

Memminger Elementary- Inclusion Policy

Beliefs

“The CCSD Department of Exceptional Children designs, delivers, and implements enhanced systems of supports that meet the unique needs of students with disabilities to ensure that all students have the knowledge, skills, and opportunities to be college and career-ready, independent, productive citizens.”

All students at Memminger are held to high standards of academic excellence. The means by which they reach the standards may vary based on exceptional needs or health related issues. All student’s needs are met through the services outlined in the Special Education Needs (SEN) policy below.

School Vision

Memminger believes in accelerating achievement through inquiry, social-emotional development, and agency. We strive to help students develop attributes of the IB learner profile to become internationally-minded learners. We believe in creating a school community where teachers, parents, and students can reflect, choose, and act in their environment and curriculum.

Organization

The exceptional needs of students at are identified through classroom teacher assessment (as outlined in the Assessment Policy). Staff members then collaborate to form a Student Concern team or MTSS team.

Student Concerns Team: Informal meeting are held with the grade level and School Counselor or Teacher Coach to brainstorm and discuss students who demonstrate learning or behavior difficulties which may require additional assistance. Teachers can access a Student Concerns referral form on the school’s shared drive. Forms can be directly submitted to the appropriate grade level school counselor.

MTSS (Multi-Tiered System of Support) Team- A formal meeting occurs involving the School Counselors, Administration, Behavioral Specialist, School Psychologist and additional district support to review student difficulties, evaluate recent data, review previous interventions implemented by the classroom teacher, and possibly assign new interventions based on student needs. The team may deem that the student needs further evaluation by the School Psychologist.

School Wide

1. MTSS team will review school wide data (e.g. iReady/Referrals) to evaluate the effectiveness of the core academic and behavioral programs. Programs should enable 80% of students to make growth.
2. MTSS team will identify students who fall below the 25th% in any academic subject.
3. MTSS team will communicate with classroom teacher and begin the intervention process at tier

Individuals

1. Teachers analyze class data (PASS, iReady, and Behavior Chart) to identify student needs.
2. Teachers who identify struggling students meet with their grade level and parents to address student needs.

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3. Students who do not show progress can then be referred to MTSS. Contact the School Counselor. MTSS will identify interventions on Tier 1 and make suggestions for implementation.
4. Students who do not show progress can be referred to the MTSS team. Teacher should fill out MTSS referral and turn in to the School Counselor.
5. MTSS team will evaluate data being used in the Tier 1 category.
6. Students who do not show progress will be referred to the MTSS team and identified as Tier 2.

Interventions

Students identified as tier 2 students in the MTSS process may receive interventions outside of the regular classroom in the areas of Reading and Math for PYP students. Support service personnel will work with the classroom teacher to schedule a time for the interventions. Progress monitoring data will be sent home with the students quarterly.

Follow up meetings determine adjusted goals and strategies to support the student's needs. The MTSS process may lead to the counselors initiating a 504 evaluation and placement.

Resources/Services

Health Services

In order to avoid any deterrent to learning, Health Services screens specific grade levels for vision, hearing, and dental defects. To enable your child to be as successful as possible, parents are asked to comply with the request of the school nurse. Health Services personnel are available for consultation on specific health needs. If your child is on medication, please help us by letting us know the nature of the problem. Charleston County School District has approved specific guidelines for the dispensing of medication to children during the school day. Parents may obtain a copy of the *Doctor's Orders* form and guidelines from health services ccsdschools.com or in the school office. Students who become ill or are injured at school will be sent or taken to the clinic for treatment. A full-time nurse is on staff and available for students each day. Parents will be notified if the illness or injury requires a parent's immediate attention.

School Counselor

Memminger Elementary has one full time counselor and one part time counselor. The mission of Memminger Elementary School Counseling program is to support all students through a three-pronged model approach; Learning to Learn, Learning to Work and Learning to Live. This comprehensive approach to the school counseling program will address the academic, career and personal-social skills of our students in order for them to become contributing members of our society, life-long learners and positive influences on their community and the world. The School Counselor's role is to work collaboratively with home, school and the community to foster personal responsibility and provide the necessary tools for students to manage future challenges as they work toward becoming successful 21st century citizens. Counselors offer short term individual counseling, small group counseling, and classroom guidance. The team monitors student progress and assists with addressing gaps or discrepancies in academic or behavior among student groups. In addition they provide short term interventions for targeted groups. Counselors promote achievement, attendance, behavior/social and emotional and school safety driven by data and school policies. Counselors work with the student,

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parents, teachers, staff and community personnel to address issues affecting the student. Confidentiality will be observed.

Psychological and Specific Education Services

Students who are experiencing severe learning and/or emotional problems may qualify for special education. A school psychologist and a team of other qualified personnel are available to evaluate students to determine if a special placement is warranted. Parental permission is required before any individual evaluation can proceed. For more information, contact your school counselor directly or through the teacher, principal or office staff. Limited services are provided for special education students.

Speech, Vision and Hearing Services

Certified clinicians provide therapy to students who exhibit severe speech, language, vision or hearing disabilities as deemed appropriate by a team.

Gifted and Talented Program

The Gifted and Talented Program is a state program for intellectually gifted and talented students. Curriculum is differentiated to meet the special learning needs of these students. Eligibility for the program is determined based on IQ test scores, nationally-norm achievement test scores, grades and teacher nomination points. To be eligible for participation in the program, students must score in the 96 percentile or higher on IQ or must score a total of 90 or more points on a weighted scale, which includes IQ score, achievement test scores, grades and teacher nomination points. The testing procedures are followed to ensure students have an opportunity to test in yearly. Those formally identified are eligible for summer programs. Charleston County School District provides testing for students nominated for **SAIL ONCE A YEAR.**

Advanced Academics

- 1st Grade and 2nd grade have a component called Academic Enrichment/Advanced Academics. Students who will qualify for this component will have to be in the top 20% of the grade based on their iReady Diagnostic Assessment. The diagnostic assessments are in Reading and Math. They do not have to qualify in both for entering. Entrance will be based on the students' Spring and Fall scores.
- 3rd through 5th grades criteria for entrance include: GT identified or two data points based on the iReady diagnostic in Reading and Math above 75thile.
- Students who qualify in these areas will see a gifted and talented certified teacher during the Reading and/or Math core instruction.