

***Wilton-Lyndeborough Cooperative School District***  
***School Administrative Unit #63***

192 Forest Road Lyndeborough, NH 03082  
603-654-8088

Bryan K. Lane  
Superintendent of Schools

Betty Moore, M.Ed.  
Director of Student Support Services

Lise Tucker  
Business Administrator

**Student Support Services Report**  
**3/19/2019**

**SPOTLIGHT on Special Education/Florence Rideout Elementary School**

When determining what services a student requires at Florence Rideout Elementary School, IEP Team members, including the classroom teacher, carefully review the goals and objectives of the student's Individual Education Plan to determine what services are appropriate to address those goals and objectives and where those services would most appropriately be delivered.

Our three special education Case Managers are trained in multiple methodologies (Wilson Reading System, Lindamood-Bell, NumberWorlds, etc.) to provide reading and math intervention services, individually and in small groups. For those students who require a more intensive systematic reading intervention based on Orton Gillingham, the services of our contracted Reading Specialist may be considered as an appropriate option.

Selecting the appropriate methodology for intervention and where that intervention will take place (refer to the Least Restrictive Environment Determination guidelines) are decisions that are often revisited through the academic year, based on team review of progress monitoring data. If, upon review, a student is not making the progress anticipated, changes may be made in the method, frequency, or location. If the student is exceeding expectations, adjustments may also be made; the ultimate goal is to provide appropriate supports and services in the least restrictive environment.

Our RISE program is a placement option for those students who require an Applied Behavior Analysis methodology (ABA) in order to make academic and social/behavioral progress. Individual needs of each student determine the amount of time that they access the RISE program and the amount of time that they are integrated into the general education classroom environment.

In addition to academic programming, a student's IEP may include goals and objectives to be addressed by the related services of speech/Language therapy, occupational therapy, physical therapy, etc.

## 2018-19 Special Education Staff/Florence Rideout Elementary School

Case Managers:	Audrey Bober, Kim Meyer, Kathy Harris
Reading Specialist:	Janabeth Reitter
Paraeducators:	Jayne Lundwall, Patricia Polson, Stephanie Gilbert, Carrie Broderick, Heather Roberts, Ann Harkelroad
Personal Care Assistant:	Olivia Binstead
Related Service Providers:	Jody Masse-Arikian, Speech Specialist Kim Kershliis, Speech/Language Pathologist Kristen Douglass, Occupational Therapist Rita Manley, Occupational Therapy Assistant (COTA) Sandra Yaffe, Physical Therapist Megan Sass, School Psychologist Amber Casavant, BCBA
ABA Therapists:	Ashley Noonan Taylor Owens Wanda Seavey Elizabeth Meltzer Samantha Thapa Stephanie Gaarder
Administrator:	Betty Moore, Director of Student Support Services

Respectfully Submitted,

Betty Moore  
Director of Student Support Service

School Administrative Unit 63  
Wilton-Lyndeborough Cooperative School District  
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**Least Restrictive Environment Determination**

Local Educational Agencies shall ensure that, to the maximum extent appropriate, children with disabilities, including children in public or private providers of special education, are educated with children who do not have disabilities and that, consistent with 34 CFR 300.114, special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**Continuum of Learning Settings for Preschool**

Check the most appropriate box. (see page 2 for further definitions)

- ☐ Community Early Childhood Setting
- ☐ Home Setting
- ☐ Early Childhood Special Education – Partially Integrated Setting
- ☐ Early Childhood Special Education – Specialized/Therapeutic Setting
- ☐ Early Childhood Special Education – General Self-Contained Setting
- ☐ Early Childhood Special Education – Specialized Self-Contained Setting
- ☐ Separate School Setting
- ☐ Residential Setting

**Continuum of Alternative Learning Environments for- Ages 6-21**

Check the most appropriate box. (see page 2 for further definitions)

- ☐ Regular Classroom Setting
- ☐ Regular Classroom with Consultative Assistance
- ☐ Regular Classroom with assistance by specialists
- ☐ Regular Classroom plus resource room help
- ☐ Regular Classroom plus part-time special class
- ☐ Full-time special class
- ☐ Full-time or part-time special day school
- ☐ Full-time residential placement
- ☐ Home Instruction
- ☐ Hospital or institution

## Least Restrictive Environment Determination-pg 2

### Continuum of Alternative Learning Environments- Preschool

Preschool Educational Environments	Description
Early childhood program	A preschool child with a disability attends an early childhood program.
Home	A preschool child with a disability receives some or all of his/her supports and services in the child's home.
Special education program	A preschool child with a disability attends a special education program.
Service Provider Location	A preschool child with a disability receives supports and services from a service provider.
Separate School	A preschool child with a disability attends a publicly or privately operated separate day school facility designed specifically for children with disabilities.
Residential facility	A preschool child with a disability attends a publicly or privately operated residential school or residential medical facility on an inpatient basis.

### Continuum of Alternative Learning Environments- Ages 6-21

Educational Environments	Description
Regular classroom	A child with a disability attends regular class with supports and services required in the IEP.
Regular classroom with consultative assistance	A child with a disability attends a regular class with assistance being provided to the classroom teacher by consulting specialists.
Regular classroom with assistance by specialists	A child with a disability attends a regular classroom with services provided to the child by specialists
Regular classroom plus resource room help	A child with a disability attends a regular class and receives assistance at or through the resource room program.
Regular classroom plus part-time special class	A child with a disability attends a regular class and a self-contained special education classroom.
Full-time special class	A child with a disability attends a self-contained special class full-time.
Full-time or part-time special school	A child with a disability attends a publicly or privately operated special day program full-time or part-time.
Full-time residential placement	A child with a disability attends a publicly or privately operated residential program full-time.
Home Instruction	A child with a disability receives all or a portion of his/her special education program at home in accordance with Ed 1111.05.
Hospital or institution	A child with a disability receives special education while in a hospital or institution.