



# Middle Years Programme

## MYP Special Education Policy

**Culture 2.1:** The school implements and reviews an inclusion policy that meets IB (International Baccalaureate) guidelines. (0301-02-0100)

**Culture 2.2:** The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

**Culture 2.3:** The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

### **Richland School District One Policy Statement**

The Office of Special Services meets the individual needs of students ages three through twenty-one eligible for special education and related services in accordance with the Individuals with Disabilities Education Act (IDEA).

A full continuum of services is available, ranging from the least restrictive to more restrictive environments, depending on the specific needs of the student. The department also supports schools in ensuring students with disabilities appropriately access the South Carolina Performance Standards and provides specialized instruction as determined necessary by the individualized education plan (IEP).

**LaJamea Dixon - Director of Special Services**

**LaVeda Green - Coordinator of Specialized Instruction and Curriculum Supports**

**Candice Greene - Coordinator of Quality Assurance and Compliance -**

### ***Definition of Special Educational Needs***

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

1. Autism Spectrum Disorder (ASD)
2. Deaf/Hard of Hearing (DHH)
3. Deaf-Blindness (DB)
4. Developmental Delay (DD)
5. Emotional Disability (ED)
6. Intellectual Disability (ID)

7. Multiple Disabilities (MD)
8. Orthopedic Impairment (OI)
9. Other Health Impairment (OHI)
10. Specific Learning Disability (SLD)
11. Speech-Language Impairment (SLI)
12. Traumatic Brain Injury
13. 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 determines each student's individual needs and provides any special services and/or materials required. Through diverse 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, Edgenuity, iReady)
- Small Group Instruction (Resource)
- Extended Time
- Prompting and Cueing
- Behavioral Modifications
- Alternate Testing Environment
- Accommodated Materials
- Homework Support
- Oral Administration
- Preferential Seating

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
- [SC Department of Education \(Special Education\)](#)

### **Review of the Inclusion Policy:**

This will be reviewed and updated annually.

Revised, March 2023 by:

Michelle Peay

Hopkins Middle School: Deidra Pompey, Alexandria Williams, and Hopkins Middle School Staff  
Lower Richland High School: Constantina Green, Latayna Williams and Lower Richland Staff