

Special Education Report

March 23, 2023



Accomplishments and Successes

- The SAU 50 Community Preschool is growing. We have added a Registered Behavior Technician (RBT) and welcomed some new students. There are currently eighteen students enrolled, eleven from Greenland, one from Newington, and six from Rye.
- Extended School Year (ESY) will be held later in the summer. It has traditionally been held in the month of July. We feel it will be better for our students because children can have a well deserved summer break and then a jumpstart to the new school year. ESY dates will range from July 31-August 25, depending on students' individual needs. Due to construction at Rye Elementary School, the program will be held at Greenland Central School.
- [Goalbook](#) was purchased using grant funds. This program helps teachers look at present levels, write goals, assess progress, and meet the unique needs of our learners. We are also exploring if this tool could be helpful with MTSS. Goalbook also provides free Professional Development opportunities.



Valentine's Day in the Preschool



[Goalbook Toolkit](#) [Goalbook Pathways](#) [Success Stories](#) [Thought Leadership](#)

[Request a Quote](#)

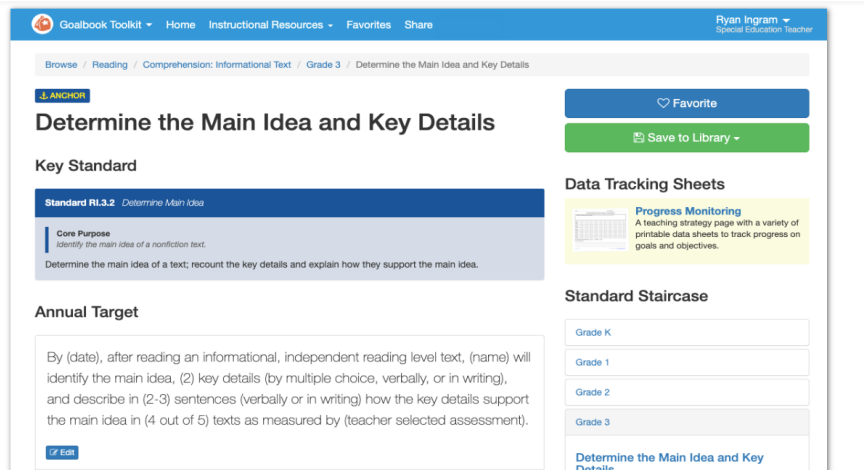
[Sign In](#)

Standards-Based Design

We take each college and career readiness standard and create specific and measurable learning goals aligned to the standard. We presume competence and write the first goal at a grade level expectation.

Breadth of Content

We take each state and Common Core standard, identify its "Essential" – or "Core Purpose" – and create IEP goals, resources, and strategies. Our repository includes content for Pre-K to Grade 12 in Reading, Writing, Math, and Speech, in addition to



The screenshot shows the Goalbook Toolkit interface. At the top, there's a navigation bar with 'Goalbook Toolkit', 'Home', 'Instructional Resources', 'Favorites', and 'Share'. The user is identified as 'Ryan Ingram, Special Education Teacher'. The main content area displays a lesson plan for 'Determine the Main Idea and Key Details' under the 'Reading / Comprehension: Informational Text / Grade 3' category. It includes a 'Key Standard' section for 'Standard RI.3.2: Determine Main Idea', a 'Core Purpose' section, and an 'Annual Target' section. On the right side, there are buttons for 'Favorite' and 'Save to Library', and a 'Data Tracking Sheets' section with a 'Progress Monitoring' strategy page. At the bottom right, there is a 'Standard Staircase' section with a table for grades K through 3.

Challenges

- Indicator 13 - Secondary Transition compliance letters have been received. New Castle and Greenland were 100% compliant. Rye and Newington were not. Portsmouth was 100% compliant. We are addressing the non-compliance by amending IEPs as required by the Department of Education. The checklist criteria is included in the back up.

Work Related to School, School Board, and SAU Goals



- Afternoon with the Director - Monday, March 27, 2023, at 4:00-5:00 p.m. at the Greenland Central School Library. Parents and community members are invited to discuss special education. What is special education? What topics would you like to learn more about? How can I better serve the communities of Greenland, Newington, New Castle, and Rye?
- Website - I am learning how to add content to the special education page on the district website. I recently added a variety of daytime and evening training sessions for parents and educators held through The Parent Information Center. I will add more information as I learn about new opportunities.

Major Initiatives (Possible Future Budget Implications)

- We continue to work on expanding the preschool program and would like to add a classroom next year. We have a waitlist and families would like to have a longer program. This should not have budgetary implications as we are using grant funding and existing positions in the SAU Budget.
- Paraprofessional Training - we are hoping that some of our current paras will want to take part in a 40 hour training to become a Registered Behavior Technician (RBT).
- The Greenland Central School Special Education Team is asking the Greenland School Board to approve them moving forward with an application to begin a functional life skills program at GCS. If approved by the board and the Department of Education, this new program will better provide for students who need more intensive programming in order to access their FAPE. The programming will include a team (OT, PT, Speech, BCBA, School Psychologist, Special Education Teacher, and Paras) approach to functional academics, functional life skills, and community programming.

Other

- There are currently 158 identified students, preschool to grade twelve, in SAU 50. Sixty-two of these students are from Rye.
- Special Education Terminology Used - **Registered Behavior Technician (RBT), Extended School Year Services (ESY), and Individual Education Plan (IEP)**

Registered Behavior Technician (RBT) - A Registered Behavior Technician is a nationally recognized paraprofessional certification. RBTs work one-on-one with a student under the guidance of a supervisor, a Board Certified Behavior Analyst (BCBA), to collect data and carry out positive behavior intervention support plans. RBTs have 40 hours of training, pass a competency assessment with a Board Certified Behavior Analyst and also need to pass an RBT certification exam. At this time, if a student requires this level of support, school districts must contract with outside providers. Our goal will be to train some of our current paraprofessionals who want to go through the certification process so we do not have to contract with outside agencies.

Extended School Year (ESY) - Extended School Year services are special education and related services that are provided to a student with a disability beyond the regular school year in accordance with his/her Individual Education Plan (IEP). The need for ESY services must be

determined annually on an individual basis. Students must meet eligibility determination criteria. ESY is not summer school.

Individualized Education Program (IEP) - An Individualized Education Program is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

Within 30 days of determining that a child is eligible, the IEP team must meet to begin to draft an Individualized Education Program (IEP). Sometimes this happens at the same meeting where the team determines eligibility and sometimes it's broken into two meetings. The IEP must be reviewed and revised at least annually and must be in place by the beginning of each school year. Below is a list of the required components of an IEP.

- ✓ Child's present levels of academic achievement and functional performance in the general education curriculum
- ✓ How the child's disability affects his/her involvement and progress in the general curriculum and participation in extracurricular and nonacademic activities
- ✓ Measurable Annual Goals
- ✓ Benchmarks or short-term objectives
- ✓ A statement of how progress towards annual goals will be measured, how and when parents will be provided periodic reports of progress, including whether the progress is sufficient to meet the annual goal by the end of the school year
- ✓ An explanation of the extent, if any, the child will not participate with children who do not have disabilities in the regular class and activities, including extracurricular and nonacademic activities
- ✓ The special education, related services, and other supports (including supports for school personnel) that will be provided to the child, or on behalf of the child, to enable him/her to advance towards his/her annual goals, progress in the general curriculum, participate in extracurricular and nonacademic activities, and be educated and participate with children who do not have disabilities
- ✓ Modifications and/or accommodations
- ✓ Date for services to begin
- ✓ Frequency, location, and duration of the services
- ✓ The length of the school year and school day required to implement the IEP
- ✓ Appropriate accommodations to state or district-wide assessments
- ✓ Individuals or service providers responsible for implementing the IEP
- ✓ Parent and LEA (school district) signatures approving the IEP

New Hampshire Training Site
High School
81 Front St.
Somerset, NH 11111

Individualized Education Program

Begin Date: _____ End Date: _____

Initial IEP Annual Review Re-evaluation IEP Amendment Extended Year
 Stay Put Court Ordered Placement IEP

Student Information

Student Name: _____ SASID ID: _____ SPED ID: _____
Date of Birth: _____ Age: _____ Gender: _____ Primary Language: _____
Street: _____ Town: _____ State/Zip: NH 03301 Grade: _____
Home Phone: _____ Work Phone: _____ Email: _____
Primary Disability: _____ Secondary Disability: _____
Third Disability: _____
Next Date of 3 Year Evaluation: _____
Court Placement Date: _____ Town of Residence: _____
District of Liability: _____ Phone Number: _____
Case Manager: _____

Parent/Guardian Information

Name: _____ Relationship to Student: _____ Primary Language of Parent: _____
Street: _____ Town: _____ State/Zip: _____
Phone: _____ Work Phone: _____ Email: _____

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Data Created: 03/08/2016

From the website <https://picnh.org/specialeducation/>

New Hampshire Indicator 13 Compliance Checklist Form

SAU No: _____ School Name: _____ SASID # _____ IEP (dates): _____

Indicator 13 Checklist (A) Question	YES	NO	NA	If No or NA Explain why (noncompliance)?
1. Is there an appropriate measurable postsecondary goal (MPSG) or goals that covers education or training, employment and, as needed, independent living? Area of Interest: _____	Y	N		Education or Training: Y N Employment: Y N If needed: Independent Living Y N
2. Is (are) the postsecondary goals(s) updated annually?	Y	N		
3. Is there evidence that the measurable post-secondary goals were based on age-appropriate transition assessment?	Y	N		Date of Transition Assessment: _____ Results: _____ Date of IEP Meeting: _____
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y	N		
5. Do transition services include a course of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y	N		
6. Is there at least one <u>measurable</u> annual IEP goal related to the student's transition service needs? ** see reverse side for details of requirements	Y	N		Goal Reviewed: _____
7. Is there evidence that the student was invited to the IEP Team meeting?	Y	N		
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y	N	NA	
Does the IEP meet the requirements of Indicator 13? (circle one)				YES (All Ys or NAs for each of the items (1-8) above or NO (one or more N's circled)