

Hingham Public Schools



**Guide to Special Education Programs
and Related Services**

The Hingham Public Schools Guide to Special Education Programs and Related Services provides an overview of programs and related services that are available at the preschool, elementary, middle, and high school levels. All program summaries include specific student need profiles, program goals, descriptions of staffing, curriculum and special programming, as well as related services available. The related services section includes a brief description of each of the related services available to students in the Hingham Public Schools based on the needs specified in their Individualized Education Programs (IEPs).

<u>PROGRAM</u>	<u>GRADES</u>	<u>SCHOOL</u>
<u>Early Childhood Education Programs</u>		
District-Wide Early Childhood Services - Preschool	Preschool	East Elementary School
<u>Elementary School Programs</u>		
Learning Center: Academic Strategies	Grades K - 5	All Schools
District-Wide RISE ABA (Reaching Independence Through Structured Education)	Grades K - 5	South Elementary School
Districtwide Language Academic Home Base (LAHB)	Grades 3 - 5	East Elementary School
Districtwide Comprehensive Learning Center (CLC)	Grades 3 - 5	Plymouth River School
<u>Middle School Programs</u>		
Learning Center: Academic Strategies	Grades 6 - 8	Hingham Middle School
RISE ABA (Reaching Independence Through Structured Education)	Grades 6 - 8	Hingham Middle School
Language Academic Home Base (LAHB)	Grades 6 - 8	Hingham Middle School
Comprehensive Learning Center (CLC)	Grades 6 - 8	Hingham Middle School
<u>High School Programs</u>		
Learning Center: Academic Strategies	Grades 9-12	Hingham High School
RISE ABA (Reaching Independence Through Structured Education)	Grades 9 – 12	Hingham High School
Language Academic Home Base (LAHB)	Grade 9	Hingham High School
Comprehensive Learning Center (CLC)	Grades 9 - 12	Hingham High School
Supported Learning Center (SLC)	Grades 9 - 12	Hingham High School
Pathways	Grades 9 - 12	Hingham High School
POST Graduate Program	Ages 18 - 22	Hingham High School

Early Childhood Program

Early Childhood Education Program

Program: District Wide Preschool (East Elementary School)
Grades: Preschool (Ages 3 and 4)

Student Needs: Children ages three and four, including those turning five during the school year, who have moderate to intensive special education needs, and require diagnostic, educational and/or specialized services.

Overview: The Early Childhood Programs offer a wide range of identification, diagnostic, educational, and support services for preschool children. Integrated preschool classes are located at East Elementary School.

- 4 - Morning Integrated Classes
- 3 - Afternoon Integrated Classes
- 1 Extended Day Integrated Class
- 1 Half Day Self-Contained Class

Staffing: Each classroom is staffed with a certified Special Education Teacher and paraprofessionals. In addition, speech/language pathologists and an occupational therapist are part of the classroom interdisciplinary team. The physical therapist and augmentative communication specialist see children as needed. The Applied Behavior Analysts provides consultation to the teachers.

Curriculum: Curriculum in the Hingham Early Childhood Programs is child-centered and offers developmentally appropriate activity-based learning for preschool children.

Special Programming: The range of direct services varies widely depending on a student's individualized needs. The type and frequency of service are decided at the child's IEP Team meeting and are listed in the related services section below.

Related Services: Students may receive include:

- Speech and Language Therapy
- Physical Therapy
- Orientation and Mobility Training
- Specialized Curriculum
- Social Pragmatics
- Occupational Therapy
- Emotional/Behavioral Support
- Vision Services
- Deaf/Hard of Hearing Services
- Applied Behavior Analysis Services

Elementary School Programs

Elementary School Programs

Program: Learning Centers

School(s): All Schools

Grades: K-5

Student Needs: Students receiving supports through the Learning Center model at the elementary level, have specific learning disabilities, language-based learning disabilities and neurological disabilities, such as difficulty with executive functioning, reading, and math.

Overview: Special Education teachers support K-5 students in the classroom and in separate settings. Students are supported through direct instruction and consultation models. Special Education teachers provide instruction in language arts, mathematics, academic support in curriculum areas as well as study and organizational skills. They collaborate closely with classroom teachers, therapists and specialists to develop comprehensive, integrated services for children.

Goals or Mission: The mission of the program is to teach foundation skills as well as learning strategies to help students compensate for their area(s) of learning disability. Understanding their own strengths and weaknesses as learners and self-advocacy are both components of this teaching model.

Staffing: At the elementary level, Special Education teachers provide small group direct instruction in the academic areas. At times, Special Education teachers will support students within the general education setting in order to generalize concepts and strategies.

Curriculum: At the elementary level, students who receive instruction through the Learning Center access the grade level general education curriculum while also receiving direct instruction using multi-sensory, research-based principles.

Special Programming: At the elementary level, Learning Center teachers use specialized materials such as but not limited to Orton-Gillingham, Wilson Reading, Project Read, and Singapore Math approaches, to augment the Hingham Public School curriculum.

Related services students may receive include:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services

- Deaf/Hard of Hearing Services
- Specialized Curriculum
- Counseling

Elementary School Programs

Program: Districtwide RISE Programs

School: South

Grades: K-5

Student Needs: Students receiving support through the Districtwide ABA programs at the elementary level require intensive behavioral and communication support and receive almost all of their instruction through the methodology of discrete trial instruction.

Overview: Although an intensive approach to Applied Behavior Analysis (ABA) instruction is available at all elementary schools, a specialized program is offered at South. The services include a combination of supported inclusion, discrete trial training, small group activities and incidental teaching strategies to students in grades K-5. The programs are based on the principles of Applied Behavior Analysis with a focus on reinforcement systems and consistent behavior management programs. There are two adjoining classrooms, one for students in K-2 and one for students in grades 3-5.

Goals or Mission: The goal of the program is for students to increase their independent skills in all areas including academics, recreation, social, communication, self-care, and motor and behavior management. These skills are approached in a variety of settings to promote generalization of the skills.

Staffing: A special education teacher oversees the programs being put into place and there is high student to paraprofessional ratio. The paraprofessionals are trained to work with multiple students in order to promote the generalization of skills. Additionally, the model utilizes BCBA consultation and the implementation of the ACE curriculum.

Curriculum: RISE works to increase a child's independence across the pre-academic and academic, language and communication, social and play, activities of daily living, behavioral and self-regulation, and fine and gross motor domains of learning. Multi-sensory instruction and methodologies are incorporated throughout the students' day. While RISE is a substantially separate classroom, opportunities for inclusion are available as determined appropriate, across a variety of general education settings, to foster skill generalization. Inclusion opportunities are structured for each student based on the student's areas of strength and need. Typically, students will be included in the school community for social opportunities such as lunch, fine and applied arts classes and physical education. These activities provide opportunities for students to practice social interactions, use communication programs, and engage in recreational skills in natural situations. The amount of time included for these activities are individualized based on class structure, target goals, and student interest. Participation in core curriculum classrooms is determined for each student individually.

Special Programming: RISE consists of a multidisciplinary team of professionals, led by a Special Education Teacher. In addition to the Special Education Teacher, the team may also consist of the following specialists: Speech and Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT), a Board-Certified Behavior Analyst (BCBA), and any other related service provider

deemed necessary. All services and frequencies are based on eligibility and are determined at a student's eligibility meeting and reviewed at subsequent annual reviews.

Related Services students may receive include:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services
- Deaf/Hard of Hearing Services
- Specialized and Functional Curriculum
- Community/Vocational Training
- Applied Behavior Analysis Services

Elementary School Programs

Program: Districtwide Language and Academic Home Base (LAHB)

School(s): East Elementary School

Grades: 3-5

Student Needs: Students receiving supports through the LAHB program are primarily identified with language-based learning disabilities, specifically dyslexia.

Overview: This classroom is designed for children with language-based learning differences in grades 3, 4 and 5 who require time within a substantially separate language-based program to maximize learning. This highly structured, language-based program provides intensive specially designed instruction that is individualized based on student needs during English language arts. Students are working toward grade level benchmarks through modified curriculum.

Goals or Mission: The LAHB program is designed to improve reading, writing, and language skills for students with significant language-based learning disabilities. The primary goal is to improve student literacy and language skills so that students can become competent readers, writers, and thinkers. Students will develop independent learning skills and self-awareness. The development of a positive attitude and the enhancement of self-esteem and self-confidence are major goals for each child. Providing each child with many opportunities for success academically, socially and emotionally are essential components to this developmental program.

Staffing: The staffing consists of one Special Education Teacher and a paraprofessional. Related service providers support students based on their individual goals. The special education team consists of an occupational therapist, speech and language pathologist, and adjustment counselor.

Curriculum: Specific specialized methodologies are used to teach children to decode and comprehend language. Reinforcing decoding skills, developing vocabulary and comprehension skills are major goals for each child. Children become immersed in language utilizing this approach across all curriculum areas, including science, math, social studies, etc. While student programming is determined on an individual basis, students in LAHB typically receive ELA instruction in a substantially separate class taught by a special education teacher. A speech and language pathologist provides consultation and/or direct services as needed. Students have the opportunity to receive math instruction in the general education classroom with or without paraprofessional support or in a substantially separate class taught by a special educator. The instruction parallels the general education curriculum and is aligned with the Massachusetts Curriculum Frameworks.

Special Programming: Instructional group size is a small group taught within a small, self-contained setting, specifically for English Language Arts and Reading instruction. Special Education Teachers use specialized materials such as but not limited to Orton-Gillingham, Wilson Reading, Project Read, and Singapore Math approaches, to augment the Hingham Public School curriculum.

Related Services students may receive include:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services
- Deaf/Hard of Hearing Services
- Counseling

Elementary School Programs

Program: Districtwide Comprehensive Learning Center (CLC)

School(s): Plymouth River Elementary School

Grades: 3-5

Student Needs: Students receiving supports through the CLC program are primarily identified with learning disabilities and complex neurological disorders.

Overview: This classroom is designed for children with language-based learning differences that impact general cognition in grades 3, 4 and 5 who require time within a substantially separate language-based program to maximize learning and receive appropriate content modifications. This highly structured, language-based program provides intensive specially designed instruction that is individualized based on student needs across curriculum areas.

Goals or Mission: The CLC works to increase a child's independence across the academic, language and communication, social and leisure, behavioral and self-regulation, executive functioning, and fine and gross motor domains of development. Multi-sensory instruction and methodologies are incorporated throughout the students' day. While the CLC is a substantially separate classroom where foundational skills are explicitly taught, opportunities for inclusion in general education settings are scheduled as appropriate, across a variety of settings to foster skill generalization.

Staffing: The staffing consists of one Special Education teacher and a paraprofessional. Related service providers support students based on their individual goals.

Curriculum: The CLC consists of a multidisciplinary team of professionals, led by a Special Education Teacher. In addition to the Special Education Teacher, the team may also consist of the following specialists: Speech and Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT), a Board-Certified Behavior Analyst (BCBA), and any other related services providers deemed necessary. All services and frequencies are based on eligibility and are determined at a student's eligibility meeting and reviewed at subsequent annual reviews. Students in the CLC require structured and intensive instruction with accommodations and/or modifications in order to learn and maintain academic skills, while applying necessary strategies. Some students may have a modified curriculum in one or all curriculum domains. Some students in the CLC may participate in the MCAS Alternate Assessment (MCAS-Alt) to meet the Commonwealth's statewide assessment program. Students partaking in MCAS-Alt submit a portfolio consisting of evidence and data that measures a student's knowledge of key concepts and skills as outlined in the Massachusetts Curriculum Frameworks.

Special Programming: Instructional group size are is a small group taught within a small, self-contained setting. Instructional materials include but not limited to Orton-Gillingham, Wilson Reading, Project Read, and Singapore Math approaches, to augment the Hingham Public School curriculum.

Related Services students may receive include:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services
- Deaf/Hard of Hearing Services
- Specialized Curriculum
- Counseling

Middle School Programs

Middle School Programs

Program: Learning Centers: Academic Strategies

School(s): Hingham Middle School

Grades: 6-8

Student Needs: Students who receive services through the Academic Strategies course in a Learning Center have learning disabilities that affect their progress in the middle school general education curriculum. They may demonstrate some difficulty in reading fluency, decoding, comprehension, written expression, math concepts and/or organization. Usually, these students are able to manage grade level curriculum with only mild to moderate accommodations and modifications.

Overview: In accordance with their Individual Educational Programs (IEPs), students receive academic support services either in a small group in the Learning Center and/or in their content area classes. Some students may receive additional support from the Special Education Teachers if they do not take a foreign language or elective.

Goals or Mission: The mission of the program is to teach foundation skills as well as learning strategies to help students compensate for their area(s) of learning disability. Understanding their own strengths and weaknesses as learners and self-advocacy are both components of this teaching model.

Staffing: Special Education Teachers and special education paraprofessionals provide instruction.

Curriculum: At the middle school level, students who receive support through the Learning Center generally access the grade level general education curriculum through accommodation and some modifications.

Special Programming: Students in the Learning Center program may receive small group support for compensatory strategy acquisition, review and preview of concepts, integration of information, organization and planning, and comprehension of written material, as specified by their IEPs.

Related services students may receive include:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services
- Deaf/Hard of Hearing Services
- Specialized Curriculum
- Counseling

- Transition Planning

Middle School Programs

Program: Small Group ELA & Math

School(s): Hingham Middle School

Grades: 6-8

Student Needs: Students who receive either or both English Language Arts and Math instruction in a self-contained setting have learning disabilities or neurological disorders that affect their ability to access grade level curriculum without modifications.

Overview: In accordance with their Individual Educational Programs (IEPs), students may receive English Language Arts and/or Mathematics in a small group with instruction provided by a Special Education Teacher.

Goals or Mission: The mission of the program is to support students in their acquisition of content knowledge at a pace that is manageable for student individual needs. Grounded in the Massachusetts Curriculum Frameworks, curriculum is modified to adjust the pace of instruction and the delivery of instruction to support students' access to these content areas.

Staffing: Special Education Teachers provide instruction with support from a paraprofessional.

Curriculum: Grounded in the Massachusetts Curriculum Frameworks, curriculum is modified to adjust the pace of instruction and the delivery of instruction to support students' access to these content areas.

Related services students may receive include:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services
- Deaf/Hard of Hearing Services
- Specialized Curriculum
- Counseling
- Transition Planning

Middle School Programs

Program: RISE

School: Hingham Middle School

Grades: 6-8

Student Needs: Students receiving support through the Middle School ABA program require intensive behavioral and communication support and receive almost all of their instruction through the methodology of discrete trial instruction.

Overview: Although an intensive approach to Applied Behavior Analysis (ABA) instruction is available to all students, a specialized program is offered at Hingham Middle School. The services include a combination of supported inclusion, discrete trial training, small group activities and incidental teaching strategies to students in grades K-5. The programs are based on the principles of Applied Behavior Analysis with a focus on reinforcement systems and consistent behavior management programs.

Goals or Mission: The goal of the program is for students to increase their independent skills in all areas including academics, recreation, social, communication, self-care, and motor and behavior management. These skills are taught in a variety of settings to promote generalization of the skills.

Staffing: A special education teacher oversees the programs being put into place and there is high student to paraprofessional ratio. The paraprofessionals are trained to work with multiple students in order to promote the generalization of skills. Additionally, the model utilizes BCBA consultation and the implementation of the ACE curriculum.

Curriculum: RISE works to increase a child's independence across the pre-academic and academic, language and communication, social and leisure, activities of daily living, behavioral and self-regulation, and fine and gross motor domains of learning. Multi-sensory instruction and methodologies are incorporated throughout the students' day. While RISE is a substantially separate classroom, opportunities for inclusion are available as determined appropriate, across a variety of general education settings, to foster skill generalization. Inclusion opportunities are structured for each student based on the student's areas of strength and need. Typically, students will be included in the school community for social opportunities such as lunch, fine and applied arts classes and physical education. These activities provide opportunities for students to practice social interactions, use communication programs, and engage in recreational skills in natural situations. The amount of time included for these activities are individualized based on class structure, target goals, and student interest. Participation in core curriculum classrooms is determined for each student individually.

Special Programming: RISE consists of a multidisciplinary team of professionals, led by a Special Education Teacher. In addition to the Special Education Teacher, the team may also consist of the following specialists: Speech and Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT), a Board-Certified Behavior Analyst (BCBA), and any other related service provider

deemed necessary. All services and frequencies are based on eligibility and are determined at a student's eligibility meeting and reviewed at subsequent annual reviews.

Related Services students may receive include:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services
- Deaf/Hard of Hearing Services
- Specialized and Functional Curriculum
- Community/Vocational Training
- Applied Behavior Analysis Services
- Transition Planning
- Pre-vocational Instruction
- Counseling

Middle School Programs

Program: Language and Academic Home Base (LAHB)

School(s): Hingham Middle School

Grades: 6-8

Student Needs: Students receiving supports through the LAHB program are primarily identified with language-based learning disabilities, specifically dyslexia.

Overview: This classroom is designed for children with language-based learning differences in grades 6-8 who require time within a substantially separate language-based program to maximize learning. This highly structured, language-based program provides intensive specially designed instruction that is individualized based on student needs during English language arts. Students are working toward grade level benchmarks through modified curriculum.

Goals or Mission: The LAHB program is designed to improve reading, writing, and language skills for students with significant language-based learning disabilities. The primary goal is to improve student literacy and language skills so that students can become competent readers, writers, and thinkers. Students will develop independent learning skills and self-awareness. The development of a positive attitude and the enhancement of self-esteem and self-confidence are major goals for each child. Providing each child with many opportunities for success academically, socially and emotionally are essential components to this developmental program.

Staffing: The staffing consists of one special education teacher and a paraprofessional. Related service providers support students based on their individual goals. The special education team consists of an occupational therapist, speech and language pathologist, and adjustment counselor.

Curriculum: Specific specialized methodologies are used to teach children to decode and comprehend language. Reinforcing decoding skills, developing vocabulary and comprehension skills are major goals for each child. Children become immersed in language utilizing this approach across all curriculum areas, including science, math, social studies, etc. While student programming is determined on an individual basis, students in LAHB typically receive ELA instruction in a substantially separate class taught by a special education teacher. A speech and language pathologist provides consultation and/or direct services as needed. Students have the opportunity to receive math instruction in the general education classroom with or without paraprofessional support or in a substantially separate class taught by a special educator. The instruction parallels the general education curriculum and is aligned with the Massachusetts Curriculum Frameworks.

Special Programming: Instructional group size is a small group taught within a small, self-contained setting, specifically for English Language Arts and Reading instruction. Teachers use specialized materials such as but not limited to Orton-Gillingham, Wilson Reading, Project Read, and Singapore Math approaches, to augment the Hingham Public School curriculum.

Related Services students may receive include:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services
- Deaf/Hard of Hearing Services
- Specialized Curriculum
- Counseling
- Transition planning

Middle School Programs

Program: **Comprehensive Learning Center (CLC)**

School: **Hingham Middle School**

Grades: **6-8**

Student Needs: Students receiving supports through the CLC program are primarily identified with learning disabilities and complex neurological disorders.

Overview: This classroom is designed for children with language-based learning differences that impact general cognition in grades 6-8 who require time within a substantially separate language-based program to maximize learning and receive appropriate content modifications. This highly structured, language-based program provides intensive specially designed instruction that is individualized based on student needs across curriculum areas.

Goals or Mission: The CLC works to increase a child's independence across the academic, language and communication, social and leisure, behavioral and self-regulation, executive functioning, and fine and gross motor domains of development. Multi-sensory instruction and methodologies are incorporated throughout the students' day. While the CLC is a substantially separate classroom where foundational skills are explicitly taught, opportunities for inclusion in general education settings are scheduled as appropriate, across a variety of settings to foster skill generalization.

Staffing: The staffing consists of one special education teacher and a paraprofessional(s). Related service providers support students based on their individual goals.

Curriculum: The CLC consists of a multidisciplinary team of professionals, led by a Special Education Teacher. In addition to the Special Education Teacher, the team may also consist of the following specialists: Speech and Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT), a Board-Certified Behavior Analyst (BCBA), and any other related services providers deemed necessary. All services and frequencies are based on eligibility and are determined at a student's eligibility meeting and reviewed at subsequent annual reviews. Students in the CLC require structured and intensive instruction with accommodations and/or modifications in order to learn and maintain academic skills, while applying necessary strategies. Some students may have a modified curriculum in one or all curriculum domains. Some students in the CLC may participate in the MCAS Alternate Assessment (MCAS-Alt) to meet the Commonwealth's statewide assessment program. Students partaking in MCAS-Alt submit a portfolio consisting of evidence and data that measures a student's knowledge of key concepts and skills as outlined in the Massachusetts Curriculum Frameworks.

Special Programming: Instructional group size are a small group taught within a small, self-contained setting.

Related Services students may receive include:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services
- Deaf/Hard of Hearing Services
- Specialized Curriculum
- Counseling
- Transition Planning
- Prevocational Instruction

High School Programs

High School Programs

Program: Learning Centers: Academic Strategies

School(s): Hingham High School

Grades: 9-12

Student Needs: Students who receive services through the Academic Strategies course in a Learning Center have learning disabilities that affect their progress in the middle school general education curriculum. They may demonstrate some difficulty in reading fluency, decoding, comprehension, written expression, math concepts and/or organization. Usually, these students are able to manage grade level curriculum with only mild to moderate accommodations and modifications.

Overview: In accordance with their Individual Educational Programs (IEPs), students receive academic support services either in a small group in the Learning Center and/or in their content area classes. Some students may receive additional support from the Learning Center teachers if they do not take a foreign language or elective.

Goals or Mission: The mission of the program is to teach foundation skills as well as learning strategies to help students compensate for their area(s) of learning disability. Understanding their own strengths and weaknesses as learners and self-advocacy are both components of this teaching model.

Staffing: Special education teachers and special education paraprofessionals provide instruction.

Curriculum: At the high school level, students who receive support through the Learning Center generally access the grade level general education curriculum through accommodation and some modifications.

Special Programming: Students in the Learning Center program may receive small group support for compensatory strategy acquisition, review and preview of concepts, integration of information, organization and planning, and comprehension of written material, as specified by their IEPs.

Related services students may receive include:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services
- Deaf/Hard of Hearing Services
- Specialized Curriculum

- Counseling
- Transition Planning

High School Programs

Program: RISE

School: Hingham High School

Grades: 9-12

Student Needs: Students receiving support through the High School ABA program require intensive behavioral and communication support and receive almost all of their instruction through the methodology of discrete trial instruction.

Overview: Although an intensive approach to Applied Behavior Analysis (ABA) instruction is available to all students, a specialized program is offered at Hingham High School. The services include a combination of supported inclusion, discrete trial training, small group activities and incidental teaching strategies to students in grades 9-12. The programs are based on the principles of Applied Behavior Analysis with a focus on reinforcement systems and consistent behavior management programs.

Goals or Mission: The goal of the program is for students to increase their independent skills in all areas including academics, recreation, social, communication, self-care, and motor and behavior management. These skills are taught in a variety of settings to promote generalization of the skills.

Staffing: A special education teacher oversees the programs being put into place and there is high student to paraprofessional ratio. The paraprofessionals are trained to work with multiple students in order to promote the generalization of skills. Additionally, the model utilizes BCBA consultation and the implementation of the ACE curriculum.

Curriculum: RISE works to increase a child's independence across the pre-academic and academic, language and communication, social and leisure, activities of daily living, behavioral and self-regulation, and fine and gross motor domains of learning. Multi-sensory instruction and methodologies are incorporated throughout the students' day. While RISE is a substantially separate classroom, opportunities for inclusion are available as determined appropriate, across a variety of general education settings, to foster skill generalization. Inclusion opportunities are structured for each student based on the student's areas of strength and need. Typically, students will be included in the school community for social opportunities such as lunch, fine and applied arts classes and physical education. These activities provide opportunities for students to practice social interactions, use communication programs, and engage in recreational skills in natural situations. The amount of time included for these activities are individualized based on class structure, target goals, and student interest. Participation in core curriculum classrooms is determined for each student individually.

Special Programming: RISE consists of a multidisciplinary team of professionals, led by a Special Education Teacher. In addition to the Special Education Teacher, the team may also consist of the following specialists: Speech and Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT), a Board-Certified Behavior Analyst (BCBA), and any other related service provider

deemed necessary. All services and frequencies are based on eligibility and are determined at a student's eligibility meeting and reviewed at subsequent annual reviews.

Related Services students may receive include:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services
- Deaf/Hard of Hearing Services
- Specialized and Functional Curriculum
- Community/Vocational Training
- Applied Behavior Analysis Services
- Transition Planning
- Pre-vocational Instruction
- Counseling

High School Programs

Program: Language and Academic Home Base (LAHB)

School(s): Hingham High School

Grade: 9

Student Needs: Students receiving supports through the LAHB program are primarily identified with language-based learning disabilities, specifically dyslexia.

Overview: This class is designed for students with language-based learning differences in grade 9 who require time within a substantially separate language-based program to maximize learning in the area of English Language Arts. This highly structured, language-based program provides intensive specially designed instruction that is individualized based on student needs. Students are working toward grade level benchmarks.

Goals or Mission: The LAHB program is designed to improve reading, writing, and language skills for students with significant language-based learning disabilities. The primary goal is to improve student literacy and language skills so that students can become competent readers, writers, and thinkers. Students will develop independent learning skills and self-awareness. The development of a positive attitude and the enhancement of self-esteem and self-confidence are major goals for each child. Providing each child with many opportunities for success academically, socially and emotionally are essential components to this developmental program.

Staffing: The staffing consists of one special education teacher and a paraprofessional if needed. Related service providers support students based on their individual goals.

Curriculum: Specific specialized methodologies are used to teach students to decode and comprehend language. Reinforcing decoding skills, developing vocabulary and comprehension skills are major goals for each student. While student programming is determined on an individual basis, students in LAHB typically receive ELA instruction in a substantially separate class taught by a special education teacher. A speech and language pathologist provides consultation and/or direct services as needed. The instruction parallels the general education curriculum and is aligned with the Massachusetts Curriculum Frameworks.

Special Programming: Instructional group size is a small group taught within a small, self-contained setting, specifically for English Language Arts and Reading instruction. Teachers use specialized materials such as but not limited to Orton-Gillingham, Wilson Reading, and Project Read, to augment the Hingham Public School curriculum.

Related Services students may receive include:

- Speech and Language Therapy

- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services
- Deaf/Hard of Hearing Services
- Specialized Curriculum
- Counseling
- Transition planning

High School Programs

Program: **Comprehensive Learning Center (CLC)**
School: **Hingham High School**
Grades: **9-12**

Student Needs: Students receiving supports through the CLC program are primarily identified with learning disabilities and complex neurological disorders.

Overview: This classroom is designed for children with language-based learning differences that impact general cognition in grades 9-12 who require time within a substantially separate language-based program to maximize learning and receive appropriate content modifications. This highly structured, language-based program provides intensive specially designed instruction that is individualized based on student needs across curriculum areas.

Goals or Mission: The CLC works to increase a child's independence across the academic, language and communication, social and leisure, behavioral and self-regulation, executive functioning, and fine and gross motor domains of development. Multi-sensory instruction and methodologies are incorporated throughout the students' day. While the CLC is a substantially separate classroom where foundational skills are explicitly taught, opportunities for inclusion in general education settings are scheduled as appropriate, across a variety of settings to foster skill generalization.

Staffing: The staffing consists of one special education teacher and a paraprofessional(s). Related service providers support students based on their individual goals.

Curriculum: The CLC consists of a multidisciplinary team of professionals, led by a Special Education Teacher. In addition to the Special Education Teacher, the team may also consist of the following specialists: Speech and Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT), a Board-Certified Behavior Analyst (BCBA), and any other related services providers deemed necessary. All services and frequencies are based on eligibility and are determined at a student's eligibility meeting and reviewed at subsequent annual reviews. Students in the CLC require structured and intensive instruction with accommodations and/or modifications in order to learn and maintain academic skills, while applying necessary strategies. Some students may have a modified curriculum in one or all curriculum domains. Some students in the CLC may participate in the MCAS Alternate Assessment (MCAS-Alt) to meet the Commonwealth's statewide assessment program. Students partaking in MCAS-Alt submit a portfolio consisting of evidence and data that measures a student's knowledge of key concepts and skills as outlined in the Massachusetts Curriculum Frameworks.

Special Programming: Instructional group size are is a small group taught within a small, self-contained setting.

Related Services students may receive include:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services
- Deaf/Hard of Hearing Services
- Specialized Curriculum
- Counseling
- Transition Planning
- Prevocational Instruction

High School Programs

Program: Supported Learning Center

School(s): Hingham High School

Grades: 9-12

Student Needs: Students who receive services through the Supported Learning Center have internalizing emotional disabilities that affect their progress in the high school general education curriculum. They may demonstrate some difficulty in stress management, emotional regulation, and executive functioning. Usually, these students are able to manage grade level curriculum with only mild to moderate accommodations and modifications.

Overview: The Supported Learning Center is a highly structured academic strategies class designed to support students with social/emotional challenges that manifest internally (e.g. depression, anxiety). The class is taught by a certified special educator with support from a full time paraeducator, a school psychologist, and an adjustment counselor.

Goals or Mission: The Supported Learning Center allows students to return to the learning center throughout the day in order to receive “in the moment” supports with the provision of strategies in order to engage successfully in school-based activities. The special educator and paraeducator will model and implement both academic and executive functioning strategies to help support the students with the curriculum, as well as therapeutic interventions to support students social and emotional well-being. A small student to staff ratio helps to create a safe environment and focus on individual needs as well as collaboration and communication with staff and teachers. If necessary, there is small group instruction to strengthen the understanding of learning styles, organizational skills, pro-social interactions, and self-advocacy.

Staffing: Special education teachers and special education paraprofessionals provide instruction.

Curriculum: At the high school level, students who receive support through the Supported Learning Center generally access the grade level general education curriculum through accommodation and some modifications.

Special Programming: Students in the Supported Learning Center program may receive small group support for compensatory strategy acquisition, review and preview of concepts, integration of information, organization and planning, and comprehension of written material, as specified by their IEPs.

Related services students may receive include:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy

- Adaptive Physical Education
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services
- Deaf/Hard of Hearing Services
- Specialized Curriculum
- Counseling
- Transition Planning

High School Programs

Program: **Pathways**

School: **Hingham High School**

Grades: **9-12**

Description:

Pathways is a program that provides a continuum of services to students who benefit from direct instruction in social communication, executive functioning, self-regulation, and navigating the social world while managing the academic and personal demands that high school students face. The goal of this program is to help students become more socially conscious, independent learners who confidently engage in the larger community.

Goals or Mission: The goal of this program is to help students become more socially conscious, independent learners who confidently engage in the larger community.

The mission of the program is to teach foundation skills as well as learning strategies to help students compensate for their area(s) of learning disability. Understanding their own strengths and weaknesses as learners and self-advocacy are both components of this teaching model.

Staffing: Special education teachers and special education paraprofessionals provide instruction.

Curriculum: At the middle school level, students who receive support through the Learning Center generally access the grade level general education curriculum through accommodation and some modifications.

Special Programming: Students in the Pathways Learning Center program may receive small group support for compensatory strategy acquisition, review and preview of concepts, integration of information, organization and planning, and comprehension of written material, as specified by their IEPs.

Related services students may receive include:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Psychology/Social Work
- Orientation and Mobility Training
- Vision Services
- Deaf/Hard of Hearing Services
- Specialized Curriculum
- Counseling

- Transition Planning

High School Programs

Program: **POST Graduate**

School: **Hingham High School**

Grades: **Students who have completed most of the 9 – 12 requirements – 18-22 years of age**

Student Needs: High school students serviced in the Post Graduate Program at High School often have substantial multiple disabilities. These disabilities may include, but are not limited to autism, communication, cognitive, physical, sensory, and/or medical. Students with moderate disabilities who continue to require transition-based services are also serviced through the POST program.

Overview: The POST program provides highly individualized services, programming, and special instruction to students according to their needs and IEPs. It is based on the belief that all students can learn together in the same schools, classrooms and in the community with appropriate supports.

Goals or Mission: The mission of the high school POST program is to maximize the potential and independence of each student. An inclusive education helps prepare students with disabilities for an integrated adult life and builds understanding and acceptance within the broader community. This program is geared toward students who have completed four years of high school and have not received a high school diploma. Students work on developing and strengthening their functional life skills. These skills include money and time management, community safety, travel training, vocational training, and self-advocacy skills. The students in this program are active participants in their transition from POST to adult life. These students continue programming until turning 22 or receiving a diploma, whichever comes first.

Staffing: A special education teacher, together with related service providers and paraprofessionals plans appropriate interventions, coordinates services for students, models best practices in teaching students with intensive needs, and serves as a resource for students, faculty, and parents.

Curriculum: The goal is typically to integrate students in the community as much as possible and to have them on job and volunteer sites and out of the building. The POST program is a functional life skills program for post-graduate high school students with severe special needs. The program is individualized to meet each student's goals and objectives in order to prepare them for their transition to adult life. The students participate in a variety of classroom activities and community experiences that help build each student's skills such as, vocational, recreational, leisure, social, and daily living.

Related Services

Applied Behavior Analysis (ABA) Services

Schools: All Schools

Grades: All

Student Needs: Students with autism spectrum disorders, emotional behavioral disorders, and intellectual disabilities.

Overview of Service Delivery: Applied Behavior Analysis (ABA) is a scientifically validated method to teach a variety of skills and to address challenging behavior. A Board-Certified Behavior Analyst (BCBA) provides consultation to a student's IEP Team that may include:

- Conducting Functional Behavioral Assessment
- Developing behavior support plans
- Developing individualized curricula to teach social, academic, or life skills
- Assessing the child in the home and recommendations for parent training or home services
- Developing systems for frequent, direct performance monitoring

Direct service delivery is provided by a special education teacher and a special education paraprofessional who implements ABA methods under the direction of a BCBA.

Services for the Deaf and Hard of Hearing

Schools: All Schools

Grades: All

Student Needs: Students with documented hearing loss, and those who use sign language to communicate. For students with normal hearing acuity using amplification devices, consult to teachers is available and is generally provided in a consultation model.

Overview of Service Delivery: The goal of these service offerings is to provide deaf and hard of hearing students with equal access to all communication, learning, and social activities in the school setting. The full range of services is provided by a staff of specialists for the deaf and hard of hearing, teachers of the deaf, sign language interpreters, signing aides, and classroom aides, as well as a consulting educational audiologist. Individualized support for all areas of the curriculum is offered, as specified by a student's IEP. Classroom or program placement may be adjusted to optimize a student's instruction, socialization, and/or auditory access. Consultation, in-service training and classroom specific demonstration lessons for mainstream teachers supplement direct service in order to provide students with accessible instruction. Special programming in instruction in sign language,

lip reading, deaf studies, and advocacy are also available as specified in a student's IEP.

Services for the Visually Impaired

Schools: All Schools

Grades: All

Student Needs: Students who are blind or visually impaired and/or have requirements for specialized instruction in orientation and mobility.

Overview of Service Delivery: Vision and orientation and mobility services are provided in consultation, one-on-one, small group and in-class and community formats. Services include:

- Provision of services that allow for students to develop skills in Braille literacy, use of assistive technology, transportation access, community, vocational and academic access, and skills of daily living
- Collaboration with multi-disciplinary team members for program development and ongoing assessment
- Evaluation of performance, identification of deficit and strength areas, and development of individualized goals for each student
- Ongoing progress monitoring

Direct service delivery is provided by a licensed teacher of the visually impaired (TVI).

Counseling Services

Schools: All Schools

Grades: All

Student Needs: All students should be provided with appropriate support and services in order to make effective progress in school, not only educationally but also socially and emotionally. The essential mission of mental health services is to help students make this progress as well as to work with parents, school staff, and outside providers in helping students maintain strong mental health status. Psychological and adjustment counseling services are available to students based on identified needs. Such needs may include disorders related to mental health, such as depression, anxiety, or other social/emotional disabilities. Services may also be provided to students who have learning difficulties or behavior related concerns.

Overview of Service Delivery: Direct services are based on the individual needs of students. These may include programs using cognitive behavioral therapy, anger management, or other psychotherapeutic techniques. Specific services may include the following:

- Diagnostic assessment regarding learning and social/emotional needs
- Direct service to students either individually or in a group setting
- Consultation with parents, teachers, and staff, as well as with outside providers

Physical Therapy Services

Schools: All Schools

Grades: All

Student Needs: Physical therapy services are designed to support students whose physical conditions interfere with their educational program, including students with motor and/or functional limitations caused by neurological or orthopedic impairments.

Overview of Service Delivery: Licensed physical therapists:

- Work with students on how to do exercises and use their bodies properly to gain strength, mobility, and to prevent recurring injury
- Conduct assessments of mobility skills, daily activities, positioning, posture, muscle strength, and sensorimotor performance
- Provide consult to teachers and parents to determine physical therapy goals that will allow the student to benefit from individualized instructional programming

Occupational Therapy Services

Schools: All Schools

Grades: All

Student Needs: Students with developmental disorders, sensory regulation or sensory processing deficits, fine motor developmental delays or deficits.

Overview of Service Delivery: Occupational therapy services are provided in consultation, one- on- one, small group and in-class formats. Occupational therapists:

- Provide services that allow for students to develop skills to learn, play and care for themselves
- Collaborate with multi-disciplinary team members for program development and ongoing assessment
- Evaluate performance, identify deficit and strength areas, and develop individualized goals for each student
- Conduct ongoing progress monitoring

Direct service delivery is provided by a licensed occupational therapist (OT)

Speech and Language Therapy Services

Schools: All Schools

Grades: All

Student Needs: Speech and/or language difficulties can occur at any age. A clearly defined pre-referral and referral process is in place in all Hingham Public Schools and any student with delayed, disordered or atypical speech and/or language skills as determined by this IEP eligibility process can be provided with services. Although speech and language disabilities/communication impairments may occur in relative isolation from any other special education considerations, they are often associated with intellectual disabilities, autism spectrum disorder, physical disabilities, sensory impairments, hearing impairment, severe emotional/behavior problems, learning disabilities or other learning difficulties.

Overview of Service Delivery: Speech and language services provided by speech and language pathologists (SLP) are designed to support students whose education is adversely affected by communication difficulties. In addition, treatment can be provided to eligible students who stutter, have voice problems, and have articulation problems. Students with pragmatic language concerns are also serviced by SLPs. Students with hearing impairments are serviced by SLPs, and teachers of the deaf and hard of hearing. Services include: identification, evaluation, treatment, and rehabilitation of communication disorders; and consultation, and collaboration with other educators regarding the students' needs in the

classroom and other school environments.

Therapy service delivery models include:

- Individual or small group pull-out therapy
- Individual or small group push-in therapy
- Individual or small group articulation therapy
- Consultation – continuous consultation and collaboration with classroom teachers and other specialists