



SHREWSBURY PUBLIC SCHOOLS

Office of Special Education / Pupil Personnel Services

15 Parker Road, Shrewsbury, MA 01545
Phone: 508-841-8660 Fax: 508-841-8661



Margaret Belsito, Director

Meghan Bartlett, Assistant Director

Extended School Year Report for School Committee September 2017

Overview

During the 2016-2017 school year, the Director of Special Education and Pupil Personnel Services, the Out-of-District Coordinator, the Lead ELC Coordinator, and the Summer Coordinators for each level met on a monthly basis to design, organize and coordinate all services for students who are eligible for Extended School Year (ESY) services. Described below: a review of criteria, process, procedures, program organization, budget, summary of services and reflections and recommendations.

Criteria

Per CMR 28.05 of Massachusetts General Law, an extended year program may be identified if the Special Education 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. Decisions regarding ESY programs must be made on an individual basis, taking into consideration the unique needs of the child.

Process and Procedures

All services are based on specific information reflected in each student's service delivery page located in his/her Individualized Education Plan (IEP).

Staff working with students with Individualized Education Plans collected progress data on student specific IEP goals throughout the year (minimally after each school vacation). This data was used with the school based teams in order to determine eligibility for summer services.

This past school year, in an effort to centralize the staffing need, transportation and contracted services, all staff gathered student data and submitted their findings in March of 2017. All staff used common forms developed with the input of the Lead Special Education group and Summer Coordinators.

Program Organization

The district offers extended school year services for eligible students PreK-12. The programs are broken down at PreK, Elementary, Middle and High School levels.

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Budget

As indicated below, the district reviewed staffing patterns, transportation and contracted services from the past two fiscal years. Through centralizing the process for eligibility, as stated above, we can see an overall budget reduction of \$67,002.00 from FY17 to FY18.

In-District Summer Special Education Program Expenses			
	FY16 [Summer 2015]	FY17 [Summer 2016]	FY18 [Summer 2017]
Staffing	\$ 423,099	\$ 470,557	\$ 424,058
Transportation	\$ 79,456	\$ 78,298	\$ 60,003
Contract Svcs	\$ 4,544	\$ 2,208	\$ -
Totals	\$ 507,099	\$ 551,063	\$ 484,061

Summary of Services 2017

Parker Road Preschool Special Education Program

Number of Students Served: 43

Dates of Program: 7/5/17-8/10/17

Representative Program Offerings:

Academic Classroom

The Special Education classroom supports preschool age students in a variety of goal areas three days per week for 2.5 hour per day. The classrooms are designed to mimic a typical preschool session with specially designed instruction to meet the learning needs of each student through small and whole group activities as well as center activities. There are two sessions (morning and afternoon that each service 9-15 students per year). The areas of

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focus include communication, social behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the teams service delivery.

The Educational Learning Center

The ELC program supports preschool age students with intensive learning profiles in a variety of goal areas. The program recommendations vary in duration based on individual student performance and learning. The program runs for four days per week for up to 6 hours per day. The program is supervised by an ELC Program Coordinator and students are supported by ABA technicians trained in applied behavior analysis and discrete trial teaching. The students are taught in varying ratios (1:1, 1:2, 2:3) with specially designed instruction to meet their individual learning needs. The areas of focus include communication, social behavior, pre-academic, fine & gross motor and adaptive skills. The student's IEP drives the team service delivery.

Walk in Services

Walk in Speech and Language services (SLP), Occupational Therapy (OT) and Physical Therapy (PT) services are provided to students who require ESY in the area of speech and language and/or fine/gross motor skills. These are typically once or twice per week for 30 minutes depending on the IEP.

PreK Staffing Information:

Total Number of Special Education Teachers: 1 Special Education Teacher, 1 ELC Coordinator

- Reduction of 1 Special Education Teacher from 2016

Total Number of Related Service Providers: 1 OT, 1 PT, 1 SLP, 1 Nurse

Total Number of Paraprofessionals: 13 ELC ABA Technicians, 3 Intensive Technicians

- Reduction of 2 Classroom Aides from 2016

Program Coordinator: Kristin Herrick

Elementary Summer Special Education Program

Number of Students Served: 79 (reduction of 20 from 2016)

Dates of Program: 7/5-7/6/17 & 7/10-8/10/17

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Representative Program Offerings:

Academic Program classroom

Teachers provide instruction in reading, writing, and mathematics in a small group setting. The summer curriculum is designed based on the objectives listed in each student's IEP. The classrooms are developed by similar student needs as well as grade level.

Social Skills Program

A Teacher provides social skills instruction embedded in student interest-based group activities. The objectives of this program are designed based upon student IEPs. Social curriculums are designed to target student-specific IEP objectives. Each of the four weeks had a theme based curriculum as well as peer models.

The Educational Learning Center Program

The ELC provides students enrolled in this program during the school year with program continuation during the summer months. Programming is based on the principles of Applied Behavioral Analysis. Instruction is designed based on the individual student needs (academic, social, behavioral, life skills, etc.).

Walk In Services

During the Summer Program, students may receive related support services (Occupational Therapy, Physical Therapy, Speech and Language, Structured Reading). These services are provided for those students who are either attending the summer program or who come for walk-in services in their specific area of need. Each service is provided by a certified professional in the specific field.

SPED Staffing Information:

Total Number of Special Education Teachers: 1 Social Skills Teacher, 4 Academic Teachers, 1 ELC Coordinator

- Reduction of 8 staff from 2016

Total Number of Related Service Providers: 5 (1 Reading, 1 SLP, 1 OT, 1 PT, 1 Nurse)

- Reduction of 3 staff from 2016

Total Number of Paraprofessionals: 12 Aides (classroom, 1:1, 1:2), 28 ABA Technicians

- Reduction of 7 staff from 2016

Program Coordinator: Janet Murphy

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Middle Level Summer Special Education Program

Number of Students Served: 97

Dates of Program: 7/5/17-8/10/17

Representative Program Offerings:

Academic Program

The academic program is designed to provide instruction in reading, writing, and mathematics across a small group setting. The summer curriculum reflects IEP-based, student-specific objectives, and is designed to maintain, and prevent the regression of, already-mastered skills. Classroom rosters are tailored to ensure similar student needs and delivery of instruction.

Educational Learning Center Program

The ELC provides intensive students with a continuation of their individualized educational plans. The program utilizes the tenets of Applied Behavioral Analysis as part of its methodology, as well as instruction delivery. The latter is based on the student's IEP-specific needs (academic, behavioral, life skills, etc.).

Social Skills Program

The social skills program is coordinated in afternoon sessions to provide structured opportunities for previously identified students to practice and demonstrate socially appropriate skills.

Related Service Providers

Students who qualify receive related support services (Occupational Therapy, Physical Therapy, Speech and Language, Structured Reading). These services are provided either during the hours the student attends the summer program, or during previously-scheduled times as "walk-in" services. Service providers are certified professionals in their respective fields.

SPED Staffing Information:

Total Number of Special Education Teachers: 1 Social Skills Teacher, 4 Academic Teachers (Four week program – 4, Six week program – 2), 2 ELC Coordinators

Total Number of Related Service Providers: 1 Speech and Language, 2 Structured Reading Tutors, 1 Math Tutor, 1 Occupational Therapist, 1 Physical Therapist

Total Number of Paraprofessionals: 7 Aides, 17 ABA Technicians

Program Coordinator: Mario Gonzales

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High School/Oak ELC and High School Essential Summer Programs 2017

Number of Students Served: Total 25 students

ELC: Weeks 1-4, 12 students am, 13 students pm. Weeks 5/6, 12 students full day (includes rising freshmen)

Essential: 12 (students includes rising freshmen)

Dates of Program:

ELC: 6 weeks: 7/5/17 - 8/10/17

Essential 4: weeks: 7/5/17 - 7/29/17

Overview:

The 2017 High School/Oak ELC (Life Skills) and High School Essential (Academic) Summer Programs were coordinated to address the functional academic, communication, social and behavioral goals specific to each student in the program. Individual and small group activities in reading and math are specifically designed to target skills related to individual IEP goals.

Students in the ELC also participate in a community component, Community Based Learning.

Other support services (Speech, OT, PT) are provided as outlined in the student service delivery grid in the students' IEPs.

Representative Program Offerings:

Educational Learning Center (ELC)

Summer Reading: To include as many students as possible, account for individual reading levels and focus on active listening and comprehension skills students listened to a book on tape, *Island of The Blue Dolphins*, the non-fiction book written by Scott O'Dell. In addition, the students each made their own fishing poles out of sapling trees, and went "fishing" on Lake Quinsigamond, trying to catch fish as the main character, Karana may have done.

Each day, students also read News- O'- Matic, a daily newspaper application on their iPad, consisting of 5 engaging nonfiction stories about events from all over the world. This dynamic tool was used both as part of large group lessons to promote discussion and dialogue, and as individual assignments where students then reported what they learned to the group.

Summer Math: Students focused on functional math including money and budgeting skills, elapsed time, and skills related to solving related word problems. In addition to working in a

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structured program, the students also practiced these skills during weekly Community Based Learning trips, creating shopping lists and comparison shopping at a variety of retail stores.

A highlight of the summer is the annual “Lemonade War”. Working in teams, students created advertising posters, made supply lists and shopped for needed materials, set up the “war” space, and made announcements over the intercom system. All proceeds from this year’s war, “Yellow vs. Pink”, \$144.00, went to Friendly House, Inc. of Worcester, a local nonprofit providing support to families in the Worcester area. Over the past 5 years this event has raised more than \$646.00 for local charities including The Worcester Animal Rescue League, Horizons for Homeless Children, Wounded Warriors Project and Vested Interest for K-9’s.

In addition to planning and executing another successful Lemonade War, the students also used their math skills to plan the 4th annual end of the year pizza/picnic for the high school and middle school ELC programs. Students developed a menu and corresponding food checklist which was given to all students and staff to make personal selections. Students tallied all food requests, counted the money and determined how much pizza and salad needed to be ordered in so there would be enough for all participants while staying in the budget.

Enrichment activities this summer included participating in a Zumba class open to all ELC students, making homemade banana ice cream and bowling at AMF Bowling center.

During the summer program students also completed specific independent academic work as outlined in their IEPs. In the high school summer program, speech goals are embedded in ongoing daily activities.

High School Essential

Throughout the four-week academic summer program students completed academic work in the areas of writing, reading, reading comprehension, and mathematics. Students completed daily writing prompts in the following styles: technical writing, persuasive writing, fictional narrative, and autobiographical narrative. Students also read the book *Canyons* by Gary Paulsen and excerpts from an abridged version of *The Swiss Family Robinson* by Johann David Wyss. Students answered reading comprehension questions and participated in daily group discussions about the stories.

Students reviewed and practiced a variety of fundamental math concepts including reading graphs, writing inequalities, rounding, order of operations, graphing with ordered pairs, using negative numbers, angles, fractions, percents, statistical analysis, and unit conversions. Students also participated daily in “real life” group math activities where mathematical concepts were used to answer questions and solve problems in everyday situations. Students were also given the

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opportunity to regularly participate in group outdoor activities that promoted exercise and social skills.

SPED Staffing Information:

Total Number of Special Education Teachers: 1 Special Education Teacher, 1 ELC Coordinator

Total Number of Related Service Providers:

Total Number of Paraprofessionals: 9 ABA Technicians (Between both ELC and Essential Programs), 1 Child Specific Aide (6 weeks)

Program Coordinator: Linda Derosier

Reflections and Recommendations

1. Parker Road's intensive students merged with the ELC students under the supervision of the ELC Coordinator. This change was seamless due to the communication that occurred between the school year special educators.
2. The reallocation of ABA technicians at the PreK level to support the academic classroom was helpful. This eliminated the need for classroom aides and provided the opportunity for successful shared support for both ELC and Non-ELC participants in the academic program.
3. ABA Technicians were given the opportunity to request unpaid time off. This was not only a fiscally responsible idea, but one that offered flexibility to the technicians across buildings.
4. Aside from the ESY Coordinator there was only one ELC Coordinator at the elementary level assigned to the program full-time, but this ensured constant communication and consistency throughout the six weeks.
5. All teachers and service providers received detailed student summaries related to current levels of performance in academic, behavioral, language, and social skills.
6. The Early Learning Center (ELC) Programs continued their collaborative efforts to train staff and transition students across the summer months. Staff observed and trained with students transitioning from Parker Road Preschool to Elementary School and to Sherwood Middle School.

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7. School-year educational Teams and Team Chairs/Directors will continue to consider the students requiring summer services when making IEP recommendations, but a number of students either did not take advantage of the service regularly or withdrew from the program. Commitment from parents about attending the summer program and the importance of maintaining skills over the summer should be emphasized in order to have the students experience maximum benefit.

8. Ongoing transportation review will assist with things like buses that were assigned only one student each week; and looking more closely into the bus routes may prove to be more cost efficient, as an example. A meeting will be scheduled with the transportation vendor.

9. There were many weeks where students signed up for the program and did not attend, called in absent or did not return office attendance phone calls. Summer Coordinators will look to have stronger parent communication in order to improve from the previous year. This communication will assist in knowing, in advance, if students are not attending or out sick, which in turn is extremely helpful when administering staffing schedules.

10. Summer Coordinators will meet with staff, as necessary, to review performance, attendance and input regarding the summer session in which they worked.

11. The Director and Assistant Director of Special Education and Pupil Personnel Services, Director of Specialized Programs and Summer Coordinators will continue to meet throughout the 2017-2018 school year in order to proactively plan for Summer 2018. This will include analyzing staffing needs and programming.