HUTTO ISD

SPECIAL EDUCATION SUPPORTS AND SERVICES

EARLY CHILDHOOD (AGES 3-5) AND ELEMENTARY ONLY

ECSE: HIPPO STEP-BY-STEP (HSS)

This is a service designed for students ages 3-5 years who have intensive communication needs. This class provides a highly-structured environment with a low staff-to-student ratio where a variety of research-based methodologies are used to meet the needs of students. Developmentally-appropriate functional skills with an emphasis on communication and positive behavior are addressed through intensive, hands-on learning.

ECSE: HIPPO HAND-IN-HAND (HHH)

This service is designed for students ages 3-5 years old. The HHH classroom has both General Education and peers receiving special education services. Ratios may fluctuate throughout the year according to enrollment of Special Education peers.

Instruction includes:

- Communication/language skills
- Cognitive/pre-academic skills
- Fine/gross motor skills
- Self-help and social/emotional skills

INCLUSION

This is a service that provides Special Education support in the General Education classroom. Inclusion Support is individually determined with a focus on student independence and a fading reliance on adults over time. These services may include, but are not limited to, small group and individualized instruction, collaborative teaching, curricular and instructional accommodations, modifications, supplemental aids, materials and/or equipment.

CONSULTATIVE SERVICES

Special Education support is provided through collaboration with teachers and service providers regarding the implementation of services in the General Education classroom.

DEAF AND HARD OF HEARING SERIVCES

This service is designed to support children ages 0-22 who are deaf or hard of hearing. We work collaboratively with parents and Round Rock ISD to provide consultative or direct services based on the needs of the child.

COMMUNICATION AND LANGUAGE MODELING (CALM)

This is a service designed for students who typically have intensive communication needs. This classroom provides a highly-structured environment with a low staff-to-student ratio where a variety of research- based methodologies are used to meet the needs of students. Academics and developmentally-appropriate functional skills (emphasis on communication and positive behavior) are addressed through intensive, hands-on learning.

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ELEMENTARY, MIDDLE AND HIGH SCHOOL

INCLUSION

This service provides Special Education support in the General Education classroom. Inclusion Support is individually determined with a focus on student independence and a fading reliance on adults over time. These services may include, but are not limited to, small group and individualized instruction, collaborative teaching, curricular and instructional accommodations, modifications, supplemental aids materials and/or equipment.

RESOURCE SERVICES

These services provide Special Education and related services in a setting other than the General Education classroom with a member of the Special Education department. Students may receive direct, regularly-scheduled instruction as required in the student's Individualized Education Program (IEP). These services in the Special Education instructional setting include, but are not limited to, direct instruction, small group and individualized instruction, lower student-to-instructional staff ratio, curricular and instructional accommodations and modifications, supplemental aids, materials and/or equipment.

DYSLEXIA SERVICES

The dyslexia program is designed to provide a short-term, intensive reading intervention for children who qualify for services, based upon district and state qualification criteria. Services are offered to qualifying students in grades K-12. Students are instructed using systematic, sequential, multi-sensory instruction in a small group environment. The goal of these services is to provide students with the tools needed to access the general education curriculum.

CONSULTATIVE SERVICES

Special Education support is provided through collaboration with teachers and service providers regarding the implementation of services in General Education.

HOMEBOUND SERVICES

Homebound services for students who are confined to home or hospital for 4 or more school weeks. The weeks need not be consecutive. Services are available to students served in both general education and special education based on certain criteria per TEA. The student must have a current medical condition that is documented by a physician licensed to practice in the United States. Over the period of his or her confinement, the student will be provided instruction in all core academic subject area courses in which the student is enrolled. For most students, the focus of homebound instruction is on maintaining the student's progress in classes during a specific period of illness or recovery from injury.

INSTRUCTIONAL AND RELATED SERVICES

Speech therapy, Physical therapy, Occupational therapy, Orientation and Mobility services, services for students that are visually impaired or deaf/hard of hearing are available at each campus based on individual student need.

FUNCTIONAL ACADEMICS (FA)

This is a service which focuses on academic and developmentally appropriate functional skills. This service addresses skills through intensive, hands-on learning and the use of researched-based strategies to meet the needs of individual students. Instruction is delivered with a low staff-to-student ratio. Opportunities for teaching generalization of skills into other settings and environments are available.

BEHAVIORAL AND SOCIAL EDUCATION (BASE)

BaSE services support the behavioral and social skill needs for K-12 students. Targeted instruction in the areas of self-regulation, problem-solving and positively interacting with others is delivered, with opportunities for supporting and facilitating the generalization of these skills into other environments. Individualized environmental accommodations and structure are provided throughout the school day.

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HIGH SCHOOL/TRANSITION ONLY (10TH GRADE - 18+)

HIPPOS CONNECT (18+)

This program is for students who complete graduation credits and require continued support in transition. Transition services occur in age-appropriate community settings, including services for adult living skills, vocational supports, exploring post-secondary options, and life management with a detailed schedule to be determined by individual student transition needs.

PROJECT SEARCH (18+)

Intern/student participates in Transition Services through an internship in an age-appropriate environment at the Ascension Seton Hospital or Kalahari Resorts for 30 hours a week to include services in vocational skills to obtain competitive employment. A job coach is provided daily as needed. There are three authentic rotations within different departments of the hospital or resort over the course of the school year.

VOCATIONAL

This is provided at the High School Level to support students whose transition assessments show significant needs in the Life Domain of Employability. Vocational services could consist of Work-Based Learning (WBL), Supported Employment (SE) or Vocational Adjustment Class (VAC) based on their individual needs. WBL is a service where students are out in the community at authentic work sites for unpaid job training. SE services are given to students who obtain paid work but continue to need Job Coach support to obtain the job, training and consistent check-ins. VAC services are provided when a student has a paid job and needs support to maintain the job over time.

All Special Education services are based on educational need and determined by the Admission, Review and Dismissal Committee

For more information:

https://www.hipponation.org/special-education/special-education-home