SUMMER 2018
Extended School Year
PROGRAMS

Pre-School
Elementary School
Middle School
High School
2018 Pre-School Program

The Newton Early Childhood Program offers Extended School Year services for eligible students between the ages of three and five. The program runs for six weeks on a Monday through Thursday schedule beginning July 2, 2018 and ending August 9, 2018. There will be no programming on Wednesday, July 4th.

Classroom programming includes integrated double sessions (8:30 a.m. - 11:30 a.m. and 11:30 a.m. - 2:30 p.m.), extended day (8:30 a.m.-1:30 p.m.), and substantially separate (8:30 a.m.-2:30 p.m.). Related-services-only programming (speech therapy, occupational therapy, physical therapy) is also available based on individual need and as determined through the team process.

Vision Program

Camp VIP - One week program for elementary and middle school students with visual impairments. This program is for students with visual impairments to work on areas of the Expanded Core Curriculum. This includes Independent Living Skills, Social interaction Skills, Orientation and Mobility, Assistive Technology, Self-Determination, Community, Recreation and Leisure, Sensory Efficiency skills, Compensatory Skills including Braille. Middle School students have the opportunity to be counselors in training and learn leadership roles.
Elementary Programs designed by Newton Public Schools

The programs run by Newton Public Schools are staffed with special educators, related service providers and additional staff as needed.

**STRIDE current K-2**

STRIDE is an extension of the school year program. The program provides direct instruction using discrete trial training and task analyses to teach academics and life skills for students with disabilities as well as behavioral support. There is also structured leisure time programmed in to the day to promote appropriate social skills with peers. The program includes community outings such as the Gath swimming pool, playgrounds, grocery stores, etc.

**STRIDE current 3-5**

STRIDE is an extension of the school year program. The program provides direct instruction using discrete trial training and task analyses to teach academics and life skills for students with disabilities as well as behavioral support. There is also structured leisure time programmed in to the day to promote appropriate social skills with peers. The program includes community outings such as the Gath swimming pool, playgrounds, grocery stores, etc.

**STRIDE Direct Teaching Lower and Upper**

The Direct Teaching Lower and Upper programs are for students entering grades 1-6 who receive ABA services and instruction by a trained behavior therapist for the entire school day. The students at Direct Teaching receive 1:1 instruction in academics and life skills through discrete trial, task analysis and other forms of systematic instruction. Social skills are facilitated in small groups through games, art activities and meal times.

**Social Summer Lower and Upper**

Social Summer Lower and Upper programs are for elementary school students who are academically on/near grade level and who have social pragmatic needs. The program provides a variety of recreational activities to help students make social connections and build relationships with peers and staff. Social Summer is an ESY program that practices and reinforces social pragmatic skills through structured community outings and activities. Students will work on team building, relationship building, and executive function skills that can be applied in classroom, home and community.
Our program goals:

- Improve self awareness and acceptance of themselves
- Develop pro-social behaviors and language
- Learn how to establish and maintain friendships
- Learn and utilize more effective coping skills

**Focused Academics Lower and Upper**

The Focused Academics program is designed to maintain academic and social skills for students who are (generally) 1-2 years below grade level. The students participate daily in 4 activities that included math, writing, reading and social skills instruction in small groups. Students should be able to work with some level of independence during work time, given instructionally appropriate materials. The last activity of each day is a project based learning experience that encourages creative thinking, social connections and expressive language. Typically, students in this program receive a significant amount of learning center support during the school year, are in a co-taught or REACH classroom, or have a shared aide to help with academic support.

**Beginning Elementary for current grades K, 1, 2**

The Beginning Elementary program is specifically designed for students in the lower elementary grades (entering grades 1 and 2). Students, that match this program, present with significant deficits in the areas of literacy and mathematics. They require support to participate in large and small group activities as well as follow classroom routines and directions. Additionally, students need maintenance of positive peer interactions and social skills during unstructured activities. The program is flexible given the wide range of student profiles, which might include students with behavioral/emotional needs, communication deficits, physical and intellectual impairments, and academic learning challenges.

Sample schedule:

- Welcome and social skill games
- Morning Circle
- ELA lesson and activity
- Recess/snack
- Math lesson and activity
- Lunch/Choice/Book
**Expanded Elementary for current grades 3, 4, 5**

The Expanded Elementary program is specifically designed for students in the upper elementary grades (entering grades 3 to 5). Students, that match this program, present with significant deficits in the areas of literacy and mathematics. They require support to participate in large and small group activities as well as follow classroom routines and directions. Additionally, students need maintenance of positive peer interactions and social skills during unstructured activities. The program is flexible given the wide range of student profiles, which might include students with behavioral/emotional needs, communication deficits, physical and intellectual impairments, and academic learning challenges.

**Elementary School Academics Lower and Upper**

The Elementary School Academics program targets students who are approximately 1-2 years below grade level academically and who require on-going practice to maintain learned skills in the areas of math, reading and writing. Students work at their learning level on NPS curricula and specialized instructional methodologies to prevent significant regression while receiving review of previously taught material. There is a short break between math and ELA with an opportunity for students to have a snack/play and cooperative game/social group, as well. The program is led by a team of special educators with expertise in the content areas and supported by assistants (when necessary).

**Echo Bridge**

Camp Echo Bridge is an inclusive day camp for children with and without special needs that is run by the Newton Parks and Recreation Department.

Echo Bridge is a recreational camp that also incorporates academics into the schedule. Activities include sports, arts and crafts, outside games, etc. The camp is broken into age-based groups. Each group receives instruction in math, ELA, and social thinking usually 2-3 times per week. Twice a week the academic sessions are push-in for the entire group. Therefore, all children in the group will be participating in a group activity that is related to the academic content, usually in game form. Once a week teacher’s pull-out students with IEP summer goals for direct 1-1 services in both math and ELA. Camp activities are theme based, with a new theme every week. Every Wednesday afternoon there are special activities such as floats, treasure hunts, carnival etc.

*** NPS does **not** participate in the overnight portion of the camp (week 7)
**SPACE Lower**
SPACE Lower is a four-week, **half-day** summer program for students entering kindergarten through grade four (4) in the fall. Students in the program are assigned to age appropriate groups. They will work with staff members in art, music, science, movement, games, recreation, drama, foreign languages and other activities. Attention is given to individual students by maintaining a low student-to-teacher ratio. Students at SPACE Lower are supported by a team of special educators as called for in their IEP.  
*SPACE is able to support students who need support with emotional/behavioral needs with a “pullout” small group instruction.*

**SPACE Upper**
Space Upper is a four-week, **half-day** summer program for current 4th and 5th graders. Upper school students have a 5-block schedule throughout the week, where they travel from class to class. Students are able to select courses they would like to participate in. We try our best to accommodate students’ top choices. SPACE Camp allows students to tap into a variety of areas of interest throughout the camp day.  

SPACE Camp is a summer program for academic and creative encounters and also has a full inclusion program. Students can take courses to prevent regression in the areas of math and English. All SPACE Camp courses are 1 hour and 15 minutes long each day. SPACE Camp offers activities that work on academic and social skills. Please see the SPACE Camp website for information on other courses that students can participate in.  
http://www3.newton.k12.ma.us/spacecamp

**5th to 6th Academics**
The 5th to 6th Academics program targets students who are approximately 1-2 years below grade level academically and who require on-going practice to maintain learned skills in the areas of math, reading and writing. Students work at their learning level on NPS curricula and specialized instructional methodologies to prevent significant regression while receiving review of previously taught material. This program is not for students who have an emotional/behavioral disability that requires 1:1 / shared aide support or behavior plans. There is a short break between classes and an opportunity for students to have snack/play and cooperative games as well. The program is led by a team of special educators with expertise in the content areas.
Middle School Academics

The Middle School Academics program is designed to prevent learning loss in math, reading comprehension and writing. The program operates 4 days per week, Monday-Thursday, 8:00 a.m. - 12:00 p.m. for 4 weeks. Class offerings include decoding, reading comprehension, math and writing. Students entering grades 7 and 8, who are able to work in a group setting without behavioral support, and whose skill levels are not more than 2.5 years below grade level, are appropriate for this program. This program is not for students who have an emotional/behavioral disability that requires 1:1/shared aide support or behavior plans. In addition, students with on-going disciplinary issues during the school year are also not appropriate.

The daily 50-minute math period aims on keeping math alive by offering real life activities that engage students in solving problems. Common Core standards and Habits of Mind continue to be the central focus for teaching and learning. The math class offers review and practice of key concepts and basic skills covered during the previous year in an effort to ease the transition and raise the success rate when returning to the classroom in September. In addition to direct content instruction, students will continue to develop classroom values, routines and strategies.

In the decoding rotation, a review of phonics skills includes strategies for blending sounds into words. The six syllable types will be reviewed and practiced. Review of the syllable types promotes skill in determining syllable boundaries and pronouncing syllables in longer words. Students will practice reading both read and nonsense words containing specific phonetic elements. Controlled text will be used as additional practice. Students’ reading fluency is assessed using both “cold” and practiced (hot) readings. In addition, each student confers with the teacher to review specific goals and strategies.

In the reading comprehension period, students read and listen to various short texts, across multiple genres, and practice active comprehension strategies (summarizing, synthesizing, visualizing, inferring, predicting, questioning, and connecting). Students are asked to preview and review reading vocabulary, answer comprehension questions that are both explicit and implicit, connect causes and effects and note key elements of a story. Students will be asked to read aloud and participate in small group discussions.

In the writing portion of the program, students will practice a variety of writing skills. They will learn how to complete expository writing, such as summarizing information, arguing a point of view, and comparing and contrasting ideas. Additionally, students will be exposed to a variety of creative writing forms. Throughout the course, writing will be broken down into a 5-step process, including prewriting, writing, revision, editing, and publishing. Students will practice brainstorming their ideas and structuring their thoughts by using graphic organizers and teacher-prepared templates. They will also work on proofreading their work, as a class, through peer editing techniques; and with one to one teacher support. While students practice these skills, they will read the work of different authors in order to recognize the elements of powerful writing and to create effective works of their own. Ideally, students will develop a clear understanding of the writing process, and they will see a strong connection between reading and writing in English language arts.
**SPACE Upper 6, 7, & 8**

SPACE Camp is a summer program for academic and creative encounters and also has a full inclusion program. Students can take courses to prevent regression in the areas of math and English. All SPACE camp courses are 1 hour and 15 minutes long each day. Upper school students have a 3-block schedule throughout the week, where they travel from class to class. Students are able to select courses that they would like to participate in. We try our best to accommodate students’ top choices. SPACE Camp allows students to tap into a variety of areas of interest throughout the camp day.

SPACE camp offers activities that work on academic and social skills. Please see the SPACE camp website for information on other courses that students can participate in.

http://www3.newton.k12.ma.us/spacecamp

**Summer Life**

Summer Life is a program for middle school students receiving special education services. Each day, students work on academics; functional skills, small group, or individual setting. Students participate in at least three local community trips per week, in order to learn/practice safety, social and other community skills. These trips include visits to local stores, parks, and local attractions. Students learn and practice vocational skills through in-house opportunities, including cleaning and organizing, sorting and delivering mail, photocopying, shredding, filing, and other available tasks. Students swim three times per week at the Gath pool and participate in other recreational activities such as outdoor sports and games. They also participate in various cooking activities throughout the summer.

The Summer Life program is most appropriate for students with cognitive disabilities receiving support (shared) from a teaching assistant or behavior therapist. It is not appropriate for students whose primary diagnosis is social emotional, physical, or Asperger's syndrome.

**Summer Life Activities**

- **Academics**: Academics will be individualized according to IEP goals and objectives, however, group instruction will occur whenever appropriate.
- **Group Games**: Cards, board games, functional academic games etc.
- **Vocational**: Mail delivery, shredding, cleaning tasks, photocopying, office-work, etc
- **Community Trips**: Include visits to Blue Hills, Fenway Park, Acton Discovery Museum, Miniature golf, movies, etc.
- **End of the Day Activities will include**: Emails home, journal writing and gathering materials for dismissal.
**Middle School Social Summer**

The Middle School Social Summer practices and reinforces social pragmatic skills through structured community outings and recreational activities. Students in the program have a primary diagnosis of autism or a similar social cognitive profile, are performing on or near grade level academically and have a basic understanding on social thinking curriculum and methodology. Throughout the six-week program strategies for working effectively in groups, social communication skills and relationship building are reinforced across a variety of school and community settings.

Program goals:
- Reinforce strategies for self-awareness and self-monitoring
- Practice social communication/social thinking goals as identified in student IEP’s
- Practice perspective taking skills: the awareness of what we say and do impacts the thoughts and feelings of others.

**STRIDE**

STRIDE is a sub-separate middle school program that is an extension of the school year program. The program provides individualized direct instruction using the principles of ABA to teach students with disabilities functional academics, life skills, and vocational skills while providing intensive behavioral support as needed. Community outings focus on building community skills (paying for items, ordering food, following a list, etc.). The program runs from 4 to 6 weeks and includes daily community outings including the grocery store, playgrounds, Target, swimming pool, etc.

**High School Academics**

The mission of the High School Summer Academics Program is to provide a supportive and nurturing educational environment for students who are approximately 1-2 years below grade level academically and who require ongoing practice to maintain learned skills in the areas of math, reading and writing.

The High School Summer Academics model offers programming that focuses on each student's affective, academic, social, communication, and functional needs in various structured learning environments. Students work at their learning level on NPS curricula, applying strategies to prevent significant regression while receiving review of previously taught material.

The High School Summer Academics Program supports each student's IEP goals while aiming to provide students unique opportunities to further develop and increase their repertoire of interests. Classes and activities will be designed to stimulate the students' awareness of and interest in their environment, as well as in relationships with others, while building their confidence, self-esteem and growth towards independence. Each summer there will be some outside learning experiences built into the program that extend the classroom content.
Social Summer – High School

Social Summer is a program that practices and reinforces social pragmatic skills through structured community outings and recreational activities. It also provides opportunities for student to practice community living skills such as; travel training, cooking, restaurant etiquette, and money management. Transitional skills are worked on as well with weekly tours of colleges, volunteer experience, and guidance with interviewing and resume writing. The students in the program are performing on or around grade level and have a diagnosis of autism or a similar social cognitive profile. Students will work on team-building, life skills and relationship building that can be applied in classroom, home and community.

Our program goals:

- Improve self-awareness and acceptance of themselves
- Develop pro-social behaviors and language
- Learn how to establish friendships
- Utilize more effective coping skills/perspective taking skills
- Increase access and knowledge of community resources
- Build work experience through volunteer opportunities
- Begin to prepare for life after High School

STRIDE

During the week, students will be working on their individualized programming as well as core and functional academics and social skills groups. They will also practice A.D.L.’s (activities of daily living) and life skills (cooking, using public transportation, purchasing, safety skills, etc. per IEP goals) and have access to learning opportunities in and around the Newton community. In addition, students will also have access to volunteer opportunities in the Newton area as well as other instructional groups and activities to prepare them for transition to adulthood. There is a heavy emphasis on community trips to help students generalize skills to the natural setting (e.g., Y.M.C.A., stores, social outings, restaurants, etc.) ABA instructional strategies and interventions are used throughout the day as prescribed by student IEPs.

Connections

The Summer Connections Program is for students who are entering grades 9, 10, and 11 in the Connections Program at Newton North or Newton South High School. Students maintain previously taught skills through participation in classes such as structured individualized academics, Life Skills English, Life Skills Math, and transition related activities. In addition, students are able to explore interests and practice community and vocational skills through structured community trips and job coaching.
Connections Post Graduate Program
The Community Connections Summer Program is a continuation of services for the students in the Community Connections Program during the school year or for students that will be transitioning into the Community Connections Program. The Community Connections Program is a blend of functional academics, community trips, vocational opportunities and transition planning. Typically, Community Connections students are age 18-22 have disabilities that may include, but are not limited to, autism spectrum disorder, communication, intellectual, physical, sensory, and/or mental health disabilities and require substantial support in multiple transition domains. Each students program is individualized to prevent regression of their skill level in a variety of functional life skills areas.