

## Program

### Bedford Early Educational Program (BEEP)

BEEP is an inclusive preschool providing the opportunity for typically developing three and four year old children and children identified as having special needs to learn and play together. We believe active participation and concrete learning experiences make learning more meaningful for the children and best serves their development and learning. All the children are provided a multi-sensory learning environment in which they utilize all senses in learning new concepts. Language development and social skills are emphasized throughout the integrated curriculum. Implementation of specialized intervention within natural situations occurs without disrupting the curriculum and educational routines of the classroom.

## Curriculum

The Creative Curriculum serves as the blueprint for our developmentally appropriate program. This curriculum has a firm foundation of researched-based practices and teaches social/emotional development, physical development, cognitive development and language development. Program outcomes are aligned with the Bedford School District curriculum benchmarks.



## Staff

Classrooms are staffed by certified educators with a background in early childhood and special education. These highly trained teachers have a broad spectrum of knowledge in learning styles and instructional strategies. In addition, our staff includes licensed speech and language pathologists, speech assistant, certified occupational therapy assistant, licensed occupational therapist, licensed physical therapist, and a program coordinator. Classroom assistants support teachers and therapists in meeting the needs of the children. Educational consultants are available as needed.



## Families

Parents are welcomed and encouraged to participate in their child's education. Early in the school year, parents are given the opportunity to meet all staff at an Open House. A formal Visitation Day is scheduled in the Fall and parents are welcomed to visit at other times by appointment. Newsletters highlighting classroom activities go home monthly. A parent lending library is in place. Parent information series is offered to address specific areas of development. There is frequent informal parent and teacher contact as well as the opportunity for scheduled conference.

## A Day In BEEP

Programs offered are two, three, four, and five day sessions with morning classes from 8:10 to 10:40 and afternoon classes from 11:40 to 2:10.

A typical day may include:

Free Play – Children may choose from activity centers within the room. Centers vary and may include sand, water and rice play, painting, building with blocks, puzzles, kitchen and doll play, dress-up and other creative play, reading books, fine and gross motor activities and play with other toys and cooperative games. Opportunities to develop social, behavioral, language and motor skills are maximized.

Circle – Circle activities are presented at an appropriate level for the group. Generally circle starts with greeting of peers and staff. Calendar activities, math and literacy skills are incorporated into this time. There are many opportunities to foster language skills including turn taking, listening, vocabulary building, grammar and narrative development. Activities often center around a monthly theme such as bugs, the Wild West, or nursery rhymes.

Movement – Children are provided opportunities to develop gross motor skills through games, obstacle courses and other activities. The children use the playground, weather permitting.

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(A Day in Beep)

Music – Music provides the children with a creative means for self-expression. Finger plays and other participatory songs are favorites! Social, language and motor skills are reinforced.

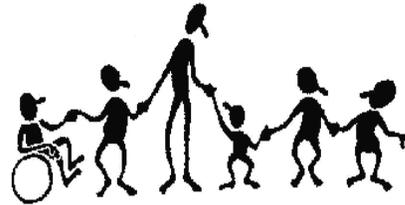
Table Activities – Table activities offer a small group learning experience under the direction of an adult. Teachers, therapists and classroom assistants help children with fine motor activities. These often involve completion of an arts and craft project. Paper and pencil as well as cutting skills may be addressed at this time. Pre-academic skills and visual perceptual skills are also addressed during table activities.

Snack Time – Parents provide a daily snack for their child. Self-help, social and language skills are reinforced during this time.

Story Time – Through literature we can create a conceptualized experience in which children can learn and apply new skills. Relating and sharing information and ideas is the basis of communication. During read-aloud, discussion activates knowledge, builds new concepts and helps children relate the story to their own life experience. Through story time we hope to develop in the children a respect for books and interest in reading. It is a time that is rich in opportunities to build general knowledge, pre-academic skills, social and language skills.

### Benefits to an Inclusive Setting

- Research has supported inclusive settings as environments where preschoolers with special education needs can acquire and practice cognitive, social and language skills.
- Typically developing students make normal developmental gains.
- Typically developing children develop an increased understanding of and comfort level with disabilities and an increased understanding of human differences.

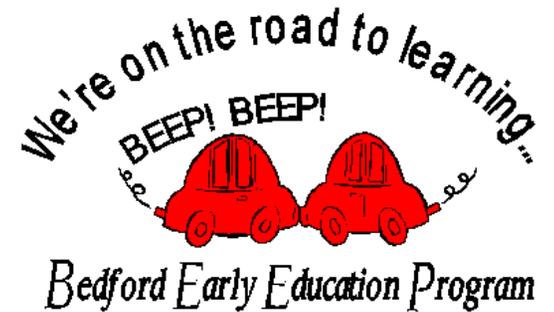


#### Notice of Nondiscrimination

Applications for admission and employment, students, parents, employees, sources of referral of applications for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Bedford School District are hereby notified that this district does not discriminate on the basis of race, color, national origin, gender, age, physical or mental disability or marital status in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Bedford School District's compliance with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Education of All Handicapped Children Act of 1975, the Civil Rights Restoration Act of 1991, or the American with Disabilities Act of 1991 is to directed to Carol Sideris, Director of Human Resources, a/o SAU #25, 103 County Rd., Bedford, NH 03110, telephone (603) 472-3755, who has been designated by the Bedford School District to coordinate the district's efforts to comply with the regulations implementing the above named legislation.

## Bedford Early Education Program

Memorial School  
55 Old Bedford Road  
Bedford, New Hampshire 03110  
627-1776



*A developmentally appropriate preschool that is respectful of the talents and needs of individual children.*

Pam Ilg, Principal  
Christena Lassonde, Program Coordinator

Program Provided by:  
Bedford School District  
103 County Road  
Bedford, New Hampshire 03110

## **Special Education Programs**

### ***Child Find –***

Each district is required to find and evaluate suspected educationally disabled children within their school district, between the ages of 0 and 21 years, although the obligation to provide a program does not start until the age of three. Districts must comply with the Child Find procedures set forth in both the Federal Regulations (Sec. 300.125 under the Individuals with Disabilities Education Act) and the NH State Regulations (Ed 1103.01-1103.03). Any person may refer a child to the Child Find Team.

Child Find screenings, for children who are suspected or known to have a disability, are available by appointment throughout the school year by contacting the BEEP Coordinator at 627-1776. An annual Child Find Screening is offered. Details are published in the Bedford Journal and the Bedford Bulletin. Flyers are distributed to areas preschools and daycare centers.

### ***Reverse Mainstream Classes –***

Inclusive classroom programs for 3 and 4 year olds are provided two, three or four days a week, for 2 ½ hours a day. These classes are staffed by an Early Education Specialist with a background in Special Education. The number of typical peers is generally equal to the number of children with identified special needs. These programs are provided for children who require specifically designed instruction and meet the unique needs of a child with a disability, at no cost to the parents. Children, who also have related service needs such as speech and language or occupational therapy, access these services as part of their BEEP program.

## **Enrollment Procedures For Typical Peers**

Typical peers attend the inclusive preschool program at a nominal fee paid to the Bedford School District. Programs are available for both 3 and 4 year old students and vary from two to four days a week, 2 ½ hours a day. Students may enroll at any point in the year based on space availability. Students must meet the age requirement by September 30<sup>th</sup> of the entry year. Please contact the Program Coordinator for information about program availability and specific fees.

Parents should contact the BEEP Coordinator in initiate the application process at 627-1776.

Parents are required to complete a developmental questionnaire. All children are expected to participate in a general developmental screening with a BEEP staff member, offered at no cost, and which may include a play session with peers. Parents are encouraged to visit a BEEP classroom when school is in session

All children accepted for enrollment must follow the entrance requirements for the Bedford School District. The child's original birth certificate must be brought to the school office along with Health forms, including immunization records and a record of a physical examination completed within a one year period of expected enrollment. Additional forms, including emergency contact cards are also required.