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LYCEUM

"Shirakatsy Lyceum" International Scientific-Educational Complex

INCLUSIVE EDUCATION POLICY

ROUND SQUARE

COLEGIO DEL MUNDO · WORLD SCHOOL · ECOLE DU MONDE

WE ARE A CIS INTERNATIONALLY ACCREDITED SCHOOL

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1. Introduction

1.1 Mission and Vision

Grounded in its mission, Shirakatsy Lyceum strives to nurture learners as true intellectuals and responsible citizens, united by national heritage and universal values. The Lyceum's vision is to prepare lifelong learners who demonstrate academic excellence, critical and creative thinking, intercultural understanding, and ethical responsibility.

1.2 IB Philosophy on Inclusion

The International Baccalaureate defines inclusion as *"an ongoing process that aims to increase access and engagement for all learners by identifying and removing barriers"* (IBO, 2020). At Shirakatsy Lyceum, inclusion is embraced as a whole-school culture in which learner diversity is recognized as the norm and equitable participation is guaranteed for every student.

1.3 National and International Context

This policy is grounded in both the national and international frameworks that safeguard the right to inclusive education. At the national level, it aligns with the Republic of Armenia's legislation guaranteeing equal access to education, including for learners with special educational needs. At the international level, it reflects globally recognized principles and commitments that emphasize equity, diversity, and access for all. By integrating these two dimensions, Shirakatsy Lyceum ensures that its inclusive practices are legally sound, globally informed, and responsive to the needs of its diverse learning community.

1.4 Purpose and Scope

The Inclusive Education Policy defines the Lyceum's commitments and procedures to ensure equitable access and holistic development for all learners. It applies to all divisions of the school (Kindergarten, Primary, Middle, High Schools) and to all stakeholders—students, staff, parents, and external partners.

2. Philosophy and Rationale

2.1 Inclusion as a Human Right

Every student has the right to an education that honors their dignity, affirms their identity, and fosters their potential. Inclusion ensures not only access to classrooms but also meaningful participation and achievement.

2.2 Equity

The Lyceum distinguishes clearly between **equality** and **equity** in education.

- **Equality** means providing the same resources and opportunities to all learners, regardless of their individual profiles.

- **Equity**, by contrast, means providing differentiated support and accommodations so that every learner can reach comparable and meaningful outcomes.

Equity recognizes that learners start from diverse positions and therefore require varied levels of support. This principle ensures that inclusion at Shirakatsy Lyceum goes beyond uniform treatment and addresses the real needs of each student, affirming fairness in both process and results.

2.3 Diversity as Enrichment

At Shirakatsy Lyceum, diversity is embraced not as a challenge to overcome but as a resource that enriches teaching, learning, and community life. Diversity is understood broadly, encompassing cultural, linguistic, academic, socio-emotional, and physical dimensions.

Diversity is valued as strength because it:

- **Enriches the learning environment** by bringing multiple perspectives and ways of thinking.
- **Strengthens community life** by encouraging collaboration, empathy, and respect among students and staff.
- **Promotes intercultural and interpersonal understanding**, helping students connect across differences and develop global citizenship.
- **Enhances creativity and problem-solving**, as varied backgrounds and experiences inspire innovative approaches.

By affirming diversity as enrichment, the Lyceum ensures that every learner's unique background and abilities are recognized as contributions to the collective growth of the school community.

2.4 Holistic Development

At Shirakatsy Lyceum, education nurtures the whole child, cultivating intellectual curiosity, emotional resilience, social responsibility, physical well-being, and ethical integrity, all guided by the attributes of the IB Learner Profile.

2.5 Shared Responsibility

The Lyceum views inclusion as a collective responsibility, embraced jointly by leaders, teachers, specialists, parents, and students to ensure that every learner is supported and valued.

3. Policy Framework and Alignment

Shirakatsy Lyceum's Inclusive Education Policy is anchored in a multi-layered framework that ensures coherence across international, national, and institutional levels. This framework establishes both the principles and the operational references guiding inclusive practice at the Lyceum.

3.1 IB Programme Standards and Practices

This policy aligns with the **IB Programme Standards and Practices (2020)**, in particular:

- **0401** – The school implements and reviews access and inclusion policies.
- **0402** – The school allocates resources to support inclusion.
- **0403** – The school ensures equitable access to assessment and learning.
- **0404** – Teaching and learning are designed to respond to learner diversity.

3.2 IB Reference Documents

The policy draws directly on the following IB documents, which provide detailed expectations for inclusive education:

- Learning Diversity and Inclusion in IB Programmes (2016, updated 2020)
- Access and Inclusion Policy (current version)
- Programme Standards and Practices (2020)
- Rules and General Regulations (DP, MYP, PYP)
- Assessment Principles and Practices
- Assessment Procedures (IBIS)
- Academic Integrity Policy
- Language Policy Guidelines
- Learning and Teaching in the IB Programmes

3.3 National Legislation

The Lyceum complies with the **RA Law on Education**, the **Law on the Education of Persons with Special Educational Needs (2005, amended)**, and related ministerial decrees and guidelines. In cases of discrepancy, IB principles take primacy while ensuring compliance with national regulations wherever possible.

3.4 International Commitments

This policy is also informed by global frameworks, including:

- UNESCO Salamanca Statement (1994)
- UN Convention on the Rights of Persons with Disabilities (2006)

- UN Convention on the Rights of the Child (1989)
- OECD Guidelines on Equity and Inclusion in Education

3.5 Internal Policy Alignment

The Inclusive Education Policy is interconnected with other Lyceum policies:

- Assessment Policy
- Academic Integrity Policy
- Language Policy
- Admission Policies (Primary, Middle/High, DP)
- Child Protection Policy
- Shirakatsy Lyceum Authorised Educational Programme for the Identification, Education, and Research of Giftedness

*For detailed excerpts from international, national, and institutional documents, see **Annex 1: Legal and Policy Excerpts**.*

4. Key Definitions

To ensure clarity and consistency, this policy establishes a set of key definitions that guide inclusive practice at Shirakatsy Lyceum. These definitions are not presented as a technical glossary alone; they articulate the school's core approach to inclusion and learning diversity. By clarifying what is meant by concepts such as *equity, learner diversity, access requirements, and student agency*, the policy provides a shared language for leaders, teachers, specialists, parents, and students.

While this section outlines the foundational definitions and principles, a more detailed and expanded list of terms is provided in **Annex 2: Glossary of Terms**, which serves as a practical reference for daily implementation.

4.1 Inclusive Education

Inclusion is understood as an ongoing process of identifying and removing barriers to learning and participation in order to ensure equitable access for all learners. At Shirakatsy Lyceum, inclusion is a guiding principle that shapes the whole-school culture: diversity is seen as enrichment, and every learner's dignity, identity, and potential are affirmed.

4.2 Learning Diversity

Learning diversity refers to the broad spectrum of differences among learners—cognitive, linguistic, cultural, social, emotional, and physical. At Shirakatsy Lyceum, diversity is recognized as the norm rather

than the exception. Diversity is valued as a strength that enriches the school community, stimulates creativity, and promotes both interpersonal and intercultural understanding.

4.3 Learners with Access Requirements

Learners with access requirements are those who need additional support or reasonable adjustments to fully engage in teaching, learning, and assessment. At the Lyceum, such learners are supported through structured processes (referral, IEPs, or SSPs) to ensure equity and fairness, without lowering academic expectations.

4.4 Reasonable Adjustments

Reasonable adjustments are changes made to teaching, learning, or assessment to remove barriers without altering intended learning outcomes or compromising academic integrity. They are an expression of equity in practice: creating conditions that allow all learners to demonstrate their knowledge, skills, and competencies on fair terms.

4.5 Accommodations vs. Modifications

- **Accommodations** adjust *how* learning takes place or is demonstrated (e.g., extra time, alternative setting).
- **Modifications** adjust *what* is taught or expected (e.g., simplified content).

At Shirakatsy Lyceum, internal assessments may include both accommodations and modifications in line with RA guidelines, while in IB external assessments only accommodations are permitted, never modifications.

4.6 Gifted Learners

Giftedness is understood in this policy as a multidimensional construct that goes beyond academic performance or intellectual ability alone. It represents the dynamic interaction of three key clusters of traits:

- **Above-average ability** – learners demonstrate significantly higher cognitive potential, either in general intellectual capacity or in specific domains.
- **Creativity** – learners show originality, curiosity, flexible thinking, and the capacity to generate novel ideas and approaches.
- **Task commitment** – learners display persistence, intrinsic motivation, and a strong drive to achieve and complete challenging tasks.

Gifted behavior is expressed when these traits converge, and it is always shaped by environment, opportunities, and personal effort. Within the Lyceum's inclusive framework, gifted learners are viewed not as exceptions but as part of natural learner diversity, requiring intentional recognition and support.

Their development is nurtured through enrichment, acceleration, mentoring, and holistic approaches that ensure both personal growth and contribution to the school community.

4.7 Multilingual Learners

Multilingual learners are students who are learning through a language that is not their primary language of communication. At Shirakatsy Lyceum, multilingualism is treated as both a reality and a resource. Learners are supported through scaffolding, bilingual resources, and differentiated assessment, as outlined in the school's **Language Policy**, and is encouraged to develop intercultural competence alongside academic achievement.

4.8 Student Agency

Student agency is the capacity of learners to take initiative, set goals, make informed choices, and assume responsibility for their learning journey. At Shirakatsy Lyceum, agency is viewed as central to both inclusion and the IB Learner Profile: learners are active participants in their own growth, not passive recipients of instruction.

5. Pedagogical Frameworks for Inclusion

Inclusive education at Shirakatsy Lyceum is not a set of isolated practices but a coherent pedagogical approach. The school draws on established international frameworks to ensure that every learner has access to meaningful learning and development.

5.1 Universal Design for Learning (UDL)

The Lyceum applies UDL principles by providing multiple means of **representation**, **expression**, and **engagement**. This ensures that all learners—regardless of ability, language background, or learning style—can access and participate in lessons. Teachers design learning experiences in advance to be flexible and accessible, minimizing the need for individual retroactive adjustments.

5.2 Differentiated Instruction (DI)

Differentiation at the Lyceum is proactive, systematic, and documented in planning. Teachers adapt **content** (what students learn), **process** (how they engage with material), and **product** (how they demonstrate learning) according to students' readiness, interests, and profiles. This approach respects learner diversity and promotes equity by aligning instruction with individual needs while maintaining high expectations for all.

5.3 Response to Intervention (RTI)

The Lyceum employs a tiered system of support to address diverse learning needs:

- **Tier 1: Universal support** – high-quality differentiated instruction provided to all learners.

- **Tier 2: Targeted support** – small-group or short-term interventions for learners who require additional help.
- **Tier 3: Intensive individualized support** – comprehensive IEPs or SSPs and sustained accommodations for learners with significant access requirements.

This model ensures early identification, timely support, and continuous monitoring of student progress.

5.4 Culturally Responsive Pedagogy

Instruction at the Lyceum actively affirms each learner's cultural identity and leverages cultural experiences as assets in the classroom. Teachers incorporate diverse perspectives, texts, and examples, thereby validating students' backgrounds and fostering intercultural competence. This approach not only promotes academic success but also builds mutual respect and global citizenship.

5.5 Trauma-Informed Practices

The Lyceum acknowledges the potential impact of trauma on learning and behavior. Teachers and staff are trained to create **safe, predictable, and supportive environments** that reduce triggers, promote trust, and build resilience. Socio-emotional learning is embedded in daily practice, ensuring that learners feel secure, respected, and capable of growth despite past or current challenges.

6. Roles and Responsibilities

Inclusion at Shirakatsy Lyceum is a **collective responsibility**. It requires the active engagement of leadership, teachers, specialists, parents, and students. Clear roles and collaboration ensure that inclusion is consistently implemented across all divisions of the school.

6.1 Leadership and Governance

The leadership team sets the vision, allocates resources, and ensures accountability for inclusive education. Leaders integrate inclusion into strategic planning, oversee the implementation of this policy, and monitor its impact on teaching and learning. They also ensure compliance with both national legislation and IB standards, and report progress to the wider school community.

6.2 Inclusion Coordinator

The Inclusion Coordinator serves as the **central point of reference** for all matters related to learner support. Responsibilities include:

- managing referrals and coordinating assessments,
- overseeing the design and review of IEPs and SSPs,

- ensuring consistency of accommodations in instruction and assessment,
- submitting IBIS requests for external access arrangements,
- liaising between teachers, specialists, parents, and leadership.

6.3 Teachers

Teachers are the **primary agents of inclusion**. Their roles are to:

- design lessons using UDL and DI principles,
- apply accommodations and support strategies documented in IEPs/SSPs,
- create classroom environments that value diversity and foster agency,
- document interventions and share progress with parents and the Inclusion Coordinator,
- collaborate closely with specialists and colleagues.

Teachers are expected to maintain high expectations for all learners, while adapting methods to ensure equity.

6.4 Psychologists

Psychologists provide **diagnostic and socio-emotional support**. Their responsibilities include:

- administering assessments such as Raven, Cattell CFIT, or Torrance tests where appropriate,
- identifying cognitive and emotional strengths and challenges,
- delivering individual and group counseling,
- contributing to the design and monitoring of IEPs/SSPs,
- supporting teachers with strategies for socio-emotional learning and classroom management.

6.5 Speech Therapists and Special Educators

Specialist staff support learners with specific educational needs.

- **Speech therapists** focus on speech and language development, provide therapy, and advise teachers on communication strategies.
- **Special educators** adapt curriculum materials, provide targeted instruction, and co - teach with classroom teachers.
  Both contribute to IEPs/SSPs and ensure that interventions are systematically monitored.

6.6 Counselors

Counselors focus on the **personal, social, and emotional well-being** of students. Their role includes:

- providing guidance on resilience, stress management, and self-regulation,
- supporting students during assessments and transitions,
- mediating communication between students, parents, and teachers,
- collaborating with psychologists to ensure holistic support.

6.7 Parents and Guardians

Parents are essential partners in inclusion. Their responsibilities are to:

- share relevant background information about their child's needs,
- reinforce learning and socio-emotional strategies at home,
- participate actively in IEP/SSP development and review,
- attend Parent University workshops to deepen their understanding of inclusive practices.

6.8 Students

Students are not passive recipients of support but **active participants** in their own learning. They are encouraged to:

- set goals, reflect on progress, and advocate for their needs,
- respect and value the diversity of peers,
- take responsibility for applying accommodations and strategies,
- demonstrate agency consistent with the IB Learner Profile.

*For a concise overview of responsibilities by stakeholder groups, see **Annex 3: Roles and Responsibilities – Quick Reference Table**.*

7. Identification, Referral, and Support

Inclusive education requires early and systematic identification of learner needs, followed by transparent referral and well-coordinated support. Shirakatsy Lyceum applies structured procedures to ensure that no learner is left without the resources and guidance necessary for success.

7.1 Early Identification

The Lyceum prioritizes early recognition of learner diversity. Teachers, specialists, and parents are encouraged to observe and document signs of learning difficulties, socio-emotional challenges, multilingual needs, or advanced abilities. Screening during admission provides baseline data, while classroom observations and formative assessments continuously inform understanding of learner profiles.

7.2 Admission Processes

Admission at the Lyceum is transparent and regulated by official policies. Screening assesses academic readiness, language competence, and socio-emotional maturity where relevant. Tests such as Raven's Progressive Matrices or Cattell CFIT may provide initial indicators of cognitive ability, which later contribute to the identification of giftedness. In all cases, admission processes respect equity and ensure that diverse learners are given fair opportunities.

*For details on admission-related screening and support, see **Annex 4: Admission Screening and Support Mechanisms**.*

7.3 Referral Mechanism

If a teacher, counselor, parent, leadership member, or student raises a concern, the case is referred to the Inclusion Coordinator. The coordinator then convenes a multidisciplinary team (teachers, specialists, counselors, parents, and where appropriate, the student) to review available evidence. The referral process is guided by principles of confidentiality, timeliness, and fairness.

7.4 Assessment and Planning (IEPs and SSPs)

Based on the referral, students may be provided with:

- **Individualized Education Plans (IEPs)** for long-term, sustained support and enrichment, including gifted learners.
- **Student Support Plans (SSPs)** for short-term or moderate needs, such as adjustment difficulties or multilingual scaffolding.

IEPs and SSPs define goals, strategies, accommodations, responsible staff, and timelines for review. These plans are developed collaboratively and documented to ensure accountability.
*For practical templates of IEPs and SSPs, see **Annex 5: Sample IEP and SSP Templates**.*

7.5 Multidisciplinary Collaboration

The Lyceum ensures that support is not delivered in isolation. Teachers, specialists, counselors, and leadership members collaborate regularly, sharing insights and strategies. Parent involvement is a required component of planning and review, reinforcing the principle of shared responsibility.

7.6 Monitoring and Review

Support plans are monitored continuously through classroom observations, formative assessments, and feedback from parents and students. Formal reviews take place at least twice per academic year. Adjustments are made where progress is insufficient, and enrichment opportunities are expanded where gifted potential is evident.

7.7 Confidentiality and Ethics

All data collected during identification, referral, and support is treated as confidential. Records are stored securely and accessed only by authorized staff. The Lyceum complies with the **RA Law on Personal Data Protection**, ensuring that student dignity and privacy are respected at all times. In addition, the work of the **Psychological Center**, the **Speech Therapy Service**, and the **Special Education Service** is regulated by their professional codes of ethics, which provide further guarantees for confidentiality, responsible data use, and respect for the rights of learners and families.

8. Inclusive Teaching and Learning

Inclusive teaching and learning at Shirakatsy Lyceum is guided by the belief that every learner is capable of growth and achievement when barriers are removed and diversity is valued. Instruction is designed to ensure that all students experience equitable access to the curriculum, meaningful engagement, and opportunities to develop agency.

8.1 Universal Practices (Tier 1)

Universal practices are strategies and approaches applied to all students in every classroom. They include:

- implementation of **Universal Design for Learning (UDL)** and **Differentiated Instruction (DI)**,
- proactive planning to anticipate learner diversity,
- classroom management strategies that foster respect and collaboration,
- formative assessment to monitor progress and adjust teaching in real time.

These practices ensure that inclusion begins not with targeted interventions, but with the quality of everyday teaching accessible to everyone.

8.2 Targeted Practices (Tier 2)

Targeted practices are designed for learners who require additional, short-term support to meet expected outcomes. They include:

- small-group instruction,
- targeted scaffolding for multilingual learners,

- short-term socio-emotional interventions guided by counselors or psychologists,
- temporary adjustments in workload or deadlines.

Targeted practices are meant to prevent gaps from widening, ensuring that learners receive support before challenges escalate.

8.3 Intensive Practices (Tier 3)

Intensive practices respond to learners who require individualized and sustained support. They include:

- development and implementation of **Individualized Education Plans (IEPs)** and **Student Support Plans (SSPs)**,
- provision of sustained accommodations (e.g., extra time, adapted materials, specialized therapy),
- mentoring and enrichment for gifted learners,
- long-term collaboration with parents and external professionals where needed.

Tier 3 practices ensure that no learner is excluded from the curriculum or denied opportunities for growth, even when their needs are complex.

8.4 Co-Teaching and Collaboration

Co-teaching models are employed to leverage the expertise of both classroom teachers and specialists. Collaboration ensures that:

- teachers and special educators jointly plan and deliver instruction,
- psychologists and counselors contribute socio-emotional strategies,
- speech therapists support communication skills in class contexts.

Collaboration fosters a culture of shared responsibility and reduces isolation in supporting diverse learners.

8.5 Multilingual Learners

Multilingualism is treated as an asset. The Lyceum provides:

- scaffolding strategies in the language of prior instruction,
- multilingual resources and glossaries,
- differentiated assessment practices,
- promotion of intercultural competence.

Multilingual learners are supported not only to access content but also to develop the ability to thrive in multiple linguistic and cultural contexts.

8.6 Technology in Inclusive Learning

The Lyceum views technology as an important resource for fostering accessibility, participation, and engagement in learning. Technological tools and innovations are considered part of inclusive practice and may be integrated whenever they serve to remove barriers and support diverse learner needs. The school remains open to adopting and applying appropriate technological solutions in a thoughtful and purposeful manner, ensuring they enhance learning without creating dependency.

8.7 Refugee and Migrant Learners

Recognizing the presence of refugee and migrant students, the Lyceum ensures that these learners:

- are provided with initial language and integration support,
- have access to counseling and socio-emotional care,
- are welcomed into a culturally responsive environment that values their identity and experiences.

The school affirms that the right to education applies equally to refugee and migrant learners, ensuring their inclusion in both academic and community life.

9. Assessment and Inclusive Evaluation

Assessment at Shirakatsy Lyceum is guided by the principles of fairness, equity, validity, and reliability, as articulated in the school's **Assessment Policy** and aligned with IB philosophy. The Lyceum recognizes that assessment is not merely a measure of learning but also a powerful tool to support learning, growth, and reflection for every student.

9.1 Guiding Principles

- **Equity over equality** – all learners are assessed against the same high expectations, but with differentiated support or accommodations where needed.
- **Consistency with curriculum goals** – assessment outcomes reflect intended learning objectives and are not diminished by accommodations.
- **Formative and summative balance** – assessment provides continuous feedback for growth (formative) and reliable evidence of achievement (summative).
- **Transparency and integrity** – criteria, expectations, and accommodations are clearly communicated to students and parents; academic honesty is upheld at all times.

9.2 Inclusive Assessment Practices

To ensure inclusion, teachers:

- design assessments with UDL and DI principles in mind,
- allow multiple ways for students to demonstrate understanding (oral, written, visual, practical),
- provide scaffolding for multilingual learners consistent with the **Language Policy**,
- embed socio-emotional considerations to reduce test anxiety and encourage resilience.

9.3 IB Access Arrangements

For IB external assessments, the Lyceum applies official **IB Access Arrangements**, approved through IBIS. These include accommodations such as extra time, separate venues, readers, or scribes, but exclude modifications that change curriculum expectations.
*For a detailed overview of RA and IB accommodations, see **Annex 6: Assessment Accommodations Overview**.*

9.4 Documentation

All accommodations and support measures are formally documented in student IEPs or SSPs. Teachers record accommodations in assessment planning, ensuring consistency across classes and subjects. Documentation ensures fairness, accountability, and alignment with both IB and national regulations.

9.5 Academic Integrity

Inclusive practices never compromise the principle of academic honesty. Accommodations are designed to remove barriers, not to lower expectations. All assessments—formative, summative, and external—are conducted in accordance with the Lyceum's **Academic Integrity Policy**.

9.6 Link to Other Policies

Assessment practices in the Inclusive Education Policy are directly aligned with:

- **Assessment Policy** – fairness, reliability, formative/summative balance.
- **Academic Integrity Policy** – honesty and authenticity.
- **Language Policy** – scaffolding and differentiation for multilingual learners.
- **Admission Policies** – transparent and equitable assessment in entry processes.
- **Child Protection Policy** – safeguarding dignity and reducing stress in assessment environments.

10. Giftedness and Psychology Laboratory

Shirakatsy Lyceum recognizes giftedness as an integral part of learner diversity. Gifted learners are not viewed as a separate category but as individuals whose advanced abilities, creativity, and motivation require intentional identification and support. The Lyceum's **state-approved Authorised Educational Programme for the Identification, Education, and Research of Giftedness** establishes the framework for this work, implemented in close cooperation with the school's Psychology Laboratory.

10.1 Philosophy of Gifted Education

Giftedness is approached not as elitism but as an opportunity for learners to develop their potential for the benefit of themselves and the community. The Lyceum affirms that inclusion encompasses both learners who require additional support to meet expectations and those whose advanced abilities require enrichment and challenge.

10.2 Definition of Giftedness

According to the Lyceum's programme, giftedness is a **multidimensional phenomenon**, encompassing:

- **high intellectual abilities** (measured through culturally fair tools such as Raven's Progressive Matrices or Cattell CFIT),
- **creative potential** (identified with instruments such as the Torrance Tests of Creative Thinking),
- **strong motivation and task commitment**,
- **socio-emotional characteristics** that distinguish advanced learners.

The school applies **Renzulli's Three-Ring Model** (ability, creativity, task commitment) as its guiding theoretical framework, enriched by national and international research.

10.3 Aims of the Gifted Programme

The objectives of the programme are to:

- identify gifted learners early and fairly,
- design individualized educational pathways,
- promote intellectual, creative, social, and emotional development,
- integrate research on giftedness into teaching practice,
- prepare students to apply their talents for social good and intercultural understanding.

10.4 Identification and Diagnostics

Identification of gifted learners is a systematic process that combines multiple sources of evidence:

- **Admission data** – initial indicators from baseline tools such as Raven's Progressive Matrices or Cattell CFIT, used only for general cognitive screening at entry.
- **Teacher observations and performance evidence** – classroom engagement, problem-solving skills, creativity, and perseverance.
- **Psychological and creativity assessments** – applied post-admission to provide deeper insight; these may include the Torrance Tests of Creative Thinking and the **Wechsler Intelligence Scale**, which is administered only after admission as part of comprehensive, in-depth research.
- **Student portfolios and projects** – showcasing advanced abilities, original work, and long-term interests.
- **Parental input and background information** – providing context about the learner's development, strengths, and motivations.

Giftedness is never determined by a single test but through a **holistic, multidisciplinary evaluation** that integrates data from cognitive, creative, motivational, and socio-emotional domains.

10.5 Educational Approaches for Gifted Learners

Gifted learners are supported through **Individualized Education Plans (IEPs)** tailored to their needs. Approaches may include:

- **enrichment** – extending depth and complexity of learning,
- **acceleration** – advancing in specific subjects or grade levels,
- **mentoring** – connecting learners with experts or peers in specialized fields,
- **research opportunities** – participation in the Psychology Laboratory's studies and projects.

10.6 Role of the Psychology Laboratory

The **Psychology Laboratory** is a cornerstone of the giftedness programme. Its roles include:

- conducting standardized diagnostics and creativity assessments,
- researching learner development across intellectual, emotional, and social dimensions,
- piloting innovative pedagogical methods,
- training teachers in recognizing and supporting gifted learners,
- contributing to the school's knowledge base on inclusion and diversity.

10.7 Teacher Preparation and Professional Development

Teachers are trained to identify and nurture giftedness within their classrooms. Professional development emphasizes:

- differentiation for advanced learners,
- designing enrichment tasks,
- creating socio-emotional support systems to address perfectionism, stress, or peer integration challenges,
- aligning practices with IB philosophy to ensure inclusion.

10.8 Parental Involvement

Parents are recognized as key partners. They provide insight into learners' strengths and interests and collaborate in the design and review of IEPs. The Lyceum organizes workshops to help parents understand the specific needs of gifted learners and to build supportive home environments.

10.9 Alignment with IB Philosophy

The giftedness programme is fully aligned with the IB view that **diversity is the norm**. Gifted learners are not segregated but included in the school's mainstream community, with additional pathways to ensure their potential is realized. This approach reflects the IB Learner Profile, nurturing students who are knowledgeable, principled, reflective, and caring.

11. Learner Diversity and Challenges

Shirakatsy Lyceum recognizes that learner diversity is multidimensional and that challenges are a natural part of the learning process. Inclusion means acknowledging these challenges openly, addressing them proactively, and ensuring that all students are supported to achieve meaningful outcomes.

11.1 Categories of Diversity

Learner diversity encompasses a wide range of domains, including:

- **Cognitive diversity** – variations in intellectual ability, learning pace, and problem-solving approaches.
- **Linguistic diversity** – students learning through a non-primary language, multilingual or bilingual profiles.
- **Cultural diversity** – differences in traditions, values, and worldviews.

- **Socio-emotional diversity** – variations in self-regulation, resilience, motivation, and interpersonal skills.
- **Physical diversity** – mobility, sensory, or health-related conditions that affect participation.

At Shirakatsy Lyceum, all these dimensions are seen as integral to the community and addressed through targeted pedagogical and support strategies.

11.2 Barriers to Learning

Despite diversity being strength, learners may face barriers that limit access or participation, such as:

- inflexible teaching methods that do not anticipate different needs,
- language barriers for multilingual or migrant learners,
- socio-economic factors limiting access to resources,
- emotional or psychological difficulties, including trauma or stress,
- negative attitudes, stereotypes, or low expectations.

Identifying barriers is the first step toward removing them and ensuring equity.

11.3 Strategies for Overcoming Barriers

The Lyceum employs a range of strategies to address barriers:

- **Pedagogical adaptation** – UDL, DI, RTI, and culturally responsive practices.
- **Accommodations and adjustments** – ensuring assessments and instruction are accessible.
- **Socio-emotional support** – counseling, mentoring, and teacher guidance.
- **Collaboration with parents and external professionals** – coordinated support beyond the classroom.
- **Awareness and training** – ongoing professional development to reduce bias and raise teacher capacity.

These strategies ensure that challenges are met not with exclusion, but with appropriate responses.

11.4 Case-Based Approach

Each learner's situation is unique. The Lyceum applies a case-based approach, where multidisciplinary teams review the specific profile of the learner, identify barriers, and design individualized responses. This may include short-term interventions through an SSP or long-term planning through an IEP.

This approach ensures that diversity is respected at the individual level and that support strategies remain flexible and evidence-based.

12. Professional Development

Inclusive education can only be sustained when teachers and staff are continuously learning and growing. Shirakatsy Lyceum invests in professional development as a strategic priority, ensuring that all educators are equipped to respond to learner diversity with confidence, skill, and creativity.

12.1 Continuous Training

Professional development is embedded into the annual cycle of school life. Teachers, specialists, and leadership participate in:

- workshops, seminars, and training modules on inclusive pedagogy,
- IB-recognized professional development sessions,
- school-based communities of practice where staff share strategies and reflect on challenges.

This ensures that inclusion is not an isolated project but part of the school's ongoing professional culture.

12.2 Focus Areas

Training priorities reflect both IB philosophy and the needs of the Lyceum community. Focus areas include:

- **Universal Design for Learning (UDL) and Differentiated Instruction (DI)**,
- **Response to Intervention (RTI)** and tiered support,
- **culturally responsive pedagogy** and **multilingual education**,
- **assessment accommodations** and fairness in evaluation,
- **socio-emotional learning (SEL)** and trauma-informed practices,
- **gifted education** and strategies for enrichment, acceleration, and mentoring,
- **child protection, confidentiality, and professional ethics**.

12.3 Interdisciplinary Collaboration

Professional learning emphasizes collaboration across disciplines. Teachers, psychologists, counselors, speech therapists, and special educators are encouraged to co-plan and co-teach, exchanging expertise to support diverse learners. This interdisciplinary approach prevents fragmentation of support and strengthens the sense of shared responsibility.

12.4 Reflective Practice

Inclusion is strengthened by teachers' ability to reflect critically on their practice. The Lyceum promotes reflective practice through:

- self-evaluation tools (see **Annex 7**),
- peer observations and feedback cycles,
- action research conducted in partnership with the Psychology Laboratory,
- professional dialogue within departments and across the whole school.

Reflection ensures that inclusive practices are evidence-based, contextually relevant, and continuously improved.

13. Partnerships and Community Engagement

Inclusive education is sustained not only within classrooms but also through active partnerships with families, local communities, and external organizations. Shirakatsy Lyceum views inclusion as a shared social responsibility and builds strong networks to reinforce its mission.

13.1 Parents as Partners

Parents are recognized as primary stakeholders in the learning process. They:

- provide essential background information about their children,
- collaborate in the design and review of IEPs and SSPs,
- reinforce inclusive strategies at home,
- participate in regular conferences and feedback meetings.

The Lyceum ensures that parents are consistently informed, engaged, and empowered to contribute to inclusive practices.

13.2 Parent Club

The Lyceum organizes **Parent Club** workshops and seminars to strengthen parental awareness of inclusion, gifted education, multilingualism, and socio-emotional development. These sessions equip parents with tools to support learning at home and to align family practices with school philosophy.

13.3 Collaboration with Local Authoritie

The school collaborates with the **Ministry of Education, Science, Culture, and Sports (MoESCS)** and other national authorities to:

- comply with legal and procedural requirements,
- contribute to policy discussions on inclusive education,
- share best practices with other schools,
- access state resources for accommodations and professional development.

13.4 External Partnerships

The Lyceum maintains partnerships with universities, NGOs, and international organizations to:

- access expertise in psychology, special education, and giftedness,
- provide mentoring opportunities for students,
- participate in joint projects and research on inclusion,
- strengthen professional development for staff.

These partnerships expand the scope and quality of support available to the school community.

13.5 Community Advocacy

Beyond the school walls, the Lyceum promotes inclusion as a societal value. By hosting conferences, publishing research, and engaging with media, the school advocates for a broader understanding of equity and diversity in education. Students are encouraged to take part in community service and intercultural projects, reinforcing their role as responsible citizens.

14. Review and Accessibility

14.1 Review Cycle

This policy is a living document, subject to ongoing evaluation and improvement. It is formally reviewed **every two years** as part of the Lyceum's strategic planning and in preparation for IB evaluation cycles. Interim updates may be made if changes in IB requirements or national legislation occur.

14.2 Responsibility

The **Inclusion Coordinator** oversees the day-to-day application of this policy and collects data on its implementation. The **Leadership Team** ensures systematic monitoring, provides resources, and approves

revisions. Teachers, specialists, parents, and students are consulted through feedback mechanisms to ensure the review process reflects the perspectives of all stakeholders.

14.3 Accessibility

The Inclusive Education Policy is made accessible to all members of the school community:

- **Staff** – available on the internal platform and discussed during professional development sessions.
- **Parents** – shared during orientation sessions and published on the school website.
- **Students** – introduced in age-appropriate formats through assemblies, classroom discussions, and advisory sessions.

Clear communication ensures that the policy is not only a formal document but also a practical guide for everyday practice.

*For practical implementation tools and self-evaluation checklists for teachers and leadership, see **Annex 7: Implementation and Review Tools**.*

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Sources of Support note

The review committee acknowledges the use of AI-assisted tools (e.g., ChatGPT by OpenAI) during the review process, specifically to support language refinement and clarity. All substantive content and decisions were determined by the school's policy team.

16. Review Log

This Inclusive Education Policy is a living document, subject to annual review and continuous improvement. Each revision reflects the Lyceum's commitment to align with IB Programme Standards and Practices, integrate national legislation, and respond to the evolving needs of its diverse learning community. The review process involves leadership, the Inclusion Coordinator, programme coordinators,

teachers, specialists, with systematic feedback from surveys, working groups, and cross-school consultations.

Version	Date of Approval	Reviewed by	Key Changes / Notes
v1.0	2020	School Leadership, IB Coordinators, Working Group on Inclusion	Initial draft of Inclusive Education Policy developed in line with the updated IB Programme Standards and Practices (2020). Established a whole-school framework for inclusion across Kindergarten to High School.
v2.0	2021	Inclusion Coordinator, School Leadership	Strengthened inclusive support services with the introduction of special educators; revised referral and monitoring practices. Preparation for future expansion of services, including speech therapy, planned for 2024.
v3.0	2022	Inclusion Coordinator, Primary, Middle, High Schools Leadership	Process-mapping of inclusive practices across all divisions (Kindergarten → Primary → Middle → High). Developed clearer protocols for information transfer between levels and systematic case management.
v4.0	2023	Leadership, Programme Coordinators	Enhanced coherence among policies (Assessment, Academic Integrity, Language, Child Protection). Strengthened articulation of how inclusion underpins and connects with other institutional frameworks.
v5.0	2024	Inclusion Coordinator, Leadership Team, Teachers, Specialists	Introduction of Universal Design for Learning (UDL) as a guiding framework across teaching and assessment. Addition of the Glossary of Terms (Annex 2) to ensure shared language and consistency in inclusive practice.
v6.0	September 2025	School Leadership, Inclusion Coordinator, Specialists, Teachers	Comprehensive review for CIS/IB evaluation. Consolidation of interdisciplinary practices, refined monitoring tools (Annex 7), reinforced accountability structures. Updated to reflect institutional priorities for equity, diversity, and inclusion across all levels.

Annexes

The following annexes provide practical tools, models, and templates to support implementation of the Inclusive Education Policy.

Annex 1. Legal and Policy Excerpts

1.1 Republic of Armenia Legal Framework

- **Law on Education of Persons with Special Educational Needs (2005, amended)** – guarantees the right to education under special conditions where needed.

- **Law on Education of the Republic of Armenia** – establishes equal access and non-discrimination principles.
- **Law on Personal Data Protection** – regulates the collection, storage, and use of personal information, ensuring confidentiality.
- **Ministerial Decrees and Guidelines (MoESCS)** – define accommodations in teaching, assessment, and the roles of specialists.

1.2 International Frameworks

- **IB Programme Standards and Practices (2020)** – Standards 0401–0404 on access and inclusion.
- **IB Access and Inclusion Policy** – define and regulate IB access arrangements.
- **Learning Diversity and Inclusion in IB Programmes (2016, updated 2020)** – guidance on inclusive philosophy and practice.
- **UNESCO Salamanca Statement (1994)** – foundational declaration on inclusive education.
- **UN CRPD (2006)** – right to inclusive education and reasonable accommodations.
- **UN CRC (1989)** – right to equal educational opportunity and dignity.
- **OECD Guidelines on Equity and Inclusion in Education** – best practices on policy and classroom application.

1.3 Shirakatsy Lyceum Internal Policies

- **Assessment Policy** – inclusive assessment principles.
- **Academic Integrity Policy** – ensures fairness and honesty.
- **Language Policy** – support for multilingual learners.
- **Admission Policies (Primary, Middle/High, DP)** – transparent entry procedures.
- **Child Protection Policy** – ensuring physical, psychological, emotional safety, safeguarding from all forms of neglect or abuse, and promoting overall well-being.
- **Inclusive Education Policy** – overarching framework.
- **Giftedness Programme** – identification, enrichment, and research of gifted learners.

1.4 Professional Ethical Codes

In addition to national and international legal frameworks, the Lyceum's services are also guided by professional ethical codes, including:

- **Psychological Center Code of Ethics** – regulates confidentiality, responsible data use, and professional conduct in psychological practice.
- **Speech Therapy Service Code of Ethics** – ensures ethical standards in language and communication support.
- **Special Education Service Code of Ethics** – governs respectful, confidential, and equitable practice in special education.

1.5 Quick Reference Table

Document	Level	Key Impact Areas
RA Law on Education of Persons with SEN (2005, amended)	National	Admission (eligibility), Teaching (accommodations), Assessment (state-approved supports), Specialist roles
RA Law on Education	National	Admission (equal access), Non-discrimination, Teaching and Assessment (general equity principles)
Law on Personal Data Protection	National	Confidentiality, record-keeping, learner dignity
MoESCS Decrees/Guidelines	National	Teaching (adapted methods), Assessment (extended time, alternative formats), Environment (seating, accessibility)
IB Programme Standards and Practices (2020)	International	Policy framework (0401–0404), Teaching, Learning, Assessment, Review
IB Access and Inclusion Policy	International	Assessment (access arrangements), Documentation, IBIS applications
Learning Diversity & Inclusion in IB Programmes	International	Philosophy, Teaching approaches (UDL, DI), Equity and barriers
UNESCO Salamanca Statement (1994)	International	Whole-school inclusion, Admission (regular schools for all)
UN CRPD (2006)	International	Right to inclusive education, Reasonable accommodations (teaching & assessment)
UN CRC (1989)	International	Admission (equal opportunity), Well-being, Child dignity
OECD Guidelines on Equity & Inclusion	International	Teaching strategies, Policy evaluation, Professional development
Assessment Policy (Lyceum)	Internal	Teaching (formative/summative), Assessment (inclusive practices), Monitoring
Academic Integrity Policy (Lyceum)	Internal	Assessment (equity & honesty), Teaching (authentic work)
Language Policy (Lyceum)	Internal	Admission (testing in prior language), Teaching and Assessment (multilingual scaffolding)
Admission Policies (Lyceum)	Internal	Admission procedures (equity, transparency), Parental contracts

Document	Level	Key Impact Areas
Child Protection & Well-being Policy (Lyceum)	Internal	Admission (safeguarding), Teaching (safe environment), Well-being (SEL focus)
Inclusive Education Policy (Lyceum)	Internal	All areas: Admission, Teaching, Assessment, SEL, Equity
Giftedness Programme (Lyceum)	Internal	Admission (early data points), Teaching (enrichment, acceleration), Assessment (diagnostics, research)
Professional Ethical Codes (Psychological, Speech Therapy, Special Education Services)	Internal	Confidentiality, learner dignity, ethical conduct of specialists

Annex 2. Glossary of Terms

Access Arrangements
Reasonable changes or adjustments made to teaching, learning, or assessment conditions to enable equitable participation for students with diverse learning profiles.

Accommodation
Adjustments to *how* a student learns or demonstrates knowledge, without modifying the intended curriculum objectives (e.g., extended time, alternative formats).

Modification
Adjustments to *what* a student is expected to learn, altering the curriculum objectives or expected outcomes (e.g., simplified content).

Academic Integrity
A set of values and behaviors—honesty, trust, fairness, respect, responsibility—that ensure authenticity and legitimacy in academic work.

Advocacy
The active promotion of inclusive values and practices within the school and the wider community, aiming to influence attitudes, policies, and opportunities.

Assessment for Learning / of Learning / as Learning

- *Assessment for Learning*: formative practices to guide instruction.
- *Assessment of Learning*: summative practices to evaluate outcomes.
- *Assessment as Learning*: reflection and self-assessment by students to develop agency.

Barrier to Learning
Any factor—structural, systemic, attitudinal, or personal—that restricts a learner's ability to access, participate in, or succeed in education.

Child Protection and Safeguarding
Policies and practices designed to safeguard children's rights, ensure their well-being, and protect them from abuse, neglect, or exploitation. Safeguarding emphasizes proactive measures to keep all students safe.

Confidentiality
The ethical and legal requirement to protect personal data and only share it with authorized individuals directly involved in supporting the learner.

Ethical Guidelines
Standards of professional behavior ensuring respect, confidentiality, and fairness in working with learners, parents, and staff.

Culturally Responsive Pedagogy
An approach to teaching that affirms learners' cultural identities, integrates their backgrounds into the learning process, and fosters intercultural understanding.

Differentiated Instruction (DI)
An approach where teachers proactively modify content, process, product, and learning environment to meet diverse learners' needs.

Equality means giving every learner the same resources.

Equity means tailoring support so that every learner can reach comparable outcomes.

Gifted Learners
Students identified through the Shirakatsy Lyceum Authorised Educational Programme for the Identification, Education, and Research of Giftedness. Giftedness is defined as a multidimensional construct that includes intellectual abilities, creativity, motivation, and socio-emotional characteristics, measured through validated diagnostic tools and observations.

Enrichment
Educational activities that broaden or deepen the learning experience of gifted learners beyond the standard curriculum.

Acceleration
Providing gifted learners with earlier or faster access to advanced content and grade-level progression.

Mentoring
An arrangement in which a teacher, peer, or external expert provides ongoing guidance and support to a learner, particularly in enrichment or personal development.

Leadership Opportunities
Chances for learners to assume roles of responsibility, including student governance, clubs, and community service projects.

Individualized Education Plan (IEP)
A structured plan developed for a student with specific learning needs. It outlines goals, accommodations, interventions, responsible staff, and monitoring timelines.

Inclusion
A whole-school culture and ongoing process aimed at increasing access, participation, and success for all learners by identifying and removing barriers.

Inclusion Coordinator
A designated staff member responsible for coordinating referrals, accommodations, IEPs/SSPs, and ensuring alignment with IB access and inclusion principles.

Learner Diversity
The natural variations among learners in intellectual ability, cultural and linguistic background, socio-emotional development, motivation, and personal circumstances.

Learners with Access Requirements
Students who need additional support or accommodations—short-term or long-term—to access learning and assessment.

Monitoring and Review
The process of systematically evaluating the effectiveness of interventions, accommodations, and policies, and revising them as needed.

Review Cycle
The scheduled period (e.g., every two years) for formally revising and updating a school policy to ensure relevance and alignment with IB and national standards.

Multilingual Learners
Students who are learning through a language that is not their primary language of communication. Support includes scaffolding, bilingual resources, and differentiated assessment.

Parent Club
A school-led initiative at Shirakatsy Lyceum providing parents with workshops and training sessions on inclusive practices, gifted education, socio-emotional learning, and academic integrity.

Psychology Laboratory
A specialized unit within Shirakatsy Lyceum responsible for diagnostics, research, and programme development in the field of cognitive, socio-emotional, and gifted education.

Reasonable Adjustments
Measures that enable equitable access to learning and assessment, applied without compromising academic standards.

Referral
A formal process where a student is directed to specialists for further assessment or support. Referrals may be initiated by teachers, parents, or school staff.

Response to Intervention (RTI)
A tiered support system including:

- Tier 1: Universal classroom strategies,
- Tier 2: Targeted small-group interventions,
- Tier 3: Intensive individualized support.

Socio-Emotional Learning (SEL)
The process through which learners develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Specialist Staff
Professionals including psychologists, speech therapists, and special educators who provide targeted interventions and collaborate with teachers and parents.

Student Agency
The capacity of students to take initiative, set goals, reflect on progress, and make informed choices in their own learning.

Student Support Plan (SSP)
A flexible, short-term plan for learners who require temporary or moderate support.

Trauma-Informed Education
Educational practices that recognize the impact of trauma on learning and behavior, emphasizing safety, trust, and socio-emotional support.

Universal Design for Learning (UDL)
An instructional framework that guides the design of learning experiences to ensure accessibility for all students by providing multiple means of representation, engagement, and expression.

Annex 3. Roles and Responsibilities – Quick Reference Table

Stakeholder	Key Responsibilities
Inclusion Coordinator	Central contact for inclusion issues; manages referrals; coordinates IEPs/SSPs; approves school-level accommodations; submits IBIS requests; liaises with parents, teachers, and specialists.
Teachers	Implement UDL/DI in daily teaching; apply accommodations in instruction and assessment; collaborate with specialists; document interventions; communicate progress to parents and Inclusion Coordinator.

Stakeholder	Key Responsibilities
Psychologists	Conduct cognitive and socio-emotional diagnostics (e.g., Raven, Cattell CFIT); provide individual and group counseling; support SEL; contribute to IEP/SSP design and monitoring; advise teachers and parents.
Speech Therapists	Diagnose and treat speech/language difficulties; provide individual or group therapy; advise teachers on communication strategies; set and monitor goals in IEP/SSPs.
Special Educators	Provide targeted instruction for specific learning needs; adapt curriculum and materials; co-teach with subject teachers; support use of assistive technologies; track and report progress.
Counselors	Support academic guidance and socio-emotional well-being; provide stress management and self-regulation strategies; assist during assessments; mediate student–teacher–parent communication.
Registers	Oversee organization of assessments and teaching processes; ensure accommodations are implemented consistently; monitor compliance with school policies; support coordination between staff and administration.
Parents/Guardians	Share relevant background information; reinforce learning and SEL at home; participate in IEP/SSP development and reviews; attend Parent University workshops.
Students	Exercise agency through goal-setting, reflection, and self-advocacy; respect peer diversity; apply accommodations responsibly; actively contribute to their own learning journey.

Annex 4. Admission Screening and Support Mechanisms

4.1 Purpose of Screening

Admission screening at Shirakatsy Lyceum pursues two main objectives:

1. To ensure that applicants meet the academic and developmental standards defined in the Lyceum's Admission Policies.
2. To gather initial information about learner diversity (linguistic, cognitive, and socio-emotional profiles), which may later inform individualized support or enrichment once students are enrolled.

4.2 Screening Components

Screening is adapted for each level of schooling and includes the following elements:

- **Academic Readiness**: testing literacy, numeracy, and subject-specific knowledge, as required by the Admission Policies.
- **Language Proficiency**: evaluation of Armenian, Russian, or English language competence. In line with the **Language Policy**, admission tests and psychological interviews are conducted in the language of prior instruction of the child to ensure fairness and validity.

- **Cognitive Abilities**: application of age-appropriate nonverbal reasoning tests such as **Raven's Progressive Matrices** and the **Cattell Culture Fair Intelligence Test (CFIT)**. These tools allow identification of general reasoning and problem-solving abilities in a culturally fair way.
- **Social-Emotional Learning (SEL)**: in the Kindergarten and Primary School admission process, psychological readiness tests include components that assess adaptability, cooperation, and socio-emotional maturity. For Middle and High School admissions, socio-emotional factors may be considered through interviews but are not part of standardized testing.

4.3 Documentation and Parental Role
Parents are required to submit all documents listed in the Admission Policies (e.g., birth certificate, transcripts, medical card, recommendation letters). In addition:

- Parents may provide supplementary information about their child's learning history or needs.
- This information is confidential and helps the school design early support where appropriate.

4.4 Decision-Making and Equity

- Decisions are made by the Admission Committee, as regulated by the Admission Policies.
- In line with IB philosophy, admission is based not only on exam performance but also on potential and motivation.
- Where necessary, **conditional admission** may be granted (as provided in the Admission Policies), with subsequent review of the student's adaptation and progress.

4.5 Transition to Support Mechanisms
Information from admission screening becomes a foundation for future support:

- If barriers to learning are indicated, the Inclusion Coordinator may initiate a **Student Support Plan (SSP)** after enrollment.
- Results from reasoning tests (e.g., Raven, Cattell CFIT) can serve as **initial data points** for later identification of giftedness, but **formal gifted diagnostics** (e.g., Torrance creativity tests, advanced enrichment assessments) are carried out only *after admission* within the **Shirakatsy Lyceum Authorised Educational Programme for the Identification, Education, and Research of Giftedness**.
- Language proficiency results are shared with the Language Policy team to plan scaffolding and bilingual resources from the start of the learning journey.

4.6 Alignment with Policies
Admission screening and support mechanisms are directly aligned with:

- **Admission Policies** – define entry procedures, documentation, and decision-making.

- **Language Policy** – ensures testing in the child's prior language of instruction for fairness.
- **Inclusive Education Policy** – ensures that screening data informs equity and access planning.
- **Gifted Education Programme** – uses admission test results as preliminary data, while conducting full diagnostics after enrollment.
- **Child Protection Policy** – provides an overarching framework to safeguard dignity and socio-emotional welfare, even if not explicitly referenced in Admission Policies.

Annex 5. Sample IEP and SSP Templates

5.1 Individualized Education Plan (IEP) – Sample Template

Section	Description	Example Entry
Student Information	Name, age, grade level, date of plan creation	Anna H., 10 years old, Grade 5, Plan created: Sept 2025
Background Information	Summary of academic history, assessments, strengths, challenges	Strong in mathematics; challenges in reading fluency; assessed with Raven and Cattell CFIT
Identified Needs	Areas where support is required	Reading comprehension, socio-emotional regulation
Long-Term Goals	Broad objectives for the academic year	1) Improve reading comprehension to grade level, 2) Strengthen self-regulation during group work
Short-Term Objectives	Specific, measurable targets	1) Read grade-level texts with 80% accuracy by January, 2) Apply self-regulation strategies in 3/5 group activities
Support Strategies	Teaching methods, tools, or interventions	Differentiated texts, guided reading, SEL sessions with school psychologist
Accommodations	Adjustments without changing curriculum outcomes	Extended time for reading tasks, seating close to teacher
Responsible Staff	Staff members implementing supports	Language teacher, psychologist, Inclusion Coordinator
Parental Involvement	Role of parents in supporting goals	Daily reading practice at home, reinforcement of SEL strategies
Review Timeline	Frequency of review and updates	Reviewed every semester (Jan, June)
Progress Monitoring	Evidence of progress and evaluation	Teacher notes, reading fluency scores, psychologist observation logs

5.2 Student Support Plan (SSP) – Sample Template

Section	Description	Example Entry
Student Information	Name, age, grade, date	Mark S., 12 years old, Grade 7, Plan created: Nov 2025
Reason for SSP	Temporary or moderate need requiring support	Recent transfer student with limited Armenian proficiency
Support Focus	Target area	Language scaffolding for classroom participation
Strategies and Interventions	Practical steps	Peer buddy system, bilingual glossary, teacher scaffolding
Accommodations	Adjustments during learning or assessment	Allowing oral answers instead of written, extra time in tests
Responsible Staff	Key staff members	Language teacher, Inclusion Coordinator
Parental Involvement	Expected role of parents	Support home practice in mother tongue and Armenian
Timeline	Duration of plan	8 weeks (Nov–Jan)
Review Date	When plan is evaluated	June 2026
Outcome	Expected results	Student can independently participate in class discussions by review date

5.3 Key Differences between IEP and SSP

- **IEP**:
    - Long-term (semester or year)
    - Used for significant or sustained learning needs
    - Includes long-term goals and structured accommodations
    - Multidisciplinary review (teachers, specialists, parents, Inclusion Coordinator)
- **SSP**:
    - Short-term (weeks or months)
    - For moderate or temporary needs (e.g., new language learner, post-trauma support)
    - More flexible, can be discontinued once objectives are met
    - Teacher-led, with support from Inclusion Coordinator

Annex 6. Assessment Accommodations Overview

Introduction

At Shirakatsy Lyceum, assessment accommodations are applied to guarantee equitable access for all students. The school follows two main frameworks:

1. **Republic of Armenia (RA) accommodations and modifications**, approved by the Ministry of Education, Science, Culture, and Sports.
2. **International Baccalaureate (IB) access arrangements**, applied in IB external assessments with IBIS approval.

This annex consolidates both frameworks:

- **IB external assessments** → only IB access arrangements apply.
- **RA/national assessments** → only RA accommodations apply.
- **Internal school assessments** → the integrated table below guides teachers to apply practices consistent with both RA and IB principles.

6.1 Principles of Accommodations

- Ensure **fairness, equity, validity, and reliability**.
- Accommodations are designed to remove barriers, not to give advantage.
- **Accommodations** do not change learning objectives; **modifications** may simplify or alter them (applied only in RA context).
- All accommodations are documented in IEPs/SSPs.
- Approval depends on context: Inclusion Coordinator at school level; IBIS for IB; RA rules for national assessments.

6.2 Integrated Accommodation Table

Category	RA Accommodations/Modifications	IB Access Arrangements	School Internal Application
Time & Scheduling	Extra time (25–50%), splitting assessments, rest breaks	Extra time (25/50%), rest breaks	Apply RA full range in internal; IB limits for external.
Task Presentation	Oral + written instructions, simplified wording, highlighted keywords, visual cues, sequencing	Clarified instructions, large print, accessible formats	Teachers combine RA scaffolds with IB clarity requirements.
Response Options	Oral responses, dictation to a scribe, computer use	Word processor, scribe, oral	Internal: RA options allowed. External: IB-approved only.

Category	RA Accommodations/Modifications	IB Access Arrangements	School Internal Application
		responses (approval)	
Reading Support	Read-aloud, audio, colored overlays/rulers, magnifiers	Reader (approval), modified/large print	Internal: RA supports used. IB external: IB-approved only.
Writing Support	Adapted pens, writing templates, guided frameworks, oral narrative	Word processor, scribe	Internal: RA supports + IB tools. IB external: IB-approved only.
Mathematics Support	Calculator (RA rules), grouping, scaffolding, visual aids	Calculator (per IB subject rules)	Internal: RA scaffolds + calculators. IB external: subject-specific IB rules.
Behavioral/SEL Support	Daily schedule, non-verbal prompts, reinforcement, movement breaks, permission to leave during stress	IB does not list behavioral arrangements, but allows separate venue	Internal: SEL supports provided. External: only environmental changes permitted.
Environment & Seating	Separate room, preferential seating, adapted desks and chairs, desk barriers	Separate venue, seating adjustments	Both RA and IB allow; internal applies RA details, IB requires approval.
Assistive Technology & Aids	AAC devices (e.g., “Globus”, “Arev”), magnifiers, hearing aids, orthoses, adapted keyboards	Screen readers, speech-to-text, hearing aids (approval)	Internal: RA devices and IB AT. External: IB-approved only.
Alternative Assessment Modes	Portfolios, projects, oral presentations, practical demonstrations, simplified formats (true/false, multiple choice)	Allowed only if objectives are unchanged	Internal: RA modifications possible. External: IB accommodations only.
Feedback & Encouragement	Frequent reminders, positive reinforcement, retry opportunities	Not listed by IB	Internal: RA feedback applied. External: not applied in IB summatives.

Category	RA Accommodations/Modifications	IB Access Arrangements	School Internal Application
Health & Access	Food/water, medication breaks, ergonomic aids	Medical rest breaks (approval)	Both RA and IB allow.

6.3 Roles in Assessment Support

- **Teachers**: implement accommodations in lessons and assessments.
- **Counselors**: prepare students with stress-management strategies, support during assessments, and monitor well-being.
- **Registers**: oversee the organization of assessments, ensure that accommodations are applied consistently, and monitor compliance with policies.
- **Inclusion Coordinator**: central authority for referrals, approvals, and IBIS applications.
- **Specialists (psychologists, speech therapists, special educators)**: provide diagnostic data and recommend accommodations.

6.4 Documentation and Approval Process

1. **Identification**: A teacher, counselor, register (inspector), parent, or student raises a concern → referral to the Inclusion Coordinator.
2. **Review**: A multidisciplinary team (teacher, specialist, counselor, register, Inclusion Coordinator, parent) reviews the evidence.
3. **Decision**: Accommodations are recorded in IEP/SSP and communicated to staff.
4. **IB External Assessments**: Inclusion Coordinator submits IBIS application with supporting evidence and parental consent.
5. **RA/National Assessments**: Accommodations follow RA regulations and are recorded in student files.
6. **Internal Assessments**: The integrated RA+IB table is applied, with oversight from registers.

6.5 Policy Alignment

- **Assessment Policy** – ensures fairness and validity.
- **Academic Integrity Policy** – accommodations preserve authenticity and equity.
- **Language Policy** – ensures multilingual learners' needs are considered.

- **Child Protection and Well-being Policy** – socio-emotional well-being is safeguarded.
- **Inclusive Education Policy** – frames accommodations as essential to equity and access.

Annex 7. Implementation and Review Tools

Purpose

Annex 7 provides practical tools for the annual review of inclusive education practices at Shirakatsy Lyceum. These tools are designed for a large staff body and a multi-level leadership structure. They help ensure that inclusive practices are consistently applied, monitored, and improved across the school.

7.1 Teacher Self-Evaluation Checklist (Annual)

Purpose: All teachers complete this self-evaluation **once per year**. It supports individual reflection and provides input for departmental and school-wide review.

Area	Guiding Question	Reflection (Strengths / Areas to Improve)	Evidence / Notes
Planning	Did I design lessons anticipating learner diversity (UDL, DI)?		
Instruction	How did I adapt teaching to support diverse learners (including multilingual and gifted)?		
Assessment	Did I apply accommodations fairly and align with criteria?		
Collaboration	How did I work with specialists (psychologists, counselors, special educators)?		
Parent Communication	Did I engage parents in feedback and strategies?		
Student Agency	How did I encourage goal-setting, reflection, and responsibility?		
Professional Growth	Which inclusive practices do I want to develop further?		

7.2 Leadership Monitoring Checklist (Annual)

Purpose: Department heads, grade-level coordinators, and senior leadership complete monitoring once per year. This ensures accountability and provides a system-wide perspective.

Area	Guiding Question	Rating (1–5)	Comments / Evidence
Policy Awareness	Are staff familiar with the Inclusive Education Policy and trained in its use?		
Lesson Observations	Do lessons demonstrate inclusive pedagogy (UDL, DI, RTI)?		
Accommodations in Practice	Are IEP/SSP accommodations implemented consistently?		
Assessment Conditions	Are RA and IB accommodations applied correctly?		
Collaboration	Do teachers engage effectively with specialists and counselors?		
Parent–School Partnership	Are parents actively involved in planning and feedback?		
Documentation	Are IEPs, SSPs, and records properly maintained?		
Well-being and SEL	Are socio-emotional supports visible in classrooms?		

7.3 Review and Feedback Cycle

- **Teachers** – submit annual self-evaluations (Section 7.1).
- **Middle-level leaders (heads of departments, grade-level coordinators)** – collect teacher inputs, consolidate trends, and prepare reports.
- **Inclusion Coordinator** – reviews consolidated data, identifies school-wide patterns, and recommends actions.
- **School Leadership Team** – discusses findings annually, ensures follow-up, and integrates results into the biennial policy review, aligned with IB evaluation cycles.

7.4 Accountability

- The **Inclusion Coordinator** is responsible for coordinating the review process and ensuring deadlines are met.
- **Middle-level leaders** are accountable for the quality and completeness of departmental reports.
- **Leadership Team** ensures that recommendations lead to concrete actions and resource allocation.
- Results are shared transparently with staff and parents to reinforce a culture of trust and collaboration.