



Lincoln Public Schools

Stephanie Powers
Administrator for Student Services

To: School Committee
Rebecca McFall, Superintendent

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

Re: Report on Extended Year Programs – Summer 2013

Date: September 18, 2013

During the 2013 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 students 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)." Massachusetts state 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 2nd - August 9th) during the summer of 2013. 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 that 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.

- *Integrated Experience into the Lincoln Recreation Camp*

Through a partnership with the Lincoln Recreation Department, students are provided with social, emotional, and behavioral instruction in an inclusive setting. The model fosters 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 are:

- (1) To prevent substantial regression of social skills
- (2) To be able to recognize and label one's emotions and the emotions of others
- (3) To monitor one's own daily participation and ability to follow group rules
- (4) To develop strategies for working collaboratively and effectively with peers
- (5) To improve conversational skills
- (6) To promote 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. The sessions focused on specific skill areas identified by the student's IEP, 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

Program	Hanscom Students	Lincoln Students	Total
Preschool	12	3	15
Academic Instruction	7	6	13
Camp	6	2	8

ESY Program Evaluation

At the end of ESY programming, parents and staff were asked to fill out a survey regarding the program. In general, parents and staff all gave the ESY program a positive review. The most common suggestion for improvement from both staff and parents was to make the program longer. Please refer to the comments and recommendations below:

The following are some of the parent comments:

- “We loved the program. It kept her busy and got her ready for school.”
- “Our child enjoyed the program and was happy to be with children he knew in his class.”
- “My son’s writing ability and confidence improved tremendously!!”
- “He had a great time and was eager to return each day. He loved the play-doh and water play. He was also very excited to tell us about his new friends.”
- “She had the most wonderful summer.”
- “Amazing results in swimming class and Karate.”
- “Our child benefitted from the outdoor recreation activities and was thrilled to learn how to swim at the Codman Pool. His confidence and progress were significant. Generally, he thoroughly enjoyed the summer camp and the staff.”
- “He loved his experience this summer and his teachers. We appreciate this opportunity to help him prepare for successful school and life.”

The following are some of the staff comments:

- “It is great to have close, one-on-one relationships with each child. The children were able to work on their social goals in a new way that was fun and exciting for them at the recreational camp.”
- “The students loved swimming!”

TITLE I PROGRAMS

Title I 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 for instruction, as well as after-school and summer programs to extend and reinforce the regular school curriculum.

Title I Eligibility

Students are recommended for Title I 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 I Programs

• *Title I 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. There was ninety minutes of reading and language arts activities that focused on reading, writing, speaking, and listening skills. 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 also integrated into the instructional sessions.

• *Title I 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 I Enrollment

Middle School Program

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

Primary School Program

Grade	Number of Students
K-1	16
2-3	16

LINCOLN SCHOOL MATH CAMP

Lincoln School Math Camp Rationale

Math Camp 2013 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.

Lincoln School Math Camp Description

Math Camp was a continuing initiative at the Lincoln School for the summer of 2013 running Monday-Thursday from 9:00-12:00 the weeks of July 29-August 1 and August 5-8. The goals of Math Camp 2013 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 2013-14 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 feeling about themselves as math learners showed improvement.

Lincoln School Math Camp Enrollment – (Over the Two Weeks)

Grade	Number of Students Week One	Number of Students Week Two
3	19	20
4	9	11

Comments from Families and Students:

- “G. seemed to have much fun this week and we are impressed by her city!”
- “First off, thanks so much for math camp this week. T. had a blast and we were wondering if you had any openings for next week as well.”

LINCOLN SCHOOL ACHIEVEMENT CAMP

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 2013 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.

Lincoln School Achievement Camp Description

Achievement Camp was a continuing initiative at the Lincoln School for the summer of 2013 running Monday-Thursday from 9:00-12:00 the weeks of July 29-August 1 and August 5-8. The goals of Achievement Camp 2013 were to provide students with:

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

The program was designed for Lincoln School students entering grades K-2 during the 2013-14 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. Themed camp activities focused on the key areas of literacy: phonemic awareness, phonics, vocabulary, comprehension and fluency and numeracy: counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry. 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)

Grade	Number of Students Week One	Number of Students Week Two
K	10	10
1	7	9
2	4	4

Comments from Families and Students:

- “I liked the 4 activities, like the (sight word) soccer game, the iPads and listening to books.”
- “I liked bingo on the iPads, so I can click the right words and get a bingo.”
- “I liked listening to all of the stories.”
- “I liked that we got to make the sandwich.”
- “I like writing because we get to write whatever we want.”
- “He came home and told me he was not scared of Kindergarten any more. I am most happy. Thanks.”
- “This is really cute. Thanks so much.” – (In response to an iPad story created by her incoming K daughter).

LINCOLN SCHOOL ACHIEVEMENT CAMP (Incoming 5th and 6th Graders)

Kerrilynn Rawding (Math), Maurisa Davis (ELA), and Lauren Sonalkar (ELA)

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 2013 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 an initiative at the Lincoln School for the summer of 2013.

The goals of Achievement Camp 2013 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 2013-14 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, main idea, and summary and Mathematics: number operations, measurement, problem solving strategies and open response practice.

Lincoln School Achievement Camp Enrollment – (Over the Two Weeks)

Incoming (Grade)	Number of Students
5 th	10
6 th	6

Lincoln School Achievement Camp Evaluation

Please refer to the separate Math and ELA reports, which include specific data for each child's progress over the duration of achievement camp.

Testimonials from Achievement Campers

- "Achievement camp has made me better at summarizing paragraphs."
- "In math, I learned more ways to multiply."
- "I learned a different way of finding the area (of an irregular shape)."
- "In ELA, I learned how to write good summaries."
- "(Achievement camp has helped me with) my decision to come back next summer."
- "Achievement camp has helped me more in math because last year it was harder."
- "I learned (more about how) to act like a 5th grader."