

Repurposing of Montrose MONTROSE EARLY LEARNING CENTER



**The School District of
South Orange-Maplewood**
November 18, 2013

Guiding Change Process

- Directed that the Montrose School be repurposed to house a special education program.
- To reduce the number of new out-of-district placements, better serve our students in-district, and slow the rate of increase in out-of-district tuition costs.
- To explore the possibility of a special education program that would become a revenue source based on receiving tuition based out-of district students.

Recommended: Option 1 or Option 2

Both options:

- Enhance and expand current preschool programs
- Offer more integrated options for students
- Centralize preschool options into one building
- Build partnerships with local universities
- Receive tuition from general education parents
- Receive tuition from other districts for special needs preschool students
- Receive tuition for toddler-3 class for staff

Services

Both options offer:

- Speech and Language
- Occupational and Physical Therapy
- Music, Art and Physical Education
- Social Work Interns
- Child Study Team
- Nursing Services
- Director/Principal

Both Options Offer a University Affiliation

- We currently have university affiliations with NYU and Rutgers through our social work intern program
- We are entering into a partnership with Montclair State University College of Education and Human services and the Center for Autism and Early Childhood Mental Health
- We are exploring a relationship with Seton Hall in utilizing graduate students in their Speech and Language program

Models

Both options offer:

- 33% of the spots will be for non-tuition students who qualify for Free and Reduced Lunch
- Integrated supported classroom services for general and special education students
- ABA provided in self-contained classrooms
- *Creative Curriculum* in all classrooms
- Transdisciplinary delivery of services through a Relationship Based model in an integrated setting to meet alternative needs of students with developmental delays and communication disorders

Option 1 Classrooms Used

- 2 classrooms used for full day autistic
- 2 classrooms for full-day ELLI - Integrated
- 2 classrooms for half day programming for integrated
- 1 classroom for full day preschool disabled students
- 1 room for full day Toddler – 3 year old program for children of staff
- 1 room for full day intensive related service

Option 2 Classrooms Used

- 2 classrooms used for full day autistic
- 1 classroom for full-day ELLI-Integrated
- 1 classroom for half day for ELLI-integrated
- 1 classroom for full day preschool disabled students
- 1 classroom for full day Toddler – 3 year old program for children of staff
- 2 classrooms for Integrated Kindergarten
- 1 room for full day intensive related service

Students and Classrooms

Option 1

- 150 preschool students (81 general education, 69 special education)
- 8 classrooms for preschool

Option 2

- 90 Preschool students (49 general education 41 special education)
- 5 classrooms for preschool
- 3 classrooms for kindergarten

Additional Staffing Required

Option 1

- 4 teaching staff
- 1 director/principal
- 1 nurse
- 8 para-professionals

Option 2

- 1 teacher
- 1 director/principal
- 1 nurse
- 3 para-professionals

UPDATES

- Proposed Partnership with Montclair State University
- Discussion toward a wrap-around program
- Discussion toward staffing of Toddler to three room for staff children

Differences Between the Two Options

- Both options provide a revenue stream, more classrooms opened in other buildings and an expanded preschool.
- Option one allows more options for preschool students.
- Option 2 offers less options for preschool but provides more relief to stressed buildings.
- Option 2 limits our ability to market to other districts but gives us time to come up to full speed.

Concluding Statement

- By keeping our service delivery models diverse and centered on early intervention and integration, we believe we can provide a long term option for reducing the number of new out-of-district placements, provide a viable revenue stream and offer the community a model of early childhood inclusive education.