

**Southwest Middle School  
Savannah Chatham County Public Schools  
International Baccalaureate Middle Years Programme  
Inclusion Policy for Candidates with Learning Support Requirements**

*“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.”*

| IB Programme standards and practices documents the practices required by schools to demonstrate their support for learning diversity.

### **The IB and Inclusion**

What it means to be an IB World School is articulated in the Programme standards and practices. The following practices require schools to demonstrate their support for learning diversity.

- A9. The school supports access for students to the IB programme(s) and philosophy.
- B1:5. The school develops and implements policies and procedures that support the programmes.
- B2:8. The school provides support for its students with learning and/or special educational needs and support for their teachers.
- C1:6. Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles.
- C3:10. Teaching and learning differentiates instruction to meet students’ learning needs and styles.
- C3:15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.

As an International Baccalaureate Middle Years (IB MYP) Programme school, Southwest Middle School recognizes and respects that our students come from a variety of backgrounds, cultures, and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspires teachers and students to be caring and open minded. In planning assessment access, candidates with learning support requirements and/or assessment access requirements have the opportunity to participate in an individualized access plan. Students are monitored and evaluated to receive appropriate support for their current level of requirements. Multiple teaching strategies are employed to differentiate instruction so that all students have equal access to the curriculum.

Southwest Middle School welcomes learners with a variety of academic, cultural, physical, and other special needs. Students in the program may arrive with an Individualized Access Plan,

Individualized Education Program (also called the I.E.P.) or a 504 Plan that addresses academic, medical, or behavioral needs. Students without an I.E.P. or 504 Plan who may exhibit academic, medical, or behavioral needs may be referred to the Response to Intervention (RTI) program.

**The following Academic Support Services are currently in place at Southwest Middle School.**

**Academic Support Services:**

- Response to Intervention (RTI), including the RTI Lab for Identified Students
- Section 504
- Special Education Services in the General Education Environment and in the Adaptive (Self-Contained) Classroom
- English Language Learners (ELL)
- School Counselors
- School Social Worker
- School Psychologist
- Transition Specialist
- Hospital Homebound (HHB) Support
- Media Center Support
- Eagles Enrichment Credit Recovery Program

**The following are the current Eligibility Categories for Special Education in Georgia**

- Autism Spectrum Disorder (ASD)
- Deaf/Blind
- Deaf/Hard of Hearing (D/HH)
- Emotional & Behavioral Disorder (EBD)
- Intellectual Disabilities
  - Mild Intellectual Disability (MID)
  - Moderate Intellectual Disability (MoID)
  - Severe Intellectual Disability (SID)
  - Profound Intellectual Disability (PID)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Significant Developmental Delay (SDD)
- Specific Learning Disability (SLD)
- Speech-Language Impairment (SI)
- Traumatic Brain Injury (TBI)
- Visual Impairment & Blindness (VI)

Students with an IEP are eligible for a Continuum of Services that ranges from the General Education Environment, to Consultation, to Supportive Instruction, to Collaboration, to Co-Teaching, to the Special Education Classroom, and to the Alternative Setting.

All students with an I.E.P. receive an Individualized Transition Plan. The *SCCPSS Department of Specialized Instruction Implementation and Compliance Manual* describes the transition plan as serving as “the roadmap for all the stakeholders involved in a child’s successful transition from school to adult life. This planning process can include a variety of people from the child’s personal life, school life (teacher, transition specialist, counselor, etc.), and community agency representations.” The Individualized Transition Plan is updated annually at each student’s annual I.E.P. meeting.

Additional details regarding the special education procedures may be found in the *SCCPSS Department of Specialized Instruction Implementation and Compliance Manual*.

### **IDEA**

The Individuals with Disabilities Education Act (IDEA) is a federal law that provides for the education of students with disabilities. All students and disabilities, ages 3-21, have the right to receive a free, appropriate public education in the least restrictive environment, with their non-disabled peers, based on identified needs included in their Individualized Education Program (IEP).

### **Rehabilitation Act of 1973**

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prohibits discrimination on the basis of disability: “No otherwise qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

### **Assessment of Students with an I.E.P. or 504 Plan**

The MYP is an inclusive program, and MYP students with an I.E.P. or 504 Plan will be provided the services and accommodations that are specified in their plan.