

About the TUHSD Department of Special Services

The District maintains special support services for students who have a documented need, including those requiring accommodations because of a physical need under the Americans with Disabilities Act, (Section 504)*.

Special Education Services: Special Education services and program needs are determined through a legally required process called an IEP (Individualized Educational Plan). These decisions are made based on individual student need and are agreed upon by teams of individuals who know the student and are familiar with the continuum of services available in the district. The team always includes the student's parent/guardian, and takes into consideration the recommendations of all team members. The Continuum of Services available include, but are not limited to:

504 Accommodations, (Section 504 of the Americans with Disabilities Act)*

Speech/Language Therapy Services

Nursing Support Services

Designated Instructional Support (DIS)

Psychological Services

The Learning Center (On-Site Instructional Support Location available to students throughout the school day)

Learning Center After-School (Support Staff available to assist students each day after school for one hour)

Collaborative Core Instruction (Classroom Teams, including general education and special education teachers)

Modified Core Instruction (Diploma-Based Curriculum modified to meet student's individualized needs)

Social/Academic Independent Living Skills (SAILS) Program (Modified Core in a self-contained classroom)

Severely Handicapped (SH) Program (Functional Living Skills {Not diploma-based} in a self contained classroom)

Several other highly specialized programs may be available, as determined necessary by the IEP teams and by special agreement/arrangement with nearby school districts.

Special Education Goal: "To ensure that all individuals with exceptional needs, ages birth through 21 years, are appropriately identified, assessed, and provided free and appropriate public education programs and services designed to meet their unique needs." Two services available to help us reach this goal. Sometimes, if it is felt the student's difficulties may be due to the existence of a

special education handicapping condition, a teacher or parent may send a written description of the specific concerns which may require consideration for special education. Upon receipt of the written request, a referral for the parent to approve a multidisciplinary team assessment will be sent for signature. When the Parental Consent for Assessment is returned to the district, a timeline for assessment begins. Upon completion of the approved assessments, a meeting will be held to describe the results to the parent and IEP team. At that time, a recommendation will be made by the IEP team to make a determination of eligibility.

If you suspect that a student may need a referral for special education consideration, please forward a written request, outlining the suspected area(s) of concern to Chelle Koerner, Director of Alternative and Special Education. email ckoerner@taftunion.org

KCSOS Search & Serve Office in Bakersfield: There are many handicapped children (birth to 21 years) who need free educational and therapeutic services available from Kern County school districts. We need your help to find these children! The Search & Serve Office in Bakersfield can identify handicaps and refer you to the appropriate educational facility. If you know of a child who has one or more handicaps (or you suspect they have) please let them know. For more information, call Lee Knotts-Martin at the Kern County Superintendent of Schools Office: 661.636.4884 /lemartin@kern.org or the Taft Union High School District Director of Special Services: 661.763.2355.

**For further information regarding eligibility, supports or 504 Accommodations, please contact the District 504 Coordinator, Ms. LaQuida Wafford lwafford@taftunion.org.*