

Intervention Services at Christian Academy

Currently, Christian Academy falls under the umbrella of Sidney City Schools for all of the identification of their special education services. This is due to the fact that Christian Academy lies within the borders of the Sidney City School district. The intervention specialist at Christian Academy works closely with the special education director as well as the school psychologists at Sidney City Schools when the process of identifying students for special education services needs to be implemented. Sidney City Schools is in charge of the identification of students and following rules and regulations set up according to the guidelines established by the state of Ohio. Any paperwork that must be used in the identification process is what is used by Sidney City Schools. When questions arise about the identification process the special education director or one of the school psychologists at Sidney City Schools is contacted. Christian Academy Schools currently has two licensed intervention specialists in the building.

The formal evaluation process begins with the regular education teacher, special education teacher, and the student's parents filling out paperwork documenting information regarding the student's home life, vision and hearing ability, reading ability, mathematical ability, communication ability (including oral and written communication), social skills, vocational training ability (if the child is 14 years of age or older), fine motor skills, gross motor skills, and classroom behavior. Once that paperwork has been completed, the parents of the student are asked to give their written permission for their child to undergo formal testing by a school psychologist.

If it is shown that the child qualifies for special education services according to the I.D.E.A. laws, the special education teacher develops an individualized education program (I.E.P.) with input from the student's regular education teacher and the student's parents. The components of the I.E.P. are then carried out by regular education and special education teachers.

Interventions carried out in the regular education classroom may include:

- *close communication between parents and teachers, specifically related to homework assignments
- *having the regular education teacher check out the student each afternoon to ensure that he or she takes home the materials needed to complete that night's assignments
- *placing the student's desk in close proximity to the teacher in order that the student may remain focused during class time
- *reducing classroom assignments (for example, asking the student to complete only half of the day's math problems) in order that the student doesn't get overloaded with nightly assignments

- *allowing the student to have extended time to finish classroom tests and/or quizzes

Interventions carried out during special education tutoring sessions may include:

- *reading tests and/or quizzes to students who are struggling readers
- *writing down a student's response to a test question for students who have poor written expression skills
- *narrowing choices on multiple choice questions to two instead of the normal four choices
- *providing a word bank for fill-in-the-blank test questions
- *narrowing choices for matching questions
- *assisting students with homework assignments to be sure they understand the assignment and have the skills necessary to complete the assignment
- *teaching a lesson from the regular classroom to the student so he or she may remain more focused and process the information easier
- *teaching lessons to students who are below grade level (especially in the areas of reading and math)

The following categories are areas served at Christian Academy Schools

Specific Learning Disability (SLD)

Intellectual Disability

Other Health Impairment (minor)

Autism

Speech and Language

Multiple Disabilities

In addition to serving students through IEPs, Christian Academy also places students on 504 plans. Students placed on 504 plans typically have some sort of medical diagnosis, with many students served through a diagnosis of ADD/ADHD. Students have also been placed on 504 plans when they undergo evaluation for special education services and don't meet those qualifications yet still need some type of support in the regular education classroom. Christian Academy also has placed students on what has been named a "Learning Covenant". Similar to the 504 plan in public schools, this document lays out responsibility for the student's academic success on several parties.