

Early Steps Integrated Preschool FY 2011 Budget Description

Anne Hardiman, Hosmer School CoPrincipal

The Early Steps Integrated Preschool provides multiage learning environments for children ages 3 -5 years old identified with and without special education plans. Direct service through classroom placement and therapeutic interventions is provided within the preschool environment. Preschool age students referred for evaluation are evaluated by the Preschool Intake Review Team. Unique to preschool planning is the mandate to provide educational services to children identified with special education needs at the age of three. As children turn three throughout the year, staffing needs and program design may need to be adjusted to meet those needs. In the past, grant resources have been used to support the changing needs of the preschool program throughout the year.

FY10 Student Enrollment

Total students served: 109

Classroom enrollment: 87

Special education students in classrooms: 34

In Therapeutic groups only: 15

Out of District: 2

Staff

Administration:

Two CoPrincipals, .8 Administrative Assistant, .8 Parent Outreach Coordinator, .4 Teacher Leader, .4 Intake Team Leader.

4.6 classroom teachers

ARRA/IDEA money was used in conjunction with tuition/budget allocation to support .6 FTE this past year. In order to maintain this position beyond next year we would need to incorporate in tuition increase.

Nine Full time Instructional Assistants:

Two .5 Instructional Assistants: Positions supported by ARRA/IDEA money

Three Speech/Language Pathologists

One SLP is .6 FTE Speech/Language therapy and .4 Teacher Leader

One SLP supports Hosmer students as well, approximately .1-.2 FTE

Occupational Therapist: 1.0 FTE

Physical Therapist: (District wide contract)

PT Assistant:

Social Worker: Walker contract 10-15 hours

Psychologist:

Classroom Program Descriptions

- Integrated classrooms: 49% IEP students and 51% non-IEP students
Two classrooms have double sessions designed as follows:
Morning sessions = 4 days/week 3 hours
1 day/week 3 hours (Small Group targeted instruction)
Afternoon session = 4 days/week 2.5 hours
Staffing: One teacher and two assistants
- Integrated Learning Support Class: Morning session for 3 hours each day. Three days are an integrated model and 2 days are small group targeted instruction. IEP students assigned to this class have a neurodevelopmental diagnosis.
Staffing: 1 teacher and 2-3 assistants
- Autism Spectrum Disorder models:
1 Classroom is a 5 hour session for 5 days a week. This class is integrated for the full 5 hours and designed to meet the needs of children diagnosed with Autism/PDD.
Staffing: 1 teacher 2 assistants

Current class size = 15 (7 IEP students)

1 Classroom has sub separate morning sessions for 3.5 hours 5 days a week and integrated classroom experience 4 days a week for 2.5 hours. IEP students assigned to this program are students diagnosed with Autism.

Staffing: 1 Teacher and 2-3 assistants

Current class size: Sub-separate = 5, Integrated = 13 including 5 IEP students

FY 2011 Needs

- 1-to-1 support for students with Autism as well as students with severe neuro-developmental disabilities. Projected increase would be 4-5 IA positions.
- Increase number of ELL students and students ELL students referred for special education evaluation indicates the need for staff with expertise in ELL. This could be a consultant or direct service teacher. One possible solution would be to combine an increase in staff for Hosmer to 4 full time ELL teachers with one teacher assigned to service preschool population.
- COTA support needed for OT services to help facilitate service delivery and assessment needs.

Capital improvement needs

Creation of additional learning environment with toilet facility for autism class by remodeling space at Preschool. Jay Francione has information for cost projection.

Materials will be needed to support this environment.