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.