

Special Education and Related Services

(Policy agreed upon and approved by the Principal Advisory Council; 11/21/13)

The **Individuals with Disabilities Education Act (IDEA)** is a [United States federal law](#) that governs how states and public agencies provide early intervention, [special education](#), and related services to children with disabilities. It addresses the educational needs of children with disabilities from birth to age 18 or 21^{[1][2]} in cases that involve 14 specified categories of disability.

Our Lady of Humility is not in a position to offer an equivalent special education program to that offered in a public school. At times the decision must be made by the principal that we are not able to meet the learning needs of a child.

Beach Park Public Schools work cooperatively with our school to help the teachers assist students who have special needs. These include diagnostic and psychological services, speech services and special education assistance.

Our Lady of Humility School follows a progress monitoring model for determining student needs. Children in grades kindergarten through seven are evaluated three times annually in mathematics and reading using the AIMS Web Program. Comparing student scores to national norms allows us to evaluate if students are performing “at”, “below” or “on” grade level. Students who are performing below grade level will be evaluated to determine if interventions are necessary.

The following is the process followed at our school:

1. If a parent or teacher believes a child may have special education needs or be in need of counseling services, they should contact the principal and arrange for a conference with the child’s teacher, parent and principal.
2. Concerns are shared during the conference and classroom interventions are designed to assist in identifying specific areas of concern. In the case of counseling services, if services are needed, the principal shall contact the school counselor or refer the family to an outside counseling service.
3. If the student continues to show signs of need, further interventions may be implemented. Concurrent with the second set of interventions, the agent for the public school is invited to participate in the conference.
4. The agent of the public school will take the lead in determining the specific needs of the child and subsequent steps.