



# Lincoln Public Schools

Stephanie Powers  
Administrator for Student Services

---

To: School Committee  
Rebecca McFall, Superintendent

From: Stephanie Powers, Administrator for Student Services  
Lynn Fagan, Preschool Coordinator  
Stephen McKenna, Smith K-4, Principal  
Sharon Hobbs, Brooks 5-8, Principal  
Erich Ledebuhr, Hanscom Middle, Principal  
Beth Ludwig, Hanscom Primary, Principal

Re: Report on 2012 Summer Programs

Date: September 17, 2012

During the 2012 summer months the following programs were held:

- Special Education Extended School Year (ESY) Programs (Pre-8)
- Title 1 Middle School Program (4-8)
- Title 1 Primary School Program (1-3)
- Lincoln School Math Camp (3-4)
- Lincoln School Achievement Camp (K-2)
- Lincoln School Achievement Camp (5-6)
- 

This report will serve as a description of each program and provide information regarding the number of student who attended, 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 skills and 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 (Special Education) 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 2<sup>nd</sup> - August 9<sup>th</sup>) during the summer of 2012. On an individual basis it was determined how many days per week and how many hours per day was appropriate for each student.

- *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 address 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.

- *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

- *Specially Designed 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 provided during 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	18	4	22
Academic Instruction	10	4	14
Camp	6	1	7

**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:*

- "Our daughter is more confident at reading. We enjoyed Mrs. Montague. She was very cheerful."
- "My son enjoyed all the outdoor play and learning activities."
- "Great program."
- "Our son rose and surpassed some expectations that were set by the teacher. Some of which I didn't think we were ready for but he was and surprised Dad and I with his determination. Now he's playing with things more appropriately and speaking clearer. The only thing I would add is a parent day to come do an activity with the children so that we get to see what's actually happening."
- "Met new friends, loved the art, great to be outside and with peers. More weeks."
- "As usual, the staff created a good environment for learning."
- "My child looked forward to school every day. The art projects were particularly impressive. The good teaching skills are necessary for his participation at this age and it is hard to find summer programs with strong teachers. Is there a possibility for a longer session?"

## **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, students received targeted practice in math and reading skills everyday. The program offered a combination of directed instruction at the student's level and independent exploratory activities targeted to apply and integrate learned skills. Student's use of technology was integrated into the instructional sessions.

- *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 five days a week from 8:00-12:00 for two weeks at the end of August.

## **Title 1 Enrollment**

### Middle School Program

<b>Grade</b>	<b>Number of Students</b>
4	7
5	15
6	7
7	5
8	5

### Primary School Program

<b>Grade</b>	<b>Number of Students</b>
1-2	13 (2 no shows)
2-3	11

## **Title 1 Evaluation**

### ***Middle School Program***

*The following are some of the student comments:*

- “Summer Program is like water. It refreshes you.”
- “Something I really enjoy about summer program is math, reading and making new friends.”
- “Summer Program is FUN because we get to build a WHOLE bunch of projects and get to do DRAMA as well.”
- “Something I really enjoy in the summer program is learning in Language Arts and building in Science.”

### ***Primary School Program***

*The following are some of the parent comments:*

- “My child was excited to get up and come to school.”
- “The weekly reports and communication about my child’s progress is helpful.”
- Parents enjoyed weekly newsletter with pictures of students enjoying different lessons and activities.
- “My child enjoyed the program and looked forward to coming each morning.”

*Here is information regarding the success of the program from 1 of the teachers:*

- “Many parents commented each morning or afternoon how happy they were to see their child excited to get up and come to school. Also, I had 100% parent attendance for a writing celebration I held the last day of summer school and they each stopped me and told me how proud they were of the progress their child had made in such a short span of time! They loved the weekly reports and communication sent home about their child's progress. They also enjoyed the weekly newsletter I made with pictures of the students enjoying different lessons and activities during summer school.”

## LINCOLN SCHOOL MATH CAMP

### Lincoln School Math Camp Rationale

Math Camp 2012 was designed to supplement the mathematics taught during the school year for the purpose of enrichment, challenge, and skill maintenance.

### 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. Parents were invited to sign up their child on a first come basis. The community interest remains high and the addition of a third teacher and assistant allowed for more students to participate.

### Lincoln School Math Camp Description

Math Camp was a continuing initiative at the Lincoln School for the summer of 2012 running Monday-Thursday from 9:00-12:00 the weeks of July 30-August 2 and August 6-9. The goals of Math Camp 2012 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 2012-13 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 real life hands-on explorations were a daily component of the program. Using computers, technology was infused through Google searches to find information to develop a travel itinerary that included a budget and the plans for daily expenditures. On another day, a geometry-related site was used to practice estimating and measuring angles.

While four half-day sessions is not a significant amount of time, the camp did allow students to engage with math learning in a way that made it fun and accessible. The students' feelings about themselves as math learners showed improvement.

### Lincoln School Math Camp Enrollment – over the two weeks

Grade	Number of Students Week 1	Number of Students Week 2
3	12	10
4	10	8

**LINCOLN SCHOOL ACHIEVEMENT CAMP (Incoming K, 1<sup>st</sup> and 2<sup>nd</sup> graders)**

**Lincoln School Achievement Camp Rationale**

The program was designed to provide students with a chance to explore literacy and mathematical concepts in a way that prepared them for the rigors of the grade they would enter in September.

**Lincoln School Achievement Camp Eligibility**

Achievement Camp 2012 was designed for students who were identified as needing a boost through current assessment data, teacher recommendation or information gained through the kindergarten screening process. Families were invited to have their child participate. The addition of a third teacher and assistant allowed for more students to participate.

**Lincoln School Achievement Camp Description**

Achievement Camp was a continuing initiative at the Lincoln School for the summer of 2012 running Monday-Thursday from 9:00-12:00 the weeks of July 30-August 2 and August 6-9. The goals of Achievement Camp 2012 were to provide students with:

- Fun, challenging and engaging environment to learn reading and math skills
- Opportunities to gain confidence and enjoyment with reading and math skills
- Practice to improve reading and mathematics performance

The program was designed for Lincoln School students entering grades K-2 during the 2012-13 school year. A number of students were able to participate in the camp for two weeks. Instructors chose themes and kept the activities focused around that theme to keep it fun and to help kids focus on one topic throughout the week. Camp included activities with that central theme as the focus centered on the key areas of literacy: phonemic awareness, phonics, vocabulary, comprehension and fluency and numeracy: number sense and operations, geometry, measurement, patterns relations and algebra, data, statistics and probability. This year technology was infused through the iPad apps Pocket Phonics and Story Kit. Using animated graphics, sound and touch students learned letter sounds, writing letters and blending letter sounds to make words. Students were also able to create their own artwork and a verbal narration of stories that were then shared electronically with families.

**Lincoln School Achievement Camp Enrollment – over the two weeks**

<b>Grade</b>	<b>Number of Students Week 1</b>	<b>Number of Students Week</b>
K	9	8
1	9	6
2	3	4

## LINCOLN SCHOOL ACHIEVEMENT CAMP (Incoming 5<sup>th</sup> and 6<sup>th</sup> graders)

### Lincoln School Achievement Camp Rationale

The program was designed to provide students with a chance to explore literacy and mathematical concepts in a way that prepared them for the rigors of the grade they would enter in September.

### Lincoln School Achievement Camp Eligibility

Achievement Camp 2012 was designed for students who were identified as needing a boost through current assessment data and/or teacher recommendations. Families were invited to have their child participate.

### Lincoln School Achievement Camp Description

Achievement Camp was a new initiative at the Lincoln School for the summer of 2012. The goals of Achievement Camp 2012 were to provide students with:

- Fun, challenging and engaging environment to learn reading and math skills
- Opportunities to gain confidence and enjoyment with reading and math skills
- Practice to improve reading and mathematics performance

The program was designed for Lincoln School students entering grades 5 and 6 during the 2012-13 school year. Instructors chose themes or topics that previous classroom teachers and/or specialists had identified as areas of weakness. Camp included activities with these central topics as the focus centered on the key areas of Literacy: vocabulary, comprehension, reading response and fluency and Mathematics: operations, measurement, problem solving strategies as well as open response practice.

### Lincoln School Achievement Camp Enrollment – over the two weeks

<b>(Incoming) Grade</b>	<b>Number of Students</b>
5	6
6	6