

Hull Public Schools

PROGRAMS

Hull strives to be an inclusive community. All support to students, as determined by the Team (of which the parents are members), is provided to students in the least restrictive environment. All students with disabilities have access to the general education curriculum as well as all school activities. To ensure the continued progress of students and to meet individual needs, Hull provides a continuum of programs and services.

Inclusion

Most support for students is provided through the inclusion model. Classes are taught by a regular education and supported by a special education teacher or paraprofessional under the supervision of a special education teacher. Students with disabilities participate in the regular education class with modifications and accommodations as indicated in their Individualized Education Programs (IEP's). Consistent collaboration occurs between the classroom teachers, special education teachers, paraprofessionals, speech pathologists, occupational therapists, and occupational therapists.

In the elementary and middle schools, the special education teachers are members of the grade level teams, and co-plan during the regularly scheduled common planning time. Therapists have the opportunity to consult with and plan with the teachers, as well.

In the high school, the special education teacher is a member of a specific department (i.e., English, math, etc.) and attends those planning sessions.

Learning Center/Academic Support

At all grade levels, some students required additional review and teaching strategy to approach academic tasks. This additional support is provided in the learning center through 1:1 and small group direct instruction. Instruction focuses on study skills that can be generalized across curriculum areas as well as support for specific tasks and assignments.

The special education teachers and the special education paraprofessionals under the direction of the special education teacher provide this support.

LEAF

A Learning Environment that is Adaptive and Friendly

Program Description

The LEAF program has been created to support students with significant needs in a substantially separate classroom. The LEAF teachers provide opportunities for success in an inclusive partner classroom and in the separate classroom. An inclusion classroom is a general education classroom where special education staff is present to provide support and services for special needs students. This includes supporting behavior plans, modifying class work, tests and homework, collaborating with the partner classroom teacher to design modifications and communicating with families and team members.

The LEAF program is able to meet each student's IEP goals by providing specific individualized instruction, which is cumulative and sequential, based on the student's abilities and needs. Curriculum is based upon grade appropriate MA Department of Elementary and Secondary Education and Hull Curriculum Frameworks, using direct explicit instruction.

TIDES

(Teaching Independence & Decision-Making through Educational Support)

What is Tides?

This special education program provides a supportive environment for students with social, emotional and behavioral disabilities that fosters their personal growth and increases their academic performance.

Program Goals:

Academic

- Identify individual learning styles & understand their role in the learning process
- Transform learning styles into strategies to increase academic performance
- Acquire and utilize self-advocacy skills to clarify academic expectations and communicate learning needs
- Develop a plan for academic success for the student through the collaborative effort of the student and liaison staff members
- Recognize and apply interrelation between study habits and quality of academic performance

Social

- Increase student independence and responsibility
- Develop social skills that build and maintain positive peer relations through instruction, modeling and practice
- Increase self-esteem, self-confidence and sense of belonging through academic success and personal growth and development

Behavioral

- Develop a variety of coping strategies that apply to a variety of situations
- Understand and follow an established set of rules and expectations within the school setting
- Recognize and manage personal conflicts between peers and adults

Strategies

- Clearly defined expectations and consistent limits
- Behavior intervention plan – incentive based
- Daily feedback
- Academic goal setting
- Instruction matched to academic needs and learning styles
- Student reflection, self-evaluation and collaboration

Services

- Individual and group counseling
- Crisis intervention
- Behavior management
- Academic support
- Direct instruction to acquire positive and effective coping strategies
- Communication and collaboration between regular education teachers, liaison, clinical staff, outside support service providers, related service providers, community outreach worker, SSEC social worker, and administrators
- Parental support
- Post-secondary planning

Program Staff

The Hull High School Special Education staff provides a full range of instructional and support services to students in accordance with their Individual Educational Programs.

The goal of instruction is to maximize successful learning experiences within the regular education setting. Teachers and support services personnel work with students who need specialized strategies, accommodations or modifications of curriculum in order to participate fully in the high school community and prepare for post secondary goals.

Extended Year Services

If a Team determines that a student is in need of an **extended school year** due to the possibility that this student would **substantially regress** without it, or in need of a summer component for the same reason, the Team is expected to provide the Office of Student Services with the relevant data to support this need, along with a signed IEP. Every effort should be made to do this no later than March of the school year so that planning for a summer component can take place. Regression determination form will be used.

Collaborative Programs

Some students require more intensive supports. Usually these are low incidence populations who are better served under the auspices of a collaborative setting where more intense therapies and small group interventions are available. Hull is a participating member of the South Shore Educational Collaborative; our students participate in the multi-handicapped, autism spectrum and behavioral programs. Other Hull students attend programs through the Pilgrim Area Collaborative, North River Collaborative and CHARMS Collaborative. Students are matched to a program that best meets his/her individual needs. In addition, some students attend a program in the Scituate and Rockland Public Schools on tuition-in basis.

Collaborative programs can be within a public school or in a collaborative classroom located in its own separate setting.

Other Placements Include:

Private Day School Programs

For very small amount of students whose learning profiles are not appropriate for a collaborative program.

Residential Programs

For the few students who require full time care for behavior, safety, social emotional or significant developmental issues, residential placement may be determined to be the least restrictive environment. Often, social service agencies such as DCF, DMR or DMH participate in finding and support the placement.

Home

As determined by a physician.

Hospital

As determined by a physician.

Vocational Educational Services for Students at Hull High School

The Hull Public Schools ensures that students with disabilities have available to them the variety of educational programs and services available to non disabled children, including art, music, business classes, and consumer and homemaking education.

Vocational Schools must provide appropriate education and special education services. Hull High Schools is a four-year comprehensive school, not a vocational school.

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RELATED SERVICES

Hull Public Schools for each student with special education needs found to require related services, Hull provides transportation and other supportive services are required to assist the student to benefit from special education or to access the general curriculum, an includes:

- Speech/language therapy
- Counseling
- Physical therapy
- Occupational therapy
- Therapeutic recreation
- Vision therapy
- Orientation and mobility training
- Deaf and hard of hearing consultation
- Early identification and assessment of disabilities in children
- Vocational evaluation
- Job coach and job skills training
- Applied behavior analysis/discrete trail training
- Behavior consultation
- Behavior intervention
- School nurse services
- Home-based parent training
- Adaptive physical education
- Transportation to include monitors as needed
- The special education Team determines if specialized transportation is required as a related service because of the student's disability and/or because the student attends a school out of their neighborhood district
- Assistive technology consultation/evaluation