

INCLUSION POLICY

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VISION OF COLLÈGE PROTESTANT FRANÇAIS MONTANA

The founding principle of CPF schools is to bring together people from different backgrounds, cultures or religions, to learn about each other's differences, to accept them, to work together beyond these differences, to succeed as a group and to be part of CPF schools.

MISSION STATEMENT OF COLLÈGE PROTESTANT FRANÇAIS MONTANA

Collège Protestant Français Montana assures an education of excellence in its both French and English schools.

Collège Protestant Français Montana pursues validation of international programmes through accreditation - paired with rigorous assessment - that instill analytical thinking skills and thus develop dynamic and engaged lifelong learners.

Rooted from the aspiration to share the responsibility of the planet, Collège Protestant Français Montana raises awareness among its community members about the importance of social, religious and cultural diversity to become compassionate, proactive and global citizens in a diverse and evolving society

VALUES OF COLLÈGE PROTESTANT FRANÇAIS MONTANA

As part of PPFL, Collège Protestant Français Montana promotes its values with great care and attention.

The values that have always guided PPFL's actions are the *Protestant values of education*. They have enabled PPFL to transform the individual differences into a collective strength.

The main values are:

- Discipline,
- Sense of duty and responsibility,
- Critical thinking and,
- Tolerance and openness

The IB Mission Statement and The Learner Profile

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.

The IB learner profile

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

The profile aims to develop learners who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective.

I. Statement of Philosophy

Collège Protestant Français Montana is committed to ensuring fairness and equal access to education by identifying and addressing barriers that may affect students' learning experiences. Recognizing inclusion as an ongoing process, the school continuously seeks to increase access and engagement for all learners. Within the school's resources and capacity, tailored support is provided to help students overcome barriers while maintaining high expectations and upholding the integrity of learning and assessment.

Access Arrangements

Access arrangements are designed to overcome barriers to learning, teaching, and assessment. These adaptations do not change expected learning outcomes but aim to ensure equity and fairness, enabling all students to meaningfully engage in their education while preserving the validity of assessments.

Focus Areas of Support

CPF Montana focuses on addressing specific barriers to learning that align with its mission and available resources. These include:

- Language barriers: Supporting students whose first language is not the language of instruction.
- Cultural variations: Addressing differences in cultural background that may affect learning.
- Medical conditions: Providing accommodations for students with certain health-related challenges such as asthma, Crohn's disease, diabetes and epilepsy.
- Mental health: Offering support for students with ADHD, anxiety, obsessive compulsive disorder, and post-traumatic stress.
- Learning challenges: Supporting students with difficulties in numeracy, reading, writing, processing, and speech/language development.
- Social-emotional needs: Catering to students requiring support for emotional well-being and social interactions including emotional disturbances (depression, stress, etc.), and neurodevelopmental needs (mild autism, Asperger's, etc.)

By targeting these barriers, CPF Montana ensures that its support measures are meaningful and effective within its context.

Provisions and Practices

The school's approach to inclusion promotes:

- Equitable opportunities for students to achieve academic success.
- In-class support through the presence of shadow teachers taken in charge by families (primary school).
- Development of confidence, self-esteem, and a positive attitude in all students.

- Involvement in school activities.
- Collaboration with external service providers for specialized needs.
- Professional development for staff to maintain the quality of services.

Alignment with IB Principles

While CPF Montana aligns with key aspects of the IB's access and inclusion policy, it focuses on selected learning barriers, ensuring that accommodations are achievable. Access arrangements are implemented based on students' regular classroom practices and are reviewed to cater for their specific needs.

Through collaboration with families, educators, and specialists, CPF Montana ensures a supportive educational framework that reflects its mission, resources, and the principles of equity and inclusion.

II. Requirements

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)

III. Admission, Eligibility, and Parent Responsibilities

Admissions Priority

Priority is granted to applicants with siblings already enrolled at the school, provided the necessary resources and capacity are available to meet student needs.

Responsibilities of Parents

Parents play an essential role in supporting the school's ability to address the needs of students with learning barriers. Responsibilities include:

1. For Students with Identified Learning Barriers at Admissions

- **Disclosure of Learning Challenges**

Parents are required to disclose any identified learning difficulties to enable the school to plan and provide appropriate support.

- **Provision of Comprehensive Reports**

Parents must submit psycho-educational evaluation reports conducted by professionals

authorized by the Lebanese Syndicate of Psychologists. These reports should detail the student's specific needs, recommended accommodations, and proposed interventions.

- **Age-Specific Guidelines**

In accordance with recommendations from the Lebanese Syndicate of Psychologists, children aged 3 to 6 years are not required to submit psycho-educational evaluations. Instead, parents may provide reports from speech therapists or psychomotor therapists, addressing the child's developmental and learning needs.

- **Updated Reports**

Psycho-educational evaluation reports must be renewed every three years, as per Lebanese Ministry of Education and Higher Education requirements, while speech and psychomotor reports may be renewed upon need and request, ensuring an ongoing understanding of student specific needs.

2. For Students Identified with Learning Barriers During the Academic Year

- **Identification and Notification Process**

In primary school, teachers communicate the observed potential learning barriers to the relevant Director(s) and Coordinator(s) who then decide on the best course of action. If necessary, the school's clinical psychologist and/or speech therapists may engage in further observations. Based on observations and discussions, the school holds meetings with concerned parents to be notified and guided on the next steps.

In middle and high schools, teachers communicate the observed potential learning barriers to the school life department. Pre-grade level meetings may take place to discuss the identified barriers. As a result, the Head of School may schedule a meeting with the parents involved to inform them and provide guidance on the next steps.

- **Submission of Evaluation Reports**

Parents are required to provide psycho-educational evaluation reports conducted by recognized professionals authorized by the Lebanese Syndicate of Psychologists within three to six weeks from the date of the school's request. These reports should align with the standards set by the Lebanese Syndicate of Psychologists and include detailed recommendations for the student's support and accommodations.

Notes:

- **Role of the Clinical Psychologist and Speech Therapist**

The school's clinical psychologist and speech therapist collaborate with teachers and parents to identify learning needs but do not issue official psycho-educational evaluation reports. Instead, they work as part of a support team, guiding parents in obtaining evaluations from qualified external professionals.

- **Proactive Intervention**

Timely identification and evaluation allow the school to adapt its teaching strategies and resources effectively, ensuring a supportive learning environment for the student.

Once students' needs are identified, the Learning Support Unit works to provide the necessary accommodations and ongoing support, as outlined in the next section.

IV. Admission Process

The admissions process at Collège Protestant Français Montana is designed to safeguard fairness and transparency for all applicants, with particular attention to students with learning barriers. The school works closely with the Admissions Officer to provide guidance and support throughout the process.

CPF Montana aims to provide clear and timely communication regarding admission decisions. Once all required documentation and assessments have been thoroughly reviewed, the school's admissions team will notify applicants of the outcome following an outline of the procedures and acceptance process.

Registration and Documentation

All applicants must complete the registration form accurately via the EDUKA platform, submitting the required documents along with a non-refundable application fee of 100 USD. The school reserves the right to verify the authenticity of the submitted information.

First Interview

The General Director and Head of School meet with the parents of the applicant to discuss the school's vision and answer any questions the family may have. This step is common across all divisions.

Second Interview

Once the registration and required documents are submitted, a second interview is scheduled within one week. This interview, which involves the student, is conducted by relevant school staff based on the grade level.

Final Decision and Acceptance Confirmation

Following the second interview, the admissions committee, composed of the General Director, Head of School, and relevant school leadership and Learning Support Unit Specialists, thoroughly reviews the student's application, academic records, and any required assessments. Based on the aforementioned requirements, a final decision is made and communicated. Official acceptance is confirmed once the non-refundable contribution to the development fund is paid within seven days of receiving the admissions decision.

Approval of Students with Learning Barriers and Initial Meeting

Priority is granted to applicants with siblings already enrolled at the school, provided the necessary resources and capacity are available to meet the student's needs.

Upon approval, the Head of School schedules a meeting with the parents, where the relevant Program Coordinator, Director(s), Clinical Psychologist, and at least one member of the Learning Support Unit are present. During this meeting, the student's psycho-educational evaluation reports are discussed in detail. A **Personalized Support Plan (PSP)** is then developed based on the recommendations from the student's evaluation reports. Parents are required to sign the finalized PSP to confirm their understanding and agreement.

While CPF Montana is committed to offering the necessary accommodations, the school reserves the right to decline admission if it determines that the resources required to adequately support the student's learning needs are unavailable. This decision is made with careful consideration of the school's capacity and commitment to providing high-quality education for all students.

V. Learning Support Unit: Roles and Responsibilities

The Learning Support Unit (LSU) at CPF Montana is integral to supporting students with learning barriers. The unit comprises specialists who ensure that accommodations align with the student's Personalized Support Plan (PSP) and contribute to creating an inclusive and supportive learning environment.

LSU Specialists

The unit includes the following roles:

- **Mathematics and Sciences Specialist:** Supports students in overcoming challenges related to numeracy and science concepts.
- **Languages and Social Sciences Specialist:** Assists with literacy and comprehension skills in language-based subjects.
- **Clinical Psychologist:** Guides the identification of learning barriers and offers recommendations for accommodations and interventions.
- **Speech Therapist:** Addresses speech and language development needs to support effective communication and learning.

Responsibilities of the LSU Specialists

The specialists work collaboratively to:

1. **Review Assessment Accommodations**
Ensure accommodations are appropriate, effective, and aligned with students' PSPs.
2. **Collaborate with Educators**
Work with concerned teachers, relevant Directors, and Program Coordinators to provide individualized support tailored to each student's needs.
3. **Analyze and Refine Accommodations**
Regularly review student assessments to evaluate the effectiveness of accommodations and make adjustments as necessary.

VI. Language Support and Progress Monitoring

CPF Montana is committed to supporting students in overcoming learning barriers, including language learning barriers. The school offers individualized support to ensure all students have access to the curricula.

The academic support and monitoring framework includes:

- Pre-Grade Level Meetings that are held midway through the first term. The meetings allow for the discussion of each student's progress, identification of challenges, and development of tailored intervention strategies, if needed.
- Each grade-level is allocated an advisor whose role is to gather constructive feedback from teachers, track student progress, and collaborate with the relevant Programme Coordinator and Director to ensure continuous support.
- Intervention plans, additional sessions, and differentiated instruction are tailored to address specific student needs to ensure continuous academic progress.
- A division of the academic year into three terms, with each term resulting in the issuance of detailed progress reports. Regular meetings with students, parents, and teachers ensure effective interventions, allowing for modifications in support plans as needed.

VII. Access Arrangements - Implementation of the PSP

Once the Personalized Support Plan (PSP) is finalized and signed, the Head of School ensures its dissemination to all relevant stakeholders, including:

- Teachers involved in the student's education
- The relevant Program Coordinator and Director
- Members of the Learning Support Unit
- School life staff

The PSP outlines specific teaching strategies and accommodations for assessments, enabling differentiated instruction. These strategies ensure that all students have equitable access to the curriculum while maintaining the integrity of learning and assessment.

To facilitate coordination and ongoing updates, the Learning Support Unit maintains a dedicated Google folder for each student. This folder securely stores the PSP and all related documentation, ensuring accessibility and proper record-keeping.

VIII. Progress Monitoring of Access Arrangements

Tracking and Feedback

To ensure consistent monitoring of student progress, the Learning Support Unit maintains a dedicated Google folder for each student. This folder includes

- Detailed reports
- The Personalized Support Plan (PSP)
- A Google Sheet for tracking progress and documenting feedback

Concerned teachers are required to regularly update the Google Sheet with assessment grades and feedback from formative tasks. This collaborative system ensures that support measures remain dynamic and tailored to each student's needs.

Monthly Meetings

The Learning Support Unit organizes monthly meetings with concerned teachers, relevant Directors, and Coordinators. These meetings aim to:

- Review individual student progress
- Identify areas requiring additional support
- Propose and refine tailored interventions

Evaluation of Support Effectiveness

Access arrangements are reviewed regularly to ensure they effectively address students' needs. The Learning Support Unit collaborates with teachers and specialists to evaluate these arrangements during the learning and teaching process. Adjustments are made as needed to maintain alignment with the student's progress and evolving needs.

Oversight of this review process is provided by the Head of School, relevant Directors, and Program Coordinators. To ensure systematic evaluation, these reflections are conducted once per term, scheduled a week before Grade Level meetings.

Termly Parent Meetings

At the end of each term, the Head of School, accompanied by at least one member of the Learning Support Unit and the relevant Director(s), share an overview of the student's progress improvement and insights into access arrangements implemented. Parents are encouraged to offer additional information about their child's needs and actively participate in planning the next steps of their child's progress.

IX. Ongoing Support

Observation Support for Teachers

To enhance teachers' ability to identify and support students effectively, the school's clinical psychologist and speech therapist are collaborating to develop a comprehensive observation checklist. This tool will guide educators in making structured, consistent, and insightful observations during classroom interactions.

To ensure proper implementation, orientation sessions will be conducted to train teachers on the effective use of the checklist. These sessions will focus on evidence-based strategies, equipping teachers with the knowledge and confidence to integrate the tool into their daily practices.

The school remains committed to reducing barriers to learning through continuous collaboration and proactive adjustments, ensuring every student has the opportunity to succeed within the framework of fairness and resource availability.

Social Emotional Support for Students

To foster emotional well-being and learning skills, the school's clinical psychologist conducts one cycle of three structured sessions per term for each grade level, from Grades 6 to 12. These sessions address key areas such as:

- Managing stressful situations
- Developing effective study habits
- Strengthening self-management skills
- Enhancing communication skills

For students requiring additional support, the clinical psychologist provides one-on-one counseling sessions. These sessions focus on addressing individual social-emotional learning barriers. Key points discussed, next steps, and progress updates from these counseling sessions are recorded in the student's personal Google folder, ensuring structured follow-up and collaboration among the concerned parties.

X. Process for Requesting Access Arrangements for IBDP Assessments

A DP candidate with assessment access requirements is one who requires specific arrangements during learning, teaching, and assessment. (International Baccalaureate Organization, DP Assessment Procedures, 2025, Article 14, p. 35). At CPF Montana, this process begins with providing support during daily learning and teaching and extends to submitting formal requests for access arrangements for IB DP summative assessments.

CPF Montana adheres to IB procedures for requesting inclusive access arrangements for DP students with identified special educational needs. This process involves collaboration between the Diploma Programme Coordinator (DPC), teachers, and the Learning Support Team, following these key steps:

Submission of Requests

- The DPC, supported by the Head of School, submits the application for access arrangements to the IB on behalf of the student. Consent from parents/legal guardians is required before submitting documentation to the IB.
- Applications must align with IB eligibility criteria outlined in the IB Access and Inclusion Policy, reflect the student's usual way of learning and teaching in the classroom, and include the necessary supporting documentation.

Supporting Documentation

Two types of documentation are required:

1. Official Report

- A psychological, medical, or language test report conducted by qualified professionals within three years of the intended examination.
- The report must include the evaluator's credentials, standardized test results, and, if needed, a translation into an IB working language (English, French, or Spanish).

2. Educational Evidence

- A report from the coordinator and/or subject teachers outlining observed difficulties, the student's classroom performance, and any implemented arrangements for learning and assessment.
- Alternatively, an Individualized Education Plan (IEP) or a sample of work completed under timed conditions without the requested access arrangements may be provided.

Access Arrangements Criteria

- Access arrangements must reflect the student's current needs, as demonstrated by classroom practices and previous accommodations.
- For additional language learners, a language test report must be conducted within one year of the IB assessment and include proficiency benchmarks.

Authorization and Compliance:

- The IB reviews all submitted documentation and reserves the right to query or reject reports that do not meet its criteria.
- The DPC ensures that all requests comply with IB requirements and meet IB submission deadlines.

Collaboration and Review

The Learning Support Team works with teachers to ensure access arrangements align with the student's Personalized Support Plan (PSP) and classroom practices.

The DPC manages communication with the IB and ensures compliance with updates to access arrangement policies.

Adverse Circumstances

CPF Montana recognizes certain situations as adverse circumstances, distinct from access arrangements. These circumstances, beyond the student's control, may affect their ability to complete assessments and include:

- Medical conditions and family circumstances arising within three months before the IB examinations session.
- Events impacting the entire school community.

Such situations are addressed through the IB's Adverse Circumstances Policy, separate from access arrangements.

XI. Policy Revision

Schools policies are dynamic, living documents developed to create a culture in which the IB philosophy can thrive. The inclusion policy was written in 2019 and underwent its most recent review in during the 2023- 2024 academic year, referencing the following documents:

- *Diploma Programme Assessment Procedures* (International Baccalaureate Organization (IBO), 2024).
- *Access and Inclusion Policy* (International Baccalaureate Organization (IBO), 2022).
- *Supporting your Candidate: Adverse Circumstances or Access and Inclusion Policy* International Baccalaureate Organization (IBO), 2019).

Policy Review Process

Committee Members

The review process involved the following team:

- Manal Adada (Head of School)
- Lilian Sakr (Head of Elementary)
- Justine Chammas (Head of Preschool)
- Rania Jibai (Director Academics and DP Coordinator)
- Shereen Assaf (PYP Coordinator)
- Antoinette Boutros (Clinical Psychologist)
- Ghada Habib (Assistant to DP Coordinator and Learning Support Specialist)
- Sylvie Haddad (Learning Support Specialist)

Revision Cycle

The policy follows a three-year revision cycle to ensure it remains current with effective practices, IB guidelines, and the evolving needs of the school community.

Next Scheduled Revision: Academic Year 2027–2028