



# Inclusion Policy

@ IPS

## Table of contents

---

IPS Mission, Beliefs and Graduate Profile	03
IB mission statement	04
IB Learner profile	05
Introduction	06
Review Process	06
Policy Review, Roles and Responsibilities	06
Inclusion Beliefs and Aims	07
Legal Requirements for IPS	07
Support Services	07
College Counseling Services	
Counseling Services	
Academic and Learning Support Service	
Procedure	
Psychological Service	
Procedure	
Phases of Inclusion overview	10
The Inclusion Process at a glance	11
Related support policies and procedures	11
References	12



THE INTERNATIONAL  
PROGRAMS SCHOOL



## OUR MOTTO

## شعارنا

Learners of today; Leaders of tomorrow; Creators of the future.

مُتَعَلِّمُو الْيَوْمِ، قَادَةُ الْغَدِ، غَمَازُ الْأَرْضِ

## OUR MISSION

## رسالتنا

IPS empowers today's learners to be internationally minded, lifelong learners, and to use 21st century skills to make a positive difference in the community, the country, and the world.

تَمَكِّينُ مُتَعَلِّمَ الْيَوْمِ لِيَكُونَ ذَا عَقْلِيَّةٍ  
دَوْلِيَّةٍ، مُتَعَلِّمًا مَدَى الْحَيَاةِ، مَالِكًا لِمَهَارَاتِ  
الْقَرْنِ الْحَادِي وَالْعَشْرِينَ، فَاعِلًا فِي وَطَنِهِ  
وَمُجْتَمَعِهِ وَالْعَالَمِ

## OUR VISION

## رؤيتنا

To be a leading educational community in Saudi Arabia, respectful of the learner's identity, and committed to a global perspective.

مُجْتَمَعٌ تَعَلُّمِي رَائِدٌ فِي الْمَمْلَكَةِ  
الْعَرَبِيَّةِ السُّعُودِيَّةِ، يَحْتَرِمُ هَوِيَّةَ  
الْمُتَعَلِّمِ، وَيَلْتَزِمُ بِأَمَقِي دَوْلِي

## OUR VALUES قِيَمَاتُنَا

EHSAN (Empathy/  
Compassion)  
الِإِحْسَانُ

Respect  
الاحترام

Responsibility  
المسؤولية

Cooperation  
التآزر





## Graduate Profile

---

International Programs School graduates are academically, intellectually, and technologically competent. Through creativity and innovation, they are able to conceptualize a better approach to problem-solving, analytical thinking, and application. While expressing themselves intelligently and efficiently both orally and in writing. They possess the necessary 21st-century skills to advance to a higher level of education and to be successful in the school of their choice. Furthermore, they can adapt to change and are capable of thinking independently as well as working and engaging in teams, a virtue that is acquired through exposure to a culturally diverse community.

## IB mission statement

---

"The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right."  
(© International Baccalaureate Organization)



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®



## Introduction

---

The International Programs School (IPS) opened in 2000 with 19 pupils and currently has 1060 students representing 36 nationalities with 22 first languages. IPS is a gender-segregated school that offers a North American curriculum, with International Baccalaureate Primary Years Programme (PYP) and Diploma Programme (DP) authorization. Our faculty is a diverse mix of 221 staff from 22 nationalities as follow: Philippines, Egypt, Lebanon, Palestine, Canada, USA, Saudi Arabia, Yemen, Jordan, Mauritania, Brazil, United Kingdom, Bahrain, Slovakia, Colombia, South Africa, Namibia, New Zealand, India, Pakistan, Jamaica, and Turkey. We pride ourselves in providing a top-quality classroom environment for our students. IPS is fully accredited by the Middle States Association of Colleges and Schools and is licensed by the Saudi Ministry of Education.

IPS believes all learners are unique and have the potential to learn to the best of their abilities. IPS employs professional, caring, qualified individuals to teach and support our student population, as well as providing support to parents and teachers. Our support team aids in the development of coping skills, instructional strategies, interactional patterns including mediation, and academic support steps to ensure students have the skills to succeed to the best of their abilities and to help teachers implement individualization methods.

As an IB World School, our approach to inclusion mirrors the objectives of the IB programs. The International Baccalaureate defines inclusion as “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support, and problem-solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.” (The IB guide to inclusive education, Why an IB guide to inclusive education?)

## Review Process

---

In the 2020-21 school year, a cross-categorical team of teachers and administrators reviewed the IPS inclusionary policy and updated it based on changes made by the IPS Student Support Team. The inclusionary policy review team was chaired by Rob Becker, Principal of the 6-12 Boys' School, and included Bill Cooke, Hiba Mannaa, Manish Kumar, Marek Andrasko, Sadia Hassan, Yusra Farooq, Gunseli Yuksel, Merriam Al Nassir, Nadia Ghazal, Preeshni Chetty, Rina Hawkins, Siham Dbouk, Vanessa Dineen. The IPS Inclusionary Policy is a living document and it will be reviewed each year to make sure that it reflects the present set of operating conditions at the schools. The team indicated will be charged with yearly review and maintenance.

## Policy Review, Roles, and Responsibilities

---

- This policy will be reviewed every other year.
- The Inclusion team will lead the revision process, this is a living document that can be amended throughout the year with prior approval of the Senior Academic Team.
- The senior administrative team is responsible for communicating the policy to all stakeholders and ensuring that the policy is being implemented.

## Inclusion Beliefs and Aims

---

Student Support Team (SST) provides inclusion services, differentiation strategies, and assistance to the school community, especially those with learning support requirements. Members of SST believe this Inclusion Policy will reinforce the school beliefs,

- All students are unique and can learn.
- Students thrive in a nurturing environment that challenges them at their respective academic levels.
- Teachers and parents are the first points of contact and realize when a student is experiencing either an academic barrier or a need for more challenging assignments, or social/emotional concerns.

### **As an IB school, IPS is committed to the following IB standards and practices:**

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

## Legal Requirements for IPS

---

All Student Support Team interactions are guided by informed consent during which individuals are apprised of their rights to confidentiality as well as the limits to confidentiality arising from SST members' concerns about the individuals' potential to cause harm to self or others. In group counseling situations, confidentiality cannot be assured. Parents who refuse Student Support services are referred to the appropriate IPS administrator to help meet IPS goals.

Members of the Student Support Team (SST) may include: Director, English language support specialist, External specialists, Nurse(s), Parents, Principal(s), School counselor, School psychologist, Student, Support specialists, and Teacher(s). The Student Support Team (SST) meets regularly throughout the school year, with a professional focus on students identified as struggling or at risk - academically, emotionally, or socially.

This policy aims to provide guidelines for services that meet the academic, behavioral, emotional, and social needs of our school community.

## Support Services

---

### **College Counseling Services**

College Counseling assistance is provided to high school students with applications to summer schools, and colleges and universities of their choice. Students are guided through the college application processes through either guidance classes or after-school clubs. The College Counselor also keeps after-graduation documentation for university transfers.

## **Counseling Services**

Counseling may be accomplished through both individual and group settings, with individuals voluntarily seeking counseling, or being referred for counseling by administration/teachers/family as appropriate. Counseling Services goals are to,

- promote and enhance the learning process by identifying situations that may be hindering student success and advocate for support and assistance in effectively dealing with those situations.
- support teachers developing teaching and learning strategies, as requested, including instituting behavioral plans to deal with immediate concerns that may impede the teaching and learning processes.

## **Academic and Learning Support Service**

All IPS students are entitled to a broad, balanced, and differentiated curriculum; teachers use a variety of strategies to meet every student's educational needs. In addition, except for guidance and non-severe counseling issues, each of the students supported by the Student Support Team (SST) has an Individualized Support Plan (ISP) and/or Individualized Educational Plan (IEP.)

Academic and Learning Support is provided to students in small groups or one-to-one situations inside or outside the classroom in order to maximize learning and removing barriers.

- The IPS inclusionary policy is posted on the IPS website for anyone who would like to review it to easily see.
- When issues arise regarding student performance that necessitate parental involvement, parents are notified about the school's Student Support Team and SST members work with parents to help their children achieve in their respective classes.
- During the new teacher in-service each fall, staff are given an overview of the services that the school has to offer to the students and where to access those services and guidelines for use. The Student Referral form is a part of each principal's weekly staff bulletin and staff are guided to access the tools available to them through that listing.

## **Procedure**

- Teachers identify potential cases of students who might need support based on regular school assessment results and classroom work. Teachers inform the parents seeking home support.
- If concerns continue, the teacher informs the corresponding principal by requesting and completing the SST Referral Form.
- SST members observe the student in classroom settings, collaborate with peers, and suggest behavioral and academic strategies for helping the student succeed in the classroom setting. This may involve continued monitoring of behavior and achievement using an Individual Support Plan.
- If undesired student behavior or achievement continues, the student may be referred for psychological testing. At this stage, the referring teacher with the principal consults with the parents regarding the possible referral to the school psychologist.
- If the psychological testing indicates the student may succeed on an Individualized Educational Plan, SST members will draw up the plan with the assistance of the students' parents and teachers.
- The Academic and Learning Support Specialist will write up an Individualized Support Plan compatible with the student's abilities and needs based on the testing results and the student's classroom behaviors. Copies of the plan are given to all teachers, SST members, the student, and parents.
- The team involved implements, revises, and modifies the IEP based on the results of continuous assessment of the student's performance, along with follow-up and documentation of these results to demonstrate student's progress in academic and behavioral skills. These results are kept in the student's file.



- A yearly meeting is held for each student during which SST members, teachers, students, and parents meet to discuss progress in meeting goals. SST stops supporting the student when the student shows a mastery of the skills outlined in the plan.
- All students, whether they are students with special educational needs or students without special educational needs, have access to the same sets of curriculum, examinations, and school activities.
- Special plans will be written for students who are found to need assistance as outlined in the SST team documents and the flowchart listed later in this document.
- Those students may have special accommodations with the tests that we use or the curriculum that we provide, but they will still be using the standards that their non-disabled peers are.
- As a private school, our ability to serve students with special educational needs is somewhat limited. Students with significant needs are counseled to attend schools with greater services, while those with fairly mild impairments are included in our classes and given the services that we are able to offer.
- We do not offer separate classrooms for special education students; all of our services are fully included with occasional pull-out as needed. We are focused on providing the best educational experience possible for each and every student we serve.
- Teachers use their informal assessment tools and normal classroom assessment to screen students.
- For students with English as a second language needs, we have staff that will administer the WIDA test.
- We do periodic MAP assessments to measure each student's growth from season to season, and those tests can be the first indication of more significant learning difficulties.
- Students who enroll in our school are given a MAP screening assessment to see if their style of learning best fits our school's range of instructional strategies. If students score significantly below the average on the MAP assessment, administrators will discuss with parents whether this might not be the best school for students.
- When students who are already enrolled in our school start to show signs of significant concerns, the SST process is put into place and our more specialized staff work with the family to identify the strengths and weaknesses of the student and what additional testing is needed. Those tests are either done in-house or the family is asked to have an external assessment completed.

## **Psychological Service**

The School Psychologist's role involves applying expertise in emotional well-being, psychological health, learning, and behavior. This includes conducting counseling sessions, consultations, and assessments of cognitive, developmental, educational functions. The aim is to work with the student's family, teachers, and other professionals to help create a safe and healthy environment for the students, promote positive behavior, support diverse learners, and achieve academic success.

Students may receive psychological counseling by self-referral, or by administration/teachers referrals based on noted concerns by the person making the referral. Parents/guardians may also refer their child to the School Psychologist personally; by meeting the psychologist, through email or phone call.

## **Procedure**

For crisis situations, counselors and principals need to be contacted immediately. A crisis is defined by a student who is suicidal, homicidal, or if abuse is suspected.

For non-crisis interventions, scheduled appointments are encouraged. All interactions are documented on a confidential form, accessible only by principals and SST members.

The procedure of services provided by the School Psychologist is as follows:

- When a teacher identifies a concern regarding a student, s/he is required to complete the SST Referral Form and submit it to the respective principal. The principal reviews it, discusses it with the teacher and follows up on the interventions used by the teacher to resolve the issue.
- If classroom interventions have not been successful or further help is needed, the Referral Form is signed by the principal and given to the School Psychologist. The teacher must inform the parents that their child is being referred to the SST.
- The School Psychologist starts the process by observing the student at various times during school hours, followed by discussions with teachers, parents, and principal.
- A comprehensive psychoeducational assessment is conducted upon parents' approval when further information is required, this includes providing the parents with an explanation of the nature and purpose of the assessment, fees, feedback and recommendations, and involvement of third parties, and confidentiality. The fees for the assessment depend on the information needed in each individual case. All interactions are recorded.
- When the results indicate the need for interventions, an ISP or an IEP is developed in collaboration with all those involved in the support team.
- Bill Cooke is qualified to administer personality assessments;
- Sadia Hassan is qualified to administer psychological assessments;
- ELL support teachers administer WIDA.

## Phases of Inclusion overview

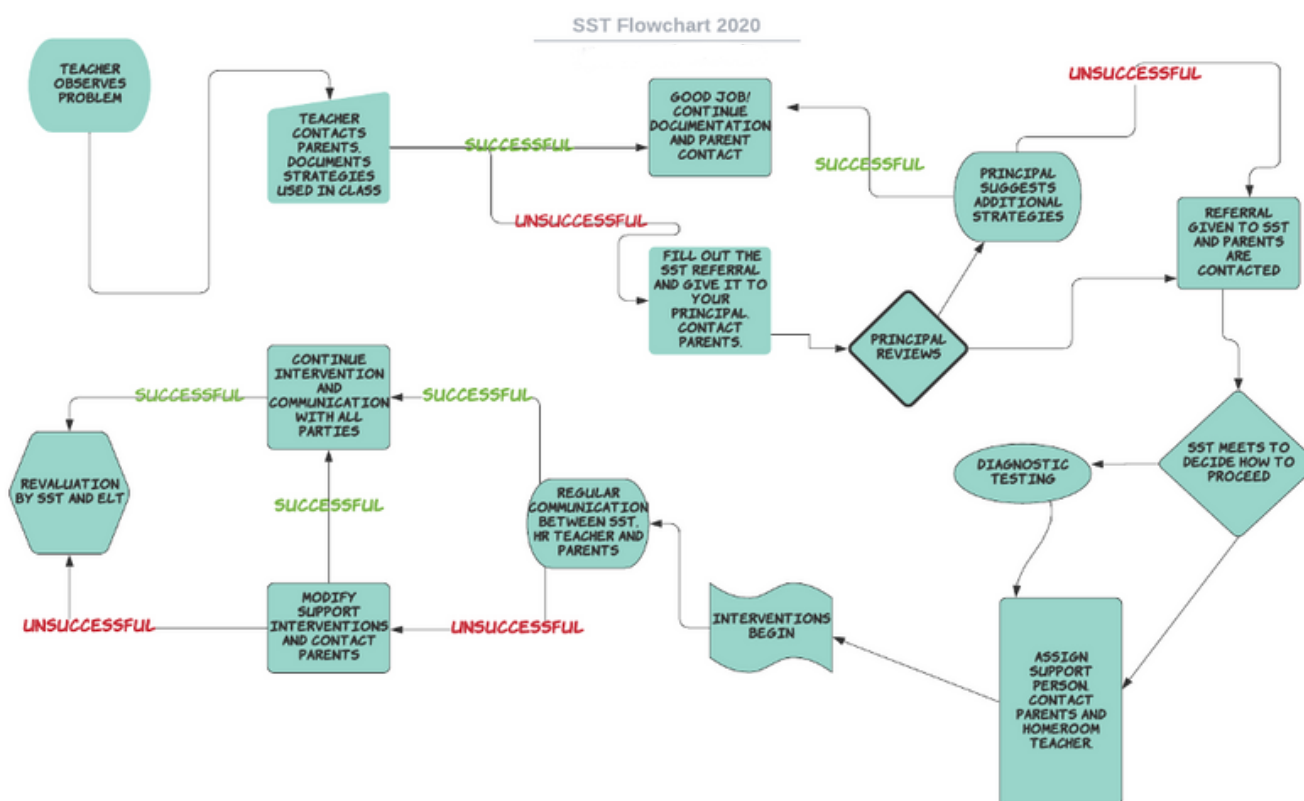
---

As decided by the Student Support Team members,

- Pre-identification phase, usually three to four weeks: Before a referral is submitted to SST, teachers encountered with students of academic, behavioral, and/or emotional problems will:
  - Share their concerns with their principals
  - Share their concerns with the parents
  - Implement and document interventions listed in the Referral Form
  - If these concerns continue after six weeks, then this Referral form must be fully completed, approved by the corresponding principal, and submitted to SST members
  - Teachers must inform parents of this submission.
- Identification Phase, usually four weeks as determined by the caseload.
  - SST members will use different methods of collecting data including observations, student work samples, and profile data, meetings with teachers, parents, students to objectively assess the problem while taking into consideration all possible factors that could be triggering it.
- Services Phase: A variety of interventions are provided depending on the type of service required and the student's individual needs, as described above.
- Follow-up Phase: SST members will follow up and support students, teachers, and parents to implement the ISP or IEP and track progress through meetings and periodical classroom visitations.
- Exiting Phase: When the student sufficiently progresses and/or no modifications and interventions are needed (student has met the expectation of the plan, either IEP, ISP, or as determined by the counselor for counseling issues), the SST will exit the student from the process and archive all files and records.

IPS believes successful educational experiences require close collaboration between home and school. Parents and students are expected to cooperate with interventions and assessments that will contribute to positive educational experiences and success.

## The Inclusion Process at a glance



## Related support policies and procedures

- Language Policy @ IPS
- Infirmary (Policy and Procedures manual, section 5)
- IPS Policy and Procedures manual 2018+,
  - 3.4.C. Child protection
  - 3.4.E. Health and Safety
  - 3.4.F. Non-smoking Policy

## References

- Denehy J. *Health education: an important role for school nurses.* *J Sch Nurs.* 2001;17 (5):233– 238
- National Association of School Nurses. *Definition of School Nursing.* Silver Spring, MD: National Association of School Nurses; 1999. Available at: [www.nasn.org/Default.aspx?tabid=57](http://www.nasn.org/Default.aspx?tabid=57). Accessed April 16, 2007
- “What Is Inclusion?” News from around the IB Community, IBO, 26 Aug. 2016, [blogs.ibo.org/blog/2016/08/26/what-is-inclusion/](http://blogs.ibo.org/blog/2016/08/26/what-is-inclusion/).
- “Why an IB Guide to Inclusive Education?” *The IB Guide to Inclusive Education: a Resource for Whole School Development*, IBO, [ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g\\_x\\_senxx\\_tsm\\_1501\\_1\\_e&part=1&chapter=1&CFID=1418109&CFTOKEN=62065201&jsessionid=bc306180b524fb35f55641372d614713a6e6](http://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_x_senxx_tsm_1501_1_e&part=1&chapter=1&CFID=1418109&CFTOKEN=62065201&jsessionid=bc306180b524fb35f55641372d614713a6e6).
- WIDA model measure of developing English language, Grades 1-2. (2010). Madison: University of Wisconsin.
- WIDA model measure of developing English language, Grades 6-8. (2010). Madison: University of Wisconsin.
- WIDA model measure of developing English language, Grades 9-12. (2010). Madison: University of Wisconsin.

**IPS is an IB World School offering  
the Primary Years Program (PYP) and  
the Diploma Program (DP).**