Student Support Services Presentation

December 20, 2023

Raymond School District

Uniting our school district and community to prepare students for future success

Discussion Points

- Data
- Funding
- Systems/Programmatic Work - SEL programs
- Student Progress Monitoring

October 1st Counts ** Students with IEPs

	IEPs	Enrollment	Percentages
October 1, 2015	273	1425	19.2%
October 1, 2016	288	1366	21.1%
October 1, 2017	281	1294	21.2%
October 1, 2018	276	1259	22%
October 1, 2019	273	1237	22.1%
October 1, 2020	270	1204	22.4%
October 1, 2021	281	1233	22.8%
October 1, 2022	253	1204	21%
October 1, 2023	201	1155	17.4%
December 11, 2023	232	1152	20.1%
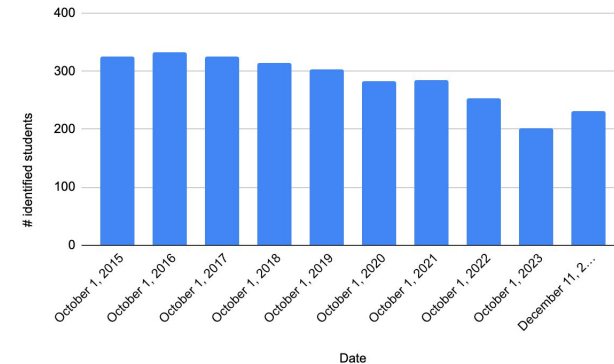
of Students with 504 Plans

Currently 102 Students with 504 plans, district-wide
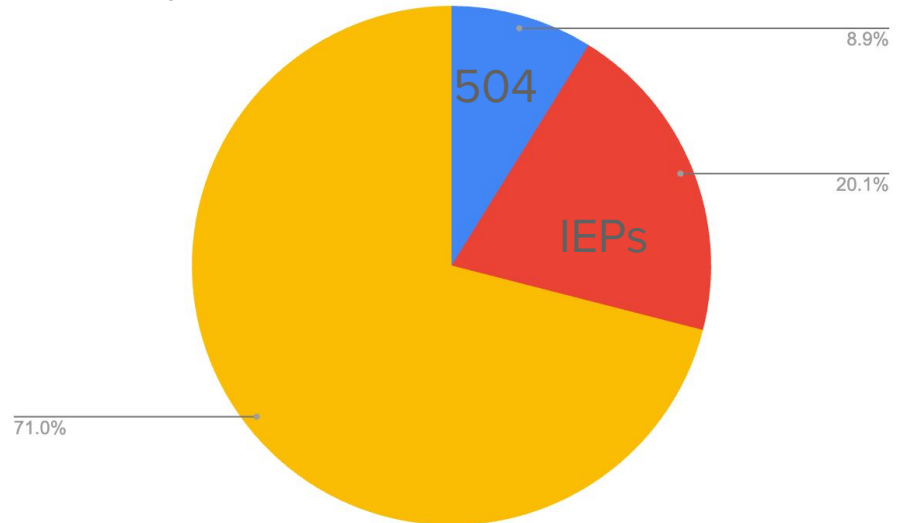
9% of enrollment of 1152 students

Percentages

Currently ~ 29% of student enrollment are students with disabilities
20% with IEPs (consistent with Fall data)
9% with 504 Plans

Based on current enrollment of
1152 students

Out-of-District Placements

19 OOD students - combination of students we have placed in special education programs, court-placed, foster-care, legal agreements
- 1.6% of total enrollment
- 8.6% of students with IEPs district-wide

Plus Charter School Students & Alternative Learning Plans

Numbers change fluidly, we have no control over court-placements and foster-care placements

OOD price range - $46,000 - $220,000, does not include transportation to/from schools

Funding- NH School Funding Fairness Project

2024 Data - Base Adequacy = $4,100 + IEP = additional $2,100

2022 study:

Average Cost to educate one student without an IEP - $16,127

Average additional cost for student with an IEP - $28,361

Revenue has decreased - in last 8 years, Medicaid revenue is down ~$39,343,000

State looking into this with new Legislative Service Requests for 2024

- LSR 2658 - State pays for all special education
- LSR 2623- Increase special education adequacy grant
- LSR 2209 - Increase base adequacy to $10,000

How a Bill Becomes a Law

Programming: In-District SEL Placements

AT-RISK Programs: 3 in-district programs

Ponds @ LRES, grades K-3

RAM @ IHGMS, grades 4-8

REAP @ RHS, grades 9-12

SOCIAL/EMOTIONAL/BEHAVIORAL Self-Contained Programs: 0 in-district programs

SEL Support/Restructure Programmatic Support

SEL Programs - Pond, RAM, REAP

- Working on Systems - Reactive vs Proactive and Preventative
- School-wide Response Protocols - level 0/1 - 3; Behavior Coaches, Lead Behavior Coach, SEL Teacher. BCBA, Administration
- Parent letters - permission to access program
- Behavior plans/Behavior support plans/FBA's
- Streamline SIT process to discuss student concerns
- Ensure students in SEL programs have intervention services - specifically counseling on a weekly basis, individual, group, lunch bunch as needed - Counselors & Social Workers
- SERESC consult - monthly meetings, intent of program, description of program, entrance criteria
- Overall goal - align programs K-12 and develop similar documents/strategies

IHGMS Student IEP Goals

IEPs run 1 year, each year change goals or amendments as needed

Each student has 1-9 goals, average 4 goals/student

Each goal has benchmarks

- Skillset progresses
- Increase in educational rigor

Goals are unique to each student and progress is often subjective

Typically students are more than 2 years behind in an area if they have an IEP

Goals help close the gap and support students to access the regular education curriculum

Sample Goals

By Date, with specialized math instruction, Student will identify the correct operation when given 2-step addition and subtraction word problems, and solve them with 80% accuracy, in 3 out of 4 opportunities, as measured by weekly teacher collected data, assignments, and probes.

By Date, when given specialized instruction in literacy, Student will be able to answer 6 out of 6 comprehension questions, about an at-level story, read aloud to Student, with 80% accuracy, in 3 out of 4 opportunities, as measured bi weekly using teacher collected data, assignments, and probes.

By Date, given direct speech instruction and practice, Student will demonstrate improved speech sound production skills and successful control of Student speaking rate as evidenced by 80% intelligibility during verbal communicative exchanges given no more than 2 visual and verbal prompts in 3 out of 4 opportunities as measured by weekly therapist data collection.

By Date, given adult direction, Student will demonstrate improved functional mobility and balance by Student ability to negotiate various obstacles (stepping up, over, around, on, etc.) without upper extremity support in 80% opportunities or 4 out of 5 trials as measured by weekly therapist data collection.

Student Progress Monitoring

Report on IEP goals/benchmarks each trimester

Benchmark codes:

NI: Not Introduced - **not reported on in this report**

AO: Attempted Only

PAD: Partially Demonstrated

PED: Performance Demonstrated

M: Mastered

If IEP developed in last month, did not consider data as goals are new

Goal types:

Academic, Communication, Community, Content, Deafness, Gross Motor Development, Hearing, Language Arts, Math, Occupational Therapy, Physical Therapy, Reading, School Participation, Self-Help, Social/Behavioral, Speech and Language. Transition, Vision, Vocational, Writing
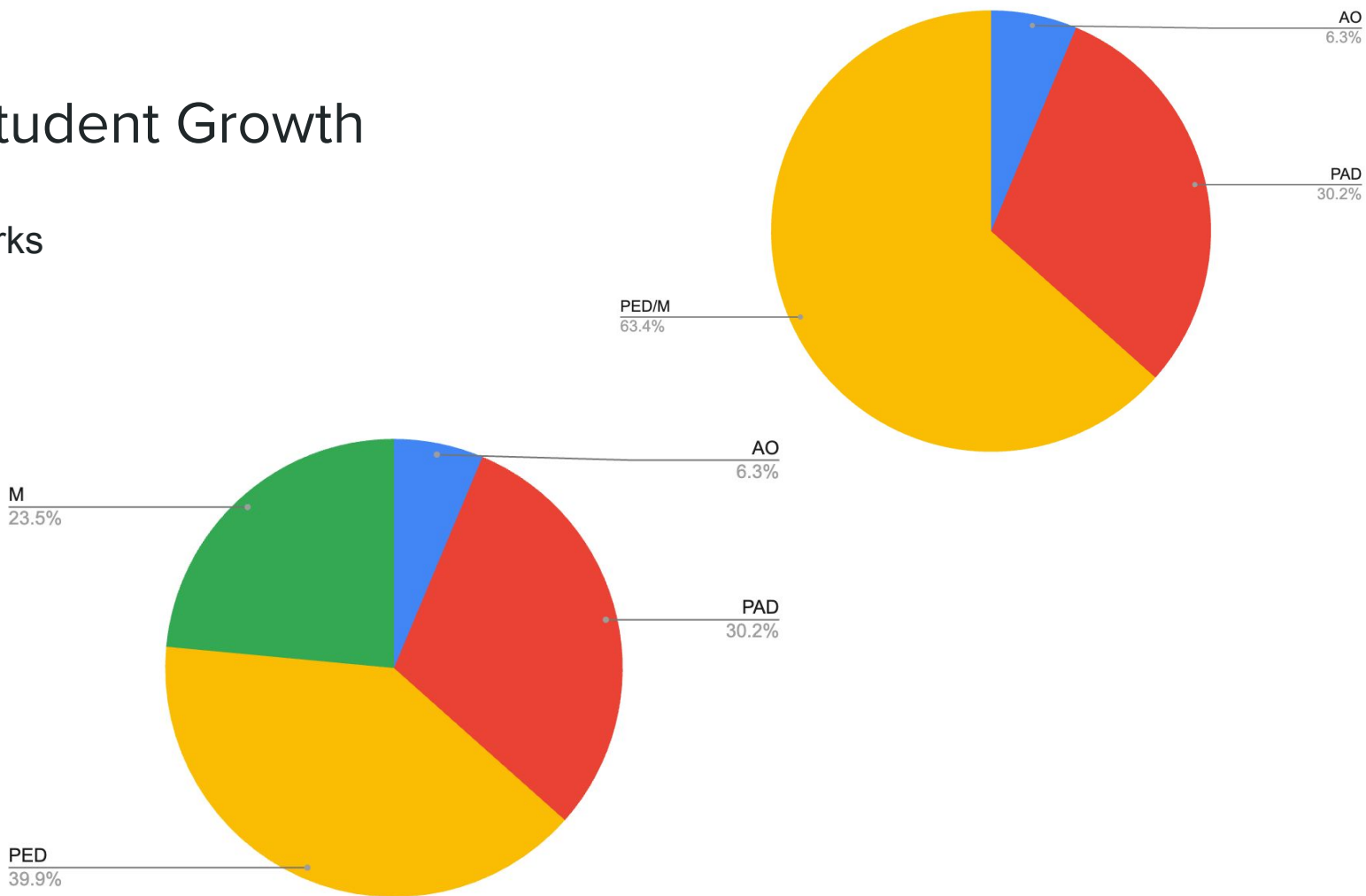
IHGMS Student Growth

506 Benchmarks

AO - 32

PAD - 153

PED - 202

M- 119

IHGMS Student Growth

61 students (trimester reporting)

- 20 students reporting 1 of 3 (account for much of the AO/PAD categories)
- 26 students reporting 2 of 3
- 15 students reporting 3 of 3

232 Goals - top 4 categories

- Academic - 105
- Speech - 30
- Reading - 23
- Math/Self Help - 13 each
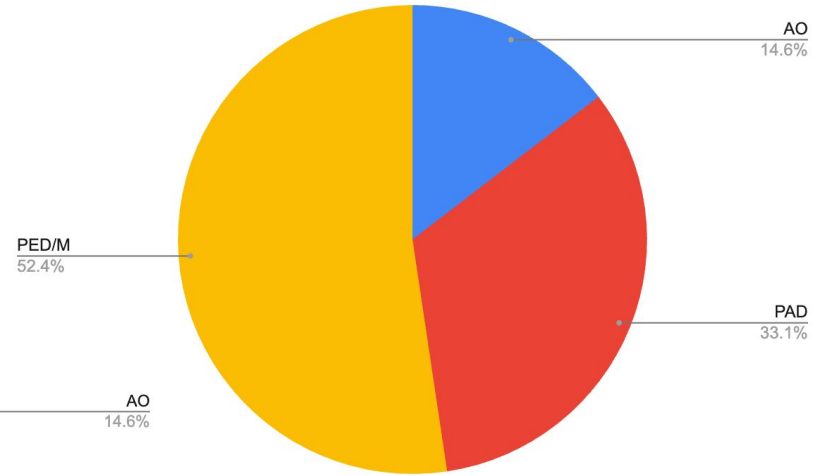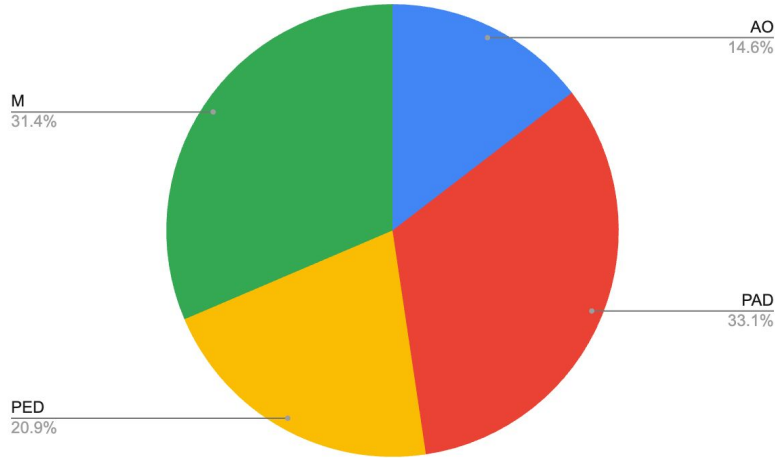
LRES Student Growth

487 Benchmarks

AO - 71

PAD - 161

PED - 102

M- 153

48 Students, 210 Goals

OOD Students - Progress Monitoring

Currently 19 Students

Each schools provide progress reports in their format based on their calendar

Deans & Director serve as LEAs

- Attend meetings virtually/in-person
- Compile/complete paperwork
- Transfer data (MA schools)
  - NH Schools - OOD school personnel typically enter progress into software system and write goals
  - MA Schools - use their own system, which we need to convert to the NH system, time intensive