

# *Hull Public Schools*

## **Continuum of 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 teacher 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). Consistent collaboration occurs between the classroom teachers, special education teachers, paraprofessionals, speech pathologists, physical therapists, occupational therapists, school psychologists, and adjustment counselors.

### **Academic Support**

At all grade levels, some special education students require specialized instruction in reading, writing, and math according to their IEP goals. In addition, some special education students may require the review or preview of curriculum as well as teaching strategies to approach academic tasks. This additional support is provided in the academic support classroom through 1:1 and small group direct instruction. Instruction may focus on study skills that can be generalized across curriculum areas as well as support for specific tasks and curriculum assignments.

The special education teachers and the special education paraprofessionals, under the direction of the special education teacher, provide this academic support outside of the general education classroom.

### **LEAF**

#### **A Learning Environment that is Adaptive and Friendly<sup>i</sup>**

#### **Program Description**

The LEAF programs are available at the Jacobs Elementary School and the Memorial Middle School to support students with significant needs in a substantially separate classroom within their community school. The LEAF teachers provide opportunities for success in an inclusive partner classroom and in the separate LEAF classroom. An inclusion classroom is a general education classroom where special education staff is present to provide support and services for special education students. This includes implementing behavior intervention plans, modifying class work, tests and homework, collaborating with the partner classroom teacher to design modifications and communicating with families and team members.

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## **LEAF Program Description Continued**

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. A Board Certified Behavior Analyst consults with each LEAF program. LEAF special education teachers and paraprofessionals are trained in applied behavior analysis. In addition, a social skills curriculum is available to students when appropriate.

## ***LEAF Entry Criteria***

Students with a history of documented interventions related to recurring school issues that have prevented the educational process from occurring for the student and disrupting the educational environment.

Entrance Criteria:

Procedures for change of placement to LEAF classroom:

1. All the following criteria are met:
  - a. Student is eligible for special education
  - b. All appropriate less restrictive environments & services have been utilized
  - c. IEP addresses all areas of need, with documentation of the progress made toward meeting goals and objectives
  
2. IEP meeting is held (with LEAF teacher present) to consider/discuss skill deficits:
  - a. LEAF teacher observes the potential student and staff shares current information, behavioral, academic, cognitive, and achievement assessment results.
  - b. Staff clearly defines which, if any, skill deficits are preventing the student from making adequate progress in the general curriculum. (Please note: A determination should be made by the Team regarding the need for specially designed instruction in order to address skill deficits and clearly define desired outcomes.)
  
3. Following items are completed before the student begins new services in the new placement:
  - a. IEP changes are made and IEP is signed and accepted by parent/guardian (services, nonparticipation justification & placement)
  - b. All evaluations, eligibilities, & IEP's are completed
  - c. Determine schedule of transition
  - d. Schedule orientation for student
  - e. Reintegration and/or regular education inclusion plan and/or "reverse inclusion" experiences are developed within three months of initial placement in the LEAF classroom.

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## ***LEAF Exit Criteria***

A student may exit the program if he/she meets the criteria outlined below:

- IEP Team determines that the student no longer benefits from a self-contained Special Education Classroom;
- Student no longer requires this level of care, as determined by the IEP Team;
- IEP Team indicates that the student is capable of functioning successfully in a less restrictive setting.

## **TIDES**

### **(Teaching Independence & Decision-Making through Educational Support)**

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

Admission Process:

- Conference with parent/guardian/principal/special education teacher/guidance/adjustment counselor
- Observation of student by TIDES staff
- Team Meeting
- Individual Education Program updated and TIDES placement (signed and accepted by parent/guardian)
- Schedule orientation for student
- Meeting with general education teachers to review student profile

TIDES 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

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## TIDES Program Goals Continued:

### 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 (Behavior Intervention Plans)
- Academic support
- Direct instruction to acquire positive and effective coping strategies
- Case management to facilitate communication and collaboration between regular education teachers, liaison, clinical staff, outside support service providers, related service providers, school psychologist, community outreach worker, SSEC social worker, and administrators
- Parental support
- Post-secondary planning/transition planning
- Board Certified Behavior Analyst (BCBA) consultation

The Hull High School Special Education staff provides a full range of instructional and support services to students in accordance with his/her Individualized Education Program (IEP).

The goal of instruction is to maximize successful learning experiences within the regular education setting. Teachers and support services staff 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 on IEP goals** without an extended school year (ESY), 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. A regression determination form is used by staff to collect data.

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## **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 (SSEC); a few students participate in the multi-handicapped, autism spectrum and behavioral programs when they are not successful in our LEAF or TIDES program. Currently there are six SSEC classrooms located within the Hull Public Schools. 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 the least restrictive setting. Collaborative programs can be within a public school or in a collaborative classroom located in it's own separate setting. In addition, some students attend programs in the Scituate, Whitman Hanson, and Rockland Public Schools on a tuition-in basis.

## **Other Placements Include:**

### **Private Day School Programs**

For a 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, DDS or DMH participate in finding and financially support the residential placement.

### **Home**

As determined by a physician

### **Hospital**

As determined by a physician

### **Related Services**

During the 2010 – 2011 school year the therapists will be finalizing entrance and exit criteria for speech/language therapy, occupational therapy, and physical therapy.

See next page for a list of related services available within the Hull Public Schools.

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## **RELATED SERVICES**

The Hull Public Schools provides related services for students with special education needs based on their disabilities as determined by his/her IEP Team. The Hull Public Schools provides transportation and other supportive services that are required to assist the student to benefit from special education or to access the general curriculum, and includes:

- Speech/language pathology
- Social skills training
- Counseling
- Access to adjustment counselor or school psychologist
- 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
- School –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
- Transition assessment/planning ages 14 - 22

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<sup>i</sup> Updated September 2010