



MYP Full Inclusion Policy

Standard A9:

- The school supports access for students to the IB programme(s) and philosophy.

Standard A9a:

- The school strongly encourages participation for all students.

Standard B1.5b:

- The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admission policy.

Standard B2.8:

- The school provides support for its students with learning and/or special educational needs and support for their teachers.

Purpose:

As an International Baccalaureate Middle Years (IB MYP) school, we recognize and respect 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. Multiple teaching strategies are employed to differentiate instruction so that all students have equal access to the curriculum.

District Policy Statement:

The mission of the Cobb County School District Special Education Department is to provide support to students, parents, and schools to foster achievement of meaningful outcomes for students with disabilities. We provide this support by leading with integrity, building positive relationships, making student-driven decisions, and maintaining high expectations for all students.



Responsibilities:

Inclusion requires a school-wide culture that supports a rigorous, appropriate education for each student. At Campbell Middle School, all teachers differentiate across the spectrum, whether the student is a special needs student requiring a bit more help, a Gifted student on the rise, or an English Language Learner new to the United States. Through differentiation, we offer teaching practices that build opportunities in which each student can develop, pursue, and achieve their personal learning goals. Itinerant support, remedial classes, English as a Second Language (ESL), and Gifted classes; all strategies expand student horizons for appropriate inclusion.

Gifted and Talented Students:

Once identified, Gifted students are placed in the most challenging environment available to them. Since being identified as Gifted does not mean that students are gifted in all core subjects, they are placed according to ability and availability in core classes. Additionally, gifted students are encouraged to participate in Academic events that provide challenge, such as the Science and Social Studies Fairs, and other such teams. (Unaware of any other options for gifted students)

The district offers yearly opportunities for teachers to obtain their Gifted endorsement through county funding.

Definition of Special Educational Needs:

Many of our students have special academic, physical, social or emotional needs that are addressed so each student can be successful. These special needs include:

- Specific Learning Disabilities
- Emotional Impairments
- Speech and Language Impairments
- Visual Impairment
- Hearing Impairments
- Physical Impairments
- Health Impairments (Otherwise Health Impaired)
- Autism Spectrum Disorders
- Cognitive Impairments



Support Given and Services Provided:

These special needs are addressed through the following programs and services:

- General Education
- English as a Second Language (ELL and IEL program)
- Academic Resource Program (ARP) (Self-contained Special Education)
- Functional Resource Program (FRP) (Self-contained Education)
- Occupational Therapy (OT)
- Speech and Language Therapy (S/L)
- Social Work (SW)
- School Psychologist
- Counselors
- Transition Coordinators
- Academic Clubs:
- Health Plans
- Homebound academic support
- Outsourced services-Behavioral support
- Media Center Service supports?
- MOID?MID?

Students with special needs are provided access to the curriculum in the least restrictive environment. For some, that means a self-contained classroom or mainstreaming for part of the day. However, in many cases this is a regular, comprehensive classroom where classroom teachers and specialists collaborate following an inclusive approach. Teachers and specialists assess the children to determine each child's individual needs and provide any special services and/or materials they require. For students demonstrating academic talents in any particular area, teachers address those needs through differentiation. Regardless of the type of need, teachers collect and analyze data, monitor progress, set and update goals with the students and parents.

At our school, we adhere to federal guidelines governing the education of students with disabilities, The Individuals with Disabilities Act (IDEA). It is designed to protect the rights of students by ensuring that everyone receives a free, appropriate, public education regardless of ability level. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.



Intervention/Accommodations that are frequently utilized include:

- Assistive Technology
- Small Group Instruction
- Reader
- Extended Time
- Prompting and Cueing
- ESL Support
- Reading Grade Level Appropriate Materials
- Simplified Directions
- Paraphrasing
- Behavioral Modifications
- Organizational Support
- Alternate Testing Environment
- Accommodated Materials
- Homework Support
- Paraprofessional support

All students have the opportunity to participate in all aspects of the school community including Middle Years Programme and extra-curricular activities. The extent to which students with special needs participate in the Middle Years Programme is defined in the following documents:

- 504 Plans
- Individual Education Plans

We document our compliance to federal guideline in working with students with special needs through out counseling, general education, ESL, and special education departments 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 the Individual Education Plan (IEP) and 504 plans. All information regarding the progress and performance of these students is contained in the student's personal cumulative folder found in a secured location in the main office.



Resources to support the policy:

Individuals with Disabilities Act- <http://idea.ed.gov/>

Cobb County School District Special Education Department-
<http://www.cobbk12.org/centraloffice/academics/specialstudents/specialed/>