

Special Education Report

March 2024



Accomplishments and Successes

- Indicator 13 - Secondary Transition compliance letters have been received. Rye, Newington, and Greenland were 100% compliant. New Castle did not have any students eligible for audit. This improvement is credited to the collaboration between SAU 50 and SAU 52.
- A hug thank you to Robert and Lauren Walczak for their generous donation of a stackable ventless washer/dryer that completed our Life Skills Classroom at Greenland Central School.



- Our Preschool and PreK programs are truly something to celebrate. The PreK classroom has 9 students enrolled (6 community peers and 3 identified students). Our Preschool classroom (morning and afternoon) has 16 students enrolled (10 community peers and 6 identified students). At this time there are currently 10 families on the waitlist for PreK and 24 families on the waitlist for preschool.



Our Preschool and PreK Team - (front row) Katelyn Caswell, Shauna Larkin, (back row) Carole Ryan, Judy Braley, Lisa Cote



Our PreK and Preschool students

- Maude H. Trefethen School has recently put their final touches on creating a full MTSS/Special Education team. These team members also all work together at Newington Public School. MHT welcomes Michelle Hawkins, Occupational Therapist, and Briana Spechuilli, Special Education Teacher. They join Leslie Scuderi, School Counselor and Jen Holly, Speech and Language Pathologist.
- Extended School Year (ESY) will be held July 30-August 15. The change from July to August last summer was better for our students (and staff) because children had a well-deserved summer break and then a jumpstart to the new school year. The one change for this year is that each district will be providing ESY programming instead of an SAU program.
- Portsmouth High School has been recognized as a Special Olympics Unified Champion School for their inclusive school climate, meeting ten national standards of excellence in the areas of Special Olympics Unified Sports, Inclusive Youth Leadership, and Whole School Engagement. The national standards are developed by a national panel of leaders from the Special Olympics and the education community. Congratulations to PHS!

Challenges

- After care for the PreK program. I have been engaging with Rye Rec and I am not hopeful. Depending on the need for the 2024-2025 school year, we are going to get creative with our current staff to provide aftercare at RES until 3:00.
- Transportation costs for out of district placements are expensive. Finding providers can also be a challenge for Diane.

Work Related to School, School Board, and SAU Goals

- Greenland Central School Special Education Coordinator and the SAU Director of Special Education have been holding monthly “Office Hours” for families. Unfortunately, we have not had any participation.
- I am working with a parent to develop a survey regarding parent needs regarding special education resources and education. We are looking into organizing a special education parent night using the [Parent Information Center](#) (PIC) if there is interest.

Major Initiatives (Possible Future Budget Implications)

- This school year we have focused on training our current paras as Registered Behavior Technicians (RBTs). Rye has 6 paraprofessionals in the process of being certified. Greenland congratulates Oxana Sabalakov on becoming fully certified. Newington congratulates Devon Eaton for becoming fully certified.
- Newington has contracted with a Board Certified Behavior Analyst (BCBA) from The Birchtree Center to support staff and students.
- I am excited to be involved in the planning of an inclusive playground at Newington Public School with Pete, Brian, and Sue.

Other

- There are 169 identified students, from preschool to grade twelve, in SAU 50. This breaks down to 91 Greenland students (an increase of 6 students from December), 3 New Castle students, 10 Newington students, and 65 Rye students (an increase of 7 students from December). We also have students in the referral process.
- Disabilities, across the SAU, include: Acquired Brain Injury, Autism, Developmental Delay, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Other Health Impaired, Speech and Language Impairment, Specific Learning Disability, and Vision Impairment.
- Special Education Terminology - **Indicator 13 - Secondary Transition, Extended School Year Services (ESY), Parent Information Center (PIC), Registered Behavior Technician (RBT), Board Certified Behavior Analyst (BCBA)**

Indicator 13 - Secondary Transition- Indicator 13 is one of seventeen indicators (performance measures) that the federal government uses to monitor state performance relative to Federal Special Education laws. Indicator data is reported annually to the federal government as a part of our IDEA - Part B Special Education State Performance Plan. The definition for Indicator 13 is as follows: *The percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, 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.*

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.

Parent Information Center (PIC)- PIC is a statewide family organization that provides families and youth, with a focus on children/youth with disabilities/special health care needs, and the providers who serve them, with the knowledge and support they need to make informed decisions that enhance each child's development and well-being. They achieve positive outcomes through partnerships with families, youth, educators, organizations, and others.

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 is 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.

Board Certified Behavior Analyst (BCBA)- Board Certified Behavior Analyst is a graduate-level certification in behavior analysis. Professionals certified at the BCBA level are practitioners who provide behavior-analytic services. These professionals are our behavior specialists.