

Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

192 Forest Road Lyndeborough, NH 03082
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Student Support Services Report
March 12, 2018

Special Education IEP Teams are in the process of gathering and reviewing individual student data and evidence of measurable progress toward annual IEP goals and objectives. A meeting for each student, including all team members, will be scheduled this Spring with the express purpose of reviewing this data and making recommendations for those students who may require Extended School Year Programming (ESY).

Team decision-making is facilitated by utilizing the Extended School Year Services Deliberation and Determination Form (attached), which clearly delineates factors to be considered according to State and Federal Special Education Law.

When all recommendations have been made, our office reviews the individual and collective needs of all of the students and develops programming to appropriately address those needs. Staffing decisions are driven by the number of students recommended, their grade levels and individual specific needs for related services to support academic programming.

With a few exceptions, Extended School Year Programming typically is scheduled for a five-week period during the month of July.

Respectfully Submitted,

Betty Moore
Director of Student Support Services

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☐ Lyndeborough Central ☐ Florence Rideout Elementary ☐ Wilton-Lyndeborough Middle/High

Extended School Year Services Deliberation and Determination

STUDENT: _____ DATE OF MEETING: _____

Is there reason to believe that the student would demonstrate substantial regression of critical skills and a failure to recover those lost skills in a reasonable amount of time following the school break? ☐ YES ☐ NO

Discussion:

Verification:

Is there reason to believe that the student's rate of progress on the IEP goals addressing critical skills will prevent the student from receiving benefit from his educational placement for the regular school year? ☐ YES ☐ NO

Discussion:

Verification:

Is there reason to believe that the student is at a "breakthrough point" regarding a critical skill and whether interruption of services at this point would prevent the student from receiving benefit from his educational placement for the regular school year? ☐ YES ☐ NO

Discussion:

Verification:

Is there reason to believe that the student's "interfering behavior(s)", such as ritualistic, aggressive or self-injurious behaviors, targeted by the IEP goals have prevented the student from receiving benefit from his/her educational program during the school year. If yes, would the interruption of programming, which addresses the interfering behavior(s) and acquisition of critical skills, prevent the student from receiving benefit from his educational placement for the regular school year? ☐ YES ☐ NO

Discussion:

Verification:

Does the IEP team believe that due to the nature and/or severity of the student's disability that Extended School Year Services are necessary for the student to benefit from his/her education program during the school year?

☐ YES ☐ NO

Discussion:

Verification:

Are there "Special Circumstances" that the team would like considered when determining whether Extended School Year Services are necessary for the student to benefit from his/her education program during the school year. ☐ YES ☐ NO

Discussion:

Verification:

It is the determination of the IEP team that _____, ☐ DOES ☐ DOES NOT
Require Extended School Year Services.