



Stars College High School – Inclusion Policy Diploma Programme Academic Year: 2025 – 2026

Mission Statement:

Stars College aims to contribute to the formation of distinguished national personalities, equipped with administrative, scientific, social, historical, media, and educational capabilities. We strive to provide students with the necessary skills in modern languages and sciences, enabling them to keep pace with the technological revolution and the rapid flow of information through lifelong learning. We are also committed to fostering the values of ethical citizenship to ensure that our graduates are influential figures in society. Furthermore, we measure the success of our programs through rigorous evaluations to guarantee the desired positive impact.

IB Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Important Note:

Stars College is currently a candidate school for the International Baccalaureate (IB) programmes (PYP, MYP, DP). All content below reflects the school's alignment with IB candidacy requirements and does not indicate official authorization at this time.

IB Vision Statement:

To cultivate a dynamic learning environment that empowers students to become

innovative, ethical leaders and engaged citizens, equipped to navigate and contribute positively to a diverse and rapidly changing world.

Inclusion Philosophy:

At Stars College High School, we believe that inclusion is a fundamental human right and expression of social justice. Our inclusive learning environment respects and supports the unique strengths and needs of each student.

Policy Aim:

At Stars College, the aim of our inclusion policy is to ensure that every learner has equitable access to quality education. While the school may not be equipped to serve students with severe learning disabilities, it is committed to supporting students with mild learning needs through tailored, student-centered accommodations. Inclusion at Stars College encompasses a comprehensive range of support services, including academic counseling, a child protection framework, language support programs, and a dedicated student support department. In cases of emergency, such as Covid-19 lockdowns, online learning is provided to maintain continuity of education. These provisions are reinforced through fair assessment practices and an inclusive admissions policy, ensuring that all students can participate fully and thrive within the school community.

Purpose:

Stars College is committed to supporting students with mild learning needs by adopting a variety of student-centered approaches to learning. Any accommodations are granted following a thorough and confidential evaluation process to ensure fairness and appropriateness. These accommodations may include, but are not limited to, tailored arrangements that assist students within the classroom and, when necessary, extend to support provided outside of regular class settings.

Guiding Principles of Inclusive Education

- Valuing Learning Diversity as a community asset
- Shared Responsibility: All educators support all students
- Creating Affirmative Environments of safety and belonging
- Strengths-Based Approach to instruction and support
- Equal Opportunities for all learners
- Building on Prior Knowledge to connect learning
- Empowering Student Voice in decisions
- Fostering Success through appropriate challenge and support

Key Principles

- **Individualized Support** to meet specific needs
- **Collaborative Approach** involving students, teachers, parents, and specialists
- **Access to Curriculum** through differentiation and adaptation
- **Ongoing Assessment** to inform responsive teaching
- **Confidentiality** in handling student information

Inclusion in Admissions

Stars College High School welcomes students of all nationalities, religions, languages, and learning profiles. The admissions policy priorities:

- Students with mild to moderate learning support needs
- Linguistic diversity in Arabic, English.
- Academic readiness and potential
- Siblings of current students and children of staff or alumni

Child Protection:

Child protection is a vital priority at Stars College High School, as it is in schools worldwide. Child abuse and neglect are violations of a child's human rights, creating barriers to education and negatively affecting physical, emotional, and social development. The Stars College High School Child Protection Policy is grounded in international standards and the United Nations Convention on the Rights of the Child, to which Lebanon is a signatory, and it aligns with Lebanese law 422/2002.

These frameworks safeguard children against abuse, neglect, and sexual exploitation, and reporting of child abuse is mandated under Lebanese law. Stars College High School designates child protection officers (Floor Supervisors) within the school structure who work closely with the administration and the School Climate Committee to provide support for vulnerable students and families. The school is firmly committed to upholding international standards regarding child protection, counseling, and academic accommodations. This policy is reviewed and updated regularly to ensure alignment with evolving global standards and best practices.

Special Arabic:

Stars College offers Special Arabic classes for students whose first language is not Arabic. To be eligible for the Special Arabic program, a student must hold a foreign passport or obtain an exemption from the Lebanese Ministry of Education. Parents and guardians are responsible for securing this exemption. The main objective of the program is to provide students with additional support in developing their language skills and building confidence in Arabic.

Support for Special Needed Students:

Stars College offer students with mild learning difficulties previously diagnosed by therapist (psychologist, speech therapist...) with language support pull out sessions and extra activities for more engagement in learning. This support maybe in English Language or Arabic, according to the student's diagnosis.

Differentiation for students with learning difficulties can be in content, in activities, and in assessments as well.

Special needed students are directly monitored by their floor supervisor.

Their portfolio must be yearly updated by the assigned therapist in cooperation with their parents, copy of the medical report must be kept with their direct supervisor.

French as an Additional Language:

Stars College offers additional French classes for students whose primary language of instruction is not French. This program is designed to support students in developing their language skills and building confidence in French.

Student Support Team (SST):

Stars College upholds the principle of inclusion and welcomes students with mild learning differences, provided they can meet the academic requirements of the educational programme with appropriate support, as outlined in this policy. The school has a Student Support Team (SST), comprised of support teachers and counselors, to provide specialized interventions and accommodations for students who require them. The SST applies approaches tailored to the age and level of each student.

As the need for learning support increases, Stars College aims to expand its programme accordingly. The SST may include learning support teachers, division directors, classroom teachers, and counselors, operating under the guidance of the school administration. In exceptional cases, the School Climate Committee may also be involved.

Student support may be necessary to promote access and inclusion in academic programmes and assessments due to:

- Learning requirements
- Medical conditions
- Additional language learning
- Social or emotional needs

- External diagnoses that may impact learning (if needed)
- Online learning during emergencies (e.g., Covid-19 lockdowns)

Referral Process

At Stars College, we recognize that exceptional learning needs may appear at any stage of a student's education. When such needs are identified or suspected, the teacher notifies the relevant director and the Student Support Team (SST). Families also have the right to request a referral for their child. Each case is carefully examined by the director and SST on an individual basis. This process may involve:

- Communication with parents
- Consultation with teachers
- Reviewing the student's educational background
- Observing the student in class
- Collecting academic performance data
- Requesting parents to pursue external professional assessments when needed

Once sufficient information has been gathered, the director may organize and lead a meeting to decide on next steps or to establish a support plan. Those present may include:

- The student
- Parent(s)/Guardian(s)
- Teacher(s)
- Floor Supervisor (s)
- IB Coordinator(s)
- Learning Support Teacher(s)

- School medical staff
- External specialists, when required

In these meetings, the team works together to design a plan tailored to the student's circumstances. The plan specifies the student's goals, strategies to be applied, assessment accommodations, staff responsibilities, and a timeframe for monitoring and review, in alignment with the school's Assessment Policy and IB guidelines.

This plan is implemented within the limits of Stars College's resources—staffing, materials, and facilities. Records of all accommodations and support will be kept in the student's file and shared with future grade levels and divisions to ensure ongoing continuity of care.

Roles and Responsibilities

School Committee:

- Ensure policy compliance and resources
- Foster a culture of inclusion
- Liaise between families and staff
- Oversee Individual Learning Plans (ILPs) and accommodations
- Differentiate instruction
- Participate in professional development
- Share documentation
- Participate in learning plans and reviews

Learning Support Plan

Stars College is committed to providing a strong and up-to-date learning support program, guided by qualified staff who assist students with exceptional learning needs. The school strives, within its available resources, to help every learner reach success and achieve excellence across academic and social domains.

- Teachers and administrators at Stars College take responsibility for identifying learning differences early and working in partnership with families to create appropriate support strategies. In cases where, after careful review, Stars College is no longer the best educational setting for a student, the school will support parents in identifying suitable alternatives, ensuring the transition is handled with compassion and understanding.
- The school acknowledges that every learner comes with unique strengths and challenges. It is the duty of staff to help each student realize their potential while upholding the high standards of the school.
- Because Stars College offers a demanding and rigorous program, students admitted are expected to engage meaningfully with the curriculum throughout their schooling.
- Continuing to retain a student who consistently struggles to meet program requirements is not in the student's best interest and may hinder growth.
- Faculty and administrators commit to providing parents with clear, honest, and realistic evaluations of their child's capacity to succeed within the increasingly challenging program offered by Stars College.
- Beyond the lower levels, students with previously identified learning differences are expected to have received appropriate remediation or to have developed coping strategies that will enable them to continue advancing successfully alongside their peers.

Support for Additional Language Learners (Arabic-English)

- 25% extra time for exams
- Reader or reading software
- Word processor with spell-check
- Listening comprehension accommodations
- As the primary mother tongue, Arabic support is integrated into learning to ensure students can develop academic fluency in English while maintaining their linguistic and cultural identity.

Implementation and Communication

- Policy reviewed annually by the Inclusion Committee
- Shared with staff during IB collaboration time
- Published on the school's website
- Teacher professional development (PD) on inclusive and differentiated practices

Feedback from students, parents, and teachers is integrated to ensure continuous improvement and alignment with IB values.

Revised: September 2025