

# *Hull Public Schools*

## **Continuum of Services**

### **Program Descriptions**

Hull Public Schools (HPS) strives to be an inclusive community. All support to students, as determined by the special education 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, HPS provides a continuum of programs and services.

#### **Inclusion**

The majority of 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 classroom with modifications and accommodations as indicated in their Individualized Education Program (IEP). Consistent collaboration occurs between the classroom teachers, special education teachers, paraprofessionals, speech/language pathologists, occupational therapists, physical therapists, and clinical staff (school psychologists and adjustment counselors).

In the elementary and middle schools, the special education teachers are members of the grade level teams, and when possible co-plan during scheduled common planning time. Professional development time is provided for all staff to collaborate and learn together. Related service providers have the opportunity to consult with school staff.

In the high school, special education teachers are members of cross curriculum professional learning communities.

#### **Academic Support**

At all grade levels K - 12, some students require additional preteaching/review/reteaching instruction and compensatory strategy instruction to approach academic tasks outside of the regular classroom. This additional support is provided in an academic support class through 1:1 and small group direct instruction. Specialized instruction may focus on study skills that can be generalized across curriculum areas as well as support for specific tasks and assignments. Explicit and systematic instruction in reading may be provided during academic support.

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

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### **TBL**

#### **Team Based Learning Program (K-2) (3-5) (6-8) (9-12)**

##### Program Description

The Team Based Learning Program (TBL) is a small therapeutic program at all three levels, elementary, middle, and high school. The program affords students with significant needs full access to the general curriculum in the least restrictive environment within their community. The TBL 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. TBL provides a flexible, integrated learning program for students with a range of significant needs that impact their ability to independently and successfully access the general curriculum. Students in the program have challenges that require a need for individualized ongoing and/or intensive interventions and ongoing regular curriculum modifications. Students are fully and/or partially integrated in the regular education classroom, but have the option of accessing TBL classroom when necessary. Students receive academic support from a special educator in a small, therapeutic, safe environment that implements a positive behavior intervention model.

The goal of TBL is to include students in the regular education classroom as often as appropriate for the student. The TBL teacher provides opportunities for success in the regular education classroom and in the separate classroom. In the inclusion classroom special education staff is present to provide support and services for TBL students. This may include: implementing behavior intervention plans, data collection, providing accommodations, modifying curriculum/assignments including assessments and homework, collaborating with the regular education classroom teacher to design modifications and communicating with families and team members.

##### TBL Features

- Collaborative problem solving
- Applied Behavior Analysis in the natural environment
- Environmental modifications
- Data driven planning
- Low staff-student ratio
- Student choice
- Self advocacy
- Application and generalization of skills in novel setting
- Proactive prevention of nonproductive behaviors
- Direct instruction of behavioral expectations
- Multi-sensory methodology
- Comprehensive sensory diets
- Social thinking pragmatics
- Extensive modeling
- Lifeskills training
- Explicit and systematic instruction

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## **Continuum of Services**

Procedures for change of placement to TBL classroom:

1. All the following criteria are met:
  - Student is eligible for special education
  - All appropriate less restrictive environments & services have been utilized
  - Functional Behavior Assessment and Behavior Intervention Plan are in place (student continues to be challenged to access curriculum with current level of services)
  - IEP addresses all areas of need, with documentation of the progress made toward meeting goals and objectives
2. IEP meeting is held (with TBL teacher present) to consider/discuss skill deficits:
  - TBL teacher observes the potential student and staff shares current information, behavioral, academic, cognitive, and achievement assessment results.
  - 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.) **The primary purpose is to clearly define desired outcomes.**
  - Staff ascertains all services and/or interventions at the building level have been implemented, and no new ones can be determined.
3. Following items are completed before the student begins new services in the new placement:
  - Parent is aware of challenge child is experiencing
  - Team meeting is held and IEP changes are made (services, nonparticipation justification & placement)
  - Create a transition plan (share with parent and Team) and schedule orientation for student
  - New IEP is proposed and accepted/signed by parent
  - Reintegration and/or regular education inclusion plan and/or “reverse inclusion” experiences are developed within three months of initial placement in the TBL classroom.

TBL Exit Criteria:

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

- IEP Team determines that the student no longer benefits from access to a self-contained special education substantially separate 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.

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## **Continuum of Services**

### **TIDES Grades 9 - 12**

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

#### Program Description

##### **TIDES**

The TIDES program located at Hull High School is an integrated learning program for students with a range of social/emotional/behavior challenges that impact their ability to independently access the general education curriculum. Tides provides a supportive environment for students to fully access the curriculum in the least restrictive environment within their community. The program is structured so students can fully or partially be included in regular education classrooms, but have the option to access TIDES as appropriate to prevent negative /inappropriate behaviors from occurring in the regular education classroom.

Direct instruction is provided by a special education teacher and/or a paraprofessional in a small, therapeutic safe environment at least one period per day that implements a positive behavior intervention model. Behavior intervention plans are created when appropriate and implemented throughout the school day. Weekly participation in a social skills group facilitated by the school psychologist and social worker is an essential component of the program. Case management for each student includes consistent communication with building administrators and regular education teachers, weekly consultation with student assistance team, ongoing communication with families and outside service providers, and regular progress meetings. Opportunities for community service, credit recovery and transition to post secondary goals are provided during and beyond the school day as well as during the summer.

#### 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
- Earn passing grades and stay on track for graduation from Hull High School

##### 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

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## **Continuum of Services**

### **TIDES Grades 9 - 12**

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

Program goals continued:

#### 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

#### TIDES Features

- Individual and group counseling
- Crisis intervention
- Behavior management
- Individualized 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, school psychologist, and administrators
- Parental support
- Post-secondary/transition planning

Procedures for change of placement to TIDES classroom:

1. All the following criteria are met:
  - Student is eligible for special education
  - All appropriate less restrictive environments & services have been utilized
  - Functional Behavior Assessment and Behavior Intervention Plan are in place (student continues to be challenged to access curriculum with current level of services)
  - IEP addresses all areas of need, with documentation of the progress made toward meeting goals and objectives.

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## **Continuum of Services**

TIDES placement procedures continued:

2. IEP meeting is held (with TIDES teacher present) to consider/discuss skill deficits:
  - TIDES teacher observes the potential student and staff shares current information, behavioral, academic, cognitive, and achievement assessment results.
  - Staff clearly defines which, if any, skill deficits are preventing the student from making adequate progress in the general setting.
  - Staff ascertains all services and/or interventions at the building level have been implemented, and no new ones can be determined.
3. Following items are completed before the student begins new services in the new placement:
  - Parent is well aware that child continues to be challenged with current level of services in least restrictive setting
  - Team meeting is held and IEP changes are made (services, nonparticipation justification & placement)
  - Create a transition plan (share with parent and Team) and schedule orientation for student
  - New IEP is proposed/accepted and signed by parent

TIDES Exit Criteria:

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

- IEP Team determines that the student no longer benefits from access to a self-contained special education substantially separate 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.

### **Satellite Program Grades 8 - 12**

The Satellite program is a high school level, small, therapeutic program located in the Central Office suite of the Jacobs Elementary School. The Satellite program services students who have not been successful in accessing the general curriculum through special education programs at Hull High School, including, but not limited to, the TIDES program. The goal for the Satellite program is to meet each student's individual educational needs, reduce the risk for drop-out, and to promote each student's ability to successfully transition to post-secondary school or career experiences in the least restrictive environment within their community.

**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.

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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); our students participate in the multi-handicapped, autism spectrum and behavioral programs. Collaborative programs can be within a public school or in a collaborative classroom located in its own separate setting. Currently there are six SSEC classrooms located within the three Hull Public Schools.

**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, woodshop, technology, and community service experiences.



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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
- Social skills 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 with a Board Certified Behavior Analyst
- Behavior intervention
- School nurse services
- 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