

Bedford High Integrated *Preschool*



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How the Integrated Preschool Began September 2008

- ★ Collaboration between Occupational Education Department and Special Education Department.
- ★ Designed to bring children back from outside programs into the community.



Our History

- ★ **2008 – 2009:** One Classroom, 4 Students on IEP's and 9 Typically Developing Students
- ★ **2009-2010:** One Classroom, 6 Students on IEP's and 7 Typically Developing Students
- ★ **2010-2011:** One Classroom, 7 Students on IEP's and 7 Typically Developing Students
- ★ **2011-2012:**
 - One Five Day Classroom with 7 Students on IEP's and 7 Typically Developing Students
 - One Three-Day Classroom with 5 Students on IEP's and 8 Typically Developing Students
- ★ **2012-2013:**
 - Two Five Day Integrated Preschool Classrooms
 - One Three-Day Integrated Preschool Classroom
 - **Servicing a total of 15 students on IEP's and 25 Typically Developing Students!**





Outcomes

- ★ Learning opportunity for high school students interested in jobs in education and early childhood development.



- ★ Brings children in outside programs back into the community into a less restrictive setting.



What Goes on in Preschool?





Who are we?



- ★ Diverse, Multi-age preschool program for the town of Bedford
- ★ Meet the needs of typically developing as well as special education students
- ★ Provide an integrated model for special education students in a supported environment
- ★ Provide comprehensive services





Who are we?



- ★ Before Care, After Care and Extended Day programs for students enrolled in preschool program
- ★ Child-directed activities are universally designed to meet the needs of all learners
- ★ Develop life long learners
- ★ Bedford High School and CASE connection





How Have We Grown?



★ Three Classrooms One Program:

- We Can Accommodate:
 - *Students with IEP's:* **21**
 - *"Typically Developing" Peers:* **24**
- Current Capacity 2012-2013:
 - *Students on IEP's:* **15**
 - *"Typically Developing" Peers:* **21**





What Makes Us Unique?

- ★ Highly qualified staff:
 - Special Education Teachers (2 are .5 FTE contracted sped teachers), TAs (contracted), Occupational Therapist, Speech/Language Pathologist, Physical Therapist (contracted)
- ★ Services are integrated and trans-disciplinary
- ★ Utilize Common Core and MA *Guidelines for Preschool Learning Experiences*
- ★ Optimal class size
 - Maximum of 15 students in each classroom
 - 51% typical to 49% special education





What Makes Us Unique?

★ Benefits all students



★ Multiple partnerships

- Bedford High School
- CASE Collaborative
- LABBB (uses as a work program)





What is our curriculum?

- ★ We follow the MA *Guidelines for Preschool Learning Experiences, Common Core and MA Frameworks*:
 - PK TEAM Developed a curriculum based on the Common Core
 - Utilize a Developmental approach
 - Integrated across all settings (cognitive, language, physical, social and emotional development)
- ★ Engaging and creative
- ★ Accessible
 - Student interest
 - Theme based





What is our curriculum?

- ★ Differentiated
 - Based on skill level
 - Multi-sensory approach
- ★ Comprehensive
 - ALL staff work together to provide each child with what they need to succeed
 - Teacher's role is to support and facilitate each child's learning.





How do we assess?

- ★ Ongoing/multi-modal assessment
 - Performance oriented
 - Systematic observation
 - Documentation
- ★ Standardized
 - purchasing myIGDIs assessments (numeracy and literacy)
- ★ Cyclical
 - Directly linked to curriculum
 - Allows teams to change practices





How do we assess?

- ★ Creative
 - Portfolio Assessments that move to each grade with each child
 - Child-centered and interactive
 - All students can be assessed on the same material, but in different ways
- ★ Developmentally appropriate
- ★ Based on Curriculum Frameworks and Common Core
 - The goal is kindergarten readiness
 - Get Ready To Read! (screening tool)
 - Assess where students are developmentally





How do we prepare for Kindergarten?

- ★ Literacy Development
 - Making text to text connections
 - Rhyming
 - Lively Letters Program
 - Phonemic awareness
- ★ Pre-Math Skills
 - Patterning
 - One to One Correspondence
 - Number identification
- ★ Classroom readiness
 - Following classroom routines





What have we accomplished?

- ★ Kindergarten Readiness for both regular education and special education students
- ★ We have expanded our single classroom to **3** classrooms in **5 years!**
 - 2 Five Day Classroom/1 Three-Day Classroom
 - Accommodating up to 21 student on IEP's and 24 "typically developing peers"



What have we accomplished?

- ★ Beautiful Outdoor Classroom – “PlayZone” as of 2012



- ★ Kept students on IEP's in their home district as appropriate
- ★ We have become a model for other districts using our high school/preschool collaboration



What have we accomplished?

- ★ Successful High School outcomes
 - Increase in High School Numbers (80 – 100 students enrolled each year)
 - Case Interns move to Early Childhood Majors/Minors to Davis Practicum
 - Some go onto a career in teaching/education





What have we accomplished?

- ★ Successful Before Care, After Care and Extended Day programs for students enrolled in preschool
 - Tuition based
 - Current enrollment:
 - Before Care: 3 enrolled
 - After Care: 13 enrolled
 - Extended Day: 3 enrolled





Our Successes

- ★ With Early Education Services in our Preschool Program over the past 5 years, we have
 - 3 students have been discharged from special education
 - 5 students are fully included with support in their elementary classes
 - 6 students are a part of our integrated programs at Davis School]
 - 4 students have returned to our district from our collaborative partners





Potential Cost Analysis for Out of District

At this time there are no half day integrated pre-school programs or three-day integrated pre-school programs at our local collaboratives as most districts have developed an Integrated Pre-school program for their towns only.

The data below reflects the potential cost of students attending our collaborative program at full-day cost.

Five-day Program

<u>Eligible Pre-K students</u>	<u>Placement</u>	<u>Cost full-day per student</u>
15 students	LABBB	\$ 54,672
Total to send 15 students OOD in 5 day program		\$ 820,080

Analysis does not include transportation at approximately \$11,000 per student @ \$165,000



In District Costs for Integrated Pre-School

BPS Employees

Salary

1.0	Preschool Teacher	\$ 82,163
.2	Occupational Therapist	\$ 11,886
.6	Speech/Language	\$ 37,934

Contracted Employees

Teacher Assistants (3) (including before and after care)	\$ 54,272.00
Preschool Teachers (2)	\$ 41,358.00
Physical Therapist (1 @ 2 hours/week)	\$ 3,420.00

Supplies/materials

Total Expenses average per year =	\$ 1,500
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TOTAL COST FOR PRE-SCHOOL

Without Revenue calculated =	\$ 232,533
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Revenue Generated From Integrated Preschool

Pre-School Tuition \$ 79,500

Before/After Care Tuition \$ 36,024

Total Revenue \$ 115,524

Total expense for preschool = \$ 232,533

Total revenue generated = \$115,524

Total district cost for preschool = \$ 117,009

TOTAL COST FOR OOD= \$ 820,080 (full day 5 day program calculated)

TOTAL DISTRICT COST FOR PRESCHOOL = \$ 117,009

***COST SAVINGS \$ 703,071**

(*based on 15 students)

Analysis does not include transportation at approximately \$11,000 per student @ \$165,000

(capacity 21 students)



What's in the future?

- ★ Program refinement
 - Continue to develop ongoing, systematic data collection to inform planning and instruction based on recently developed curriculum and Common Core
 - Continue to align preschool goals for a seamless transition from preschool to Davis kindergarten





From a preschool parent...

- ★ “Our son Ryan has had a wonderful experience at Bedford High School Integrated Preschool. He has made tremendous gains since he started in September, and my husband Scott and I are convinced that it is due, in large part, to the incredibly supportive team at BHIP. Each week we receive a newsletter that outlines what the preschoolers have done, and we are amazed at the fun activities that are carefully planned, from multi-sensory cooking to art activities, to author studies and learning letter sounds, to songs and games, and turning a writing center into a post office and mailing art work home so that children can get a sense of real world experiences. Ryan's classroom is structured with a schedule board so that he knows exactly what his day will look like. His teacher, Mrs. Schissler (whom we adore), communicates weekly with us to let us know how well he is progressing, which is just wonderful.





From a preschool parent...

- ★ “Ryan loves Mrs. Schissler as well and his classroom friends, the activities, and the new play zone. He also loves working with Mrs. Lusk, the teaching assistant, the speech teacher, Mrs. Bruggeman and the O.T., Mrs. Backert, as well as the "high school friends" that join them each week. Finally, he loves going to Mrs. Szymczak's room for lunch and his Monday playgroup. As a parent, we feel so grateful that Ryan has this team of people at school, led by Mrs. Szymczak, who really know him, and who are cheering him on every step of the way. At each team meeting, we, as parents feel so supported as well.





From a preschool parent...

- ★ “Last year, at this time, we had some concerns about Ryan, and not sure of where to go for preschool. BHIP welcomed us with open arms, and have been such a big part of Ryan's success this year. Each school day he waits at the door for school to start, and when Mrs. Schissler opens that door and says, "Hello, boys and girls!!!", he runs in eagerly in anticipation of what fun activity the class will do that day.

Every child should have this type of preschool experience!”

~ Gretta



