

## ANNUAL REPORT 2019 PUPIL SERVICES DEPARTMENT

The Pupil Services Office oversees services to students with disabilities, English Language Learners, and the homeless.

### English Language Learners

During 2018-2019, our number of English Language Learners increased again from the previous year. In all, 25 students, grades K to 8, were serviced by the English as a Second Language (ESL) Teacher. Three of these students had progressed sufficiently to be considered Former English Language Learners (FELS). They are monitored by periodic classroom observations, meetings and a review of school performance. The other 22 students participated in direct tutorials each week. The frequency and duration of these services varied from daily to twice a week, according to the listening, reading and speaking needs of each student.

Starting in the spring of 2019, the Department of Elementary and Secondary Education (DESE) set benchmarks for each student, as measured by the ACCESS state assessment given mid-year. Each student is expected to meet a score, individually defined by the state, and each student's performance on the test is reported to DESE annually. DESE also sets the scoring criteria to graduate an English Learning to FEL status. Seven students achieved this level on the ACCESS testing in 2019. All our students met their progress benchmarks.

### District Wide Accommodation Plan

All public schools in Massachusetts are required to have a District Curriculum Accommodation Plan (DCAP). Massachusetts General Laws, Chapter 71, Section 38Q1/2 state:

*"A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students' needs in regular education."*

Since Harvard's DCAP was originally written in 2011-12, an update was in order. In the summer of 2018, a three person team took on the task. Marisa Khurana (Teacher), Heather Montalto (Hildreth Coordinator of Special Education) and Marie Harrington (Director of Pupil Services) drafted a revision using both the original DCAP and also state and federal documents such as the *Accommodations Manual* from the Council of Chief State School Officers and the newly release *MCAS Accommodation Manual*.

The draft was subsequently reviewed and approved by the Leadership Team and by the Teaching Department Heads during the summer retreat. The Teacher Assistance Team had also been refining their school based process and forms and these were included. At the start of the school year, the new document was shared with the Faculty.

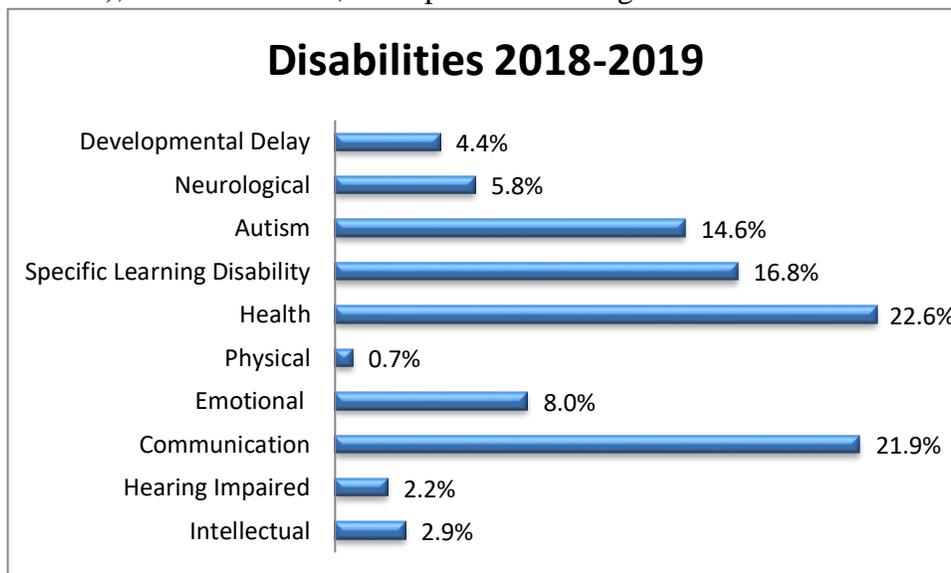
## Transportation

The Pupil Services office makes arrangements for the transport of homeless students and of disabled students needing specialized transportation. There are often number additions and changes during the year. When a homeless child moves into a shelter, or is doubling up with a family within the district, the parent can request that we transport the student to his/her school of origin. Similarly, if the homeless family is able to move into their own domicile in another town, the student(s) may continue to be schooled in Harvard for that school year. As a result, in 2018-2019, we contracted van transportation for 19 homeless students. In addition, 18 special education students received specialized van transportation. To provide these services, we coordinated with six different school districts and five different van companies.

## Special Education

Special Education staffing and services remain the same as in the past year. In total, services were provided to 140 students in the Hildreth and Bromfield Schools and in outside specialize programs. We continue to look for ways to provide for students in our schools rather sending students out of district. We have begun some more intense services such as Applied Behavioral Analysis discrete trials. During this school year, our out-of-district population of 19 students was the lowest number in many years. Contemporaneously, the number of preschoolers with disabilities has increased, with six preschool referrals coming after January 2019. This has impacted our preschool student numbers for the 2019-2020.

The primary disability categories continue to be of Health (often Attention Deficit Hyperactivity Disorder), Communication, and Specific Learning Disabilities as seen below.



Respectfully submitted January 2020,  
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