

Clarifying Statement 8/7/17

The HPS Administration acknowledges and commits to acting within 603 CMR 28.05 (2) (a) 1 (ii) as it relates to access to special education services, programs and inclusion opportunities. Specifically, that “the type of disability shall not define the need(s) of the eligible child, nor in any way limit the services, programs, or inclusion opportunities provided to the student.” As well, we recognize (and act accordingly) that under 603 CMR 28.05 (4), determination of the contents of the IEP rests with the Team.

To clarify any confusion as it relates to School Adjustment Counselor Services, excerpts from the hinghamschools.com website are referenced here, but are not new. Please see the Student Services page under *Social/Emotional Services* for the full text and a complete description of the role of the Adjustment Counselors. The first paragraph referencing elementary level adjustment counseling is copied below with bolding for emphasis, but parallel language is provided for the secondary level adjustment counseling services.

“HPS has made a commitment to social/emotional learning in the schools by assigning one full-time adjustment counselor per school. **Services** can be accessed easily, **are fluid and available to all students and staff as needed, and span all three tiers of instruction. School counseling cannot replace community counseling. That remains a parent’s role.** In school counselors assess, refer, and coordinate with community therapists. Additionally, counselors address the impact of emotional needs on school functioning. **Hingham has made these services available as needed to all students regardless of their special education status.**”

We are happy to review and reinforce with all HPS staff both the special education regulations and our own program guidelines.

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