

| Individuals with Disabilities Education Act (I.D.E.A.) Federal Law that governs how states provide early intervention, special education, and related services to children with disabilities | |
|---|---|
| <p><u>F.A.P.E.</u> <i>Free Appropriate Public Education</i></p> <ul style="list-style-type: none"> ➤ Education for children with disabilities provided in the <i>L.R.E.</i>, and at public expense, under public supervision, and without charge, through an I.E.P. <p><u>L.R.E.</u> <i>Least Restrictive Environment</i></p> <ul style="list-style-type: none"> ➤ To the maximum extent appropriate, educating children with disabilities with children who are nondisabled <p><u>I.E.P.</u> <i>Individualized Educational Program</i></p> <ul style="list-style-type: none"> ➤ Document developed by a team that describes the child's special education program | <p><u>Special Education:</u> <i> specially designed instruction</i>, at no cost to the parent to meet the unique needs of a child with a disability</p> <p><u>Specially Designed Instruction:</u> adapting the <i>content</i>, <i>methodology</i>, or <i>delivery of instruction</i> to address the needs that result from the child's disability and ensure access to the general curriculum</p> |

1

| Special Education | |
|--|--|
| <p><u>Special Education Process:</u></p> <ul style="list-style-type: none"> • Referral • Conduct Evaluation • Review Evaluations & Determine Eligibility <ul style="list-style-type: none"> • Disability? • Adverse Effect? • Require Spec. Ed? • Develop IEP • Review IEP annually • Re-evaluate every 3 years | <p><u>Continuum of Learning Environments:</u></p> <ul style="list-style-type: none"> • Full-time Regular Classroom • Regular Classroom with Consultative Assistance • Regular Classroom with Assistance by Specialists • Regular Classroom plus Resource Room help • Regular Classroom plus part-time special class • Self-contained Special Education Class • Full-time or part-time special day school • Full-time Residential Program • Home Instruction • Hospital or Institution |

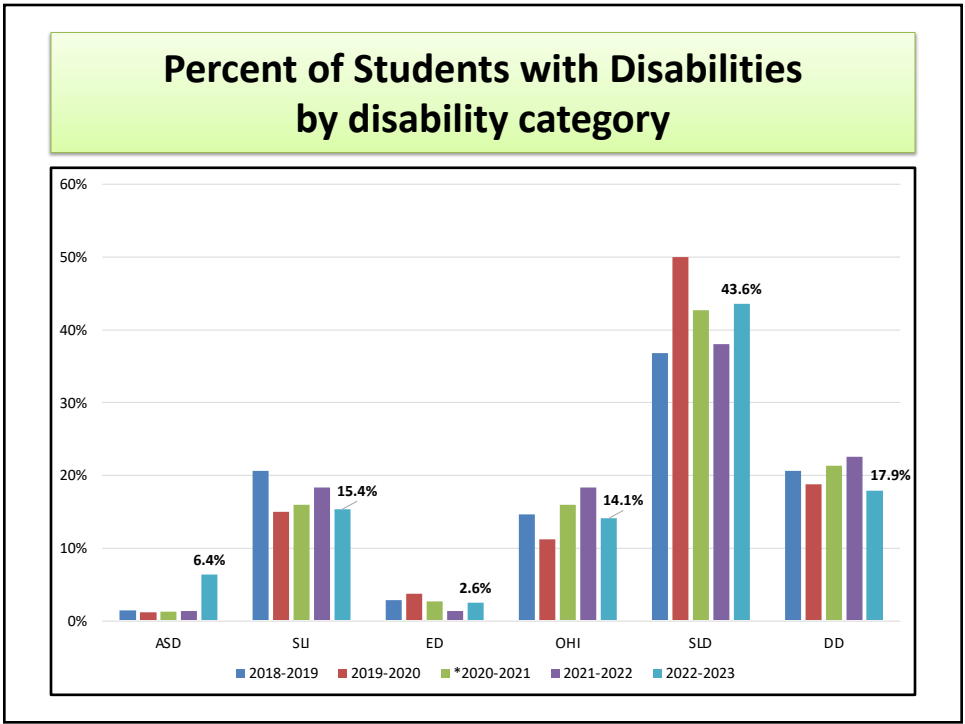
2

Special Education Disability Categories

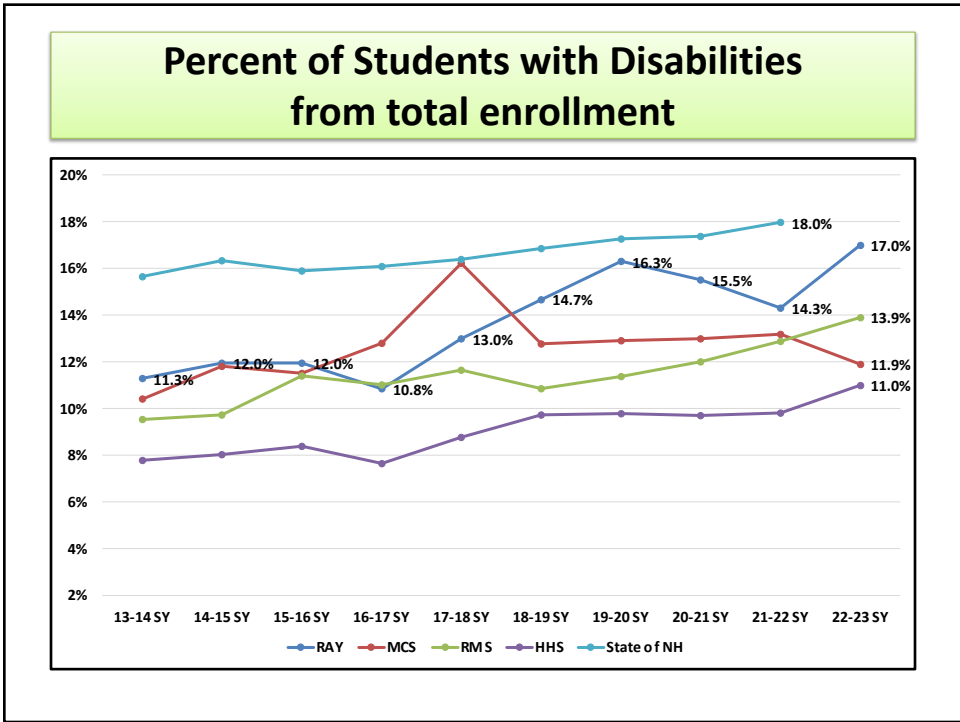
- Intellectual Disability (ID)
- Hearing Impairment (HI)
- Speech or language Impairment (SLI)
- Visual Impairment (VI)
- Emotional Disturbance (ED)
- Orthopedic Impairment(OI)
- Specific Learning Disabilities (SLD)

- Autism Spectrum Disorder (ASD)
- Traumatic Brain Injury (TBI)/Acquired Brain Injury (ABI)
- Other Health Impairment (OHI)
- Multiple Disabilities (MD)
- Deafness (D)
- Deaf/Blindness (D/B)
- Developmental Delay (DD)

3



4



5

Special Education Budget

| <u>Expenses</u> | <u>Revenue</u> (NH Dept. of Education) |
|--|--|
| <ul style="list-style-type: none"> • RAY School pre-K to 5th grade Special Education • Out-of-District (OOD) Placements for students with IEPs (K-12th grade) <ul style="list-style-type: none"> – Transportation for Out-of-District Placement | <ul style="list-style-type: none"> • IDEA B Grants • Special Education Aid reimbursement |

6

RAY School Special Education Staffing

| | |
|---|---|
| <ul style="list-style-type: none"> • <u>Special Education Teachers</u> <ul style="list-style-type: none"> – 22-23 budget: 8.0 FTE – Current: 8.0 FTE – 23-24 budget: 8.0 FTE • Avg. caseload 9.75 students per Spec. Ed. Teachers | <ul style="list-style-type: none"> • <u>Special Education Educational Assistants</u> <ul style="list-style-type: none"> – 22-23 budget: 20.95 FTE – Current: 10.55 FTE – 23-24 budget: 21.23 FTE |
|---|---|

7

Primary Service Delivery Models

| Name of Model | Location | Group Size | Focus of Instruction |
|------------------------------|--------------------------|------------------|---|
| Push In | Classroom | Small Group/1:1 | <p style="text-align: center;"><u>Backfill</u> - 'in addition to'</p> <ul style="list-style-type: none"> • Direct specialized instruction from a special education professional • Address skills that are well below grade level |
| Pull Out | Resource/ Therapy Room | Small Group/1:1 | <p style="text-align: center;"><u>Backfill</u> - 'In addition to'</p> <ul style="list-style-type: none"> • Direct specialized instruction from a special education professional • Address skills that are well below grade level |
| Academic /Behavioral Support | Classroom/ Resource Room | Small Group/ 1:1 | <p style="text-align: center;"><u>Band-Aid</u></p> <ul style="list-style-type: none"> • Insuring access to grade level curriculum – not specialized instruction • Supports student with managing classroom demands • Assisting with accommodations, modifications, implementing learned skills. |

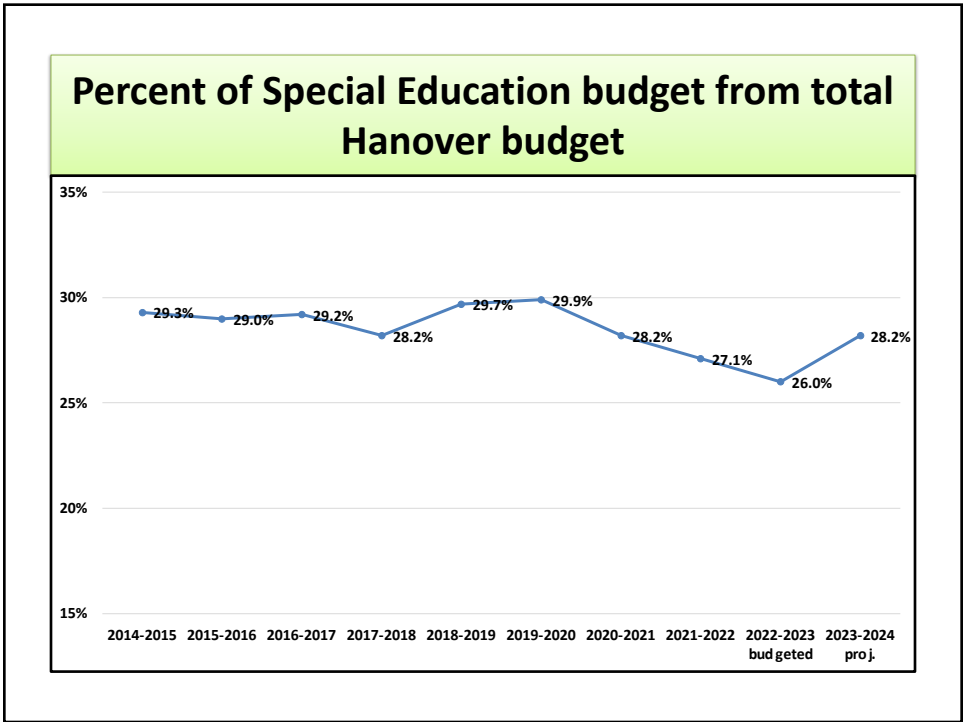
8

| SAU 70 Special Education Teachers Full-time equivalent (FTE) | | | |
|---|-------------------------|---------------------------------|------------------|
| School | # of Students with IEPs | # of Special Education Teachers | Average Caseload |
| RAY | 78 | 8 | 9.75 |
| MCS | 40 | 3.5* | 11.43 |
| RMS | 50 | 5 | 10 |
| HHS | 78 | 6.4 | 12.9 |

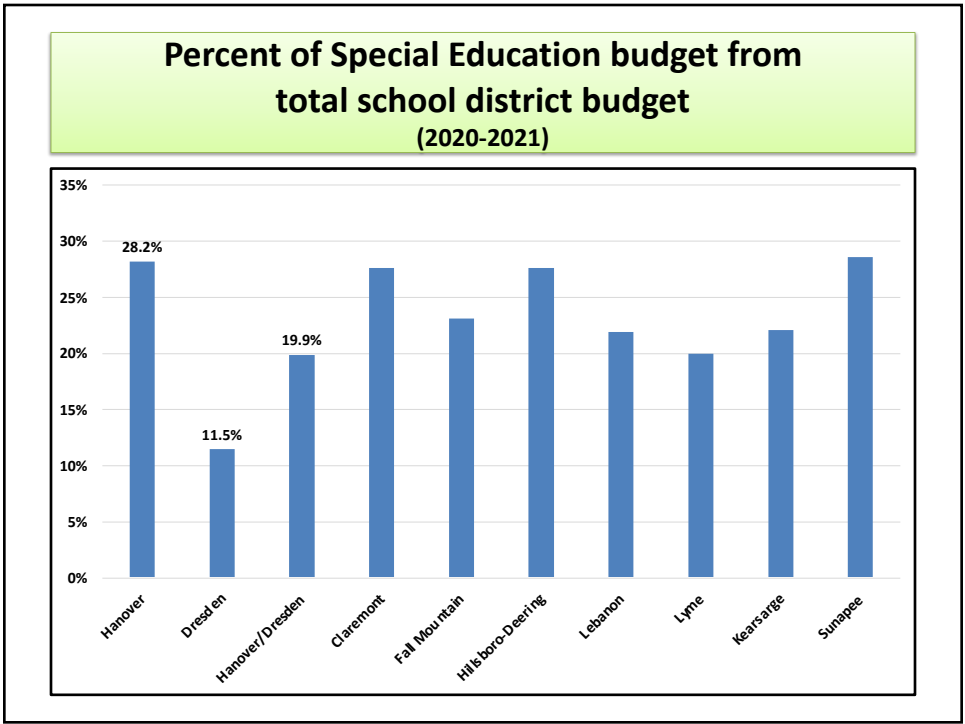
9

| SAU 70 Special Education Educational Assistants Full-time equivalent (FTE) | | | |
|---|---------------------|--------------|----------------|
| School | 22-23 Approved FTEs | Current FTEs | 23-24 Proposed |
| RAY | 22.35 | 10.55 | 21.23 |
| MCS | 5.85 | 4.5 | 5.85 |
| RMS | 14.8 | 11 | 12 |
| HHS | 15 | 10.5 | 14 |

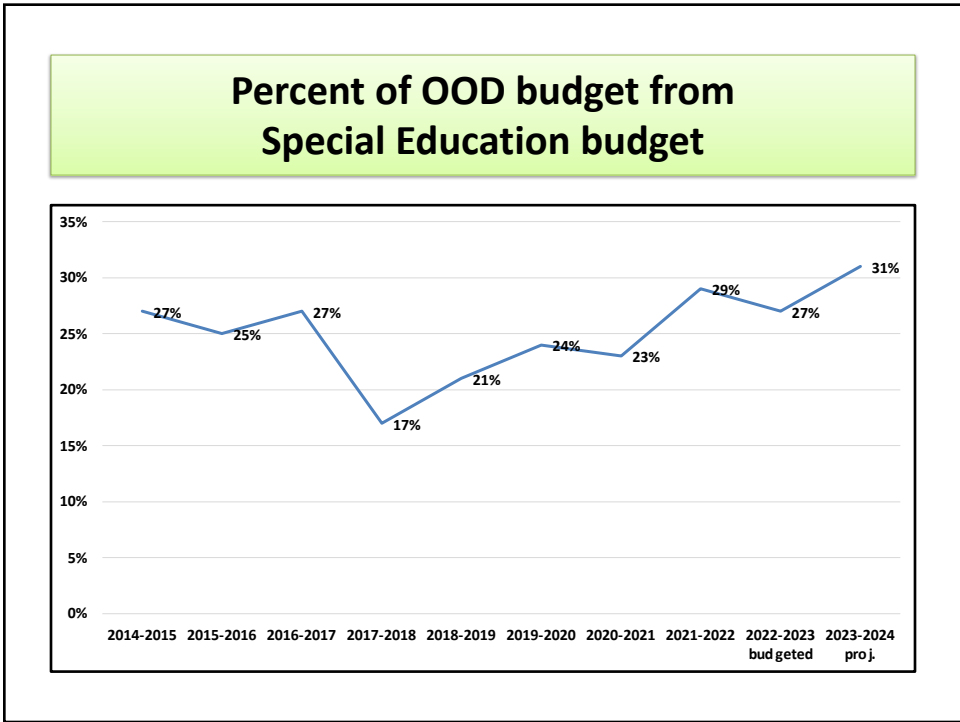
10



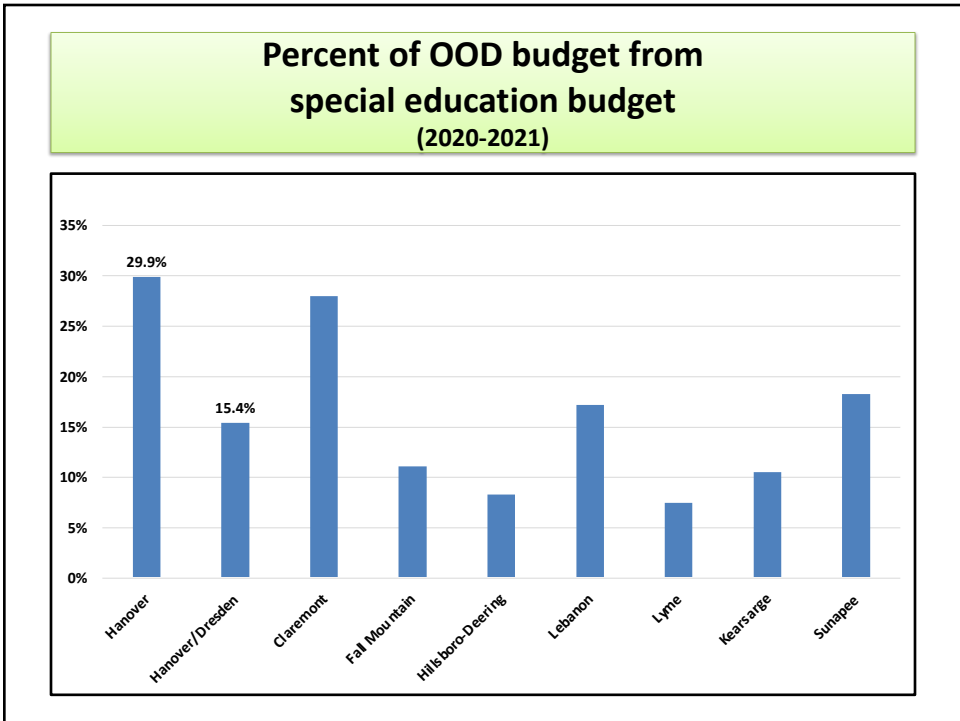
11



12



13



14