

ANNUAL REPORT 2017

PUPIL SERVICES DEPARTMENT

The Pupil Services Office oversees services to students with disabilities, English Language Learners, and the homeless. This involves the staffing and supervision of the teachers and related services providers, budgeting and providing the necessary teaching and assessment materials, as well as ensuring compliance to state and federal standards for Special Education, Civil Rights, and English as a Second Language programming.

English Language Learners

Last year, 2016-2017, the allocation for the English as a Second Language (ESL) Teacher was expanded to a full-time position. This increase proved to be appropriate as 17 students were being serviced through June 2017. At the end of the school year, 4 of these students were successfully performing in English and were then “graduated” so that no pull-out services are presently needed. With fall transfers into the district, and 6 new Kindergarten students who are English Language Learners, the current caseload is 20, distributed across both schools. Given these numbers, and the increase in state mandated services, testing and monitoring, the necessity of a full-time ESL Teacher will continue.

Special Education

The Special Education services underwent a Mid-Cycle Compliance Review by the Department of Elementary and Secondary Education (DESE) in Spring 2017. In a Special Education Compliance Review, documentation of district procedures involving 59 Special Education standards (SE’s) and a Record Review are submitted. Then a site visit is made by the DESE Program Quality Assurance (PQA) team. Staff and administrators are interviewed. Case files are extensively audited. Observations in the schools may occur.

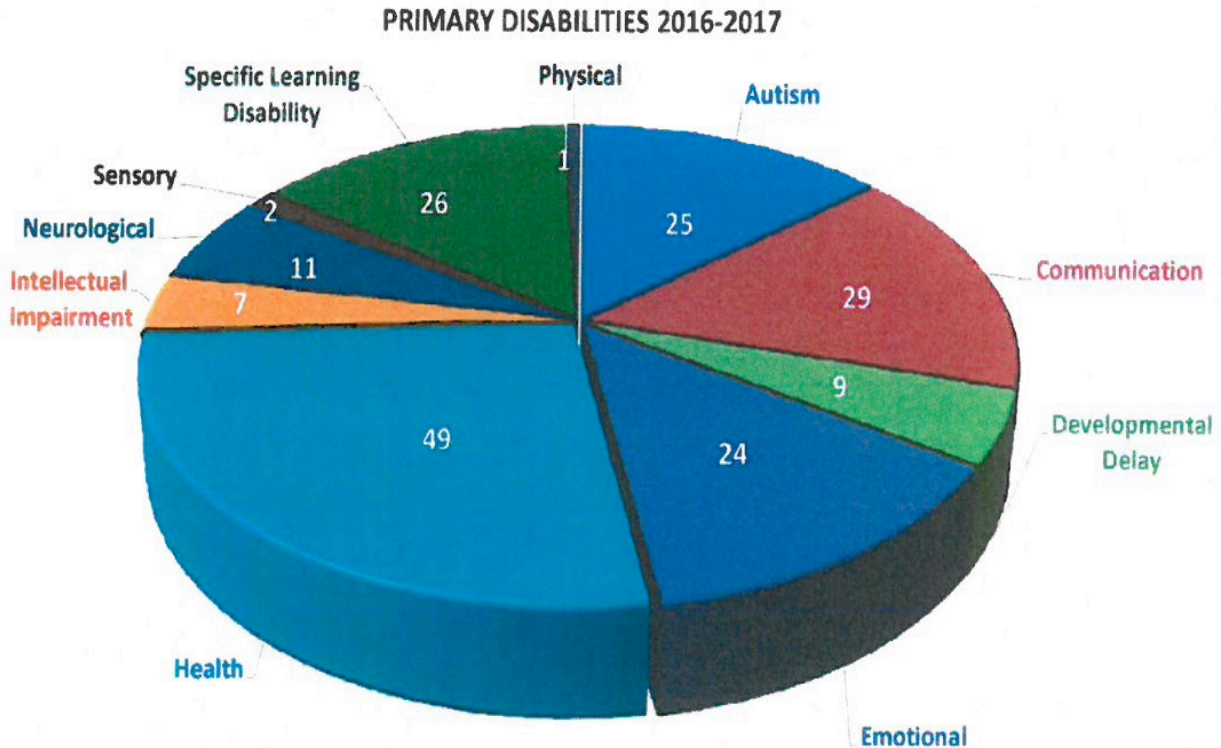
The DESE PQA Team determined that Special Education Standards were being implemented as evidenced in our procedures and timely performance of duties. They did suggest expanding the wording in one section of the students’ Individual Education Plans (IEPs), the Non-Participation Justification. Dr. Harrington conducted trainings in the fall as to the content with all special education staff. Monitoring of all subsequent IEPs is occurring and an audit of these has demonstrated that we are in full compliance.

The number of special education students varies both yearly and daily. Harvard provided specialized services through IEPs to 183 different students during the 2016-2017 school year.

After Graduation and transfers both into and out of the Harvard District, the number was reduced to 150 students for fall of 2017. It is to be noted however, that this is an increase of 10% higher than the number of students on IEPs one calendar year ago. Of these, 52 students are at Hildreth

Elementary. 73 students on IEPs are at The Bromfield School. The remainder of students, those with more severe disabilities, are in out of district special education placements.

The primary disability areas in the district are in the categories of Health (often Attention Deficit Hyperactivity Disorder), Communication, Specific Learning Disabilities, and Emotional Disorders. (See chart below).



Special education evaluations continue to be a significant part of the special education staff duties. During the 2016-2017 school year, Hildreth conducted 52 evaluations. Bromfield completed 33 evaluations, for a total of 85 for the year. District-wide, 44 of these assessments were initial evaluations, while 41 were scheduled re-evaluations.

In district, we have maintained the amount of staffing as was in place during the last year. There have been some changes in personnel due to retirements and leaves, but we have been able to attract and hire experienced persons. Hildreth has a new half-time Preschool Teacher, Lauren Carchidi, two new Speech and Language Pathologists, Emily Sterber and Rebecca Antes, and an interim Special Education Teacher, Mrs. Jean Fitzpatrick. Bromfield has a new Special Education Teacher in the Middle School, Jessie Shaw. All the new professional staff have quickly become valued members of the Harvard School community.

Respectfully submitted,
Marie T. Harrington, Ph.D.
Director of Pupil Services, Harvard Public Schools
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