

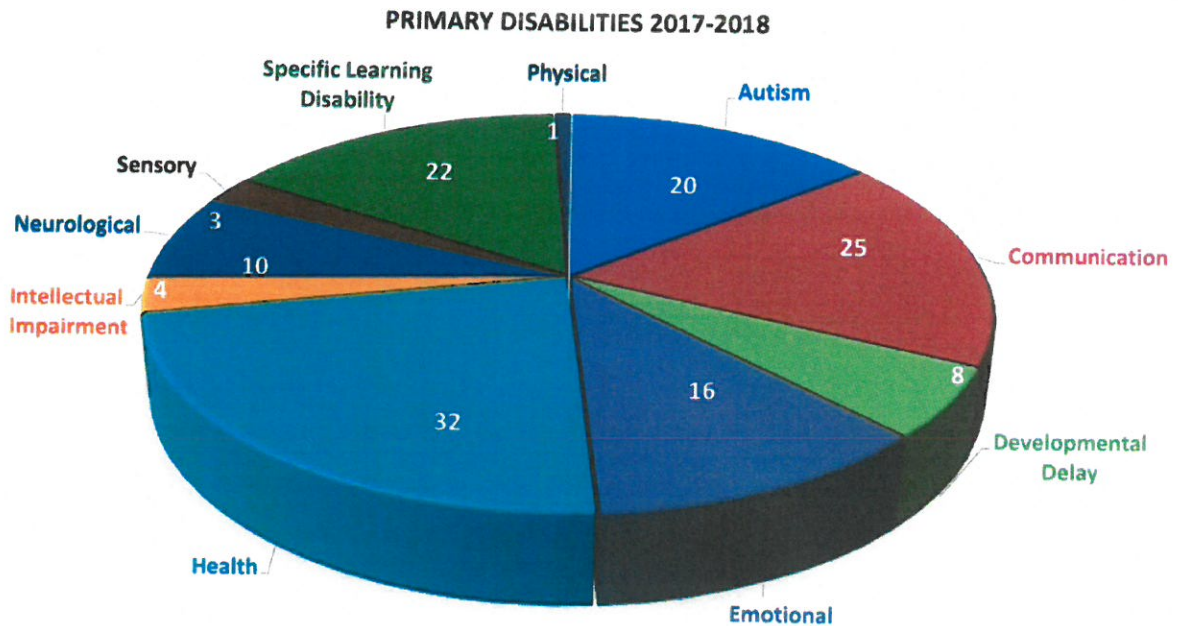
ANNUAL REPORT 2018

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.

Special Education

Throughout the 2017-2018 school year, Harvard provided specialized services through IEPs to 146 different students. At the close of June 2018, 141 students were receiving specialized services, or approximately 13% of students. Of these, 44 students were at Hildreth Elementary. 77 students on IEPs were at The Bromfield School. To address the needs of students with the most severe disabilities, that is those needing specialized methodologies, intensive services and modified curricula, the District supports them by enrolling the students in out of district schools or collaborative programs. The breakdown of number of students in each educational disability category at the end of FY18 was as follows:



While the category of health is the largest in-district (23% of the reported disabilities), this represents a milder level of impairment. Most of the students in this classification have been diagnosed as Attention Deficit Disorder. The education of these students can be successfully addressed in the inclusion setting.

In the elementary grades and at The Bromfield School, we have maintained the amount of staffing that has been in place the last two years. This keeps us in compliance with the state regulations regarding *maintenance of effort*. At the Hildreth preschool, the teacher's position was increased to full-time for the 2018-2019 year. This allows us to meet parent requests for a more consistent full-day program. Students on IEPs are enrolled for half or full day depending on their needs. Our typically developing peer models, who pay tuition for the program, were all enrolled for the full-day option. Special Education Teacher, Gretchen Gibbs has returned this year from her maternity leave.

Teachers and therapists are engaged both in teaching/servicing students and in doing a significant number of evaluations. Students on IEPs are re-evaluated to measure current performance levels and to ensure progress. In addition, at parent request or by school referral, the schools continue to evaluate students when a disability is suspected and to determine eligibility for special education services. The staff is very conscientious about performing these assessments in order to make certain that all students are receiving an appropriate education. There were 50 evaluations at the Hildreth Elementary School in 2017-2018. Similarly, in the same time period, Bromfield conducted 38 evaluations. Since August in District, we have already completed and convened Team meetings on 21 evaluations, and in January 2019, 27 more are in progress.

English Language Learners

The number of students receiving ELL services in 2017-2018 increased to 23 (17 at Hildreth, and 6 at Bromfield). Primary languages for these students included— Lithuanian, Haitian-Creole, Korean, Marathi, Spanish, Russian, French, and Mandarin. Over the summer several of these students moved to other towns. Each fall, the ESL teacher screens any new students for whom English is reported not to be their first language. As a result, this fall, we have 14 students getting tutoring services from the ESL Teacher. In addition, ELL students' progress is measured by a separate standardized test each year. Based on their performance on the state mandated ACCESS test, 3 other students have achieved Former Limited English Proficient student status. This means that the students have demonstrated sufficient mastery of English in Listening, Reading, Speaking and Writing on the test and that they are no longer considered English Language Learners. These "grads" will continue to be monitored periodically by the ESL Teacher to assure their success in the classroom is maintained. Our new ELL student move-ins have added Cantonese and Swazi to the languages listed above, contributing to further diversity in the languages spoken by our students in our schools.

Respectfully submitted,
Marie T. Harrington, Ph.D.
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