



# Lincoln Public Schools

Stephanie Powers  
Administrator for Student Services

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To: School Committee  
Mickey Brandmeyer, Superintendent  
From: Stephanie Powers, Administrator for Student Services  
Re: Report on 2010 Summer Programs  
Date: September 15, 2010

During the 2010 summer months the following programs were held:

- Special Education Extended School Year Programs
- Title 1 Middle School Program
- Title 1 Primary School Program
- Lincoln School Math Camp

This report will serve as a description of each program and provide information regarding the number of student who attended, the outcomes and evaluative information.

## **SPECIAL EDUCATION EXTENDED SCHOOL YEAR (ESY)**

### **ESY Rationale**

Extended School Year (ESY) services are required by both state and federal legal mandates. The federal law, the Individuals with Disabilities Act (IDEA) 2004, states "ESY must be available if the IEP team determines, on an individual basis, that extended year services are necessary to provide Free and Appropriate Education (FAPE)" and the state law, Massachusetts law 603 CMR 28.05(4)(d), states "An extended year program may be identified if the student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided."

### **ESY Student Eligibility**

All students "regress" or lose progress, forget, and revert to previous behavior to some extent between school years and during school breaks. The provisions of IDEA require schools to provide ESY services for those students with disabilities who require such services to ensure an appropriate educational program. All students with disabilities who have an Individualized Education Program (IEP) must be considered for ESY, but typically only those who will be severely impacted by an extended break in instruction are to be enrolled. When an IEP team considers a student with a disability eligible for summer services, they must first determine whether a child's regression would likely be substantial, and whether the child would require greater than usual time to "recoup" – to get back to the level the child had achieved before a break in service. In nearly all cases, projections of summer regression-recoupment are to be made based upon data gathered during school breaks.

Decisions about ESY programs are to be made on an individual basis, taking into consideration the unique needs of the child. These are situations where the nature of the student's disability and other factors would be considered in the ESY eligibility process.

ESY services are available only to students with disabilities who meet the eligibility criteria for ESY. It is not a “one size fits all” program. ESY is individually designed by the IEP team to prevent substantial regression in those critical life skill areas that are likely to be impacted by an extended summer recess. Critical life skills may include but are not limited to: self-help, social skills, emotional support, physical mobility, communication, assistive technology, academics and vocational skills.

### **ESY Program**

The Lincoln Public Schools ESY program was developed to meet a wide range of student needs. Following the aforementioned eligibility assessment, it was determined that the program should be conducted for six weeks (July 6<sup>th</sup> - August 12<sup>th</sup>) during the summer of 2010. On an individual basis it was determined how many days per week and how many hours per day was appropriate.

- *Preschool Instruction*

The preschool ESY program is an extension of the school year program. Teachers teach children age 2.9 through 5 years with a curriculum to addresses each individual child's physical, social, emotional and intellectual growth. Children are provided with opportunities to engage in active hands-on exploration that fosters confidence, self-esteem, creativity and learning.

- *Community Life Skills for Middle School Students*

This program was launched in the summer of 2010 to assist students with disabilities to: gain social acceptance and a sense of community belonging; to develop ongoing participation and engagement with the community; to develop independent living skills through activities such as personal shopping trips and via accessing public facilities such as transport and libraries; to develop knowledge and skills that facilitate access to a range of activities in living, work and leisure environments. The students participated in trips to Concord and West Concord via the MBTA Commuter Rail and dined and shopped in the local area with specialized instruction and coaching from the ESY teachers.

- *Integrated Experience into the Lincoln Recreation Camp*

Through a partnership with the Lincoln Recreation Department, students were provided with social, emotional and behavioral instruction in an inclusive setting. The model fostered opportunities for the students to work in small and large groups with other similarly aged typically developing students from the Lincoln community. The main goals for the students enrolled in this option were:

- (1) To prevent substantial regression of social skills
- (2) To be able to recognize and label one's emotions and others' emotions
- (3) Monitoring one's own daily participation and ability to follow group rules
- (4) Strategies for working collaboratively and effectively with peers
- (5) Conversational strategies
- (6) Self-advocacy skills

- *Specialized Academic Instruction*

Academic instruction was provided in the form of tutoring focused on preventing substantial regression in the academic areas of English Language Arts (ELA) and Mathematics. Typically the instruction was provided on a one-to-one basis or in a small group setting. The sessions focused on specific skill areas identified by the student's IEP teams, and all tutoring sessions addressed IEP goals/benchmarks as well as appropriate essential knowledge and skills from the Lincoln Public Schools curriculum.

- *Related Services*

The related services available in the ESY program were occupational therapy, physical therapy, speech and language therapy, and transportation services. Students receiving related services were seen individually or with one other peer, and the therapy was focused on preventing substantial regression of skills in that specific developmental area.

### **ESY Enrollment**

<b>Program</b>	<b>Hanscom Students</b>	<b>Lincoln Students</b>	<b>Total</b>
Preschool	13	1	14
Life Skills	2	2	4
Tutorial	6	2	6
Camp	3	2	5

### **ESY Program Evaluation**

Students, parents and staff were asked to fill out a survey regarding the ESY program. In general, parents, students and staff all gave the ESY program a positive review. Please refer to the comments and recommendations below:

*The following are some of the parent comments:*

- “Everything from the transportation to the teachers was amazing! Thank you!”
- “[The ESY Program] helped with her confidence in school.”
- “The relationship with my child and his teacher was superb. This really helps in his learning process for sometimes he tends to regress...”
- “My son had a positive experience.”

*The following are some of the staff comments:*

- “From my viewpoint, this summer’s model has been effective, flexible, and viable.”
- “I think the opportunities the students had to practice safety, life, and consumer skills were great. I think each student benefited from the experience. However, due to the window of time and the train schedule, we were limited to Concord and West Concord. Not sure if the same destinations got stale for the children or not but we were able to explore different settings at each town. And, by the end of the program, the students were able to plan their own trips out into the community.”
- “The camp counselors, the support staff, the lifeguards were on top of things. They were friendly and understanding with all ESY campers. They showed an abundance of patience and kindness.”
- “For the students who struggle with social skills the unstructured times, such as quiet time and camp welcome, were difficult. [They also would have benefited from some instruction on] how to play football or soccer, or how to use certain tools during arts and crafts.”

*The following are some of the student comments:*

- “I liked when we read books.”
- “Everything was great.”
- “I liked going to the store and Sorrento’s.”

- “I want to do it every day.”
- “I’d rather stay home.”
- “Can we read more books?”

## **TITLE 1 PROGRAMS**

### **Title 1 Rationale**

Title I, Part A is a federal program that provides financial assistance to schools with high percentages of low income children to support the academic achievement of disadvantaged students. Title I funds are used by schools to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. Title I funds can be used to support extra instruction in reading and mathematics, additional teachers, materials of instruction, as well as after-school and summer programs to extend and reinforce the regular school curriculum.

### **Title 1 Eligibility**

Students are recommended for Title 1 programs based on teacher recommendation, parental input, class rank, performance on standardized tests and performance on common assessments. Students are ranked based on the greatest need and slots are offered to families according to rank.

### **Title 1 Programs**

- *Middle School Program*

The program offers an extension of the general education taught during the school year. Students have the opportunity to enrich their learning and strengthen basic skills through activities in engineering and math, and reading and language arts. The focus is on filling in gaps, reinforcing skills and enabling students to begin the school year with confidence and improved academic functioning.

The program ran for four days a week for four weeks in July. Students attended from 8:00 – 12:00 and were divided by age group. Each day the students engaged in ninety minutes of hands-on activities that incorporate math, science, engineering and real world problem solving and ninety minutes of reading/language arts activities that involved reading, writing, speaking and listening. Additionally, student will get targeted practice in math and reading skills everyday. The program offered a combination of directed instruction and independent exploratory activities target to apply and integrate learned skills.

- *Title 1 Primary School Program*

The Primary School Summer Booster Program was targeted toward intervention to build students’ skills in the academic areas of reading and math with the purpose of avoiding summer regression. Students participated in reinforcement of skill areas through direct instruction, reading and math computer programs and group skill games. Students also participated in independent reading with “just right” books to strengthen decoding, fluency and comprehension. This program was in session four days a week for two weeks at the end of August.

### **Title 1 Enrollment**

### Middle School Program

Grade	Number of Students
4	4
5	6
6	5
7	5
8	5

### Primary School Program

Grade	Number of Students
2	12
3	10

### **Title 1 Evaluation**

#### Middle School Program

*The following are some of the student comments:*

- "My favorite activities were building the boats and the catapults."
- "There is nothing to be changed."
- "I want less time from class to class and a better snack."
- 88.2% mostly or strongly agreed that the project they worked on help them feel more confident about the upcoming school year.
- 53% mostly or strongly agreed that they had more interest in the upcoming school year after completing the program.

#### Primary School Program

*The following are some of the parent comments:*

- "I think this was a great opportunity for [my child] to regain the reading skills before she started school. Remarkable that the school system did this. Thanks."
- "My son loved it. Thank you."
- "We plan to enroll our son next year."
- "The summer school should be longer."
- "Everyday [my child] would come home and say something she learned with a big smile. [The teacher] was a great tool in her life. Thank you."
- "Although I agree that this program is extremely beneficial to the kids, two weeks is way too short for me to tell if my kids improved academically."

## **LINCOLN SCHOOL MATH CAMP**

### **Lincoln School Math Camp Rationale**

Math Camp 2010 was designed to supplement the mathematics taught during the school year for the purpose of enrichment, challenge, skill maintenance and developed.

### **Lincoln School Math Camp Eligibility**

The program was designed to meet the learning needs of students who struggle with math and those who were in need of advanced learning opportunities. Enrollment was based on 2009-10 Everyday Math mid-year assessment data and teacher recommendations. Parents

were invited to sign up their child on a first come basis with a lottery to be used if the sign-ups were greater than the planned capacity of the camp.

### **Lincoln School Math Camp Description**

Math Camp 2010 was a new initiative at the Lincoln School for the summer of 2010. The goals of Math Camp 2010 were to provide students with:

- A fun, challenging and engaging environment to learn math
- Opportunities to gain confidence and enjoyment with math
- Practice to improve mathematics performance

The program was designed for Lincoln School students entering grades 3 and 4 during the 2010-11 school year. Students who love math, panic with math or are still trying to decide were welcomed. The teachers actively engaged students in doing meaningful mathematics, discussing mathematical ideas and applying mathematics in interesting and thought provoking situations. The teachers felt these factors were needed to achieve math understanding. Math games, puzzles, skills practice and instruction, group problem solving, and/or other creative real life hands-on explorations were be a daily component of the program.

Following the Math Camp, an afternoon program was designed in collaboration with the Lincoln Recreation Department. Families were given the options to elect for their child to participate in the *Explorer Camp* program from 12:00-3:00 Monday, Tuesday, and Thursday and from 9:00-3:00 on Friday. The cost for this component was \$115.00 per week.

### **Lincoln School Math Camp Enrollment**

<b>Grade</b>	<b>Number of Students</b>
3	11
4	4

### **Lincoln School Math Camp Evaluation**

Program evaluation data was not collected at the end of the program but is a goal for future Math Camps. However, the faculty members offer the following comments regarding the success of the program:

“Math Camp was a new initiative at the Lincoln School in August 2010, designed for entering third and fourth graders who had a desire to supplement and extend their math education in a fun and engaging way. Cathlin O’Reilly and Scot Dexter, third grade teachers at Lincoln School, designed the 2-week program to be a project-based, interactive and collaborative experience for the students. Each day was primarily based on one of the six mathematical strands taught through our Everyday Mathematics curriculum, however during end-of-day reflections, students learned that multiple strands are used on any given assignment. Cathlin and Scot also incorporated their recent Responsive Classroom training into the camp as a means of creating a community of mathematicians in a short period of time that would support and depend on one another. Each day included a morning message for students to respond to and think about, a morning meeting, a lesson introducing the concept for the day, and a hands-on math project through which students demonstrated their understanding. Alissa Nageotte and Siobhan Theriault served as Instructional Assistants during the camp.

Although math camp was designed for 15 students each week, the success and excitement during the first week led students and parents to want to sign up for the second week as well. Students of all mathematical capabilities were able to participate as each project was designed to allow for multiple points of entry. A mixture of 3<sup>rd</sup> and 4<sup>th</sup> graders at all levels led to wonderful peer-to-peer collaboration as older students were able to help younger, and students with more developed understanding assisted students who were seeing a concept for the first time. Parent feedback was positive and complimentary and many are eager to see the program continue on into the future."