



John Trotwood Moore Middle School IB World School Inclusion Policy

Philosophy:

JTM provides a challenging, supportive educational experience for all students. We are committed to ensuring that all students have the knowledge, skills and confidence they need to succeed, and that they are provided with the learning opportunities and support required. As such, we abide by all state guidelines of inclusion of students qualifying for special education services for all academic programs. All students are provided with meaningful opportunities to participate in the MYP. Appropriate accommodation, support, and access arrangements are provided to remove barriers to participation and enable students to engage in the programme to the greatest extent appropriate to their individual needs.

In accordance with Tennessee state law and Child Find obligations, MNPS and JTM strive to identify, locate, and evaluate any student who is suspected of having a disability who may need specialized instruction, intervention and/or related services. Tailoring our curriculum and teaching to meet the individual needs of our students is essential. An Individualized Education Plan (IEP) is developed for each student who qualifies for special education services. ILP (Individualized Learning Plan) documents are also developed for students with English Language (EL) services. All MNPS schools provide a continuum of services and intervention support in physical, academic, behavioral, social-emotional, and adaptive skill areas depending on the individual needs of each student.

Stakeholder	Rights and Responsibilities
Teacher	• Adhere to requirements of student's IEP, 504 or ILP first and foremost. • Commit to including all students in the general education classroom. • Collaborate with case managers to address individual students' needs for success in the classroom, • Consult with case managers to identify structures and support to promote student learning without compromising the academic task. • Utilizing IB Learner Profile Attributes to leverage student strengths and developing areas of need. • Maintain confidentiality through the IEP process. • Remove barriers so all students have access. • Differentiate learning experiences for students

	• Work in collaborative planning inquiry experiences for all students like graphic organizers, sentence stems, guided notes, calculators, ect.
Student	• Work in conjunction with the teacher(s) to meet the goals of their IEP or ILP. • Strive to participate in MYP units and IB curriculum to the best of their ability with help from general and special education teachers. • Using the IB Learner Profile attributes to achieve success in school. • Can work with a peer language ambassador for EL acquisition. • Can be developed for a peer language ambassador role. • Communicating Learning Needs • Identify strategies that support their success • Advocate for yourself
Families	• Communicate student needs and concerns with the teacher and case manager. • Reference IB Learner Profile Attributes when working with students on academic tasks. • Participation in IEP/ILP meetings • Provide feedback on inclusion practices • Participation in policy review • Communication about MYP access • Opportunities to provide feedback on barriers to participation.
IB Learner Profiles	Principled-respecting differences and advocating for others; Caring-supporting members of the community; Open-minded-valuing different perspectives and ways of learning; Communicator -expressing needs and ideas; Reflective-understanding strengths and areas for growth; Balanced-supporting whole-child development. Risk-taker-trying new things Knowledgeable- tapping into prior knowledge and questioning Thinker-taking time to dig deep Reflective- reviewing, revising, and thinking about thinking

Resources

[Last Review September 2026]

Specific resources, personnel, facilities, and processes that make those systems work are the following:

- Special education teachers;
- EL teachers;
- GATE teacher
- case managers
- school counselors;
- school psychologists
- related service providers
- instructional assistants;
- administrators
- assistive technology
- accessible learning spaces
- technology/accessibility tools
- collaboration structures

Monitoring

JTM monitors whether students have equal opportunities to participate in the MYP.

Monitoring the following:

- participation in MYP units
- access to MYP assessments;
- accommodations/access arrangements
- participation in Community Project
- student achievement
- student/family perceptions of access
- participation in enrichment and extension opportunities

Policy Review

The John Trotwood Middle School Inclusion Policy is a living document that is reviewed annually to ensure continued alignment with the International Baccalaureate (IB) philosophy, Metropolitan Nashville Public Schools (MNPS) policies, Tennessee Department of Education requirements, and the evolving needs of our school community. The review process is led collaboratively by the IB Coordinator, school leadership, teachers, students, and families to ensure multiple perspectives inform continuous improvement. Any revisions will be communicated to all members of the school community through appropriate school communication channels to ensure transparency and shared understanding of inclusion expectations.