History of the PRESCHOOL

FIRST CLASS OPENS AT THOREAU
9/2001

2nd CLASS OPENS
9/2007

ADDITIONAL AM SESSION ADDED
9/2011

NEW FULL DAY CLASS OPENS
9/2016

9/2004
MRS. D. MOVES TO RIPLEY

9/2010
MRS. BROWN GOES FULL DAY

9/2013
ADDITIONAL PM CLASS ADDED
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


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

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
Preschool at a Glance...

Mrs. DeFrancesco and Mrs. McGregor

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

Currently CASE office and Speech Office space

Future OT, sensory motor and ABA space

September 2016

Mrs. Brown’s Class
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 Ipads 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?