581	16,716
9 years				+1,521 10% increase

<http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#part-b-menu>

CURRENT ISSUES

*Presented at 3/22/16 School
Committee Meeting

AT FULL CAPACITY as of 2/1/16

17 NEW referrals as of 1/24/16*

Anticipated 7-9 of these students will require a program and several others needing related (itinerant) services

As of 3/15/16 we have evaluated or are scheduled to evaluate a sum total of 46 children ages 3-5 this school year

Highest number of referrals at preschool in my tenure as director



Mrs. DeFrancesco and Mrs. McGregor

PRESCHOOL AT A GLANCE...

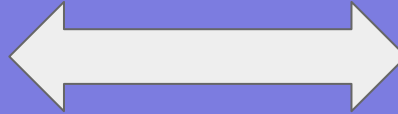


Current OT room- Will be a classroom in September 2016 (next to CCC)

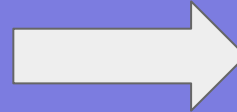




Mrs. Brown's Class



Future OT, sensory
motor and ABA space
September 2016



MORE AT A GLANCE

Currently CASE office and Speech Office
space

PROFESSIONAL DEVELOPMENT

Staff participate in relevant, timely and ongoing PD opportunities.

Examples of recent trainings staff have attended:

*Sheltered English Immersion

*Social Thinking

*CALM- De-Escalation and Restraint training

*Using Assistive Technology

*Impact of Trauma on Young children with disabilities (upcoming)

*Growing Up Wild - Science for preschoolers

*Teaching Strategies Gold

*Floortime

*Handwriting without tears

* Integrating Ipad in the Early Childhood classroom

*Data Collection

*Flexible Thinking and Executive Function

*Early Childhood Assessment
Coordinators Group

* CASE preschool group, CASE School Psychologist and Early

PROFESSIONAL DEVELOPMENT CON'T

- *Collaboration for Preschool Language and Literacy
- * Central Auditory Processing Disorders,
- *Language and Literacy in Elementary Schools,
- *Social Communication: Development, Assessment and Intervention, and Improving Intelligibility in Children with Speech Sound Disorders (doing this one now).
- *Using Assistive Technology to Support Early Learning,
- *Enhancing Phonological & Metaphonological Skills in Children, Childhood Apraxia of Speech,
- *Learn it Friday, Use it Monday Speech and Language Activities for Young Children
- *On-site ABA training (student based)

WHAT'S NEXT?

