



Sawyer Road Elementary School International Baccalaureate Primary Years Programme Inclusive Education Policy

Rationale:

The mission of Sawyer Road Elementary is to be a school with high expectations and use inquiry-based real-world experiences to engage all students. The relationships built during the primary years will provide the foundation to produce lifelong learners and global citizens. The school's Inclusive Education Policy supports the district's vision and mission by providing students with opportunities to contribute to the fullest extent possible in all aspects of the IB Primary Years Programme. This policy describes the accessibility and support provided for students with different learning needs to participate in the IB program.

Vision:

Sawyer Road believes all students have distinct socio-emotional and academic needs. As such, we strive to remove learning barriers and nurture international-mindedness by developing the learner profile. The faculty celebrates students' cultural and academic diversity, valuing what they bring to the collective learning environment, including children identified with special needs (Special Education, Gifted, English Learners, and students with 504 plans). By providing a broad range of socio-emotional and academic support, scholars can collaborate and problem-solve with each other and staff to create a mutually respectful and inclusive environment.

Identification:

With an emphasis on identifying and serving students' specific learning needs, Sawyer Road engages collaboratively with the Marietta City Schools (MCS) Department of Special Services. MCS conducts child-find activities to identify, locate, and evaluate all children with the district who are suspected of having disabilities that may result in a need for special education and related services, per the state rule 160-4-7-.03 and IDEA regulations. Sawyer Road has a Teacher Support Specialist and 504 Coordinator who coordinates the process, including success planning, problem-solving, and creation of Individual Education Plans or 504 plans.

Our school's Gifted committee mediates child-find activities such as universal testing, review of data, and supplemental testing coordinated in collaboration with the district assessment director. Relevant staff, parents, or students can make referrals. The procedures outlined in this section comply with the Georgia Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS.

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School Environment:

The Special Education 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 instruction to meet a student's education and social needs in an effort to prepare the student for post-secondary education, 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, 2019)."

Teachers collaborate to deliver PYP units to Sawyer Road students with special educational needs. For some students, physical and academic needs require specialized staff; an alternative setting and environment are best for removing barriers to learning. In every instance, the student is at the center of all decisions. Consideration for the child's strengths and challenges is given to empower them to become lifelong learners who embrace the learner profile.

Culture

"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 definition of inclusion, as noted above, embodies the goals and practices in Sawyer Road's Language, Inclusion, and Assessment Policies. Therefore, the purpose of nurturing the IB Learner Profile in students is two-fold: 1) emphasis on international-mindedness toward global citizenry, and 2) develop a school learning environment conducive to supporting students reaching their full potential academically and socio-emotionally.

Learning

Planning and Instruction

Protected IB planning time is scheduled weekly for each grade level for the purpose of reflecting on current units and developing future PYP units collaboratively with related staff. Likewise, students who require Individual Educational Plans (IEP) are created by a pertinent team of staff who carefully consider the child's strengths and challenges, life experiences, and background knowledge and discuss the suggestions with parents for approval. 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.

Sawyer Road teachers use the universal design model for units. As such, learning strategies are planned and noted on the unit planner to offer scaffolds, opportunities, entry points, and choices for scholars to inquire, act, meet goals, and reflect to develop learner profile dispositions, practice

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approaches to learning skills, and understand concepts. Collaborative IB planning allows students to have relevant and rigorous learning experiences to engage in conceptual learning and inquiry.

Monitoring Student Success

A Multi-Tiered System of Support (MTSS) provides tiered interventions for students at risk for poor school performance due to behavior 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 (Marietta City Schools Department of Special Services Framework for Schools, 2019).

Differentiation

Sawyer Road strives to identify and implement, with fidelity, strategies to support students as agentic, efficacious learners. Applying targeted strategies for students with specific learning and language needs and those needing extensions is consistent with our philosophy of removing barriers to learning, increasing engagement, and providing access to quality education. Differentiated strategies are documented on the PYP unit plans based on informal and formal assessments. 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

MTSS is a data-driven prevention framework that uses assessment (Screening and Progress Monitoring) to identify and predict students at risk for poor learning outcomes or who experience social/emotional needs or behavioral concerns that impact learning (Georgia Guidance for Integrating Assessment and Intervention, 2019).

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

Sawyer Road Elementary

Teachers evaluate students' thinking and understanding throughout the implementation of PYP units using common formative and summative assessment tasks. Assessment for learning with PYP criteria from each subject guide is utilized to provide students with feedback on the 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 encouraging them to be reflective and knowledgeable.

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Responsibilities of Stakeholders:

Teachers

- will identify struggling learners and refer said learners to the counseling department and/or the MTSS coordinator.
- will communicate with the student's case manager/MTSS coordinator to become familiar with IEP and 504 information.
- will attend Student Study Team (SST) meetings, IEP meetings and/or 504 accommodations meetings.
- will provide the appropriate accommodations and differentiated instruction as outlined in IEP and 504 documents.

Students

- Students will be proactive in asking for assistance from the respective IB coordinator and staff members.
- Students will be proactive in requesting inclusive assessment arrangements.
- Students will take an active role in communicating inclusion needs based upon accommodations delineated within IEPs and 504 accommodation plans.

Leadership

- will work collaboratively with the IB staff to support students with inclusion needs.
- will maintain discretion and confidence in providing inclusion services.

Parents

- Parents/Guardians will communicate to the school all information and documentation regarding their child's inclusion needs.
- Parents/Guardians will communicate to the school regarding any changes in their child's inclusion needs.
- Parents/Guardians will make a request for needed services from the school in a proactive manner.

Summary

Sawyer Road aims to empower students by affirming cultural identities, supporting scholars in developing a positive self-image, appreciating the prior experiences and knowledge brought to the learning environment, scaffolding, and extending learning so that every child is successful. The actions noted are intertwined with inquiry, conceptual learning, and the development of the IB Learner Profile to provide greater opportunities to grow socio emotionally, academically, and physically.

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Appendix

IB Policy Inclusive Education Model

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