

PUE - QF Schools Qatar Academy Al Khor

Inclusion Policy

Incorporating the PUE Inclusion Policy, approved March 2018

1. QF PUE Vision

Leading learning.

Qatar Academy Al Khor vision:

Our vision at Qatar Academy Al Khor is to empower students to be open-minded, inquiring and knowledgeable life-long learners who are able to adapt to an ever-changing world through intercultural understanding and respect. We envision our future leaders as courageous problem-solvers who will make a positive difference to the world.

In order to accomplish this aim, Qatar Academy Al Khor provides additional support to children with special educational needs. The purpose is to ensure that learners who are having consistent, persistent difficulties that are associated with a range of disabilities are identified and provided with the individualized support to confidently meet the challenges of a bilingual IB curriculum.

2. Scope and authority

The scope of the Inclusion Policy shall apply to all schools within the Qatar Foundation that are subject to oversight by the Pre-University Education division.

This Inclusion Procedures Manual, incorporating the Inclusion Policy, shall jointly control and govern all matters pertaining to the subject outlined therein. The Policy and Procedures Manual shall supersede any and all prior agreements, policies or procedures in any way related to, or connected with, the topics outlined herein.

3. Objective

The **Inclusion Policy** sets forth the general principles for assessment and support of QF students with diverse educational needs. The **Inclusion Procedures Manual** is intended to provide uniformity of expectation among QF Schools, while at the same time allowing for individual schools to promulgate procedures that reflect the uniqueness of their school environment. Accordingly, and pursuant to the objectives outlined herein, this Inclusion Policy addresses the following questions:

- Why does QF need an inclusion policy?
- What are the guiding principles?
- How are students identified?
- What interventions are provided to support inclusive practices?

The **Inclusion Policy** sets forth the general principles for assessment and support of QAK students with diverse educational needs. QAK identified it's long term goals for the coming years and this includes becoming a more inclusive school by offering services to accommodate a wide range of students. As additional support services are allocated, this policy will be reviewed and updated to represent current practices at QAK.

The policy should be used in conjunction with other PUE policies; including Admissions, Assessment and Promotion & Retention. Each QF school will have its own handbooks or practices document that detail how the policy and procedures are implemented.

4. Policy and procedures

4.1: Why does QF need an inclusion policy?

Policy statement

We are guided by the belief that all students can learn, experience success and reach his or her potential.

- This policy will ensure a consistency of philosophical approach to the delivery of services and systems.
- PUE recognizes that each school's procedures and practices will differ and be driven by their unique mission, values and community they serve.

4.2: What are the guiding principles?

Policy statement

QF schools offer diverse educational programmes that cater to a wide range of student needs.

- Inclusion in QF schools is a continuum of service that is defined by PUE and provisioned within each school.
 - At QAK we offer a variety of services across our settings:
 - PYP (grades KG-5): Tier 3 services for Occupational Therapy, Speech Therapy, Psychological services, behavioral services, and academic support services. For the 2019-2020 school year, QAK will add 1 additional support teacher to add support in Pre-3 & Pre-4 and increase support for students across the PYP.

Additionally, gifted cluster groupings are utilized across grade levels from 2-5 to support higher ability students.

- MYP: Limited Tier 3 services for Occupational Therapy, Reading/Math interventions at a Tier 2 level, counseling, psychological services, WIDA testing at Tier 1. Tier 3 academic services for Reading/Math will begin in Fall 2019. Accommodations for students based on their WIDA or Psychological testing.
 - DP: Accommodations based on WIDA or Psychological testing, counseling services as needed.
 - For the 2019-2020 school year a Gifted Coordinator will be allocated to all programs at QAK full time to implement specialized programming.
 - QAK offers programming based on students language abilities for the English Language across programs.
- QF schools have an ethical obligation to accept, and continue to re-enroll, only those students whose identified needs can be reasonably supported within the school's resources and structures.
 - QAK [all programs] accepts students who fit within grade wide-data as evidenced by MAP, QAK Arabic grade wide data. See Reference to Admission Policy. QAK has the means to support students who are academically struggling as evidenced by QAK grade-wide data, MAP scores, WIDA scores, and who evidence that they can make satisfactory growth with interventions that are provided. Additionally, students with moderate behavioral concerns are supported by Positive Behavioral Interventions and Supports and Tier 1,2,&3 interventions. Look to add in additional information re: programming from 17-18 Inclusion policy.
 - QF schools will use systems and data to identify students in need of specific interventions.
 - QAK [All IB programs] uses a variety of data points to identify students needs: examples of data include: Behavioral data (SWIS) for grades 1-12, attendance data (powerschool) for all students, MAP Growth data for Reading, Language, and Math for grades 3-10 and Math and English data for grades 1-2, WIDA data (Listening, Speaking, Reading, Writing in English) for grades 6-12. PYP is planning to use the WIDA test for students in grades 1-5 starting in Fall of 2019, as well as Mubakkir Arabic literacy data for grades 1-2 and Tala for grades 3-10. English Literacy data for PYP in grades KG-5 (e.g., Fountas and Pinelle Benchmarking via Running Records), IB program specific levels and grades (Pre3-12). For the 2019-2020 school year Running Records may be used for select students in the MYP program (Grades 6-8).

- QAK [PYP, MYP, DP, excluding Pre-3/Pre-4] has a Student Support Team system in place to identify students in need of specific interventions.
 - In the PYP students can get access to Occupational Therapy, Speech Therapy, Behavioral therapy, Psychological Services, Counseling, and Special Education (English Reading/Math support) as a result of the referral/identification process. In addition to this, they may be identified as needing additional Tier 2 supports, either behaviorally or academically (e.g., Check In Check Out or a reading intervention) that can be outlined through that system.
 - In the MYP and DP students have limited access to specialized services (e.g., Psychological services, behavioral services, and occupational therapy), as well as select grade bands that get academic interventions in regards to Math and Reading. There is a full time counselor available to help students develop affective skills, social/emotional wellbeing and help with behavioral interventions (e.g., Check in Check out). Starting in the 2019-2020 school year additional specific academic resources will be available, as well as access to Pastoral Care grade level leaders.

4.3: How are students identified?

Policy statement

Students with unique educational needs who would benefit from specific inclusion practices are identified at the point of their admission to a QF school, or at any point in their school career. QF schools will utilize the following data in their identification procedures, in keeping with PUE and school Admissions, Assessment and Promotion & Retention policies.

- Admissions screening.
 - Starting in grade 3, all students will take a MAP screener to see if they fit with QAK's current grade wide spectrum of abilities in regards to Math and Reading (Check re: language as well). Refer to admission policy for all admissions processes.
- A wide range of formal and informal assessment.
 - E.g., MAP Growth data for Reading, Language, and Math for grades 3-10 and Math and English data for grades 1-2, WIDA data (Listening, Speaking, Reading, Writing in English) for grades 6-12, PYP is planning to use the WIDA test for students in grades 1-5 starting in Fall of 2019, as well as

Mubakkir Arabic literacy data for grades 1-2 and Tala for grades 3-10. English Literacy data for PYP in grades KG-5 (e.g., Fountas and Pinelle Benchmarking via Running Records), IB program specific levels and grades (Pre3-12), classroom data, and formative and summative assessment data.

- School based referral processes.
 - Students who demonstrate significant difficulties in Reading, Writing, Math, Speech and Language, Social/Emotional and Behavior as demonstrated by a variety of data points (e.g., running records, student classwork data, social-emotional and behavioral data, standardized assessments e.g. *Measures of Academic Progress*, MAP) and whose difficulties significantly impact their academic functioning in the classroom are referred by a concerned teacher to the Student Support Team (SST).
 - Teachers are required to complete an SST referral form to indicate the challenges that the student demonstrates in the specific content area (e.g, Literacy, Math, Social-Emotional/Behavior, Speech and Language). Once a referral is completed, an SST meeting is scheduled with a variety of teachers and the Student Support Team. The Student Support team consists of the following: Student Services Coordinator who oversees the process, teaching staff, the school counselor, building principal/vice-principal and may consist of the following: the school psychologist, speech-language pathologist, and the learning support teacher, as well as any additional stakeholders.
 - The team then decides the plan for the student (e.g, recommend observations, evaluations as warranted, and appropriate interventions). Some students may be recommended for short term interventions (Tier 2 interventions) to address their specific areas of concern. If progress is demonstrated following these interventions, these students will return to core instruction and their progress continuously monitored. However, if progress is minimal following Tier 2 interventions (e.g., “reading room”) and intensive support is warranted based on school wide data (e.g., running records, school assessments, MAP scores, progress monitoring measures) additional evaluations and/or intensive interventions are recommended. Parent consent is then obtained prior to any evaluations and/or intensive support that is required. In some situations, an additional SST review meeting will be arranged to review the progress of these interventions or observations and to determine the next steps for the student’s support.

After the identification process, if the school determines that they do not have the capacity to serve the educational needs of the student, the family will be recommended to seek another school.

Procedures

Although inclusion is defined and implemented uniquely within each school, core features across QF schools will include the following components:

1. *Identification of need* through the use of uniform systems of assessing student progress.
 - At QAK MAP Growth data (PYP Grades 1-5 and MYP Grades 6-10), WIDA data (MYP and DP), School Wide Information System (SWIS) data (grades 1-12), grade-wide literacy data (e.g., Fountas & Pinnell Running Records in the PYP ([example](#)), and report card measure student progress and the growth of students.
 - In the PYP program (Pre3-Grade 5), there are 'Student of Concern Meetings that are run 3-4 times per year, identify students who are struggling across the domains of attendance, English, Arabic, Reading, Math, and Behavior. Additionally, each grade 1-5 cohort meets with their lead teachers to identify needs based on MAP data.
 - Students of concern meetings will take place in the MYP and DP for 2019-2020 school year.
 - In the MYP, Grades 6,7, & 10 utilize MAP data in conjunction with classroom performance to assess which students may benefit from a Tier 2, additional intervention in Math.
 - The MYP and DP programs review WIDA data across the school to assess where their students English Language strengths and weakness' lie, as well as allowing for classroom accommodations (e.g., use of Google Read/Write) for students who are below a 4 on the WIDA data.
2. *Addressing school wide challenges* through strategic professional development and alignment of classroom practices.
 - Refer to 2019-2020 Strategic plan
3. *Support for groups* of students that fall outside the average range of skills.
 - Support for students who fall outside the average range for academics in the PYP:
 - Tier 2 classroom support coming from 4 weekly support blocks; 2 in Arabic and 2 for subjects taught in English.
 - Tier 3 support for students who fall outside the average range in regards to Speech and Language, Gross/Fine Motor Skills, Sensory Processing, Reading in English, Math, and social skills.
 - For the 2019-2020 School year the early years programs (Pre-3 & Pre-4) will get limited Speech Therapy and Special Education Support.
 - Support in the MYP is for struggling math students in grades 6,7, and 10, and happens 3-5 times in a 10 day cycle.
 - For the 2019-2020 school year QAK will increase their services to support students in grades 6-8 in regards to Literacy at a Tier 3 level.
 - The MYP program runs a after school support program for English Language abilities using IXL.

- For Gifted and talented there are extended learning opportunities offered a few times per year, in addition to a cluster group model in grades 2-5.
4. *Individualization* in the form of accommodation plans for students that continue to make limited progress despite group intervention.
- Students across all programs may qualify for accommodations. ([Link to Example](#))
5. *Admission and continued enrollment at the school.* If the school determines that they do not have the capacity to serve the educational needs of the student the child will be referred elsewhere. The decision lies firstly with the school director and then ultimately with the Executive Director of Schools. Where schools determine that they cannot reasonably support the child, the school will go through specific steps in communicating this decision and recommendation. Parents have the right to be informed of the reasons for refusal of admission or for the recommendation of transfer of their child to another school.
- Steps need to be identified (e.g., for behavior, student will be put on a behavior contract that will be signed in conjunction with the family; if the student does not adhere to this contract, etc)***

In order to best outline the above procedures they have been separated into those that apply to the admissions process, and those that apply to the referral process of students already in the school.

Procedures for identifying students during the application for admission.

Each QF school will have it's own handbook or procedural guide that should be consistent with this policy and will include the following components:

1. Applicants with disabilities shall be considered for admission on the same basis as other applicants. If such an applicant meets the admissions requirements, and if the school finds that the disability either a) does not create a barrier to the student benefitting from the school's full academic program, or b) can be accommodated within the school's existing program without the use of any additional services or support, while maintaining adequate yearly progress, the applicant shall be accepted. However, if students are identified during the screening/admissions procedure as requiring more significant support than what can be provided by the school, they would be recommended to apply to other schools that best support their child's needs.
2. Admissions screening should assess each child's application on an individual basis, in reference to school and PUE Admissions policy, and to the school's current levels of available resources.
3. When potential inclusion needs that would require additional support are identified by the school's admissions committee then TLC or a learning support team member should become involved in observations, additional testing or recommendations, depending on the school-specific procedures and the availability of TLC resources.
4. Schools use a variety of assessment or testing tools in order to understand the current academic levels of each child and to identify any special needs. Such

tests include but are not limited to: report card grades, medical documents, MAP data, WIDA and psycho-educational assessments.

5. TLC manages and aligns its resources with individual and school needs, in accordance with the TLC Handbook.

Procedures for identifying students during their educational career at QF schools

Each QF school will have it's own handbook or procedural guide that should be consistent with this policy and will include the following components:

For Secondary school, MYP and DP, information is found here:

<https://www.qakfaculty.com/student-services.html>

1. Assessment and testing of a child's progress is based on an analysis of school wide data. Such tests include but are not limited to: report card grades, MAP data, PBIS, WIDA and psycho-educational assessments.
 - *Refer to 4.3*
2. If a student demonstrates limited or no response to documented academic interventions that address the child's specific and identified skill deficit at the appropriate tier, then additional interventions will be considered.
 - At QAK a variety of interventions are considered, and when unsuccessful a support team (e.g., teachers, Pastoral Care Leaders, Subject Lead Teachers, specialists (e.g., Speech Language Pathologist, Occupational Therapist, School Psychologist, Gifted/Talented Coordinator, etc), counselor, Student Services Coordinator, etc) meets to reassess how they may help a student (this could include Tier 2 or Tier 3 interventions).
3. The school will have a referral process that aligns with the one outlined in the TLC Handbook. As part of each school's assessment and reporting procedures, and in accordance with the PUE Assessment Policy, a student's special educational needs may be identified after a student has been admitted and during the academic year. Each school has a procedure for the identification of such needs and for the referral of the student to the Student Services Coordinator.
 - See assessment policy
 - Refer to 4.3 of this policy
4. The school will have a monitoring process in order to track interventions and support services, as outlined in 4.4 below, and the student's response to them. The process will have a clear timeline, designated responsibilities, and parental involvement.
 - [PYP, MYP, DP] Students with tier 3 interventions qualify for a Student Support Plan (SSP) and get both short term and long term goals to target their specific deficits; goals are reviewed at the end of each semester when report cards go home, as well as annually when their annual Student Support Plan meeting takes place. (Link to [SSP with Goal Pages](#))
 - For tier 2 interventions in the PYP, the grade wide data, in conjunction with specific intervention groups, are reviewed 3-4 times per year in accordance with the MAP/Running records test dates, and the continuation, dis-continuation, or referral for additional services is made after students progress has been measured.

- For the MYP and DP, there is currently no Tier 3 support. For the academic year 2019-2020, a Learning Support Teacher will be allocated to the MYP programs and will help facilitate tier 3 and tier 2 programs accordingly.
5. Directors, in collaboration with PUE and TLC, make the final determination regarding the provision of external service providers on the school's premises.

4.4: What interventions are provided to support inclusive practices?

Policy statement

QF schools, in collaboration with the Teaching and Learning Center, provide a range of support services that take a multi-tiered approach to behavioural, physical and academic needs, are supportive and integrated into the curriculum and classroom, and that are informed by data.

Procedures

Schools will address, adopt or adapt the following elements from the range of intervention and support services in to their own policies and handbooks; including, but not limited to, the following elements:

- Systems and tools of assessing student progress and for the identification of needs through the use of uniform systems, such as MAP testing, leveled readers such as Scholastic, or Fountas & Pinnell, or Leveled Literacy Intervention, where available.
 - Refer to 4.3
- Tier 1- proactive instruction process. This is defined as differentiation in the classroom. It is the proactive prevention of predictable problems and should meet the majority of needs.
 - See PYP Units of Inquiry / Stand alone units
 - See MYP/DP Unit Plans
 - Grades 1-5 in the PYP, and grades 6-12 across both the MYP and DP programs utilize Tier 1 best practices as part of the Positive Behavior Interventions and Supports (PBIS) programs. There are scheduled review times of tier 1 expectations, school wide data reviews of generalized problems, and targeted interventions at the Tier 1 level to help alleviate school wide or grade level issues.
- Tier 2- programmatic targeted interventions. This is a school-based system of small group supports that is readily available and designed to address a specific need. These programmatic interventions define clear instructional procedures, duration and frequency of instructional support. There are many ways to implement this tier of support in practice whether push-in or pull-out, walk-to-learn, etc. Provision at this tier should be common across the school and is normally managed by the class teacher, in collaboration with other educators.
 - PYP - In the KG grade band teachers have started to do a phonics program integrated with kinesthetic movements in small groups based on

- their classroom data. This program will have run 1 time for 6 weeks over the course of the 18-19 academic year. Additionally, QAK saw its first year of a Tier 2 program for fine-motor/writing skills, based on teacher referral and Occupational Therapist screenings. There will be 3 cycles of 6-8 weeks completed over the course of the 18-19 academic year.
- PYP - Grades 1-2 and 3-5 have had small group pull-out support for math interventions based on grade wide Math MAP data; the reviews have been completed when new MAP data is obtained, or as seen from MAP Skills intervention data. This is the 2nd year QAK has run a Tier 2 Math Program.
 - PYP - Grades 1-5; there is currently not a literacy program up and running ,however, there is a plan for the 2019-2020 school year to go back to a pull-out 'reading room' model of support based on grade wide data.
 - PYP - Teachers may choose to utilize their support blocks to target specific children's reading or math abilities based on MAP/Running Records Data.
 - MYP- Grades 6, 7, & 10: Based on grade wide data in conjunction with teacher input, tier 2 groups for math support were run with either boys or girls, during their advisory periods or lunch time, based on their MAP data.
- Tier 3- personalized intensive interventions. These often incorporate the structural and data collection elements of tier two but are individualized to account for learning differences that tier two supports failed to address. These are individual systems of personalized support.
 - PYP - Grades KG - 5 - Students who have Student Support Plans may receive tier 3 interventions for any of the following services: Occupational Therapy, Speech Therapy, Psychological counseling services, social skills, or Academics (Math or Literacy in English).
 - MYP - Grades 6-10 - Students who have a Student Support Plan may receive any of the following at this time in limited doses: Occupational Therapy, Psychological counseling services, Speech Therapy, Social Skills. We currently do not have Academic support at the tier 3 level, however, there is a plan for the 2019-2020 school year to increase this to include both math and literacy in English.
 - DP- Grades 11-12 students identified for this type of support through reviewing standardized assessment scores receive occupational Therapy, Psychological counseling services, Speech Therapy, Social Skills support. Furthermore, data from the student support plan would qualify students for inclusive arrangement (accommodations) outlined in the IB Access and Inclusion policy.
 - Individual Education Plans are used where a student's special needs require specific individualized support, which should be detailed and reviewed annually. IEPs should be developed and reviewed in collaboration with parents.
 - QAK calls their IEP's a "Student Support Plans" (SSP); they are developed and reviewed annually with parents. ([Example](#))
 - QF schools that conduct external examinations, such as the IB MYP eAssessment, IB Diploma Programme exams and MAP testing, adhere to the published rules and regulations of the appropriate examining and testing

bodies. Inclusive assessment arrangements and reasonable adjustments in external examinations. These include the provision of modifications and accommodations of examination texts and conditions, such as the provision of extra time, a laptop, a text-reader, a scribe etc. Similar provisions may be made in schools for internal examinations created by the school for assessment and reporting purposes.

- QAK MYP and DP offer accommodations based off of WIDA data, Psychological testing, and student way of working, as outlined in the [IB Access and Inclusion policy](#). ([Example to accommodation plan](#), and [example of grade wide Data for WIDA with EAL accommodation information](#)).
- Decisions regarding the provision of SEN and inclusion practices are made at the school leadership level and at the discretion of each school. In individual cases decisions should be made in good time, in partnership with parents and TLC professionals, so that parents may consider the other options for their child's education. The final decision on individual and school-wide provision is subject to agreement by the Executive Director of QF Schools.

Additional Procedures:

To be adopted and incorporated in to handbooks by all QF schools.

Provision of external service providers, consultants, medical support, learning support assistants (LSAs) and shadow teachers.

In exceptional circumstances, when school and TLC resources cannot meet a student's needs, parental agreement to enlist and pay for external service providers may be considered. Such decisions are governed by the following procedures:

- When students warrant external support than what can be provided at the school, the school in consultation with TLC will determine if provision of support services from external service providers, medical providers, consultants will support the student's learning and inclusion in the school. The effectiveness of these external supports will be reviewed by the team regularly through reports shared by the providers and school-based data to determine the continuity of these supports for each academic year.
- It shall be the responsibility of the school, in consultation with TLC, to evaluate and determine the qualifications, involvement, access, effectiveness, and appropriate level of support for all external service providers in QF Schools.
- Parents or external service providers are responsible for providing copies of relevant qualifications and CID clearance documents to TLC and the school. No service provider will be permitted to work in QF schools without these documents.
- Where external support is determined to be a necessary component of the student's IEP, the school reserves the right to set service levels during the school day, limit access, evaluate effectiveness and require ongoing progress reports.
- Directors, in collaboration with PUE and TLC, make the final determination regarding the provision of external service providers on the school's premises.
- Decisions are also governed by the PUE Child Protection Policy.

Parental and family involvement in inclusion decisions and provisions.

- As part of the Admissions process, parents are required to disclose any and all medical, behavioral, psychological or educational information about the child which may have an impact on their admission to school.
- Failure to disclose this information may result in the student's admissions acceptance being withdrawn at any stage of their educational program.
- Parents are required to be active participants in all meetings related to the educational programs of their child. They have the right to be informed on a regular basis on all aspects of their child's academic, social and emotional progress.
- Students with identified concerns at or after admission will be regularly monitored and assessed.
- This information will be shared with the parents at regular intervals during the school year through parent meetings, reports, or letters.
- Where a student requires more intensive support than anticipated, the school shall meet to notify parents of their concerns at the earliest possible opportunity.
- As a condition of their continued enrollment, students may be required to participate in additional assessments and engage in specialized support as outlined in an Individualized Educational Plan.
- Parents will be required to complete their part in the assessments and interventions to support the student's learning.
- This plan is to be regularly reviewed and parents provided with detailed information about student progress towards identified goals.
- Following an extensive process of goal setting, the provision of additional support and feedback on progress, the school may, in consultation with TLC, determine it does not have sufficient resources to address the unique learning needs of the child. At that time, the school may ask the parent to make an alternative educational arrangement.

What is the role of TLC?

- The Learning Center (TLC) is committed to providing instructional and related service support that is learner focused, flexible, and responsive.
- The Learning Center (TLC) provides a number of services in support of inclusion provision at QF schools. Shared resources through TLC include a School Psychologist, Senior Learning Specialist, Speech-Language Pathologist, Autism Specialist, Occupational Therapist, Talented and Gifted Program Coordinator, Instructional Coaches, and English as a Second Language Support. These resources are identified through a Student Study Team referral process and allocated by the Student Services Coordinator. School based resources are managed as a collaborative effort between the school administration and Student Services Coordinator.
- Specific details of the policies, procedures, practices, referral forms and supporting documents can be found in the TLC Handbook, which is reviewed on an annual basis.
 - Link to [TLC Handbook from 2017-2018](#)

5. References

This policy draws upon the pre-existing policy documents and procedures of each QF school, and on the Pre-University Education Qatar Foundation Schools Draft Policy and Procedures Manual, November 2015. In addition, the following sources were consulted:

Meeting student learning diversity in the classroom, International Baccalaureate Organization (UK) Ltd, 2013.

Learning diversity and inclusion in IB programmes, International Baccalaureate Organization (UK) Ltd, 2016.