

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,



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 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 education annual goals and objectives (benchmarks), instructional setting and for interaction/inclusion with non-handicapped peers.

RSP Resource Specialist Program—

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 natu

