

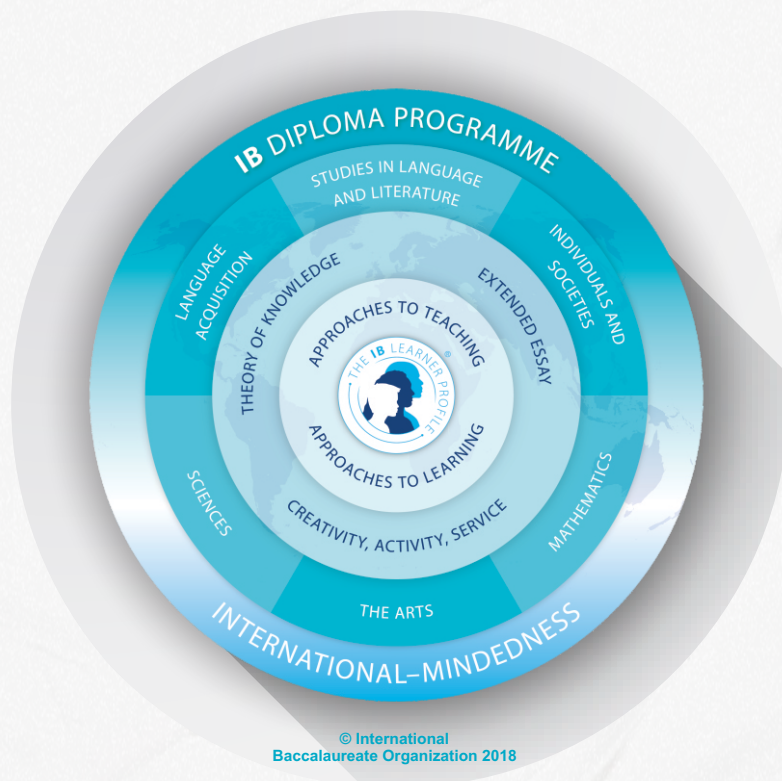


**National Polytechnic
University of Armenia**



**NPUA Yerevan
High school**

**NPUA Yerevan High school
International Baccalaureate Diploma Programme
Access and Inclusion Policy**



Yerevan 2023



NPUA YEREVAN HIGH SCHOOL
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

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1. Philosophy

Mission: Throughout education we nurture open-minded inquirers who strive to make the world better.

Vision: Our vision is to empower students with the skills and knowledge to handle the challenges in both local and global communities.

NPUA Yerevan High School philosophy is to provide an inclusive education that honors both the local environment and International Baccalaureate (IB) principles. By removing barriers to education, appreciating diversity, and supporting each student's unique needs we aim to provide to our students a sense of belonging, promote equity and give them a worldwide perspective. Our goal is to establish a kind, encouraging learning environment that inspires students to make the world a better and safer place.

2. Objectives

Our policy aims to:

1. **Foster Equal Opportunities:** We work to establish a learning environment in which every student has an equal opportunity to access and engage in the full range of extracurricular, co-curricular, and academic programs that our school offers. Our curriculum combines emotional and behavioral education to give students skills such as handling conflicts, stress management, and emotional control.
2. **Support Diverse Learners:** Our goal is to respond to the distinct requirements of varied students, such as those with limitations, different learning styles, or financial difficulties.
3. **Promote Inclusive Practices:** The adoption of inclusive techniques in instruction, assessment, and classroom management is encouraged by our rules.



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4. Nurture Well-being and Engagement: Our students physical, mental, and social welfare come first. Our policy is centered on creating a welcoming, safe, and inclusive learning environment that encourages positive connections, enhances student involvement, and advances both mental and physical health.
5. Empower Student Voice and Agency: Students are encouraged to participate actively in their education. The school encourages student agency by providing chances for students to voice their opinions, ideas, and goals in order to preserve a student-centered learning environment.
5. Engage Parents and Guardians: We recognize the critical role parents and guardians play in supporting their child's education. The school aims to establish effective partnerships with parents, providing regular communication, fostering collaboration and involving them in the educational process to ensure the best outcomes for their children.
6. Align with IB Principles: The school ensures that access and inclusion policy aligns with the principles of the International Baccalaureate (IB) program, integrating IB's mission® to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
7. Infrastructures: NPUA Yerevan High School try to uphold suitable infrastructures to ensure an inclusive environment for students.

3. Responsibilities

Promoting access and inclusion requires the active involvement and collaboration of various stakeholders within the school community. At NPUA Yerevan High School, we outline the following specific responsibilities for teachers, students, the school and parents in fostering an inclusive educational environment:



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1. Teachers:

- Implement inclusive teaching practices and inclusive curriculum: Teachers are responsible for employing teaching methods that accommodate diverse learning styles, abilities and backgrounds. They adapt instructional strategies, differentiate assessments and provide necessary accommodations to ensure all students can actively participate and succeed.
- Foster a supportive classroom climate: Teachers create a safe and inclusive classroom environment where all students feel respected, valued and supported. They promote positive interactions, encourage collaboration, address any incidents of discrimination or exclusion and model inclusive behaviors.
- Individualized student support: Teachers identify the specific needs of students and provide individualized support, interventions and accommodations. They collaborate with relevant support staff, such as special educators or psychologist, to address diverse learning needs effectively.

2. Students:

- Embrace inclusivity and respect: Students are responsible for treating their peers with respect, empathy and kindness, embracing diversity and appreciating different perspectives and backgrounds. They should actively contribute to creating an inclusive and accepting school culture by rejecting discrimination, bullying and exclusionary behavior.
- Advocate for their needs: Students should communicate their specific needs to their teachers and/or to school psychologist and seek necessary support when required. They should actively engage in their educational journey, participate in class discussions and express their opinions and concerns constructively.



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3. School:

- In order to organize effective learning, deliver the content of education and realize the goals of education, the school uses traditional and modern teaching methods in accordance with the IB Approaches To Learning and Approaches To Teaching with the IB learner profile attributes for every learner, including those with diverse learning needs.
- Structure Content to Support Comprehensive Development: All subjects have content that is organized to promote learners holistic development. This covers the development of each student's personal talents and preferences, viewpoint construction, professional orientation, and making sure they pick up the required knowledge and skills.
- Provision of Individualized Learning Tools: The school try to make available individualized technical resources and tools that enhance learning experiences for each student.
- Offer Pedagogical, Social and Additional Services: The school offer a variety of pedagogical, social and additional support services to promote holistic development of students. This can be enhanced through ongoing professional development opportunities for teachers, including workshops, training sessions and collaborations with experts in inclusive education.

4. Parents:

- Collaboration and communication:
Parents play a vital role in their child's education. They collaborate with teachers and school staff to stay updated on their child's progress, challenges and successes through open communication. Parents are actively involved in parent-teacher conferences, school events, and educational decision-making.



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- Support at home: Parents should reinforce inclusive values and behaviors at home, promoting acceptance, empathy and respect. They can support their child's learning by providing a conducive environment, encouraging self-advocacy skills and actively participating in their child's education.

4. Support

NPUA Yerevan High School is committed to identifying and addressing the unique needs of each student. We strive to provide an inclusive learning environment that values diversity and fosters every learner's potential. In line with this, we implement and review comprehensive systems and processes to assess students requiring special educational conditions. This includes observing student participation in educational programs, recognizing each child's developmental opportunities and determining the special educational provisions necessary.

As part of the NPUA Yerevan High School admissions process, we collect a variety of documents that provide insight into the physical, cognitive and psychological development of the applicant. These documents contain professional assessments and are integral to planning an applicant's entrance examination, determining their educational needs, and planning an effective educational environment and environment.

- Establish a medical- psycho-educational assessment unit to identify and evaluate the physical, mental and psychological characteristics of our students and to match their educational approach to their abilities. This team, composed of qualified members, assumes the following responsibilities.
 1. Create reports that outline the educational setting, for students with special educational needs.
 2. Offer guidance and support to parents or guardians of students with needs, through counseling sessions.



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3. Provide advice to school staff in academic, health, and social resources on how to support the educational needs of these students and protect their rights.
4. Prepare classified confidential information of students with special educational needs, and make it accessible to school officials as required by law.
 - Admitted learners' parents or guardians are given a questionnaire to fill out about their child's psychological and physical well-being. If additional oral interviews with parents or guardians need to be done, they may be conducted.
 - The results of the assessment conducted by our team of specialists and the information provided by parents or guardians are completely confidential.

We view individual differences not as issues requiring correction but as opportunities for educational democratization and enrichment. These unique differences can serve as a catalyst for innovative practices benefiting all learners, irrespective of personal characteristics or other factors.

- To assess student's need for special educational conditions NPUA Yerevan High School
 1. monitor the student's involvement in educational programs,
 2. identify the student's developmental opportunities,
 3. establish the necessary special educational conditions.
 4. collaborate with internal evaluation specialists and the Yerevan N4 Territorial Pedagogical-Psychological Support Center as required.

This center assesses the need for special educational conditions and provides pedagogical-psychological services that aid the student's educational journey.

- The school organize individual training, if needed, during the admission or preliminary familiarization stage. Lessons are provided if a student's knowledge and skills do not meet or exceed the program's requirements.
- The school implement adaptations in the assessment processes, which could include:
 - Modifications in the form of assessment work presentation (oral or written).



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- Alterations in the tools used during the assessment.
- Allotment of additional time for assessments.
- Consideration of the assessment location or the student's position (near the speaker, in well-lit areas, in areas with minimal distractions, etc.).
- To create an inclusive educational environment for students subject teachers may make an individual learning plan. This plan, based on state and subject standards of general education and the unique needs of the student, outlines the annual goal for the student's education, including tasks and actions required for achievement.
- Provision of home education for students needing special educational conditions. If a student is unable to attend school due to health problems, our school teachers organize online academic and vocational education classes.

5. Environment , Culture

NPUA Yerevan High School provides appropriate staff, facilities and resources in accordance with this policy. Our pedagogical-psychological support services are available for students, parents, and teachers.

- The psychological service at the NPUA Yerevan High school is designed to respond to modern scientific and social challenges. This includes:

1. Emotional and Behavioral Differences
2. Cultural, Socioeconomic, and Linguistic Diversity

In NPUA Yerevan High School, we recognize that our responsibility towards providing an inclusive educational environment goes beyond classroom support. This includes making a school environment physically accessible for students with mobility impairments. We are planning to build facilities to accommodate individuals who use wheelchairs or other mobility aids.



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These facilities also include specially designed toilets and pathways to ensure easy access to classrooms, laboratories, and other vital areas within the school compound. Our school is continuously reviewing and improving infrastructure conditions to eliminate physical barriers that might block the mobility of these students.

Moreover, to provide appropriate assistance we will collaborate with professionals that have experience to work with SEN students.

In alignment with our belief in sustainable development and inclusive education, NPUA Yerevan High School is committed to creating safe, accessible, and engaging learning environments for all students, including those with visual and hearing disabilities. In the nearest future we plan to invest in and utilize a range of assistive technologies and resources to support these students' learning needs effectively.

For students with visual impairments, these may include, but are not limited to, tools such as screen readers, braille display systems, text-to-speech software, and large-print textbooks. For students with hearing impairments, we plan to incorporate technologies such as hearing aids, assistive listening devices, closed captioning systems, and sign language interpreters where required.

Furthermore, in line with IB requirements, we are committed to ensuring that our assessment processes are fair and accessible to all students. Therefore, in the future we will consider necessary accommodations such as the use of reading devices, scribes, and extra time allowances during assessments for students who require such support.

The psychological service at the NPUA Yerevan High School is designed to respond to modern scientific and social challenges. The introduction of psychological culture into the educational process is a mandatory coefficient of change in the quality of education. The psychological service provides every student with conditions for full-fledged mental and personal development, growth, and social adaptation. Helps in the process of timely realization of age and personal qualities and capabilities of students, provides highly professional advice and interventions.



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For the full-fledged work of the psychological service, the following conditions must be provided: the presence of the legal field of psychological work, ensuring secrecy, cooperation and involvement of parents and other school specialists in the process.

For the above, the psychological service is guided by the following principles`

- The principle of professional, ethical and legal competence;
- The principle of responsibility;
- The principle of confidentiality;
- The principle of beneficiary well-being;
- The principle of professional cooperation;

Transparency principles: to provide information on the objectives and outcomes of research;

- Access principle: supported service is available to all who need it;
- Act in a timely manner: They are involved in the work of the psychological unit from the very beginning, dealing with problems and conflicts arising from students, school staff or a particular person and responding promptly.
- Principles of individual approach: attention is paid to intelligence level, physical health indicators, educational level, personal characteristics and social status.
- A rigorous, systematic, holistic approach: psychoanalysis and personality development, raising educational level, restoring social status.
- Principles of improvement: Holistic, step-by-step, responsive activities.
- Principle of effectiveness: Selecting and implementing measures that will be effective under appropriate circumstances.



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- Inclusion and Participation: Strategies to reach all social groups of students.
- Concepts of adaptability: mobility, ability to adapt to changes in external living conditions

Psychological work can be described in the following main directions.

1. Psychological education - introducing students, teachers and parents to psychological knowledge.
2. Psychological prevention- a psychologist should carry out constant work to prevent possible problems of mental and personal development.
3. Psychological intervention- assistance in solving problems faced by teachers, students and parents.
4. Psychodiagnostics- insight to student's inner world. The results of the research provide information about the need for correction or development of the student, the effectiveness of preventive or consulting work.
5. Cooperation with other specialists in favor of the student.

The mission and functionality of the psychological service:

1. To analyze the state of socio-psychological education in various social spheres surrounding and influencing the student.
2. To guide the student towards self-education and to help to form the ability of organizing their lives and actions independently.
3. To coordinate and unite the actions of various specialists and organizations solving the problems related to a child's crisis state and self-protective rights.



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4. To save and protect personal identity: rights, interests, etc., as well as to prevent violations such as mobbing, bullying and so on.
5. To support the increase students' stress resistance.
6. To support a healthy lifestyle for the staff and its members.

To overcome problems related to cultural, socioeconomic and linguistic diversity, we implement the following strategies:

- **Culturally Responsive Curriculum:** Our curriculum values the diverse cultural backgrounds of students, integrating learning materials from different cultures and celebrating cultural events and holidays.
 - **Multilingual Staff and Services:** We ensure linguistic inclusion by employing multilingual staff and offering continuous language learning program.
 - **Scholarship Programs:** We plan to establish scholarship programs for students from low-income families, providing equal educational opportunities regardless socioeconomic status.
 - **Community Engagement and intercultural communication:** We actively engage with the local community incorporating community participation in school events and activities, thus fostering cultural inclusivity.
 - **Diversity Training for Staff:** Our staff undergoes regular training on cultural competency and sensitivity, pedagogical-psychological courses fostering a school environment that respects and validates the experiences of all students.
 - **Support for English Language Learners:** We provide additional language support for students who are English language learners. This includes offering English as a Second Language (ESL) classes and providing additional tutoring.
- Parents or legal representatives of students with special educational needs (SEN) are vital partners in our inclusive education strategy. Working with our team, they actively



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help develop and implement individual education plans for their children. They are included in discussions to determine the most appropriate educational workload. Through this teamwork, our goal is to customize each student's learning experience based on their unique needs and abilities.

4. Partnerships and community involvement

NPUA Yerevan High School values the significance of partnerships and community engagement in promoting access and inclusion. Our goal is to establish a nurturing and inclusive educational atmosphere through collaboration with external stakeholders and active involvement in the wider community. The following initiatives and responsibilities highlight our commitment to partnerships and community involvement:

1. Community Engagement:

□ Collaborative partnerships: We actively seek partnerships with local organizations, businesses, universities, and community groups that share our commitment to access and inclusion. Specific partnerships include collaboration with the National Polytechnic University of Armenia and connections with specialized support centers such as Yerevan N1 Regional Pedagogical-Psychological Support Center, Yerevan N2 Regional Pedagogical-Psychological Support Center, Yerevan N3 Regional Pedagogical-Psychological Support Center, and Yerevan N4 Regional Pedagogical-Psychological Support Center. These partnerships allow us to tap into external expertise, resources, and opportunities that enhance the educational experiences of our students. Parent and community participation: We encourage parents, guardians and community members to actively participate in school events, parent-teacher associations and volunteer programs.

2. Outreach and Awareness:



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- Community workshops and seminars: We arrange workshops and seminars for parents, educators and community members to enhance awareness about access and inclusion.
- Collaboration with local institutions: We form partnerships with local institutions like disability support organizations, cultural centers, and NGOs. This collaboration aims to promote inclusivity and offer extra resources and services for our students.

3. Service-Learning and Social Initiatives:

- Service-learning projects: Students are engaged in service-learning projects that promote empathy, social responsibility and inclusion.
- Inclusion campaigns: We initiate and participate in campaigns and events that promote mutual respect and understanding of diversity, raise awareness of inclusion and advocate for equal opportunities.

4. Collaborative Decision-Making:

Stakeholder involvement: Various stakeholders, including students, parents, teachers and community representatives are involved in decision-making processes related to access and inclusion.

5. Professional Development

The following professional development initiatives are being implemented to support the successful implementation of our access and inclusion policy at NPUA Yerevan High School:

1. Inclusive Teaching Strategies:

- Workshops and Training: We conduct workshops and training sessions introducing teachers to evidence-based inclusive teaching strategies. The effectiveness of these workshops is assessed regularly through feedback surveys and observation of classroom practices.
- Peer Observations and Collaborative Reflection: We facilitate peer observations and collaborative reflection sessions, allowing teachers to observe, learn from each other's inclusive practices, and provide feedback.



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2. Understanding Diverse Learning Needs:

- **Guest Speakers and Experts:** We invite guest speakers and experts in special education, inclusive practices, and cultural competency to share their expertise and insights with teachers. The impact of these sessions are evaluated through follow-up discussions and evaluations to see how the learned practices are being applied in classrooms.
- **Online Courses and Resources:** We offer access to online courses, webinars, and resources dedicated to understanding and addressing the unique needs of students with disabilities, English language learners, and those from diverse cultural backgrounds. The usage and effectiveness of these resources are monitored actively seeking feedback from staff to assess their value and applicability.

3. Culturally Responsive Practices:

- **Intercultural Communication:** Training focuses on effective communication strategies, active listening, and fostering respectful dialogue among students from different cultural backgrounds. Regular assessment of these skills takes place during classroom observations and discussions.

4. Ongoing Support and Reflection:

Mentoring and Coaching: Experienced teachers or instructional coaches mentor and support educators in implementing inclusive practices. Regular meetings allow mentors to provide feedback and guidance and they also serve as a platform for teachers to reflect on their progress and express any challenges they might be facing.



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6. Reference literature

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