



## Special Educational Needs Policy and Procedure

### Special Education Definition

Special education is defined as: the education of students with *special needs* in a way that addresses the students' individual differences and needs. This process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education.

Common special needs include challenges with learning, communication difficulties, emotional and behavioral challenges, physical disabilities and developmental disorders or delays. Students with these kinds of *special needs* are likely to benefit from additional educational services.

### Identifying Students with Special Needs

Students are identified with *special needs* by one or more of the following:

- Medical Diagnosis
- Diagnosis of Developmental Delay or Disorder
- Psychological or Educational Testing resulting in a Diagnosis
- Discrepancy Model : A student with normal intelligence demonstrates academic achievement below what is expected of a student with his or her IQ
- Functional Assessment/Observation: Identifies students who are demonstrating difficulty in their own learning, or whose behavior is interfering with the learning of other. A Functional Assessment involves observing whether or not a child has mastered certain developmental or educational milestones and expectations for his or her age or grade-level. The advantage of using a functional approach to identifying children with special needs is that it takes individual differences and specific strengths and weaknesses into consideration when developing interventions, rather than just relying on a diagnosis or label. A functional assessment or observation is completed in the following instances:
  - **Kindergarten Application** Students applying for enrollment are assessed prior to admission for kindergarten. Children will be encouraged to attend kindergarten round-up for assessment. If students are unable to attend round-up, observations will be completed prior to acceptance.
  - **Lateral Entry Application** Students applying for enrollment are assessed prior to admission.
  - **Academic/Behavior Concerns** When academic and/or behavioral concerns are shared by teachers or administration, an assessment or observation will be completed and interventions and/or action plans created as follows.

### **Interventions and Action Plans**

- **Classroom Teacher Documentation** Teachers document behavior and/or academic concerns, as well as interventions and modifications used to address concerns, for a minimum of two weeks.
- **Care Team Meeting** Teachers, learning specialists or counselor request a meeting and review documentation, discuss concerns and problem solve. The Care Team creates an Action Plan and parents are notified.
- **Administrative/Student Services Intervention** Review of Action Plan, as well as implementation of any of the following interventions.

### **Interventions Provided by HBHA**

Students identified with *special needs* are assessed to determine their specific strengths and weaknesses. Placement, resources and goals are determined on the basis of the student's needs. Accommodations and modifications to the general education program may include:

- Modified curriculum
- Accommodations in classroom instruction
- Support from Learning Specialist, School Counselor or Classroom Aide
- Specialized physical adaptations (i.e. provision of keyboard for student with fine motor weakness)
- Referral to Blue Valley Private School Team for assessment and support
- Additional Assessment at HBHA, including Conners, BASC, Kbit, JIII, WISC, etc.
- Modified graduation requirements for Upper School students

### **Interventions Provided by Parents**

Due to limited financial resources and staff, if the interventions listed above are insufficient in meeting a child's academic or behavior needs, parents may be requested to provide the following at their own expense:

- Psychological or Psychiatric Assessment
- Medical Assessment
- A full or part-time paraprofessional in the classroom

If it is deemed that the above-referenced interventions are not sufficient in meeting the students' needs, or if the student's behavior continues to interfere with his or her learning or the learning of others, a meeting will be held to discuss the students' continued enrollment at HBHA.