



TRINITY
CATHOLIC
SCHOOL

IB MYP Inclusion Policy

Mission

The mission of Trinity Catholic School is to teach the Catholic faith within a challenging academic curriculum laying the foundation for all students to grow in Christian maturity, integrity, and knowledge.

Philosophy

Trinity Catholic School is committed to making the IB MYP curriculum accessible to all students, regardless of exceptionality. We believe that each child is unique and made in the image of God. We believe that to teach most effectively, **who** we teach is just as important as **what** we teach. We believe all students can learn and have a right to a holistic and inclusive education in a caring and stimulating environment. We believe all students will participate in their learning to the best of their ability.

We recognize that parents are the primary educators of their children. We place great emphasis on the responsibilities of our entire school community to promote an inclusive education by being aware of and removing the barriers to learning. We view a student's education as a partnership between the student, the parent(s)/guardian(s), and the school. With that in mind, we are committed to frequent communication through Trinity's website, the bilingual family liaison, weekly newsletters, progress reports, report cards, emails, and conferences.

Laying the Foundation for all Students

The International Baccalaureate Middle Years Programme (IB MYP) recognizes that students come from various cultures, backgrounds and have a range of academic, physical, and other needs. Tailoring our curriculum and teaching to meet the individual needs of our students is essential. Many students may have a recognized, special educational need; other students may have special needs that have not yet been diagnosed.

Examples of these special needs include:

- Specific learning disabilities
- Language and communication disorders (such as speech or language impairment)
- Physical difficulties affecting mobility
- Sensory impairments (such as visual or hearing difficulties)
- Medical conditions
- Mental health conditions
- Gifted and talented students

Students identified as ELL (English Language Learners) will have a different first language or native language than English. ELL encompasses students who are fully bilingual, multilingual and all those who are at various stages of learning English. It is essential to be aware that different ELL needs (i.e., academic language demands) may surface as students progress in their education.

Students identified as Gifted and Talented (GT) are placed in the most challenging environment available to them, including Advanced Math, English, and Literature classes. Since being identified as GT does not mean that students are gifted in all core subjects, they are placed according to ability and availability in core classes.

Inclusive Teaching to Support Student Learning

Each individual is unique; therefore it is crucial to embrace those differences and the diversity of the student population in order to provide inclusive education. Trinity implements the IB MYP utilizing inclusive teaching techniques that promote initiatives that break down socioeconomic, geographical, cultural, linguistic, and other barriers. Classroom teachers design learning experiences that allow all students, including those who have special educational needs, to meet the rigorous standards. Trinity's inclusion model enables great flexibility across the curriculum through access to IB MYP curriculum and Florida Diocesan standards.

Learning is scaffolded to support independence, and individualized adaptations to the curriculum content, process, or product, as well as the learning environment so that each student reaches his or her maximum potential as a learner. Classroom teachers provide all students with opportunities to achieve these goals with the understanding that:

- All students experience success as a key component of learning ● Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth, and whole growth for every student
- All students develop the IB Learner Profile attributes and develop into inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- Full learner potential is unlocked through connecting with, and building on, previous knowledge

Learning Support Plans

The Learning Support Plan (LSP) encompasses the nature of the concern or area of disability, the basis for the determination of the disability, and how it affects a major life activity. The LSP provides specific accommodations and modifications to the classroom teachers that a student needs in order to be successful, including:

- The physical arrangement of the classroom
- Lesson presentation
- Assignments/worksheets
- Test taking
- Standardized testing
- Organization
- Behaviors
- Special considerations

In order to be eligible for an initial LSP, a current Individualized Education Plan (IEP), Education Plan (EP), Section 504 Plan, doctor's note, or a psychoeducational evaluation is needed. In accordance with the Diocesan policy, students who have IEPs, Section 504 Plans, or psychoeducational evaluations older than three years, will not qualify for an LSP or accommodations on standardized tests. Rather, they will receive interventions in the classroom as inclusionary support to student learning. The LSP is reviewed on a yearly basis and any changes are made based on communication between the student, parents, teachers, and administration. All information regarding the progress and performance of our students will be contained in the student's cumulative folder.

Roles in Supporting Special Educational Needs (SEN) Students

The special education team consists of administration, Guidance Counselor, Classroom teachers, Resource teacher, student, and the parents.

- Administration ensures the policy and its related strategies and procedures are implemented and that all staff are aware of their responsibilities and given appropriate training and support so they can fulfill their responsibilities.
- The Guidance Counselor is responsible for coordinating the identification, assessment, and monitoring of each identified student or prospective student, coordinate the testing accommodations for standardized tests, set up, oversee, and share student records, and provide student support in the areas of social-emotional, executive functioning, safe environment, and other skills as needed.
- The Resource teacher is responsible for developing new students' LSPs, making accommodations to the general curriculum to ensure access for every student regardless of exceptionality, and a liaison between parents and classroom teachers by addressing concerns and answering questions.
- The Classroom teacher provides learning experiences to all learners regardless of exceptionality or learning needs, collaborates with the Resource teacher and other service providers to effectively design coherent and authentic instruction accessible to all students, and monitor the progress of all students, especially those with an LSP.
- The student is responsible for striving to participate in MYP units and IB curriculum to the best of their ability, using IB Learner Profile attributes to achieve success in school, and treating one another with respect and understanding to create and maintain a safe and supportive learning environment for all students.
- The parents/guardians are responsible for sharing all information on their child's needs both at admissions and any new knowledge acquired during their time at Trinity Catholic School, working with the Classroom teachers and the Resource teacher to reinforce learning at home, and comply with the recommendations of the Guidance Counselor, Resource teacher, and Administration recommendations, which may include referral to outside specialists.

Professional Development

Professional Development related to IB standards and practices, inclusive teaching to support student learning, and best practices for inclusive education are available to all middle school teachers at Trinity Catholic School.

To ensure continued alignment with school needs, the IB MYP Inclusion Policy undergoes a formal evaluation and revision process each year in preparation for the upcoming academic term.