

Harding University Partnership School

Special Education Needs Policy

Philosophy

At Harding University Partnership School, the special education department works collaboratively with classroom teachers and parents to identify and assess students' strengths and challenges and to support their unique learning needs. Working as a team, we use data to drive the development of learning environments that include accommodations, modifications, and interventions to help each child achieve the Harding University Partnership School vision: *to learn and grow together by inquiring, collaborating, and making connections to build confidence and take action that impact the world.*

Actions

We operate under federal and state laws that govern education for students with disabilities and other unique educational needs. These laws include:

- **IDEA-** Individuals with Disabilities Educational Act is a United States federal law that governs how public schools provide special education and related services to individuals with disabilities.
- **ADA and Section 504-** Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 together require that reasonable accommodations be made to allow individuals with disabilities and health impairments to access a free and appropriate public education, regardless of their need for special education services.
- **California Education Code 56360-** Each special education local plan area shall ensure that a continuum of program options is available to meet the needs of individual with exceptional needs for special education and related services, as required by the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and federal regulations relating thereto.

Support Services

Adapted Physical Education

A specially-trained credentialed teacher provides qualified students with physical/motor skills development during their regular classroom physical education session.

Response to Intervention (Rtl) Team

The *Response to Intervention (Rtl) Team* consists of the principal, school psychologist, special education teacher, and classroom teachers representing various grade levels.

The Rtl team meets twice a month to assign and monitor interventions provided to students throughout the school year. Students who demonstrate minimal progress are referred to the Student Study Team (SST) for further discussion about next steps.

Family Resource Center

The Family Resource Center offers information and services to improve families' quality of life and to support student learning. A family advocate provides ongoing support to Harding families with basic needs, counseling, education and recreation opportunities for students, parent involvement opportunities, health services, and family services.

Intervention Services in Reading

Reading intervention services are provided to students who experience difficulty in meeting grade-level standards. Credentialed teachers and Curriculum Specialists provide one-to-one support of students in phonemic awareness, phonics, fluency, and sight words in reading. Students are identified for these services through a school-wide screening conducted each year during the first three weeks of school. The Response to Intervention (Rtl) Team assigns interventions and supports and monitors student progress and response to interventions.

Occupational Therapy

A specially-trained and credentialed teacher provides qualified students with development in self-care, play and work skills related to fine and gross motor skill development in an individualized or small group setting.

Psychologist

Our school psychologist is on campus five days per week to provide assessments, counseling services, behavior supports, and teacher and family consultation for students receiving (or being considered for) special education. Other services available include crisis prevention and intervention, as well as consultation, group counseling, and other supports for students in general education. The psychologist works closely with the Response to Intervention (Rtl) Team, Student Success Team (SST), school-based counselor, all special education teachers, and principal.

School-Based Counselor

The school-based counselor at Harding daily provides counseling daily for students, working in conjunction with families and teachers. The counselor works closely with the psychologist and principal to determine student needs and develop effective interventions and supports.

Resource Specialist

The Harding Resource Specialist provides specialized academic instruction to individual and small groups of students identified through the special education referral and assessment process as needing additional academic and behavioral support beyond what can be provided in a regular education classroom setting.

Social and Emotional Skills Development

Support for social and emotional skills development is provided on a regular basis by our school-based counselor, mental health therapist, and family advocate with Family Service Agency (FSA) and through trained graduate students from the Department of Counseling, Clinical, and School Psychology at the University California Santa Barbara. Identified students and/or families participate in counseling to provide social-emotional support for students who experience difficulty at school.

Special Day Class Teachers

In the Harding Special Day Classes, students receive core instruction along with specialized behavioral interventions as needed in an individualized and small group setting. Students in these classes have been identified through the special education referral and assessment process by regular education teachers and the resource specialist. Through inclusive practices, Special Day Class students participate in grade level enrichment, recess, lunch and grade level classroom activities.

Speech Therapy

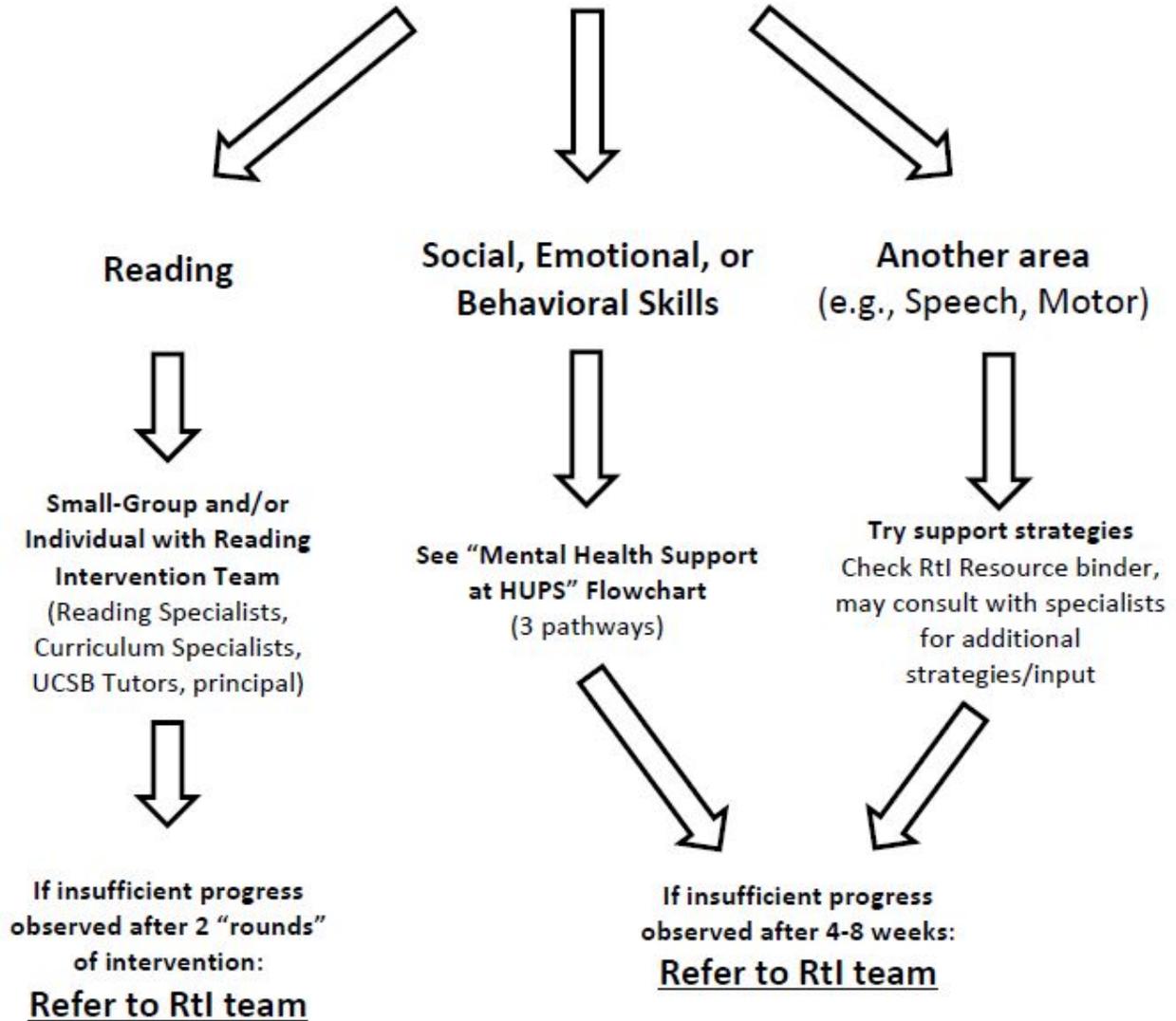
A speech therapist is on campus weekly to provide students with supplemental support and instruction in the development and correction of speech patterns, disorders and language development. Referrals to the speech therapist come through the Student Success Team (SST).

Student Success Team

The Student Success Team (SST), which is comprised of teachers, other support staff, and parents, meets periodically to assess and develop a plan for success for students who are experiencing persistent difficulties in academic, social or emotional areas and who may need further assessment for special education services. Students are typically referred to the SST through the Response to Intervention process.

RESPONSE TO INTERVENTION
~through~
REFERRAL TO SPECIAL EDUCATION (CONTINUUM)

Student is not making expected progress in...



MENTAL HEALTH CONTINUUM OF SUPPORTS

Student requires referral because of

