



Marietta High School International Baccalaureate Programmes

Inclusion Policy

Date(s) revised: February 2019, January 2022

Marietta Middle School

PURPOSE

Mission

Our mission is to ***prepare all students for success in high school and beyond*** by fostering a caring, globally minded culture that embraces diversity, emphasizes academic rigor, and ignites a passion for learning.

Philosophy

Marietta Middle School aspires to develop students that have the dispositions, knowledge, and executive functioning skills to be successful in school and in life. This goal will be achieved by fostering international-mindedness through the emphasis of developing the learner profile and embracing diversity. These actions lead us on an ongoing journey of collaboration, support, problem solving, and mutual respect to create an inclusive culture so as to increase engagement, access and the removal of learning barriers. By affirming our students' identities, building their self-esteem, valuing their prior knowledge, and providing scaffolds and extensions, we attend to their individual learning needs and well-being.

Identification

Each school works collaboratively with our district's [Department of Special Services](#) to identify and serve students' special learning needs. In accordance with state rule 160-4-7-.03 and IDEA regulations, Marietta City Schools (MCS) conducts Child Find activities to identify, locate and evaluate all children in the district who are suspected of having disabilities that may result in a need for special education and related services. Child Find process extends to all children suspected of having disabilities, including those attending private school and home school, regardless of the severity. Students may be referred to the Student Support Team by staff members. The school has two designated leaders that coordinate the process including problem-solving, success planning, creation of Individual Education Plans, or Individual Accommodation Plans as needed.

The local school [gifted](#) committee facilitates the Child Find process through universal testing, review of data, and follow-up testing organized in collaboration with the district assessment director. Referrals can be made by relevant staff, parents, or students. All procedures are in compliance with the Georgia Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS.

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Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination of eligibility by a Multidisciplinary Placement Team. Once it is determined a student is in need of special education and related services, he/she may receive these services up until their 22nd birthday.

ENVIRONMENT

The special educational needs inclusion model

Marietta City Schools provides a free, appropriate public education, in the least restrictive environment, to each student with a disability. This includes individualized instruction to meet a student's educational and social needs in an effort to prepare the student for post-secondary education and/or employment and independent living. A full continuum of special education placement and related service options are available. (MCS Department of Special Services and Educational Support, [Special Services and Educational Support / Special Services and Educational Support \(marietta-city.org\)](#))

MMS students that have special education needs are co-taught with the special and general education teachers collaborating to deliver MYP units. Some students' academic and physical needs require an alternative setting and specialized staff and environments that are best for removing barriers to learning. The student is at the center of all decisions with their strengths and challenges considered in empowering them to become lifelong learners that embody the learner profile.

CULTURE

The Language, Assessment, and Admissions Policies reflect the following definition of inclusion in their goals and practices:

"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." (The IB guide to inclusive education: a resource for whole school development, 2019)

The goal of striving to develop the IB Learner Profile attributes in our learners is at the center of actions toward creation of an inclusive culture that supports all students reaching their potential. These ideas are represented in the Inclusive Education Model in Appendix 1.

LEARNING

Planning and Instruction

Collaborative planning mimics the MYP Planning Process for creating units. Individual Educational Plans are developed by a relevant team that includes staff and the parent(s). The students' background knowledge, experiences, strengths and challenges are carefully considered. Additionally, universal design for learning strategies are planned and noted on the unit planner to provide opportunities, scaffolds, choices, and entry points for students to meet goals, inquire, act, and reflect to understand concepts, develop learner profile dispositions, and practice approaches to learning skills. This allows for all to have rigorous learning experiences that engage them in inquiry and conceptual learning.

Monitoring student success

Marietta City Schools Department of Special Services Framework for Schools

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A Multi-Tiered Systems of Support (MTSS) is used to provide tiered interventions for students at risk for poor school performance due to behavior and/or academics. MTSS begins with progress monitoring and the provision of evidence-based interventions. MTSS is a framework for all students, it occurs in collaboration with school and family. It is an essential component of instructional programming.

An IEP meeting of the IEP team, including site administrators, special and general education teachers, parents or guardians, and the special education student, is held annually to review individual needs, progress, and appropriate placement. (MMS Student Success Guide)

Differentiation

Our goal is to identify strategies to support all students in being successful, independent learners. We also implement targeted strategies for students with specific learning and language needs, as well as students that need extensions. Our philosophy in this area is consistent with providing access, engagement, and removing barriers to learning. Differentiated strategies are documented on the MYP unit plans based upon formal and informal assessment. Differentiated instruction planning considers the areas of content, process, and products to allow for various levels and points of entry into the curriculum, varied learning engagements, and provide room for student choice.

Assessment

Georgia Guidance for Integrating Assessment and Intervention

A Multi-tiered System of Supports (MTSS) is a data-driven prevention framework that uses Assessment (Screening and Progress Monitoring) to identify and predict students who may be at risk for poor learning outcomes or who experience social/emotional needs, and/or behavioral concerns that impact learning.

Under the framework of Georgia's Tiered System of Supports for Students, RTI and SST are a part of the MTSS process

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Teachers evaluate students' thinking and understanding throughout the implementation of MYP units using common formative and summative assessment tasks. Assessment *for* learning with MYP criteria from each subject guide is utilized to provide all students opportunities to receive feedback on next steps for greater learning. Data is collected for common assessments and reflected upon by the professional learning communities with disaggregation to monitor the progress and needs of English Language Learners and special needs students. The information further equips teachers to engage students and remove barriers to learning. The process develops students as thinkers, communicators, and inquirers, while also encouraging them to be reflective and knowledgeable.

PBIS:

Positive Behavior Intervention Support (PBIS) promotes school safety and a positive learning environment. PBIS is implemented school-wide and designed to encourage positive behaviors in a consistent manner for all students. The staff of MMS explicitly teaches and models expectations to ensure our students can meet these expectations in every area of the school (hallways, restrooms, cafeteria, assemblies, arrival, dismissal, and in the classroom). Students should be: inquirers, **thinkers**, communicators, **principled, open-minded**, positive risk-takers, balanced, reflective, caring, and

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knowledgeable. Students who are not responding to the school-wide program may be given additional behavior supports. MMS holds weekly and monthly events to celebrate students who meet behavior expectations, including Lunch on the Green, Monthly PBIS Celebrations, and the Tassel Program.

Conclusion

We aim to empower students with affirmation of their identities, support for the growth of a positive self-image, appreciating their prior experiences and knowledge, and by scaffolding and extending learning. These actions are intertwined with inquiry, conceptual learning, and the development of the IB learner profile to provide greater access to opportunities to grow socially, academically, emotionally, and physically.

Documents Used to Update Policy

The IB guide to inclusive education: a resource for whole school development

https://resources.ibo.org/ib/works/edu_11162-37963?lang=en

Coordinator Support Standard B1 Inclusion Policy documents

Using Universal Design for Learning (UDL) in the IB classroom

Research Summary for Universal design for learning (UDL) and inclusive practices in IB World Schools, July 2016

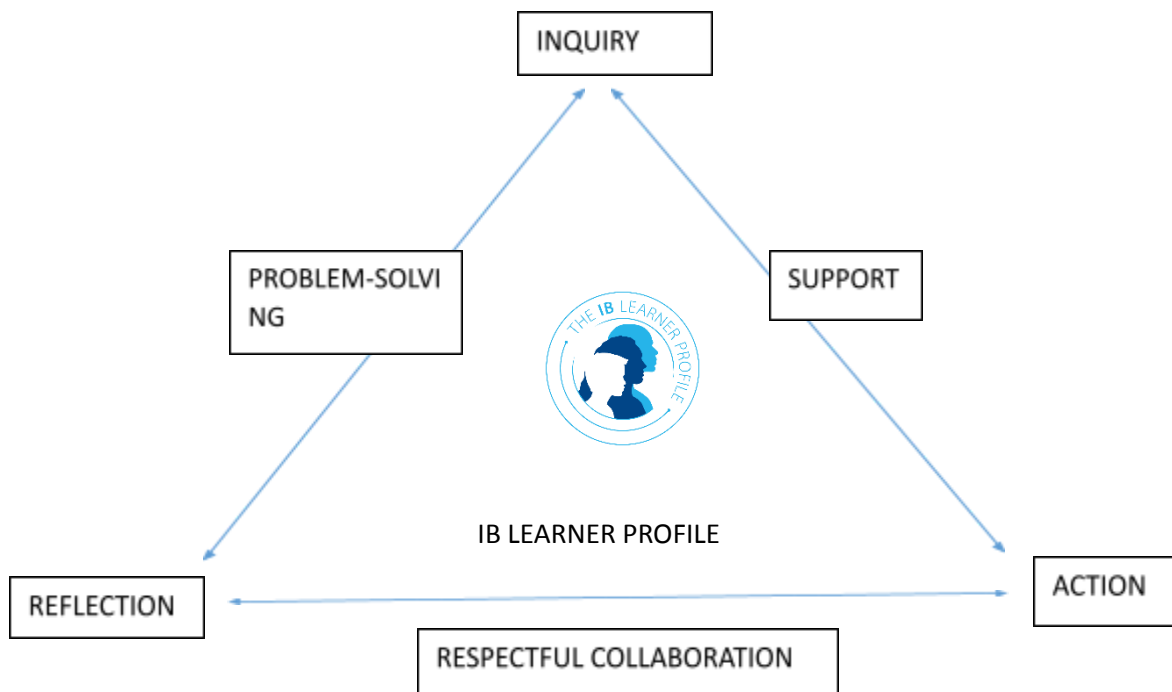
[UDL: The UDL Guidelines \(cast.org\)](#)

Georgia Department of Education Georgia's Tiered System of Supports for Students

[MTSS National Definition Expanded Information Document 07-02-2019.pdf \(gadoe.org\)](#)

Appendix 1

IB Policy Inclusive Education Model Process to increase access, engage, and remove barriers



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