

## Special Education Services/Programs

The Individuals with Disabilities Education Act (IDEA) and the New Hampshire Rules for Special Education, defines the ages at which a district must provide services for students with educational disabilities. These services may begin as early as three years old and could continue until the student reaches the age of 21.

All students have the right to be provided a free and appropriate education. Sanborn Regional School District believes in educating students in the least restrictive environment possible. To help students reach their maximum potential, each of the four schools has specific programs or intervention blocks aimed at supporting students with disabilities. These programs have allowed the district to educate most students within the local district schools. The Sanborn Regional School District staff is continually developing, refining and implementing programs that assure all students with disabilities have access to regular education opportunities, specialized programs and supports that meet their individual needs.

Support Programs include: Speech and Language services, Occupational Therapy, and counseling at each school. Many of these students also receive additional support from a certified Paraeducator directly in their mainstream classroom. Special Education staff offer a variety of specialized programs for students in the area of Literacy. Many are trained in the Wilson Reading Method, Lindamood-Bell Visualizing and Verbalizing Techniques, and Phonemic Awareness Programs. Students may receive these services individually, in a small-group or as part of their Language program within the classroom. Our goal is to meet the child at his/her own level and help him/her advance towards independence.

Currently, the high school has four programs; Life Skills, Transitions, Home Base, and Skillz, plus a resource room, PASS, which is open to all students with an IEP. The Middle School has three program, Zones, Connections, and Connections Resource Room plus a resource room, which is open to all students with an IEP. Bakie and Memorial have an integrated preschool program. Bakie also has the IN-Step and IN-Step 2 district program and Memorial has the BASICS and BASICS 2 district program. Both Bakie and Memorial also have a resource room which is open to all students with an IEP. Students with behavioral challenges are provided supports in the appropriate program at each grade level either through their home school or through a district wide program (BASICS, BASICS 2, Zones, Skillz, and Home Base). Students with significant cognitive needs are provided supports in the appropriate program at each grade level either through their home school or through a district wide program (IN-Step, IN-Step 2, Connections Resource Room, Connections, Transitions, and Life Skills).

The district also houses an Extended School Year (summer /ESY) program for students have been identified as having a possible regression of skills without continuous special education services.

### ***School Programs- High School***

#### **Period for Academic Support and Success (PASS)**

This course is designed to support students in content-based academic courses. The goal of this class is to help special education students function as independent strategic thinkers, learners, and self-advocates. The student will apply study and organizational skills, plus compensatory strategies to complete homework, projects, reading and study assignments. In addition, the course will provide special education students with the direct support needed to continue growth in academic areas as indicated in IEP goals and objectives. **Special Requirements:** Recommendation of IEP team. *May be taken more than once.*

#### **Transitions**

This program is designed to provide students with hands-on instruction and practical skill building in order to prepare them for independent adult living. Topics covered will include developing functional self-help skills in managing money (budgeting, banking, bill paying), self-care (laundry, basic cooking), social interaction

(friendships, conflict avoidance and resolution) and job seeking (completing applications, interviewing and appropriate attire) as well as problem-solving and executive functioning skills (planning and organizing). Students may develop a portfolio or folder system to showcase their projects and organize class notes to use as a reference source. Students earn credit and a grade for participating in the Transitions assisted study hall classes. **Special Requirements:** By recommendation of IEP team. *May be taken more than once.*

### Life Skills

This program and course is designed to provide students with hands-on instruction and practical skill building in order to prepare them for independent adult living. Topics covered will include developing functional self-help skills in managing money (budgeting, banking, bill paying), self-care (laundry, basic cooking), social interaction (friendships, conflict avoidance and resolution) and job seeking (completing applications, interviewing and appropriate attire) as well as problem-solving and executive functioning skills (planning and organizing). Students may develop a portfolio or folder system to showcase their projects and organize class notes to use as a reference source. Students earn credit and a grade for participating in the Life Skills assisted study hall class and course. This is a self-contained program where students spend 60% of their school day in a special education supported environment. **Special Requirements:** By recommendation of IEP team. *May be taken more than once*

### Skillz

The Skillz program is designed to support students dealing with behavioral, emotional, and academic issues by providing a small, structured environment within the high school. Skillz staff will provide students with learning opportunities tailored to their needs which may include an individualized program, virtual learning opportunities, or other services as recommended by their special education team, in conjunction with support in their regular education classes. This program allows students to access a small and supported learning environment throughout their day as needed. Students earn credit and a grade for participating in the Life Skillz assisted study hall class. **Special Requirements:** By recommendation of IEP team. *May be taken more than once.*

### Home Base

The Home Base program is designed to support students dealing with behavioral, emotional, and academic issues by providing a small, structured environment within the high school. Home Base staff will provide students with learning opportunities tailored to their needs which may include an individualized program, virtual learning opportunities, or other services as recommended by their special education team, in conjunction with support in their regular education classes. This is a self-contained program where students spend 60% of their school day in a special education supported environment. **Special Requirements:** By recommendation of IEP team. *May be taken more than once.*

### ***Middle School***

#### Zones Program

The Zones Program at Sanborn Regional Middle School is designed for students who struggle with managing their emotions and behaviors. The primary goal of this program is to teach students strategies and skills on how to manage their own frustrations and anxieties more effectively so that they can access the learning environment in a more positive way. This program will teach targeted students more appropriate social skills; executive function strategies; positive ways to manage frustrations; and also provide students with a safe place to manage their behaviors during times of crisis. The program will be staffed with an Emotional/Behavioral Special Education Teacher and a Paraprofessional, and will include collaboration with regular education teachers. Students will have weekly sessions with the Speech Pathologist, Guidance Counselor, and School Psychologist to run social groups as well as therapy groups as recommended by their special education team. Targeted daily

classes will work on skills that incorporate executive functioning such as organization; checking grades weekly; creating weekly goal plans; assistance with classwork; and targeted behavior interventions.

### Connections Resource Room

CONNECTIONS Resource Room is an integrated skills based program for students who function well below grade level and whose primary disability is Intellectual, Autism, Speech and Language, or Specific Learning Disability. Students will attend the program for less than 60 % of the time, ideally for one period of time to get help and/or direct instruction in an area of weakness. Students will be working on specific skills based on their needs. Special education teachers will be collecting data on an ongoing basis. Programs will include direct teaching of Visualizing and Verbalizing, The Circles Program, Life skills math - Dreambox, attainment or some other life skills program that has tracking progress, a Writing program, Executive functioning skills, Social skills, Speech language groups- social thinking, social/ lunch groups,etc. Importantly the curriculum will be integrated and theme based providing a connection between subject areas as possible - including grade level and life skills curriculums. Each student's needs will be considered individually and their schedule and programming will be developed based on those needs.

### Connections

CONNECTIONS is an integrated skills based program for students who function well below grade level and whose primary disability is Intellectual, Autism, Speech and Language, or Specific Learning Disability. Students will attend the program for 60 % (or more)of the time or more depending on if they attend regular education classes for unified arts. Students will be doing specific programs based on their needs. Special education teachers will be collecting data on an ongoing basis. Programs will include direct teaching of Visualizing and Verbalizing, The Circles Program, Life skills math - Dreambox, attainment or some other life skills program that has tracking progress, a Writing program, Executive functioning skills, Social skills, Speech language groups-social thinking, social/ lunch groups,etc. Importantly the curriculum will be integrated and theme based, providing a connection between subject areas as possible -including grade level and life skills curriculums. Each student's needs will be considered individually and their programing will be developed based on those needs. The special education and regular education teacher will be in regular contact to insure the student has the correct supports and that they are helping them be more successful in the regular education classes.

### ***Bakie***

#### Integrated District-wide Pre-School

Throughout the years, the special education programs and service delivery model have evolved to meet the diverse needs of our elementary learners. Special Education Programs within Bakie School include our Preschool Program, designed to meet the needs of identified three and four year old students in an integrated model.

#### IN-Step Program (Integrating Students through Experiential Practices)

Bakie School houses a district program for students who demonstrate significant developmental or cognitive delays and students on the Autism Spectrum who require substantially altered curriculum due to cognitive or language-based weaknesses. Additionally, the IN-Step Program may provide support for those students who demonstrate significant needs in the area of social emotional support.

An integrated approach is offered as the Speech Language Pathologist, Occupational Therapist, Special Educator, Classroom Teacher, Guidance Counselor, and Board Certified Behavior Analysis (BCBA) work collaboratively to address individual goals and provide consistency and consultation as needed. Special Education services are provided for our students with special needs throughout each grade level. The BCBA will work in conjunction with the Special Education teacher to develop Applied Behavior Analysis (ABA) programming for students on the Autism Spectrum, which the paraprofessionals and teachers will execute on a

daily basis. Students are integrated as much as possible with these supports in place. Services are primarily provided in the classroom so as to allow for access to grade level curriculum. Small group instruction is offered in a tiered approach both in and out of the classroom as individual needs dictate. Students accessing the IN-Step program may be working significantly behind their grade level peers.

#### IN-Step 2 Program (Integrating Students through Experiential Practices)

Bakie School houses a district program for students who demonstrate significant developmental or cognitive delays and students on the Autism Spectrum who require substantially altered curriculum due to cognitive or language-based weaknesses. Additionally, the IN-Step Program may provide support for those students who demonstrate significant needs in the area of social emotional support.

An integrated approach is offered as the Speech Language Pathologist, Occupational Therapist, Special Educator, Classroom Teacher, Guidance Counselor, and Board Certified Behavior Analysis (BCBA) work collaboratively to address individual goals and provide consistency and consultation as needed. Special Education services are provided for our students with special needs throughout each grade level. The BCBA will work in conjunction with the Special Education teacher to develop Applied Behavior Analysis (ABA) programming for students on the Autism Spectrum, which the paraprofessionals and teachers will execute on a daily basis. Students are integrated much as possible with these supports in place, while spending the majority of their day in an alternative setting. Small group instruction is offered in a tiered approach both in and out of the classroom as individual needs dictate. Students accessing the IN-Step program may be working significantly behind their grade level peers.

### ***Memorial***

#### Integrated District-wide Pre-School

The District offers an integrated preschool program for children aged three to five with sites at both Memorial School and Bakie School. Students with an identified educational handicap and non-disabled children work together in morning or afternoon sessions. Typically developing students pay tuition to attend and are accepted into the programs through a lottery held in the spring of each school year. Each program is staffed by certified teachers and paraprofessionals. In addition, a Speech and Language Pathologist and a Registered Occupational Therapist split their time between each program.

#### BASICS (Building Academic Social Independent Choice- making Students) Behavioral/ Social Emotional program

Memorial School houses a district program for students with Behavioral or Social Emotional challenges. The program offers students an alternative setting for the majority of their school day. Most students in this program learn to better self-regulate through the Zones of Regulation and Social Thinking programs. The program adapts each year to meet the needs of the students who access it and is staffed by a Certified Special Educator with a background in mental health/behavioral management and a paraprofessional. They work in collaboration with classroom teachers to ensure access to grade level curriculum with the expectation that they will work their way back into the general education classroom.

#### BASICS 2 (Building Academic Social Independent Choice- making Students) Behavioral/ Social Emotional program

Memorial School houses a district program for students with Behavioral or Social Emotional challenges. The program offers students an alternative setting to complete work, take breaks or process difficult situations in the home or classroom. Most students in this program learn to better self-regulate through the Zones of Regulation and Social Thinking programs. The program adapts each year to meet the needs of the students who access it and is staffed by a Certified Special Educator with a background in mental health/behavioral management and a

paraprofessional. They work in collaboration with teachers and students to ensure a safe and effective learning environment within the general education curriculum.

***It is the policy of the SRSD to comply with all State and Federal Laws and Regulations governing Special Education.***