



Middle Years Programme

MYP Special Education Policy

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Richland School District One Policy Statement

Students with disabilities are served in the least restrictive environment, based upon individual needs. In an effort to meet the needs of students identified as having disabilities, Richland School District One has a full continuum of special education programs.

Federal and state guidelines require that each student with disabilities participate with non-disabled students to the maximum extent appropriate to meet the needs of each student. "Continuum of services" refers to a range of placement options.

Coordinator, Special Services: Lajamea Dixon

Coordinator, Psychologists: Nancy Carnes

Coordinator, Specialized Instruction: LaVeda Green

Definition of Special Educational Needs

Students, ages 3-21, are identified under the categories below as eligible for special education:

- Pre-school Program for Developmentally Delayed
- Autism (AUT)
- Emotional Disability (ED)
- Hearing Impairment (HI)
- Intellectual Disability (Mild, Moderate, Severe)
- Learning Disability (LD)
- Orthopedic Impairment (OI)

- Other Health Impairment (OHI)
- Speech or Language Impairment (SI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)

Support Given and Services Provided

Related Services are services required to assist a child with a disability to benefit from special education.

Included are:

- Audiological Services
- Counseling Services
- Extended School Year
- General Education (Resource)
- Hearing Impaired
- Homebound academic support
- Interpreting Services
- Occupational Therapy
- Outsourced Services
- Orientation & Mobility
- Parent Counseling and Training
- Physical Therapy
- Psychological Services
- School Health Services
- School Nurse Services
- School Psychologist
- Self-Contained Social Work
- Speech and Language Therapy
- Specialized Transportation
- Transition Coordinators

Students with special needs are provided access to the curriculum in the least restrictive environment, some are in self-contained classrooms and mainstreamed for part of the day. Most students are in a regular, classroom where classroom teachers and specialists collaborate following an inclusive approach. Ongoing assessment determine each student's individual needs and provide any special services and/or materials required. Through various types of formative assessment teachers collect and analyze data, monitor progress, set and update goals with the students and parents.

Additionally, our district uses a Multi-Tiered Support System as a framework for providing intervention and educational support for all students at increasing levels of intensity based on their individual needs.

Interventions/Accommodations that are frequently utilized include:

- Assistive Technology (Read 180, Systems 44, Engenuity)
- Small Group Instruction (Resource)
- Extended Time
- Prompting and Cueing
- Behavioral Modifications
- Alternate Testing Environment
- Accommodated Materials
- Homework Support

All students have the opportunity to participate in all aspects of the school community including the Middle Years Programme where instruction is tailored to address accommodations found in 504 Plans and Individual Education Plans.

Documentation of our compliance to federal guidelines can be found as a part of each student's personal record, through our counseling with individualized grade programs, and resource and special education departments which are overseen by building administration and the district's Director of Special Education. Individuals in these departments are responsible for the annual writing and updating of Individual Education Plans (IEP) and 504 Plans which are maintained electronically in the Enrich system and is contained in hard copy format in the student's personal cumulative folder found in a secured location in the main office and is available to educators of the student, counselors, and administrators..

Resources to Support the Policy

- Individuals With Disabilities Act <http://idea.ed.gov/>
- Section 504 Manual

Review of the Inclusion Policy:

This will be reviewed and updated annually by the Lower Richland High School, Hopkins Middle School, and Southeast Middle School community.

Revised September 2020 by:

Michelle Peay, Ericka Hursey, Constantina Green, Sharon Newton, Alexandria Williams, Yolanda Daniels, and Inger Ferguson.