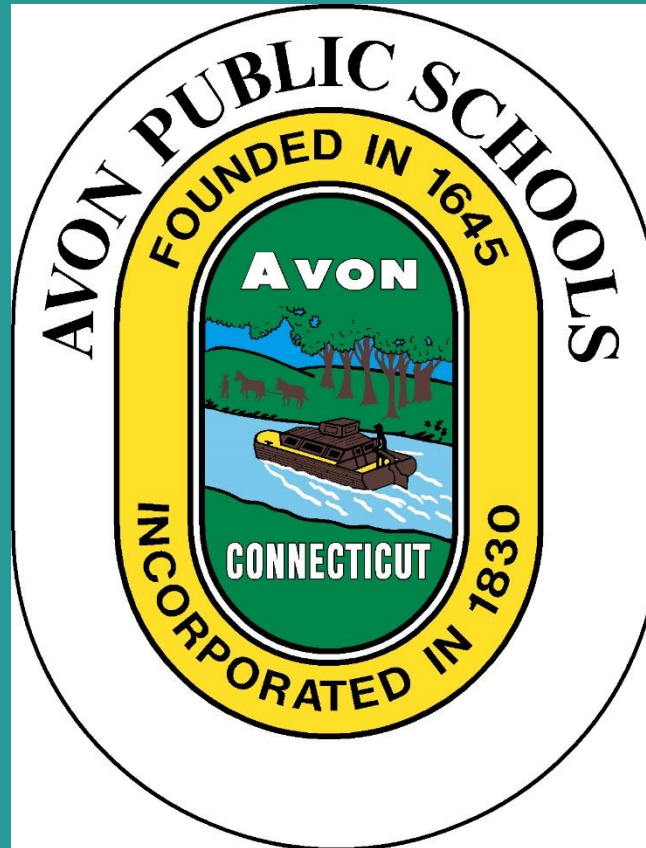


Board of Education Special Preschool Committee



June 30, 2015

Agenda

Introductions

Comparison of APS Preschool Program 2013-2014 with 2014-2015

Review of Materials Packet

Current APS Preschool Mission

Review of Themes of Concerns of 2014 – 2015

Program Logistics 2015 – 2016

Inventory of Areas/Items to Address 2015 – 2016

Next Meeting Date and Agenda

Comparison of APS Preschool Program

2013-2014 School Year

Location/Facility

1. Program housed at PGS
2. 2 classrooms (and a small office space)
3. Separate space for SLP
4. No time-out room
5. Bathrooms located in classrooms
6. Cabinets, shelves and closet in classrooms with ample storage for preschool toys and supplies

2014-2015 School Year

Location/Facility

1. Off-site facility located at 150 Fisher Drive
2. 4 classrooms; conference room; office/reception area; additional room subdivided for nurse and staff room
3. No private office space for SLP
4. Time-out room shared with IOL
5. Bathrooms located in classrooms
6. Shelving units secured and placed into one room in addition to new furniture with storage capacity; large book closet

Comparison of APS Preschool Program

2013-2014 School Year

Staffing:

1. 2.0 FTI Avon Preschool (classroom) teachers and 1 additional Special Education Teacher
2. .5 Coordinator
3. .5 FTE Speech/Language Pathologist (SLP) providing pull-out support and .5 FTE SLP providing push-in support
4. Itinerant speech services provided by Preschool SLP
5. Occupational therapist (OT) providing most of services in pull-out setting
6. Physical Therapy (PT) – as required by IEPs
7. Four .8 (3.2 FTE) Para-Educators
8. BCBA Support periodically – only as required per student IEP
9. Monthly meeting with SpEd Administrator
10. On-site administrator called upon to address issues of student discipline
11. School day for staff – 8:30-3:45 – with break for lunch from 11:30-12:30 each day
12. Additional Staffing: Access to School Psychologist as available

2014-2015 School Year

Staffing:

1. 3.5 FTE Preschool Teachers and .5 Coordinator (up until mid year); completing year with 4.0 FTE Preschool teachers
2. 1.0 FTE SLP with majority of time in classrooms and pull-out services only as needed
3. Some provision of itinerant services offered by PGS and RBS staff
4. 2 full days of OT providing mostly push-in support with pull-out only as needed
5. PT services remain unchanged
6. Seven (6.7 FTE) Para-Educators
7. One full day/week BCABA services with oversight from BCBA and, since 4/24/15, two additional days/week of BCABA staff
8. Monthly meeting with SpEd Administrator
9. On-call administrator for issues related to student discipline however, trained BCABAs in building 3 days/week
10. No change in length of school day but staff leave classroom to take half-hour lunch break
11. Additional Staffing: Two full days Early Childhood Specialist (CREC); two half-days Support Specialist (CREC); two mornings/week support from RBS/PGS School Psychologists; two Doctoral Intern Students

Comparison of APS Preschool Program

2013-2014 School Year

Program Student Population:

1. Half-day programming, 9-11:30 or 12:30-3, three days per week for 3 year olds with additional time on Mondays for identified students
2. No full-day provisions for 3 year olds with significant disabilities
3. Class sizes for 3 year olds approximately 8-10 per session
4. Half-day programming, four days per week for 4 year olds with some options for extended day services for more involved students
5. Class sizes for 4 year olds approximately 12-14 students
6. No teaching responsibilities for staff on Fridays
7. Students all coming from Avon – no less than 51% identified as “peer models” – for both programs
8. “Peer Models” screened and selected by Preschool Staff
9. Follow State’s Preschool Assessment Framework with relatively set daily and yearly curriculum
10. No direct provision of social skills instruction
11. Art, Music and Physical Education – each one time per week

2014-2015 School Year

Program/Student Population:

1. No change in programming for 3 year olds
2. Four 3 year olds with significant disabilities attend school all day
3. Class sizes for 3 year olds range from 10-12 students (with 4 students attending both sessions)
4. Five full days (9:00am to 3:00pm) of programming for all four year olds, including peer models
5. Class sizes for 4 year olds range from 11-15 students with use of flexible groupings in am and pm to reduce group sizes for instructional times of day
6. Teachers responsible for instructing students five days a week
7. No change to ratio of identified students to peer models in 3 and 4 year old programs; however approximately 71% of peer models in 4 year old program are presently Hartford students coming through CHOICE program due to number of Avon students leaving program
8. Hartford students screened by CREC but were selected for enrollment based on a blind lottery, not hand-selected
9. Shift to Early Learning Development Standards (ELDS) with challenges on how to address new areas that have not been part of curricular expectations
10. Teach Town curriculum to provide for direct instruction of social skills in the classroom
11. Physical Education three times per week

Comparison of APS Preschool Program

2013-2014 School Year

Other:

1. B-3 and Child Find: Coordinator conducted all Child Find activities as part of Birth to Three Transition Process
2. PPT Meetings: scheduled by clerk/typist and chaired by building Assistant Principal or his/her designee
3. Technology; Smartboard technology in classrooms; desktop computers
4. Professional Development: Preschool teachers participated in district-sponsored PD

2014-2015 School Year

Other:

1. B-3 and Child Find: Director of Pupil Services responsible for processing community referrals and transitioning students from Birth to Three with required observations assigned to staff, as appropriate
2. PPT Meetings; scheduled by clerk/typist at PGS and chaired by Preschool Coordinator until her resignation; meetings then chaired by Director of Pupil services
3. Technology: Smartboard technology in classrooms; laptops assigned to each staff member
4. Professional Development: Separate PD activities all year with preschool focus

Materials Packet Content

Connecticut State Department of Education Curriculum / Assessment Frameworks

Early Childhood SRBI Guide

Council for Exceptional Children Booklet

Position Statement – National Association for Education of Young Children

Research Article (University of Connecticut)

Open Choice (Early Beginnings) Guidelines

Avon Public Schools Preschool Curriculum Documents

Past & Present Preschool Program Comparison Summary

Avon Public Schools Preschool

Mission

To ensure that preschool students achieve maximum levels of participation in active learning experiences which promote early childhood concept development and reinforce individual strengths, interests and learning styles.

Themes of Concerns 2014-2015

- Change in Program & Location
- Communication
- Meeting the Needs of all Students
- Behavioral Challenges
- Integrated Classrooms
- Screening
- Staffing
- School Climate
- Safety
- Technology
- Other

Program Logistics 2015 -2016

Location

Supervision

Enrollment

Staffing

Student Screening

Schedules

Communications

Other

Location

Roaring Brook School

- 4 Classrooms
- Small Rooms for OT, PT and Speech
- Cafeteria
- Gym
- Playground

Shared Supervision

Director of
Pupil Services

+

Special Education
Supervisor

+

Building
Principal

Projected Enrollment

3 Year Olds

½ Day A.M.

5 Special Education Students

6 Typical Peers

½ Day P.M.

4 Special Education Students

5 Typical Peers

4 Year Olds

Full Day

9 special Education Students

23 Typical Peers*

*includes 12 Open Choice students

Staffing

Special Education Supervisor (0.5)

Teachers (4.0)

Literacy/Math Facilitator(CREC) (0.4)

Resource Specialist (CREC) (as needed)

Para-Educators (7.8)

BCABA Services (0.2)

Occupational Therapist (0.4)

Physical Therapist (as needed per IEP)

School Psychologist (0.2)

Speech/Language Pathologist (1.0)

Student Screening

- Meet & Greet
- Early Screening Inventory
- Peabody Picture Vocabulary Text
- Benchmark Assessments

Schedules

3 Year Olds*

Tuesday, Wednesday & Thursday

AM Session 9:00 – 11:30

PM Session 12:30 – 3:00

4 Year Olds

Monday – Friday

9:00 AM – 3:00 PM

Identified Students Attend Monday -
Thursday

Communications

- Meet & Greets
- Curriculum Nights
- Conferences
- Daily Reports
- Report Cards
- Preschool Registration Handbook
- RBS Handbook
- Letters
- Emails
- Phone Calls

Inventory of Areas/Items to Address

- Structural
- Communication
- Curricular
- Professional Development
- Other

Next Steps

- Next Meeting Date, Time & Location
- Next Meeting Agenda Items
 - ✓ Review & Finalize Mission
 - ✓ Establish Meet & Greet and Curriculum Night Dates
 - ✓ Begin Addressing Structural, Communication & Curricular Identified Needs