

Early Childhood Education

Program Leader: Liz Billings-Fouhy

ORGANIZATION/PROGRAM DESCRIPTION

The LPS Early Childhood Program is mandated to help determine which young children in the community have disabilities and provide them with appropriate services to help them access the preschool curriculum and move into LPS Elementary programming when they turn 5. Our department provides evaluation services for young children from the age of 2 years 9 months to 5 years of age. The Department is comprised of a wide range of specialists: Special Educators, Occupational Therapists, Speech and Language Pathologists, Physical Therapists, Behaviorists and a Psychologist. Once special education eligibility is determined Individual Educational Plans are written for each qualifying child. We generally evaluate 80-90 children a year and provide services for 70 - 90 children every year. Since the Federal and State laws dictate that young children with special needs be serviced in the least restrictive, "most typical" educational setting possible, LPS has developed a range of service options for children with special needs.

Discrete Services: Roughly 2/3 of the children we serve attend private nursery school or day care at their parents' expense. LPS provides, via an IEP, discrete OT, Speech and Language or PT services to that child at our new Harrington site. We also send a special educator once or twice a month to each child's school to consult with his/her teacher.

Integrated preschool programming: The State and Federal Laws dictate that children must be served, if at all possible, with their age mates in a school program. LPS has developed an Integrated Program model for the children with special needs who cannot be served in the area nursery (Daycare schools). These children require specialized instruction throughout their school day. They also require more adult support and expertise in the areas of special education than are available in the local private preschool programs.

Lexington Children's Place serves children between the ages of 2 years 9 months and kindergarten entry age. Class size will vary as the year progresses but cannot, by law, be greater than 15 per class. Slightly more than one half of the children (8 children) are "typically developing" and pay tuition to attend, and the other half (7 children) of the children may have some combination of language, motor and/or social delays. The program is staffed by the child development teacher and two assistant teachers. An additional assistant teacher may be added as the group needs dictate. Children receive speech and language, OT and PT services throughout their school day. The program follows the LPS school calendar and begins early in September.

Currently we have 4 class groups that are integrated:

- One Morning and two Afternoon 10 hour programs: 4 days week at 2 1/2 hours day
- Morning 15 hour program: 5 days a week at 3 hour day
- Lunch Bunch: 4 days a week at 1 hour per day

Classes are comprised of children with and without special needs. Children without special needs are charged tuition at a rate commensurate with area nursery schools. Tuition for children who enter at various points in the year is prorated. The program wishes to enroll children from a variety of socioeconomic backgrounds so a limited amount of scholarship aid and/or a varied payment schedule for families in need of assistance and/or modifications are available by completing a scholarship application.

The goal of program is to develop an active partnership with parents in their child's early development and to provide a model, developmental preschool program that is based on an "inclusive" multicultural curriculum in which diversity is celebrated and all children learn to grow together as they explore their world.

Full Day, Intensive Programming: This classroom is designed for children who require intensive, small group or individual educational programming. Many of these children have disabilities on the Autism Spectrum and need very specific methods and strategies. This program utilizes a developmentally based, spiraling curriculum. Language and communication skills are embedded and taught throughout the day. Additionally, all children receive direct instruction in language development, communication skills, cognitive skill

development, motor, social and behavioral skills. Class size is small (5-10 students) and student teacher ratios are high (1:1 or 2:1). When they have the prerequisite skills, some of these students are provided with inclusion opportunities for periods of their school day in the Integrated Preschool.

Extended Year Services: The law also dictates that children will be provided with extended year (summer) services if they have demonstrated that they will substantially regress after a long vacation without services. LCP also runs a Summer Program that provides the children in the Intensive Full Day classroom with 6 weeks of commensurate programming and 2 weeks of home based services. We also provide a 6 week summer program, which is not integrated at this time, for some of the children with substantial special needs who attend our integrated program during the school year. Discrete services are also provided for the few children who require those during the summer.

Model of service providers for Students with Autism Spectrum Disorders-Early Childhood Version

In the summer of 2009, the LPS District-wide Intensive Learning Program Classrooms (3 at Fiske, one at Early Childhood) began using a new staffing model which utilized Student Support Instructors (SSIs) for in school and home services for classroom staffing. This model provides high quality one-on-one or one-on-two support to the children in the classroom through the school day. In addition, it provides the teacher of the classroom with critical time during the day to coordinate services, supervise staff and analyze data. This level of support for the program helps to ensure that we would be able to provide consistent high quality services to student on the autism spectrum and compete nearby well known out-of-district schools. There is no longer a Special Class Teacher Aide position at Early Childhood; this has become an SSI position.

STAFFING SUMMARY:

Line No	DESE Func	JOB_DESC	Operating				Grant				Revolving				Total Sum of FY11 FTE Budget	Total Sum of FY12 FTE	Total Sum of FTE Change	Total Sum of FY12 Budget
			FY11 FTE Budget	FY12 FTE	FTE Change	FY12 Budget	FY11 FTE Budget	FY12 FTE	FTE Change	FY12 Budget	FY11 FTE Budget	FY12 FTE	FTE Change	FY12 Budget				
1	2305	PRESCH TCH	3.00	3.00	0.00		1.30	1.30	0.00						4.30	4.30	0.00	
	2320	OCC THERAP	1.50	1.50	0.00										1.50	1.50	0.00	
		SPEECH/LANGUAGE	2.00	2.00	0.00										2.00	2.00	0.00	
	2800	PSYCHOLOGIST	0.15	0.15	0.00		0.25	0.25	0.00						0.40	0.40	0.00	
4	2110	SEC COORD								0.45	0.80	0.35			0.45	0.80	0.35	
7	2330	EC IA	1.27	0.78	(0.49)		2.16	1.53	(0.63)		0.11	0.12	0.01		0.11	0.12	0.01	
		SPEED IA									4.46	3.86	(0.60)		4.46	3.86	(0.60)	
		SSI	3.23	3.20	(0.03)						1.03	1.55	0.52		3.23	3.20	(0.03)	
8	2320	ABA-CERT G	0.05	0.05	0.00										0.05	0.05	0.00	
16	2110	SUPVPRESCH	1.00	1.00	0.00										1.00	1.00	0.00	
Grand Total			12.20	11.68	(0.52)	\$ 784,991	3.71	3.08	(0.63)	\$ 174,776	1.59	2.47	0.88	\$ 78,208	17.50	17.23	(0.27)	\$ 1,037,975

EXPENSE SUMMARY:

State Func - Seg 7	FY11 Func	ACCOUNT DESCRIPTION - new	Sum of FY09 YTD EXP/ENC	Sum of FY10 YTD EXPENDED	Sum of FY11 STM Budget	Sum of FY12 ATM Request	Sum of \$ Changed
2320	Medical/ Therapeutic Services	BCBA HOME SERVICES	\$52,348	\$ 4,836	\$ 61,224	\$ 61,224	\$ -
2357	Professional Development Stipends, Providers and Expenses	SEMINARS/WORKSHOPS/CONFERENCES	\$0	\$ 1,820	\$ 2,148	\$ 2,148	\$ -
2420	Instructional Equipment	EQUIP.SERVICE & REPAIR	\$0	\$ -	\$ 721	\$ 721	\$ -
2430	General Supplies	SUPPLIES & MATERIALS	\$4,471	\$ 9,908	\$ 1,782	\$ 1,782	\$ -
Grand Total			\$56,818	\$ 16,564	\$ 65,875	\$ 65,875	\$ -

- The expense budget includes \$61,224 for early intervention, medical, and therapeutic services for our Early Childhood Program. Some students are known through the Department of Public Health through age three (3), while others are not. At age three, the public schools become responsible for providing services and integrate them into the district's educational program. The use of funds can be variable as the student population served changes every year. Any unexpended balance in this line item is used to offset other special education line items or is returned at the close of the fiscal year.