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Inclusion Policy to the IB Programme

The Antonine Sisters' School offers the following Inclusion Policy for the IB Program.

- The policy is clearly stated and in accordance with local legislation and school policy. Inclusion is a requirement for all schools at all levels decreed by the Ministry of Education. **The school mission is to offer all students with any traits or backgrounds equal opportunity to attain knowledge and skills needed for success in future life on personal and career- oriented aims.**
- The policy is made available to all the stakeholders in the three languages: Arabic, English and French. The school promotes the importance of inclusion to the stakeholders.
- Students with special educational needs encounter no limits to any facilitating arrangements offered to all students; they have easy access to all school resources. The school provides maintenance of the facilities needed by the students.
- Our mission encourages students to become active, compassionate and lifelong learners who understand that other people with their differences can also success.

The team regularly reflects on how we can recognize learner's differences and best support children in an inclusive, intercultural environment. It influences our teaching practice and leads to personal growth for the entire school.

- Our vision is to foster a nurturing and respectful environment where all individuals become reflective and active members of the society, contributing to common good and world peace through/based on universal values.

- The inclusion program provides for every case as a unique one. This is manifested in different areas within the school, including yearly academic and extra-curricular activities, such as drama and sports....

- A center was established in September 2008 at the school. It is equipped with a specialized team of experts to cater for the personal, emotional and educational needs of the students. It is led by a psychologist and a team of psychomotor therapists, a speech therapists, special educators and shadow teachers. The students who benefit from this program suffer from different pathologies and learning disabilities with special needs.

- The students are already diagnosed when they enroll in the school. During the admissions process, applicants will need to provide complete documentation of their academic history, educational evaluations, and details of extra academic or specialist support they have had or are currently receiving (evaluation reports, individualized learning plans or individualized education plans, documentation of diagnosis, etc.). The team expects families to disclose evaluation reports (educational psychological speech, psychomotor reports, occupational therapy etc.) or documentation that informs if a student is to receive additional services in class. Please notice that our School is able to admit students who use a

wheelchair as the specifications of our buildings allow us to do so: 2 years ago, we have implemented an elevator that reaches all floors giving students on wheelchair easy access to all school activities on the school premises.

- In the beginning of every year, the team prepares a file concerning the case, the guidelines, and the accommodations concerning the lessons, the tests and every information needed for the teacher. The file includes TESTS, personal information, medical reports, paramedical reports and every information needed to be known for a better development or accommodation is kept confidential in the students' file at school.

- Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments (e.g. additional time, use of assistive technology, breaks, visual supports colored cards, playful material etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs.

- In our school, students are immersed in differentiated, evidence-based and culturally responsive courses of study to cater to their diverse learner profiles and needs. The team promotes differentiation by actively planning lessons with classroom teachers and using the data gleaned from formative assessments, students' interests, experiential backgrounds, abilities, knowledge and social-emotional skills to determine the individual needs of students and provide differentiated strategies and accommodations accordingly. (***differentiation in:*** content (what students learn) in process (How students learn) in learning environment (where students learn) and in product (how students demonstrate their knowledge) ***by*** paying attention to students interests, learning profile, readiness, affect... ***in order to increase*** motivation, skills, strengths and self-efficacy).

- Accommodations and Inclusive Assessment Arrangements:

As previously mentioned, an individual education plan (IEP) is developed for each student found eligible for services. Accommodations and inclusive arrangements for a student may include, but are not limited to: - Additional time - Specialized testing environment - Rest periods - Word processing - Assistance with practical work - Magnifying device - Noise buffer - Internal deadline extensions - Appropriate seating - Interpreter for hearing impaired - Colored overlay - Sound amplification device –assistance by a shadow teacher.

- Screening in classes: When the classroom teachers notice a certain difficulty, they ask the team for an observation in class. According to the observations made, the professionals concerned make the necessary assessment under the school psychologist's supervision. Any additional information the team receives from the teachers and the observation is added to the file.

- The system overcoming several challenges, has achieved an important evolution: starting with total inclusion of students with difficulties into the classes, which required therapeutic support and accommodations of the concepts in school books or evaluation and exams to creating an adapted program class, which is a class in the midst of the normal school system, that welcomes students who are not meeting grade level expectations. Worried about the future of students with special needs the school administration and professionals invested themselves in realizing a new project based on academic and functional program which mission is not only to welcome these young people, but also to offer them educational support through varied and adapted activities in addition to psychological and social follow up that fulfills their needs and aims for social, cultural or professional integration of the person in need. The

main objective is to bring these students to master their knowledge and skills, pursued daily by teachers and specialized staff. This program is located in a special floor in the building in which we executed a fully equipped and accommodated kitchen for students to practice their cooking skills, with easy use for students on wheelchairs of the fridge, the oven and other necessary tools, all while keeping their environment safe and secure and of course with special assistance of the professional team.

- Work is in progress to implement a special work for gifted students:

- Discuss social-emotional needs of gifted students
- Explore practices for assessing and identifying gifted student
- Outline steps to implementing a gifted program
- Academic plan (differentiation within the classroom)
- Challenge groups
- Discuss goals with student individually
- Extra work

- Assessment is held in the office of the psychologist who is responsible for the team and the inclusion program. The psychologist alone is responsible for the data, managing and protecting it with respect to student and health information privacy. • Every professional uses his own testing tools depending on the age, pathology and the tests allowed to be used at school- Cognitive test/ Emotional test / TEACH (for attention disorder and hyperactivity), Tova test (for ADHD), psychomotor test (test du Bonhomme, BHK, laby 5-12...), Speech tests (ODEDYS, BALE, ELO-L...).

- After the diagnosis, all the team prepares an IEP for student with learning difficulties and the teachers follow the guidelines and recommendations to assist the student in class.

- A meeting is held for the professional team to notify parents, students and teachers of testing results.
- The student's file is kept year by year to coordinate the passing on of information at any transition stages such as changing schools, sections within schools or campus.
- The inclusion program develops through continuous seminars held at school every term, by the staff's personal effort and readings. The team considers inclusion as a journey, rather than an end. This journey is a constant process of defining, learning, acting, reflecting and redefining.

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