

Southridge Tech Middle School

INCLUSION/SPECIAL EDUCATION

Southridge Tech Middle School aims to provide opportunities for its pupils to fulfill their full potential in all areas: academics, arts, athletics, and extracurricular. STMS celebrates the diversity within the school and equips the students with the skills and knowledge required to become active and productive members of the campus climate and school culture, community, and the wider world.

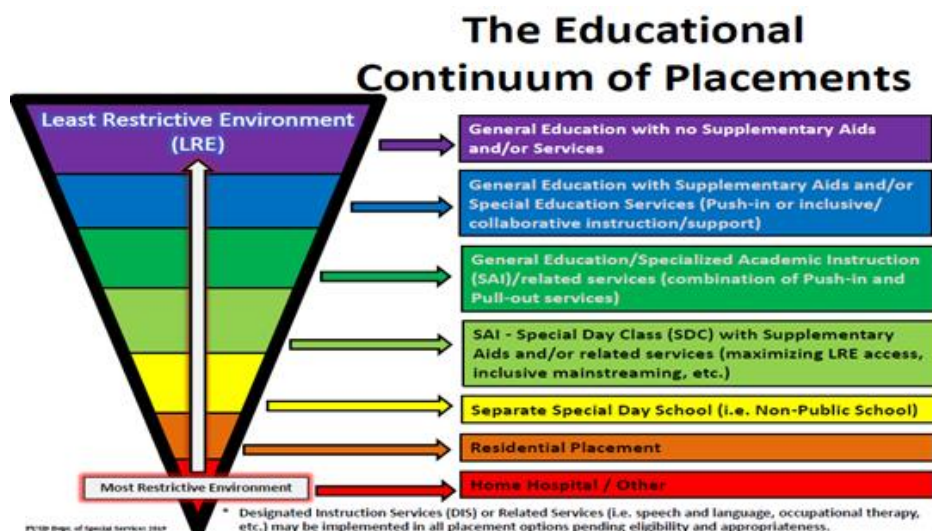
To receive Special Education services (SPED), the student must have a disability or disabilities that adversely affect educational performance and their unique needs cannot be addressed through education in general education classes alone. Students who have been identified as a Special Education student has a legal document called an Individualized Education Program (IEP) that specifies what individual accommodations and Specialized Academic Instruction (SAI) is needed to support the student.

STMS holds that students with learning disabilities or exceptional needs have a right to participate in free appropriate public education. As a result, the special educational program and instructional service plan ensure that students have access to quality coursework, educational opportunities, and support systems to meet their unique needs.

As STMS strives to provide all students with a rich rigorous curriculum, Special Education students can participate in the Middle Years Program (MYP) and specialized learning opportunities. The STMS MYP program is inclusive, holistic program designed to meet the diverse needs of all learners. STMS strives to ensure students with special education needs have access to all programs to the fullest extent possible to experience consistent academic success.

Service Models

The Southridge Tech faculty and staff promote and encourage maximum interaction between all students in a manner appropriate to the needs of all members of the learning process. As a result, STMS offers a full continuum of program options, including instruction conducted in the classroom and when needed, in the home or hospital. Our goal is to meet the educational and service minutes indicated in the student's IEP and meet the student's needs in the least restrictive environment.



Service Models

General Education

All students regardless of disability or service needs are considered general education students first. A student with a disability may be served full time in the general education setting with or without supplementary special education aids and services if this environment meets his or her needs. The students are totally integrated with non-disabled peers and are held to general education core curriculum, standards, assessment, and grades with or without accommodations and modifications. Students with disabilities are ensured participation in academic, non-academic, and extra-curricular services and activities to promote interaction with the general school population.

A student may be eligible for a 504 plan under Americans with Disabilities Act (ADA) if it is determined a diagnosed health condition adversely impacts their educational performance. 504 is not a default or alternative for special education placement and services. STMS follows all 504 regulations.

Students with Mild/Moderate Disabilities

The Mild/Moderate program has been designed to address meeting the unique needs of students with disabilities while utilizing the general education curriculum. The Mild/Moderate program focuses on academics including the core content areas alongside behavior and social emotional learning. These programs for students with non-severe disabilities are recommended following assessment and an Individualized Education Program Team meeting, and are provided at the student's home school, whenever possible.

Specialized Academic Instruction (SAI)

Resource Specialist Program: provides direct specialized instruction in the special education classroom or in the general education classroom. In addition to direct instructional services, other services may include materials, consultation, and collaborative instruction in the classroom and inclusion support for mild to moderately disabled students.

Within the resource program, the Resource Specialist will provide educational assessments, process referrals, collaboration with general education staff, monitor student progress in the mainstream classes, and serve as consultants to their own school sites. The Resource Specialist is the case carrier for students on his/her caseload. Service logs must be maintained to keep track of services provided to students on the caseload. Some of these services include:

- Adapted Physical Education,
- Language and Speech Services (LSH)
- Occupational Therapy (OT)
- Visual Impairment (VI)
- Deaf and Hard of Hearing Services (DHH)
- Orientation & Mobility (O&M)
- Assistive Technology (AT)
- Physical Therapy (PT)
- Orthopedic Impairment (OI)
- Behavior Intervention Services (BIS)

Students with Moderate/Severe Disabilities

The Moderate/Severe program focuses on targeting deficits within specific areas, including but not limited to the following subjects: functional academia, communication, life/living skills (domestic), health/safety, behavioral, community, vocational, recreation/leisure, and fostering independence. The Moderate/Severe classroom itself is considered one of the most restrictive placements on the comprehensive campus as it offers a low student to staff ratio and intensive supports, focusing specifically on the student's areas of unique need as well as the targeted subject areas.

These instructional models meet state and federal requirements to ensure that all students with exceptional needs are provided their rights to appropriate programs and services designed to meet their unique needs under the federal Individuals with Disabilities Education Act. This service model also allows students to transition to a more least restrict environments when appropriate.

Change in Services or Participation in Specialized programs

As stated, Southridge Tech Middle School allows access to all programs. Suppose special education students desire to participate in the MYP program, AVID program, Visual and Performing Arts Program, Athletics, or any specialized program during the instructional day. STMS needs their legal guardians must provide their request in writing. Once we have their request, their case carriers will hold an IEP meeting to develop an individualized plan to support and monitor their progress while participating in the desired program. During the IEP meeting, the IEP team will review present levels (i.e., academic, behavior, etc.), service minutes, and current educational model to determine what supports are needed.

Special Education Definitions

FAPE Free Appropriate Public Education- It is in accordance with Federal law that a free and appropriate public education is available to all children residing in the Fontana Unified School District between the ages of 3-21 inclusive, including children with disabilities who have been suspended or expelled from school. Appropriate education is that combination of education and related service(s) as determined on an Individualized Education Program (IEP) that meets the unique needs of each individual in order to benefit from his/her access to education opportunities.

IEP Individualized Education Program—A written plan, completed annually, prepared at an IEP meeting that includes the student's present level of performance, eligibility for Special education annual goals and objectives (benchmarks), instructional setting and for interaction/inclusion with non-handicapped peers.

RSP Resource Specialist Program—A program/service provided for students with disabilities, who are usually fully included in general education classes, by a specially credentialed Resource Specialist teacher.

SDC Special Day Class—A special education class, taught by a specially credentialed teacher, for students who benefit from enrollment in special education for the majority of the school day.

SPED Special Education—Term meaning specially designed instruction, at no cost to parents, to meet the unique needs of a student with a disability, including: Instruction conducted in the classroom, in the home, in hospitals & institutions, and in other settings, as well as instruction in physical education.

Least restrictive environment—means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled. This effort includes the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removals of students with disabilities from the regular educational environment occur only if the nature or severity of the disability is such that education in the regular classes with supplementary aids and services cannot be achieved satisfactorily.

Specialized Academic Instruction (SAI)--means that students receive specialized academic instruction (SAI) determined by the IEP team. The level of support and service model is determined by assessment information, data collected, and goals/objectives developed in the student's area(s) of need. Each student's educational needs are unique; thus, SAI and services may vary significantly between students.

Special education—means specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities, including a full continuum of program options including instruction conducted in the classroom, in the home, in hospitals, and institutions, and other settings, and teaching in physical education to meet the educational and service needs in the least restrictive environment.

504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations and modifications that will ensure their academic success and access to the learning environment.

Additional Interventions and Supports

In addition to following federal, state, and district regulations for the education of special needs students, STMS adds the following interventions to support exceptional learners:

- Students with specific learning needs in math and/or reading will receive additional intervention from the classroom teacher
- Teachers offer regular tutoring and enrichment opportunities
- Families will work with students and staff to personalize their educational experiences

Appendix A: Governing Authority

California Education Code 5600

- (a) The Legislature finds and declares that all individuals with exceptional needs have a right to participate in free appropriate public education and special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs.
- (b) The Legislature further finds and declares that special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children or youth with disabilities and children or youth who are not disabled, in a manner that is appropriate to the needs of both.
- (c) The Legislature further finds and declares that special education provides a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, and instruction in physical education, to meet the educational and service needs in the least restrictive environment.
- (d) It is the intent of the Legislature to unify and improve special education programs in California under the flexible program design of the Master Plan for Special Education. It is the further intent of the Legislature to ensure that all individuals with exceptional needs are provided their rights to appropriate programs and services which are designed to meet their unique needs under the federal Individuals with Disabilities Education Act (20 U.S.C. SEC. 1400 et seq.).
- (e) It is the further intent of the Legislature that this part does not abrogate any rights provided to individuals with exceptional needs and their parents or guardians under the federal Individuals with Disabilities Education Act (20 U.S.C. SEC. 1400 et seq.). It is also the intent of the Legislature that this part does not set a higher standard of educating individuals with exceptional needs than that established by Congress under the Individuals with Disabilities Education Act (20 U.S.C. SEC. 1400 et seq.).
- (f) It is the further intent of the Legislature that the Master Plan for Special Education provide an educational opportunity for individuals with exceptional needs that is equal to or better than that provided prior to the implementation of programs under this part, including, but not limited to, those provided to individuals previously served in a development center for handicapped pupils.
- (g) It is the intent of the Legislature that the restructuring of special education programs as set forth in the Master Plan for Special Education be implemented in accordance with this part by all districts and county offices.

(Amended by Stats. 2007, Ch. 454, Sec. 1.)