



Extended School Year : 2020

## **2020 Preschool 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 four to five weeks on a Monday through Thursday schedule beginning July 6, 2020 and ending August 6, 2020.

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

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## **Vision Extended School Year**

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.

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## 2020 Elementary School Extended School Year

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### **STRIDE Lower and Upper**

The STRIDE program continues over the summer and provides intensive, individualized instruction using discrete trial teaching and natural environment training to increase students' academic skills, daily living skills, communication and social skills. Intensive behavioral supports are provided to students and independence is promoted across the day. There is structured leisure/play time built into each day and, to increase opportunities for generalization, the program includes regular community outings and activities to destinations such as the swimming pool, playgrounds, local farmer's market and other locations as planned.

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### **Social Summer Lower (K-2) and Upper (3-5)**

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 a program that practices and reinforces social pragmatic skills through structured community outings and activities within the classroom. Students will work on team building, relationship building, and executive function skills that can be applied in the classroom, home and community. Students who attend Social Summer have social pragmatics, pragmatic/social goals and services.

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### **Dash Program Lower (K-2) and Upper (3-5)**

The Dash program are specifically designed for students that present with significant deficits in the areas of reading, writing and mathematics. Students often require support to participate in and follow classroom routines. Academic blocks provide instruction using ABA methodologies when appropriate (i.e. discrete trial teaching) in addition to individual, dyad, and group instruction using NPS curriculum individualized to student need. Additionally, students need maintenance of positive peer interactions and social skills. The program is flexible given the wide range of student profiles, which might include: communication deficits, physical and intellectual impairments, support in maintaining and regulating expected behavior and academic learning challenges. Many students that participate in this program qualify for ESY due to the extent of their disability.

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## **Spotlight on Academics Program (Intensive Academics) Lower (K-2) and Upper (3-5)**

The Spotlight Program is designed to maintain academic skills for students who are below grade level in most academic areas. The students participate in daily lessons/activities that included math, writing, and reading. Students should be able to work with some level of independence in a small group during work time, given instructionally appropriate materials. Typically, students in this program receive a significant amount of support during the school year from a special educator, and could be supported in a co-taught or have a shared aide to help with academic support.

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## **STAR (Students Together Achieving Regulation)**

STAR is designed to support students whose primary needs are to develop and practice skills to regulate behavior and emotions, persevere with academic tasks, develop coping skills, and strengthen social skills. STAR is a program that combines direct, explicit instruction in emotional and behavioral regulation skills with academic work focused on strengthening basic academic skills, study habits, and frustration tolerance. With the exception of the final recess of the day, all activities will be highly structured and supervised to support appropriate social interactions and to provide students with on-the-spot feedback relative to their performance. Students appropriate for this ESY program receive direct, explicit instruction in Zones of Regulation and Social Thinking from special educators during the school year. Goals on the IEPs of appropriate students relate to social, emotional, and behavioral skills.

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## **Elementary Academics and Review Lower and Upper**

The Elementary School Academics program targets students who require ongoing practice to maintain learned skills in the areas of math, reading and writing. Students work at their learning level in a small group with a special education teacher who use instructional methodologies to prevent significant regression while receiving review of previously taught material. The program is led by a special educator and supported by teachers assistants (when necessary).

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## 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. Activities include sports, arts and crafts, outside games, etc. The camp is broken into age-based groups. Each group receives exposure to Math and ELA activity game. Students who participate in Echo often qualify for ESY due to the extent of their disability. There is an option for parents to pay for Friday participation.

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## 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.

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## SPACE Upper

Space Upper is a four-week, half-day summer program for current 4<sup>th</sup> and 5<sup>th</sup> 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.

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## 2020 Middle School Extended School Year

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### 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 am - 12:00 pm, for 4 weeks. Class offerings include math, writing, reading comprehension, decoding, and fluency. Students entering grades 7 and 8 who are able to work in a group setting without behavior 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 ongoing disciplinary issues during the school year are also not appropriate for this program.

The daily 50-minute math period aims at keeping math alive by offering real-life activities that engage students in solving problems. 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 reading comprehension class, students read and discuss to various short texts across multiple genres and practice active comprehension strategies (summarizing, synthesizing, visualizing, inferring, predicting, questioning, and connecting). Students preview and review reading vocabulary, answer comprehension questions that are both explicit and implicit, identify themes, 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 develop their understanding of sentence types, and work to include them in their own writing. Students will be exposed to a variety of creative writing forms, and will break down writing into a 5-step process: 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 with one-to-one teacher support. Ideally, students will develop a clear understanding of the writing process, and they will see a strong connection between reading and writing in English class.

In the decoding and fluency rotations, students review phonics skills. The six syllable types are reviewed and practiced. Students practice reading both real and nonsense words containing specific phonetic elements. Controlled text are used as additional practices. Students' reading fluency is assessed using both "cold" and practiced (hot) readings.

## SPACE Upper 6 - 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 with one 15-minute snack break. 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.

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## Summer Life

Summer Life is a program for middle school students receiving special education services. Each day, students work on academics; functional skills and/or a continuation of their academic work from the school year, in a whole class, 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 restaurants as well as to the library 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 art, science, and cooking activities throughout the summer.

- Shopping trip to focus on planning lunch for the week for each individual student. We will prepare the student before shopping (plan a menu, locating lunch items, estimating cost etc.) shop for needed items and have each student prepare their own lunch each day.
- On rainy days the program will play small group games (board games, life skills games etc). Usually, if the Gath Pool is not available due to inclement weather then the group will watch a movie or play a communication game in the afternoon.

### 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: May include trips to the library, shopping, park, small stores, travel training, Newton Centre, etc.
- End of the Day Activities will include: In class jobs, 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 of 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 IEPs
  - Practice perspective taking skills: the awareness of what we say and do impacts the thoughts and feelings of others.
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## **Social Summer Academics**

The Middle School Social Summer Academics focuses on preventing learning loss in math, reading comprehension and writing. The program operates 4 days per week, Monday-Thursday, 8:00 am - 11:00 pm, for 2 weeks. Class offerings include math, writing, reading comprehension, decoding, and fluency. The program is designed to support students who also require student-skill building in an academic setting with a social pragmatic lens. Students are supported in group work dynamics, social-academic navigation, and sharing group learning responsibilities to promote prosocial skills while maintaining academic gains acquired throughout the year.

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## **STRIDE - Middle School**

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.

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## 2020 High School Extended School Year

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### 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 on-going 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.

This program is not for credit recovery.

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### Social Summer- High School

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

Our program goals:

- Improve self-awareness and acceptance of themselves
- Develop prosocial behaviors and language

- Learn how to establish and maintain friendships
  - Utilize more effective coping skills and perspective taking skills
  - Increase access and knowledge of community resources
  - Build work experience through volunteer opportunities
  - Begin to prepare for life after High School
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## **STRIDE**

The High School STRIDE ESY program is a sub-separate high school program that is a continuation of the school year STRIDE programs at Newton North and Newton South High Schools. The program provides individualized and small group instruction using the principles of ABA to teach functional academics, life skills, and vocational skills while providing intensive behavioral support as needed. There is a heavy emphasis on community access to prepare students for their transition to adulthood and to help students generalize skills to their natural settings (e.g., Y.M.C.A., public transportation, stores, social outings, restaurants, etc.). ABA instructional strategies and interventions are used throughout the day as prescribed by student IEPs.

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## **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 structured individualized academics, functional academics, life skills, and transition related activities. In addition, students are able to explore interests and practice community and vocational skills through structured community trips and job exploration.

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## **Community Connections**

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 18-21 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 student's program is individualized to prevent regression of their skill level in a variety of functional life skills areas.