

SPECIAL EDUCATIONAL NEEDS POLICY

Students entering Collège Protestant Français Montana have a wide range of abilities, backgrounds, interests and cultures. CPF-Montana aims at helping students develop appropriate levels of independence, responsibility and skills in their academic, emotional and social development which is reflected in their lives at school. Having access to all parts of the CPF-Montana curricular and extracurricular programs enables the learners to reach their full potential.

CPF-Montana supports learning diversity and has formulated an SEN policy in reference to the following specific IB standards and practices:

- A9. The school supports access for students to the IB program(s) and philosophy.
- B1:5. The school develops and implements policies and procedures that support the programs.
- B2:8. The school provides support for its students with learning and/or special educational needs and support for their teachers.
- C1:6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
- C3:10. Teaching and learning differentiates instruction to meet students' learning needs and styles.

I/ PHILOSOPHY

CPF-Montana believes that inclusion is an ongoing process of increasing learning and participation for all students. It is an educational approach that the school aspires and it can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving.

II/ ADMISSION

CPF-Montana welcomes students with special educational needs into the school provided that the school can make the appropriate provision for their needs. Students with special educational needs will be considered for admission on an equal basis with all other children according to the criteria set out in the School's admission policy taking into account whether the student would benefit from the mainstream education and whether resources and facilities are available to meet with his/her needs. Multiple teaching strategies are applied to differentiate instruction enabling all students to have equal access to the curriculum.

III/ GOALS

CPF-Montana's goal is to provide students with special educational needs that opportunity to fulfill their potential through provisions which:

- Grant opportunities to all students to meet standards of excellence
- Promote individual confidence, self-esteem and positive attitude in all learners

- Help remove the barriers to learning and achievement for students
- Provide students with opportunity to participate fully in school activities
- Advocate partnership and close collaboration with parents
- Establish liaison with paraprofessionals and services providers in the community
- Involve the students in their own learning
- Provide ongoing staff development opportunities to ensure quality of services

CPF-Montana has put in place a reward system to high achievers as follows:

Receiving the **Academic Awards** is based on the students' demonstration of academic achievement through their grade point average during the period that extends from **Term 1 to Term 3**.

1. Academic Excellence Award *

- Requirements for Total Exemption Merit:

Grade 6 / 6 HS and Grade 7 / 7 HS: A cumulative grade point average of 17/20 and above for Lebanese Program and 91/100 and above for High School Program.

Grade 8 / 8 HS —> Sec III / Grade 10 HS: A cumulative grade point average of 16/20 and above for Lebanese Program and 88/100 and above for High School Program.

- Requirements for Partial Exemption Merit:

Grade 6 / 6 HS and Grade 7 / 7 HS: A cumulative grade point average of 16/20 for Lebanese Program and 88 /100 for High School Program, exemption will be applied only for subjects that have a cumulative grade point average of 17/20 for Lebanese Program and 91/100 for High School Program.

Grade 8 / 8 HS —> Sec III / Grade 10 HS: A cumulative grade point average of 15/20 for Lebanese Program and 85 /100 for High School Program, exemption will be applied only for subjects that have a cumulative grade point average of 16/20 for Lebanese Program and 88/100 for High School Program.

2. Academic Recognition Award *

- Requirements for Academic Recognition Award:

Grade 6 / 6 HS and Grade 7 / 7 HS: A cumulative grade point average of 15/20 ranging from 15/20 (included) to 15.99/20 for Lebanese Program and from 85/100 (included) to 87.99/100 for High School Program

Grade 8 / 8 HS —> Sec III / Grade 12 HS (DP): A cumulative grade point average of 14/20 ranging from 14/20 (included) to 14.99/20 for Lebanese Program and from 82/100 (included) to 84.99/100 for High School Program

N.B: Grade point average will not be rounded to meet the minimum requirement.

* For classes where only continuous assessments are scheduled, the student who has obtained one of the above mentioned averages will be either awarded the certificate of “Academic Excellence” or “Academic Recognition”.

IV/ INCLUSIVE ASSESSMENT ARRANGEMENTS

CPF-Montana provides minor assessment accommodations to the students who have identified special educational needs. Mainstream teachers suggest the types of accommodations needed for individual students based on their previously identified needs, their classroom performance and individualized objectives.

Moreover, the IB provides a vigorous list of assessment arrangements that can be provided at the school level, and that do not need prior approval. Relevant staff works with students and teachers to find the best possible blend of assessment arrangements. The DPC processes any paperwork and documentation to support those accommodations.

All students with possible educational needs need to have an IEP ready by the Special Educational Needs Department and a formal evaluative assessment by Grade 10. The DPC will submit the files to the IBO to ask for special accommodations if possible.

III/ IB DIPLOMA CANDIDATES WITH ASSESSMENT ACCESS REQUIREMENTS

A candidate with assessment access requirements is one who requires access arrangements in assessment conditions to demonstrate his or her level of attainment.

The IBO defines in the “General Regulations: Diploma Programme” document the profile of a candidate with special educational needs and sets a set of specific authorized inclusive assessment arrangements:

Article 17: Candidates with assessment access requirements

17.7 A learning support requirement(s) is any permanent or temporary requirement(s) that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate their skills and knowledge adequately or as may otherwise be defined by law.

17.2 The IB Organization is able to offer minimal guidance on the teaching of candidates with learning support requirements. However, it is the responsibility of the school to identify and meet the individual needs of candidates enrolled in the school.

17.3 A learning support requirement(s) often necessitates assessment access arrangements. The IB Organization is able to authorize inclusive assessment arrangements for a candidate with assessment access requirements.

17.4 If a candidate needs inclusive assessment arrangements, the DP coordinator must make such arrangements and, where appropriate, request authorization for inclusive assessment arrangements from the IB Organization according to procedures stated in the handbook.

17.5 If the inclusive assessment arrangements authorized by the IB Organization are considered inappropriate for a candidate by a school, a candidate or the candidate's legal guardian(s), the DP coordinator may request a re-evaluation of the candidate's needs to decide whether the authorized arrangements are appropriate. A first re-evaluation of the arrangements will be undertaken by the IB Organization staff who authorized the arrangements. If the first re-evaluation does not then meet with agreement from the school, a second re-evaluation will be undertaken jointly by persons with appropriate qualifications, one an IB Organization employee not involved in the original decision and one who is not an employee of the IB Organization. No further re-evaluations are possible after the second re-evaluation. The IB Organization must receive any re-evaluation request from the DP coordinator within one month of the coordinator having received initial confirmation of the authorized inclusive assessment arrangements or the result of the first re-evaluation request, as appropriate.

17.6 If a candidate is granted inclusive assessment arrangements (and these are properly implemented by the school), candidates and/or their legal guardian(s) are not entitled to claim that they are affected by adverse circumstances in the event that assessment results following such arrangements are not at levels desired and/or anticipated by candidates. The authorization of inclusive assessment arrangements is the sole accommodation by the IB Organization for candidates with learning support requirements

(ibo.org)

This policy was written in May 2019 in reference to the following documents:

- *General regulations: Diploma Programme - April 2014*
- *Learning diversity and the IB Programmes/Special educational needs within the International Baccalaureate programmes - 2010*
- *Programme standards and practices - 2010*

Committee members: Sylvie Haddad (English teacher) - Ghada Habib (Mathematics teacher) - Lara Chamoun (Former Diploma Programme Coordinator) - Manal Sammak (Director of English Section)

Policy Reviews:

- *June 2019: Mr. Anis Nassif (President of PPFL), Manal Sammak (Director of English Section), Lara Chamoun (Former Diploma Programme Coordinator) – Anjel Lublubjian (IB Diploma Programme Coordinator),*

- *September 2019: Mr. Anis Nassif (President of PPFL), Mr. Bruno Jacquier (General Director), Manal Sammak (Director of English Section), Anjel Lublubjian (IB Diploma Programme Coordinator), English Section Teachers*

Next Review: *May 2020*