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Special Services
Executive Summary
FY19

1. Introduction

The Pelham School District is required to provide Special Education and related services to students with educational disabilities according to the Individuals with Disabilities Education Act of 2004 (IDEA) along with the New Hampshire Standards for the Education of Children with Disabilities (2017). These federal and state mandates require school districts to evaluate students suspected as having educational disabilities, provide students with Individual Educational Programs (IEPs), and provide students with specialized instruction including reading and math programs, speech and language services, occupational and physical therapy, counseling services, behavioral therapy and intervention, transition services, along with other special services. These services are to be provided in the least restrictive environment (LRE) providing access to non-disabled peers and the general education curriculum. To meet this legal mandate, the Pelham School District has developed a wide array of programming supports to meet the unique needs of children within our public schools. In addition, some student's specific needs are such that they are educated in out-of-district programs due to the severity of their disabilities.

Our most recent NH Special Education District Reports indicates that currently Pelham Provides educational placement within the general education classroom for 80% or more of the day for approximately 79% of our identified students. An additional 3% are services inside the regular education classroom for less than 40% of their day, and 4% are placed in substantially separate schools, or residential schools.

Pelham continues to maintain the highest rating in the New Hampshire Department of Education designated district data profiles by "meeting the requirement and purposes" of implementing IDEA. The factors considered by the New Hampshire Department of Education in determining if a district "meets requirements" includes the Pelham School District demonstrating substantial compliance on all criterion.

2. Brief Overview of School Special Education Programs

a. **Pelham Preschool:**

The Pelham Preschool Program offers an early childhood preschool program to children between the ages of 3-5 who have been identified as having an educational disability. Special education students attend one of three typical preschool classrooms at Pelham Elementary School. We have a ratio of at least 50% typical peers of preschool age in each classroom. Placement decisions are based on the child's Individual Education Program and can vary year to year, based on the child's progress and needs. The Pelham Preschool Program is committed to providing high quality, developmentally appropriate programming to preschool children with and without educational disabilities in the least restrictive environment. The District's programs employ a transdisciplinary approach with the classroom teachers, therapists and instructional assistants utilizing techniques to enhance growth and foster progress in all of the developmental domains. The program teams believe informing strong relationships with families and in working closely with them to address the needs of their child/children. The Preschool staff believes in implementing each child's program based off their IEP, within the context of a typical preschool curriculum where competence and independence are encouraged.

Preschool Outcomes (POMS) are measured on an annual basis for all special education students enrolled using a tool called the MTS Gold. The most recent data received from the department of education (FY17) continues to reveal that Pelham Preschool programming consistently meets targets on all of the outcomes measured including: (A) Percent of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships), (B) Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication) and early literacy, and (C) Percent of Preschool children with IEPs who demonstrate improve use of appropriate behaviors to meet their needs. Please see appendix A for a report of the full results.

b. **Pelham Elementary School:**

Case Management Model

At Pelham Elementary School, special education teachers are assigned a grade level. With a few exceptions, there is one special education teacher assigned to case manage all special education students within a given grade. Students in the Social-Emotional Learning Program and Pelham Alternative Learning Setting maintain the same case manager throughout their time at the elementary school. This model allows for students with significant needs and who may struggle with developing relationships to maintain those relationships throughout their elementary school years, while

allowing students who primarily receive inclusive supports and resource room supports the ability to be paired with a case manager who has strong knowledge of grade level content.

Inclusionary Support and Services

Some special education programs are designed to provide services to students within the regular education classroom. The objective is to assist students so that they will learn the strategies, techniques, and skills to enable them to increase their independence within the general curriculum. Strategies may include organization skills, social and emotional skills, attending skills, behavior management, and verbal comprehension as well as specific instruction in reading, writing, and math. Some special educators push in to co-teach in regular education classrooms. Some curriculum content may be modified for individual students.

Resource Programs

Resource Programs provide more intensive instruction to remediate difficulties in language, reading, writing, math, and social skills. This instruction can be individualized or in small groups. Specialized instruction, research based specialized programs, and materials are provided by the special education team to meet the goals and objectives identified in the student's IEP (Individualized Education Program).

Pelham Alternative Learning Setting (PALS)

In accordance with a student's individualized education plan (IEP), the Pelham Alternative Learning Setting (PALS) offers students identified with significant disabilities targeted instruction utilizing evidence-based practices. The Pelham Alternative Learning Setting (PALS) incorporates the foundational strategies derived from Applied Behavior Analysis (ABA) as its primary pedagogy to instruct students in the acquisition of skills. In addition, PALS incorporates the evidence-based approach of Functional Behavioral Assessment (FBA) as its primary process for problem-solving interfering behaviors which impact the student's ability to access a free and public education (FAPE). PALS is staffed by a classroom teacher and support staff contingent upon a student's IEP. Individualized programming within PALS is designed to synthesize various curriculum (ReThink and/or ACE) to support students in the development of language, play, adaptive motor, executive functioning, cognition, and social/emotional and academic competencies.

The PALS program is a highly structured, small group self-contained classroom that offers case-by-case support for students who are identified with significant educational disabilities. The PALS program offers many therapies and other related supports based upon the child's IEP that can be integrated within daily activities as part of the basic programming structure. PALS programming is approved for students in Kindergarten through 3rd grade and students within the PALS classroom must not

exceed an age span beyond 48 months. PALS mission for students is to increase successful participation within his/her inclusive school community through active communication and collaboration between students, families, and school.

Social-Emotional Learning Program

The SEL program is a resource room model that is specifically designed to meet the social, emotional, and behavioral needs of students with emotional disabilities. This resource room is designed to provide academic, behavioral, social and therapeutic supports to increase students' availability for learning by enhancing coping skills. Key features of the program include a small structured therapeutic learning environment with individualized behavioral supports. This includes individual or group therapy by a school psychologist.

This program utilizes the resource room model that requires students to be placed within the regular education classroom at least 40% of their day. This ensures access to positive role models and the general education curriculum, while still allowing students to access a small group classroom to receive targeted supports and specially designed instruction in social-emotional skills. The classroom utilizes a positive behavioral approach while introducing cognitive coping skills, mindfulness practices, and self-regulation strategies.

c. Pelham Memorial School:

Case Management Model

Pelham Memorial School currently has 8 special education case managers. With a few exceptions, there is one special education teacher assigned to case manage all special education students on a specific team. Students in the Social-Emotional Learning Program and Memorial Alternative Curriculum Setting maintain the same case manager throughout their time at Memorial school. This model allows for students with significant needs and who may struggle with developing relationships to maintain those relationships throughout their Middle school years while allowing students who primarily receive inclusive supports and resource room supports the ability to be paired with a case manager who has strong knowledge of grade level content.

Inclusionary Support and Services

Provision of special education services is a collaborative effort between regular and special education staff. The goal is to assist students so that they will learn the strategies, techniques and skills to enable them to learn independently while accessing the general education curriculum.

All students are included in the regular classroom setting as much as possible at the middle school. Special education students who require academic assistance receive

support through their regular education classes from their classroom teacher and special education teacher.

Resource Programs

Resource Programs provide more intensive instruction to remediate difficulties in language, reading, writing, math, and social skills. This instruction can be individualized or in small groups. Specialized instruction, research-based specialized programs, and materials are provided by the special education team to meet the goals and objectives identified in the student's IEP (Individualized Education Program).

At the Memorial school, there are six special education teachers who service the resource programs for students with disabilities. There are two special education teachers for each grade (one for the upstairs team and one for downstairs team). These special education teachers, who serve as case managers as well, collaborate with their grade level team and tutors who assist in facilitating specially designed instruction. Directed studies facilitated by the special education teachers offer another time throughout the day for students requiring additional support, re-teaching, or executive functioning support.

Memorial Alternative Curriculum Setting (MACS)

In accordance with a student's individualized education plan (IEP), Memorial Alternative Curriculum Setting offers students identified with significant disabilities targeted instruction utilizing evidence-based practices. Memorial Alternative Curriculum Setting (MACS) incorporates the foundational strategies derived from Applied Behavior Analysis (ABA) as its primary pedagogy to instruct students in the acquisition of skills. In addition, MACS incorporates the evidence-based approach of Functional Behavioral Assessment (FBA) as its primary process for problem-solving interfering behaviors which impact the student's ability to access a free and public education (FAPE). MACS is staffed by a classroom teacher and support staff contingent upon a student's IEP. Individualized programming within MACS is designed to synthesize various curriculum (ReThink and/or ACE) to support students in the development of language, adaptive motor, executive functioning, cognition, and social/emotional, and academic competencies. Additionally, the MACS programming begins to connect students in the process of developing activities of daily living (ADLS) and pre-vocational skills. Per the requirements documented within the IEP, students within the MACS program start basic transition planning as part of MACS programming. Student and family engagement about post-secondary goals and objects are part of the early stages of IEP planning for students educated within the MACS program.

The MACS program is a highly structured, small group self-contained classroom that offers case-by-case support for students who are identified with significant educational disabilities. The MACS program offers many therapies and other related supports based upon the child's IEP that can be integrated within daily activities as

part of the basic programming structure. MACS programming is approved for students grade 6th through 8th. Like the PALS Program, MACS has a common mission to help students increase successful participation within his/her inclusive school community through active communication and collaboration between students, families, and school.

Social-Emotional Learning Program

The SEL program is a resource room model that is specifically designed to meet the social, emotional, and behavioral needs of students with emotional disabilities. This resource room is designed to provide academic, behavioral, social and therapeutic supports to increase students' availability for learning by enhancing coping skills. Key features of the program include a small structured therapeutic learning environment with individualized behavioral supports. This includes individual or group therapy by a school psychologist.

Consistent with the SEL program at PES, this program utilizes the resource room model that requires students to be placed within the regular education classroom at least 40% of their day. This ensures access to positive role models and the general education curriculum, while still allowing students to access a small group classroom to receive targeted supports and specially designed instruction in social-emotional skills.

d. Pelham High School:

Case Management Model

Pelham High School currently has 7 special education teachers who also provide case management services. All students at PHS maintain the same case manager throughout their time at Pelham High school, to the extent that this is possible. This model allows for students to develop a relationship with their case manager and to maintain those relationships throughout their High school years and as they transition to their post-secondary plans.

Inclusionary Support and Services

Every curriculum area and every course level is open to all high school students. Identified special education students receive inclusion support in general education settings in accordance with their individualized education plans. All courses have core competencies that all special education students must pass to earn credit for the course. Special education instructional assistants, when appropriate, provide in-class support including reinforcement of the teacher's instruction or other skill sets as determined by the IEP. Classroom teachers also receive support in implementing IEP accommodations and modifications through consultation with special education

teachers. Additional support is available to all students during “Advisory”. Advisory occurs every day for 45 minutes. There are designated days where students can access their teachers for support, extra help or make-ups.

Resource Programs

Academic Skills is a course that is assigned to students who require specially designed instruction in a resource room setting. The main purpose of Academic Skills is to provide high quality specially designed instruction on Individual Education Plan (IEP) goals. The secondary purpose is to reinforce the application of reading, writing, math, and executive skills within the context of the student’s coursework. Students are coached on how to self-advocate and develop executive functioning skills (initiation, planning, organization, self-monitoring, attention, self-regulation). The approximate ratio of staff to students ranges from 1:3 up to 1:5 within the academic skills classroom. The special education teachers and tutors work with individuals and groups of students to ensure that they are all receiving the needed level of support.

Some students require an extensive amount of support and receive specially designed instruction during Academic Skills (sometimes multiple times a day) as well as during the advisory period in their day.

Social Emotional Learning Program

The SEL program is a resource room model that is specifically designed to meet the social, emotional, and behavioral needs of students with emotional disabilities. This resource room is designed to provide academic, behavioral, social and therapeutic supports to increase students' availability for learning by enhancing coping skills. Key features of the program include a small structured therapeutic learning environment with individualized behavioral supports. This includes individual or group therapy by a school psychologist.

STEPS

The Specialized Transitional and Educational Post-Secondary program (STEPS) offers students identified with significant disabilities at the high school-post secondary levels targeted instruction utilizing evidence-based practices. Specialized Transitional and Educational Post-Secondary (STEPS) incorporates various instructional approaches when addressing the needs of students. An underpinning of the instruction is based on the concept of “person-centered planning”. Person-centered planning is an instructional approach reflects the individual student and family’s overall goals. In addition, STEPS incorporates the evidence-based approach of Functional Behavioral Assessment (FBA) as its primary process for problem-solving interfering behaviors which impact the student’s ability to access a free and public education (FAPE) and may interfere with the student’s ability to meet their post-secondary vocational goals. STEPS is staffed by a special education teacher and support staff contingent upon a student’s IEP. Individualized programming within

STEPS is designed to synthesize various curriculum (ReThink/ ACE/FISH/AFLS) to support students in the continued development of more advanced language, adaptive motor, executive functioning, cognition, and social/emotional, and academic competencies. Additionally, the STEPS programming works to solidify the development of students' activities of daily living (ADLS) and vocational skills. Per the requirements documented within the IEP, students within the STEPS program work to strengthen their personal and professional goals as post-secondary goals and objectives are salient to the daily instruction. Student and families' engagement regarding the implementation of post-secondary goals and objects are salient features within the STEPS programming.

The STEPS program is a highly structured classroom that offers case-by-case support within a small group setting, however, students often have access to community-based activities as part of the vocational component of the programming. The STEPS program offers many therapies and other related supports based upon the students IEP that can be integrated within daily activities as part of the basic programming structure. Like the PALS and MACS programs. STEPS has a common mission to help students increase successful participation within his/her inclusive school community through active communication and collaboration between students, families, and school.

NECC Alternative Classroom

The NECC alternative model classroom utilizes the principles of applied behavior analysis to meet the needs of students who require more intensive supports in a highly specialized setting. This program is supported by a Board Certified Behavior Analyst from the New England Center for Children. A primary objective is to support students within the Pelham High School grades 9 through 12 who require ABA-based instructional approaches to support access to academic content, activities of daily living, language development and pre-vocational skills. The program implements the ACE curriculum and staff who work as a part of this program have additional training in applied behavior analysis through NECC or their online ABA plus program. It is supported by a speech and language pathologist, assistive technology consultant, occupational therapist, physical therapist, teacher of the visually impaired, and a feeding and swallowing specialist. This program is in the beginning stages of program approval.

e. District Wide

School Psychological Services

The district currently has 2.5 FTE School Psychology Positions. The current roles include one FTE School Psychologist for Grades Pre-K-6 and one FTE School Psychologist for grades 7-12. The .5 FTE position supplements the services by assisting with evaluations at all levels and providing direct support to the SEL program at Pelham High School. School Psychologists employed in Pelham provide

comprehensive school psychological services in accordance with the 2010 National Association of School Psychologists Practice Standards. These practice standards include data based decision making, consultation and collaboration, student level services, and system level services. Student level services include interventions and instructional supports to develop academic skills and interventions and mental health services to develop social and life skills. Systems level supports include the promotion of school wide practices to promote learning, preventative and responsive services, and family-school collaboration services.

Although our school psychologists have the unique training and skills to support our schools in these many domains, the extent of these services is limited due to the high student to school psychologist ratios in Pelham. The recommended ratio from the National Association for School Psychologists is 1 school psychologist for every 500 students. Currently Pelham has 1 school psychologist for 759 students. As a result, the primary responsibility of the school psychologists is to conduct evaluations for special education eligibility. This currently takes up a large majority of the school psychologists time.

Speech and Language Pathology

Speech-language pathologists, also called SLPs, are experts in communication. SLPs work with students across the grade levels. SLPs treat many types of communication and swallowing problems. These include problems with: Speech sounds (how we say sounds and put sounds together into words), Language (how well we understand what we hear or read and how we use words to tell others what we are thinking), literacy (how well we read and write), social communication (how well we follow rules, like taking turns, how to talk to different people, or how close to stand to someone when talking), voice (how our voices sound), fluency (also called *stuttering*, is how well speech flows. Someone who stutters may repeat sounds). Additionally, our speech and language pathologist also may support programs for feeding and swallowing (how well we suck, chew, and swallow food and liquid).

Not all children who would benefit from speech and language services would qualify to receive services in school. School based speech and language pathologists provide services to students who require the related service in order to access a free appropriate public education.

Pelham School District currently has 4 FTE Speech and Language Pathologist positions. 3 of our speech pathologists as school district employees and one position is filled with a contracted service provider. There is one FTE position for preschool services, 1 FTE position for grades K-2, 1 FTE position for grades 3-5, and 1 FTE position for grades 6-age 21.

Additional Speech and Language services are provided to students in charter schools. Contracted services are used to provide the ongoing services although district staff conduct the evaluations for those services.

Occupational Therapy

Occupational therapists enable people of all ages to live life to its fullest by helping them access a free appropriate public education. Like speech and language services, not all students who require occupational therapy would qualify to receive service in school. Only those students, who by nature of their disability, require the related service to access a free appropriate public education would qualify for occupational therapy.

Common occupational therapy interventions include helping children with disabilities to participate fully in school and social situations, helping people recovering from injury to regain skills, and providing supports for older adults experiencing physical and cognitive changes. Occupational therapy services typically include an individualized evaluation, during which the student/family and occupational therapist determine the person's goals, customized intervention to improve the person's ability to perform daily activities and reach the goals, and progress monitoring to ensure that the goals are being met and/or make changes to the intervention plan.

Currently the Pelham School District employs 3 FTE occupational therapists. There is 1 FTE position for Pre-k-grade 2, 1 FTE position for grades 3-5, and 1 FTE position for grades 6-age 21.

Due to the high demand for OT services additional grant funding has been used this year to contract a Certified Occupational Therapy Assistant for services to assist in meeting the needs. Additionally a combination of contracted services and district staff are utilized to provide services to students in charter schools.

Physical Therapy

Physical therapy (PT) is one of the related services under Part B of the Individuals with Disabilities Education Act (IDEA) and is provided to support the Individualized Education Program (IEP) for students ages 3-21, who have a disability that interferes with their educational performance and ability to benefit from their education program. When the student's IEP identifies PT as a needed resource, physical therapists will be integrated as members of a multidisciplinary school team. Using their unique expertise in movement and function, PTs ensure a free and appropriate education for students with disabilities to prepare them for further education, employment, and independent living. The school-based PT promotes motor development and the student's participation in everyday routines and activities that are a part of his or her program.

The PT designs and performs therapeutic interventions, including compensation, remediation and prevention strategies and adaptations, focusing on functional mobility and safe, efficient access and participation in educational activities and routines in natural learning environments.

Currently Pelham School District Contracts for Physical Therapy Services.

Counseling

School counselors provide services to students, parents, school staff and the community in the following areas:

Direct Student Services

Direct services are in-person interactions between school counselors and students and include the following:

School counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.

Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.

Responsive services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

Indirect Student Services

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

At the Elementary and Middle School our school counselors provide services to all students including those with individualized education plans. At Pelham High School we additionally employ a special education counselor who provides all IEP driven counseling services, in addition to three full time school counselors to support the school counseling core curriculum, individual student planning, and responsive services.

The recommended ratio of school counselors to students is 1 to 250 students.

3. Trends and Projections:

The following is intended to provide the school board and community with an overview of trends in the special education population in Pelham as well as projecting needs in the years to come.

- a. Intensity:
 - i. The Special Education Department is currently providing individualized services to 340 students or approximately 18% of the district enrollment. This is higher than the state average of 15.3%.
 - ii. We continue to provide extended school year programming to approximately 130 students on a yearly basis.
 - iii. Appendices B, C, D, and E includes the disability by grade report from March of 2019. These charts include a break down of students in district, out of district, and in charter school settings.
- b. Autism:
 - i. According to the Centers for Disease Control and Prevention (2014), the prevalence estimate for autism spectrum disorders is approximately one in sixty-eight children. Research conducted by the Centers for Disease Control and Prevention (2012) suggests that the prevalence estimates for autism increased 78% between the years of 2002 and 2008. In 2014, the CDC reported that the data collected in 2010 suggested an additional 29% increase in prevalence. As of March 29th, 2018 there are currently 42 students currently being served through special education who meet diagnostic criteria for Autism. They make up approximately 13% of our special education population. This is above the state average from 2017 that suggested approximately 10% of the students requiring special education were eligible under the autism identification.
 - ii. With many children being diagnosed prior to entering the school years, or initially obtaining a diagnosis during their school years, the responsibility for providing effective and evidence-based treatments has fallen on the shoulders of public schools due to the demands of ESSA and the Individuals with Disabilities in Education Act (IDEA). Both of these laws call for schools to implement instructional practices that have scientifically based research support (Reichow & Volkmar, 2011). Many of the practices determined to be evidence-based or established fall within the realm of applied behavior analysis.
- c. Mental Health:
 - i. We continue to see more intensive students being diagnosed with mental health conditions which manifest in emotional and behavioral disabilities.
 - ii. There are currently 27 students in Pelham who are identified as having an emotional disturbance. This accounts for approximately 8% of students identified as requiring special education services in Pelham. This is above the state average from 2017 that suggested approximately 6% of the students requiring special education were eligible under the emotional disturbance identification.
 - iii. This population makes up a large percentage of students placed outside of their community school in out of district placements.
- d. Preschool:

- i. Our preschool population has increased significantly. During the FY 14 school year there were approximately 12 students identified as requiring individualized education programs. During the FY 18 school year there were approximately 26 preschool students requiring individualized education programs. As of October 1st, 2018 there were already 27 students requiring individualized education programs.
- ii. The large majority of preschool referrals during the 17/18 school year were parent driven and this number increased from 9 during the 16/17 school year to 27 during the 17/18 school year.
- iii. The federal government through IDEA requires that all children with disabilities be educated in the least restrictive environment including the 3-5-year-old population. The Pelham Preschool has offered an early childhood setting by tuitioning in typical peers to the program. To be considered an early childhood setting, the ratio must be 50/50 typical to non-typical peer. As our identified population increases, we are required to ensure the least restrictive environment. If we are unable to maintain the 50/50 ratio we will need to service students in private preschool settings, sending itinerant staff to those programs and losing control over the quality of programming.

5. Special Transportation

The Pelham School District contracts with Durham Transportation to provide special transportation to students with educational disabilities who require this service as a portion of their individualized education plan or 504 plan. The Special Education Transportation rates for FY 19 and FY 20 are as follows:

	2018-2019	2019-2020
Regular In-District Route		
Cost Per Day Per Bus	\$228.09	\$234.93
Yearly Total for 3 Buses	\$123,168.60	\$130,669.20
Amount per day to add buses for in-district transport (based on 180 days)	\$228.09	\$234.93
Out-of-District Route		
Lighthouse School	\$114.05	\$117.47
New Searles School	\$37.13	\$38.24
Professional Center	\$114.04	\$117.47
RSEC Academy	\$114.05	\$117.47
St. Ann's Home	\$228.09	\$234.93
Valley Collaborative Billerica	\$37.13	\$38.24
Valley Collaborative Tyngsboro	\$37.13	\$38.24
Seacoast Collaborative School	\$114.05	\$117.47
Clarke School	\$228.09	\$234.93
Maximum Out-of-District Bus Charge, Per Student, Per Day	\$228.09	\$234.93
Field Trips, Community Trips, and Special Trips		
Cost Per Hour/Continuous Wait Time	\$33.95	\$34.97
Cost Per Mile	\$2.28	\$2.35
Bus Monitor, Rate Per Hour	\$16.45	\$16.94

In addition, Pelham School District is also required to reimburse parents for providing transportation to students who require special transportation, but who the bus company is unable to provide that service. For example, due to the shortage of bus drivers in the state the bus

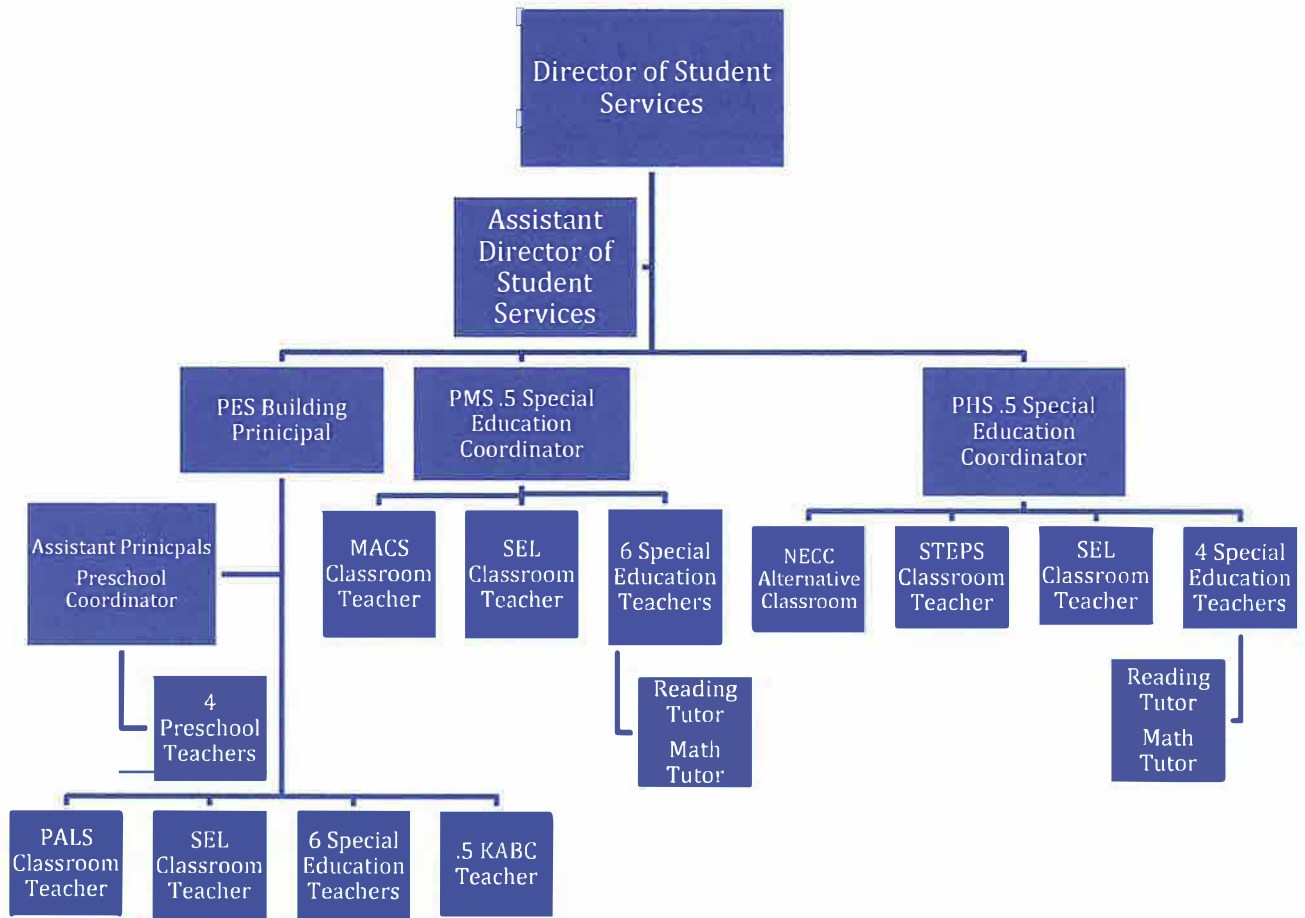
company was not able to provide transportation this year to a student placed in one out of district placement. The District reimburses parents for mileage at the current federal rate.

6. Out of District Tuition Costs

Student	Placement	FY19 Grade	FY19 Budget (School Year and ESY)
A	Spaulding Youth Center	7	70040.59
B	New Searles	K	20892.60
C	Melmark NE	10	104546.32
D	Lighthouse	8	81995.76
E	Valley Collaborative	5	66480.75
F	Valley Collaborative	5	66480.75
G	Valley Collaborative	12	96579.00
H	Valley Collaborative	Post-Grad	29137.50
I	CREST	5	82785.19
J	Valley Collaborative	12	42808.50
K	Valley Collaborative	11	77663.25
L	Valley Collaborative	12	89255.25
M	RSEC	11	73275.30

O	Walden JRI	12	216689.55
P	Willow Hill School	9	7. 54000.00
Q	Valley Collaborative	11	42808.50
Total Out of District Budget			1,245,438.81

9. Student Services Staffing by Building



10. Special Education Assistants

The table below indicates the current breakdown of our instructional assistants (also known as paraprofessionals). The number of assistants are presented as the number of instructional assistants in each school. In future years, the district continues to reallocate assistant positions to support student population as they transition from building to building.

School	1:1 Instructional Assistants	Shared Instructional Assistants	Program Specific Instructional Assistants
Pelham Elementary School	13	6	4
Pelham Memorial School	4	5	2
Pelham High School	11	3	1

Program specific instructional assistants include instructional assistants assigned to preschool classrooms (not IEP driven), and special education programs (KABC, SEL, PALS, MACS, STEPS).

Projected Needs for FY 20 based upon individualized education plans include:

School	1:1	Shared	Program Specific
Pelham Elementary School	13	6	6.5
Pelham Memorial School	4	6	3
Pelham High School	9	6	2.5

11. Staff reallocation recommended in the FY 20 Budget

Based upon the current student population there is no recommended staff reallocation during the upcoming school year. There are additional resources that will need to be hired to fully staff the schools for next year's IEP driven needs.

12. Plan for Special Education Improvement

During the 2017-2018 School year the Pelham School District participated in a voluntary program consultation to identify the strengths and challenges within the special education department. Based upon the data collected during this process the following action plan for special education improvement has been identified as a starting point to address the areas of challenge identified. Action items include:

- a. Assess and redesign the transition process to be piloted by June 30th, 2020.
 - i. A transition committee has been formed to identify strengths and barriers in our current transition process and adjust our current practices to address concerns. The committee obtains feedback from all stakeholder groups on the current process and identifies potential solutions to solve concerns. The committee will be putting together a transition model for teams to trial during the Spring of 2020. Feedback will be gathered from all stakeholder groups in the fall of 2020.
- b. Provide targeted professional development to special education staff on an ongoing basis.
 - i. Identified by staff needs: Special education staff have identified needs for further training in Functional Behavior Assessment and Behavioral Supports and Interventions: Training in these areas is ongoing and started in the Fall of 2018 with a two-part series on Functional Behavior Assessment and Behavior Intervention Planning conducted by Dr. Christina Flanders from SERESC.
 - ii. Identified by program evaluation: Further training on evidence-based practices, specially designed instruction, parent engagement, and case management skills have been identified by the special education audit and feedback from the community. Currently, the special education administration offers a monthly after school meeting to provide training on topics related to case management, meeting facilitation, and parent engagement. These are open to all staff to attend. Additionally, all new special education teachers are required to attend case management academy offered by the NHASEA, and targeted staff members attend training on specially designed instruction and specific learning disabilities to enhance our capacities in these areas. Additional training opportunities in evidence-based instructional practices are offered based upon identified need for individual staff. This has included offering training on Orton Gillingham to our new Reading Specialist at PES, Wilson Reading to a middle school special education teacher, and Lindamood Bell to our Middle School Reading Specialist.
- c. Provide targeted professional development to district staff related to disabilities and IEP implementation.
 - i. It is recommended that a minimum of one teacher workshop day be allocated to training all district staff on special education topics. These would include

- disabilities awareness, evidence based practices for inclusion, and supporting students with disabilities within the general education classroom.
- d. Monitor efficacy of special education programs throughout the district using both qualitative feedback and quantitative feedback.
 1. Increase supervision and feedback of special education process and paperwork.
 - a. File reviews using criteria based upon the NH DOE self-assessment used for compliance monitoring complete for all staff at least 1 time per school year.
 - b. Increased formative evaluations with multiple administrators from building level and SAU level during IEP team meetings.
 - c. Regular review of compliance through New Hampshire Special Education Information System. This occurs on a monthly basis.
 2. Build upon existing strengths to deliver high-quality evidence-based instructional approaches to children with educational disabilities.
 - a. Train IEP teams in data-based decision-making models.
 - b. Increase formative evaluations by adding evaluators from building level and SAU level during instructional time and special education meetings.
 - c. Introduce and Implement the use of instructional rounds to problem solve practices.
 - d. Use instructional coaches and collaborative consultation models to enhance instructional models.
 - e. Creation of building level goals and actionable plan based on special education program review.
 - i. Pelham Elementary School
 1. Seek parent feedback through the use of a survey after team meetings.
 2. Provide training to staff on meeting facilitation during weekly staffings.
 3. Offer Parent Trainings on special education.
 - ii. Pelham Memorial School
 1. Improve family engagement in the special education process
 - a. Redesign parent information night for parents of special education students (PIN)
 - b. Welcome Packet for 6th Grade parents of special education students
 - c. Advertise for local special education information nights
 2. Assess and redesign service delivery model and schedule to meet students' needs
 - a. Form a committee with general education teachers, special education teachers and parents

- b. Explore service delivery models through professional development (i.e. co-teaching)
 - c. Investigate different service delivery models and schedules at other middle schools of similar size
 - d. Pilot a service delivery model
 - 3. Improve Student Assistance Team (SAT/pre-referral process)
 - a. Assign an administrator to facilitate SAT team
 - b. Create a SAT manual that aligns with Pelham Elementary
 - c. Generate a book of interventions to be tried in the classroom
 - d. Review SAT process with faculty
- iii. Pelham High School
 - 1. Highly Trained Staff
 - a. Train staff in specially designed instruction
 - b. Invite Department of Education (NH) to present on specially designed instruction to the special education staff
 - c. LEA training for all LEA representatives
 - d. Increased supervision of staff (increase in formatives)
 - e. Provide research based interventions to staff (i.e. Wilson Reading)
 - f. Send all new special education teachers to Case Manager Academy
 - 2. Increased Teamwork and Collaboration to Special Education Staff
 - a. Provide effective team training to all PHS special education staff
 - b. Structured weekly staffings with administration
 - c. Ongoing team building activities
 - 3. Improve Student Assistance Team (SAT/pre-referral process)
 - a. Identify necessary SAT members
 - b. Re-identify SAT process through a manual
 - c. Present/review SAT process with faculty

13. Anticipated Future Budget Requests

- a. Full Time Special Education Coordinator at all building levels
 - i. Our building administrators are spending substantial amounts of time in special education meetings. This time takes away time from all students and impacts their ability to provide supervision and the instructional leadership needed in our schools. Additionally, although training on LEA roles and responsibilities and special education laws is offered to our administrators, they do not have the background that a special education administrator offers and therefore may not be the most effective
- b. Speech and Language Pathologist: Middle School/High School Level

- i. The current caseload for the speech and language pathologist at the middle school and high school level includes 64 students. This case load is close to double any caseload at our preschool and elementary school level. (Preschool:31 students, K-2: 43 students, 3-5: 36 students). In order to meet the needs of our students an additional speech and language pathologist is needed in order allow for the provision of more effective services. This will be a budget request in the FY 20 budget.
 - c. Board Certified Behavior Analyst
 - i. Due to the increasing needs of our student population and the increased needs for BCBA services we are requesting that a full time position be created in order to build the capacity of the school district to meet the needs of our students with autism and other developmental disabilities, provide better case oversight for our students in our ABA based programs, supervise the registered behavior therapist on staff, and reduce the need for the district to contract for these services with outside providers.
 - d. Occupational Therapist
 - i. Due to our increasing needs at the preschool setting there is an additional need for a part-time occupational therapist. Currently we are contracting for these services two days per week. The request is for a .5 FTE Occupational therapist of COTA to assist in the provision of occupational therapy services.
14. Anticipated Professional Development Needs for Special Education Teams
- a. Reading
 - i. Given this high prevalence of specific learning disabilities in the area of reading and current knowledge about reading disorder it is strongly recommended that we provide further training to our special education teachers in evidence based reading programs.
 1. Spring of 2019-Provide training to reading specialist at PES on Verbalizing and Visualizing.
 2. Summer 2019- The district will fund 10 special education teachers to be training in Orton-Gillingham in order to better meet the needs of our students with dyslexia.
 3. Summer of 2019-Provide Training on evidence based reading comprehension interventions to middle school reading specialist.
 4. Provide training to middle school special education teachers on “Just Words” evidenced based reading intervention through Wilson.
 - b. Math
 - i. A survey of special education staff suggests that staff has had limited training in evidence based instructional strategies for math disabilities. As a result there is a training gap that should be addressed.
 1. Have all special education teachers complete the IRISCenter’s module on High Quality Mathematics Instruction. The goals of this module is to help special education teachers understand the importance of providing high-quality mathematics instruction, identify the

components of high-quality mathematics instruction, recognize the need for implementing a standards-based mathematics curriculum, describe some evidence-based practices for teaching mathematics, and recognize effective classroom practices that promote and support the implementation of high-quality mathematics instruction. This module can be found at

<https://iris.peabody.vanderbilt.edu/module/math/#content>

2. Identify evidence based interventions for students with math disabilities and provide training to staff on a rolling basis to bolster their ability to deliver interventions.
- c. Assistive Technology/Blending Technology
 - i. Contract with Gray Consulting and Therapy for Assistive Technology and Augmentative Alternative Communication Devices.
 - ii. Gray Consulting will provide an overview during new teacher orientation on the current features available in google for teachers to use to meet the needs of all students in their classrooms.
 - iii. Gray consulting will also be able to provide a ½ day formal in-service for assistive technology to our special education staff.
 - d. Applied Behavior Analysis
 - i. Continue to support the implementation of applied behavior analysis within the district through ongoing professional training of our teachers and instructional assistants.
 - ii. Train 3 paraprofessionals using NECC’s ABA plus modules.
 - iii. Provide NECC training to 3 additional paraprofessionals during the summer of 2019.
 - e. Case Management Training
 - i. Continue to fund Case Manager Academy for all new special education teachers who have not attended through another district.
 - ii. Continue to offer monthly trainings to special education staff on special education case management topics including, writing measurable goals, meeting facilitation, IEP process and paperwork requirements, extended school year, and supporting students with learning challenges in the inclusive classroom.
 - f. Social-Emotional Programming
 - i. Continue to support ongoing advanced training for our SEL teachers through their attendance at the Emotional Disabilities Cohort sponsored through SERESC in Fall of 2019.

Appendix A: Preschool Outcomes Measurement (POMS) Data

FFY 2017: PELHAM

TOOL: MTS GOLD

Outcome A: Percent of preschool children with IEPs who demonstrate improved positive social-emotional skills (including social relationships).

Summary Statement	District	Target	State Actual
1: Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	100.00% (N=7)	80.00%	79.80% (N=1016)
2: The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	66.70% (N=9)	62.00%	61.80% (N=1229)

Outcome B: Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/ communication) and early literacy.

Summary Statement	District	Target	State Actual
1: Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	100.00% (N=8)	80.00%	79.80% (N=1016)
2: The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	77.80% (N=9)	61.50%	61.50% (N=1229)

Outcome C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

Summary Statement	District	Target	State Actual
1: Of those children who entered or exited the program below age expectation in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	100.00% (N=5)	77.50%	90.50% (N=838)
2: The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	100.00% (N=9)	63.50%	83.10% (N=1229)

Appendix B: Disability By Grade: In District April 2019

Disability	Pre-K	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr12	
AUT	5	3	2	3	6	3	2	2	3	1	4	2	3	3	42
DD	6	6	6	3	2	1									24
DF															0
ED					1	1	3	3	2	1	1	3	5	2	22
ID					1		1					1	2		5
MD								2				1	1		4
MR															0
OHI	1				2	5		3	5	6	3	6	2	7	40
ORTH															0
SLD				2	2	12	6	12	14	11	9	16	15	7	106
SLI	29	7	12	5	2	3	4	6	2		3		1	1	75
TBI															0
VI															1
TOTAL	41	16	20	13	16	25	16	28	26	19	20	29	29	20	318

Pre-K	3 YRS	4YRS
Identified	15	17
Typical	16	18
SPL Only	8	

Appendix C: Disability By Grade Report: Combined (April 2019)

Disability	Pre-K	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	
AUT	5	3	2	3	6	3	2	2	3	1	4	2	3	3	42
DD	6	6	6	3	2	1									24
DF															0
ED					1	1	3	3	2	1	1	3	5	2	22
ID					1		1					1	2		5
MD								2				1	1		4
MR															0
OHI	1				2	5		3	5	6	3	6	2	7	40
ORTH															0
SLD				2	2	12	6	12	14	11	9	16	15	7	106
SLI	29	7	12	5	2	3	4	6	2		3		1	1	75
TBI															0
VI															1
TOTAL	41	16	20	13	16	25	16	28	26	19	20	29	29	20	318

OOD		1					3	1		1	1		1	5	13
Charter		1	1	1	2		1			1		2			9
															340
In-Process	12	3	2	4	3	4	4	5	1	2		2			42
	53	21	23	18	21	29	24	34	27	23	21	33	30	25	382

Appendix D: Out of District Students Disability by Grade (April 2019)

Disability	Pre-K	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	
AUT								1		1	1			1	3
DD															0
DF		1													1
ED							1							4	5
ID															0
MD							1								1
MR															0
OHI							1								1
ORTH															0
SLD															0
SLI													1		1
TBI															0
VI															0
TOTAL	0	1	0	0	0	0	3	1	0	1	1	0	1	5	13

Appendix E: Disability by Grade: Charter Schools

Disability	Pre-K	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	
AUT					1										1
DD															0
DF				1											1
ED												1			1
ID															0
MD															0
MR															0
OHI															0
ORTH															0
SLD			1		1		1			1		1			5
SLI		1													1
TBI															0
VI															0
TOTAL		1	1	1	2		1			1		2			9

