



Bridgeway Academy Peer Model Program

What is a Peer Model Program?

Bridgeway Academy is proud to offer a high quality comprehensive education program to students with developmental delays as well as typical peer models.

The Peer Model Program provides an opportunity for typically developing children to be integrated into our Preschool and Kindergarten classrooms to serve as role models for children with developmental delays. For children ages 3-5, research continues to show the importance of inclusion – a setting that embraces diverse learners by offering equal opportunities to access a typical classroom environment, while simultaneously providing the support needed to achieve individual learning objectives.

All of this information and research guides Bridgeway Academy as we make decisions about our program, supporting our mission *to inspire the potential and celebrate the ability of every child.*

Peer Criteria

- Child should be 3 years old prior to September 30th of the current school year
- Child enjoys playing with other children: interacts well with others, manipulates toys, and engages in age-appropriate activities without assistance
- Child follows simple directions, makes basic needs known, answers simple questions
- Child separates easily from parent, models contextually appropriate behavior and social skills, attends to adult guided activity, is willing to take turns
- Child must be toilet trained (wearing underwear all day, no more than one accident within a two-week period)
- Must maintain consistent attendance

Please Note: Students who have received (or are in the process of receiving) a diagnosis of ASD or other developmental disability, or who are receiving special education services, are not eligible for the Peer Model Program. If a student enrolled as a peer model is later determined to be eligible for special education services, the student may not be eligible to continue enrollment as a peer model.

Our Preschool and Kindergarten Classrooms offer:

- A full-day schedule
- Individualized instruction in a combination of 1:1, small group, and large group settings
- Ohio's Early Learning and Development Standards
- Curricula stemming from a variety of resources including but not limited to *Foundations*, Unique Learning System, and BASE (Bridgeway Academy Safety Education)
- ~~Average teacher to student ratio of 1:2.5 (3-5 teachers to 8-10 students)~~

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- Supervision by Board Certified Behavior Analysts (BCBAs), Licensed Intervention Specialists, and/or Masters Level Educators.
- Targeting of developmentally and age appropriate skills.
- Collaboration with speech therapists, occupational therapists, physical therapists, music therapists, and behavior analysts to develop appropriate goals for intervention
- Quarterly Progress Reports
- Bi-annual parent/teacher conferences

Frequently Asked Questions

How is this program structured, staffed, and supervised?

- Our preschool and kindergarten classrooms typically consist of 7-10 students and 3-5 teachers each.
 - Within the student ratio, our preschool and kindergarten programs enroll typically developing peer models for the full school day to assist in the facilitation of social and play skills, while accessing a preschool education .
 - While we aim to have 1-2 peer models per classroom, this number will depend on enrollment each school year.
 - Each team of teachers work under the direct, on site supervision of Board Certified Behavior Analysts (BCBA), and a Licensed Intervention Specialist to implement teaching protocols that are unique to each learner.
- Hours of operation:
 - Monday through Thursday: 9:00am-3:30pm
 - Friday: 9:00am -2:10pm

What does a typical day within the classroom look like?

Our educational programs are based on a comprehensive classroom model. Below is an **example** of a daily schedule, as well as how skills may be intentionally applied:

Activity	Potential Skills Targeted
Drop- Off	Transitions, Independence with belongings
Bathroom/ Snack	Self Help Skills (ex: toileting, dressing, self-feeding, clean up)
Morning Circle	Joint attention, Duration of sitting/ staying in area, Following directions

Whole Group Reading	Fundations curriculum, Attending to group instruction
Academic/ Play Centers	Ohio Learning Standards, Following directions, leisure/play skills
Recess	Transitions, leisure/play skills, joint attention, turn-taking
Lunch	Independence with meal time routine
Quiet Time/ Sensory	Leisure skills, staying in designated space
Whole Group Math	Ohio Learning Standards, joint attention, participation
Academic/ Play Centers	Transitions, staying in designated area, participation in small group
Social Group	Turn-taking, waiting, following directions
Gross Motor	Leisure skills, joint attention, turn-taking
Snack/ Bathroom	Self Help Skills (ex: toileting, dressing, self-feeding, clean up)
Closing Circle	Joint attention; sitting/staying in designated space; participation in whole group activity
Pick-up	Transitions, independence with belongings

What can I expect from Bridgeway Academy's Peer Model Program?

- Low teacher-to-student ratio
- A focus on generalization of foundational skills across multiple environments
- Teachers trained and supervised in various evidence-based teaching strategies
- "Peer Pulls"
 - Peer Models are pulled as a group for 30 minutes, 1-2x a week, by a member of our supervisory staff, or a teacher undergoing supervision. During this time the peers participate in games/activities, learn about a variety of social skills, and spend some time together outside of the classroom.
- "Buddy System"
 - Each peer model's schedule will reflect a few "lunch dates" or social activities consisting of visiting other classrooms, or being visited by another peer, throughout the week.

How often can I expect communication from my child's teachers?

Connection and collaboration between staff and parents is very important to our organization. Due to variables such as the number of students per classroom and the additional responsibilities of teachers, it is equally important to set expectations that offer balance and equity in these areas. Below are expectations for classroom communication:

Daily: For daily updates and direct communication, classrooms utilize the communication application *Classroom Dojo*.

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- “*Classroom story*” feature will be used as a daily recap of lessons/activities as well as a way to remind parents of upcoming events, closures, etc.
- “*Student portfolio*” feature will be used to upload individual pictures and videos related to progress Parents can expect 2-3 picture/video progress posts to student portfolio per week
- “*Direct messaging*” feature will be used to communicate directly with parents about more timely concerns (if your child needs extra snacks, wipes, pull ups, etc)
- Pickup/Drop off: Our Pickup/Drop off line moves fairly quickly in order to safely get students out of and into their cars within the designated time frame. However, there may be instances where a teacher will use this time to give a brief update

Quarterly (every 9 weeks): Teachers are responsible for submitting quarterly reports related to academic progress. This will be sent to parents as well.

Bi-annually: Conferences are held with parents/caregivers twice a school year to discuss progress towards your child's goals.

How do I apply?

- Complete application on our [website](#).
- A member of the enrollment team will reach out to discuss information regarding the program, and provide guidance for next steps.
- If appropriate for our Peer Model Program, an additional virtual assessment will be requested prior to offering enrollment.
- Once enrollment is offered, a team member from our Business Office will follow up with a contract and enrollment meeting.

I have more questions and would like to talk with someone about potential openings. Who should I contact?

If you would like to speak to someone regarding services, the best way to reach us is by phone (614-262-7520), emailing us at admissions@bridgewayohio.org, or filling out our [Peer Readiness Application](#). A team member will get in touch with you as soon as possible.

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