



Mashrek International School

Ethraa Policy

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Mission Statements

International Baccalaureate 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. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right

Mashrek International School Mission Statement

Our mission is to teach students critical thinking, international understanding and appreciation of diversity while preserving the Arabic culture. Mashrek raises the individuals to become proud of their identity, responsible, and productive citizens in their country and the whole world as well.

Ethraa Department Mission Statement

Ethraa department seeks to provide a high quality academic education for all students with different learning methods and styles, by placing them in a regular classroom and allowing them to reach their full academic, emotional and social potential.

Philosophy of Ethraa Department

General Objective

Ethraa department at Mashrek International School abides by the Jordanian Ministry of Education laws and regulations, protecting the students under the provisions of the Jordanian law. Mashrek International School implements the 3 IB programs which objectives coincide with our own in terms of encouraging students to think critically, inquire and learn deeply, develop their sense of belonging and communicate with people of other cultures with respect and understanding.

Ethraa Department works to develop students' performance based on the IB program requirements through the following steps:

- The students acquire all the IB skills, attitudes, characteristics and strategies with the proper modifications that are appropriate for their abilities.
- The students participate in learning activities and follow instructional strategies normally and spontaneously within the classroom environment.
- Focus on collaborative effort of different teachers to develop students' performance instead of having a special teacher within the classroom.

Therefore we intend to:

- Emphasis on building personal identity and self-esteem.
- Extended the areas of learning.
- Collaborative work between teachers, parent and with the student himself.

Ethraa Department Timeline

Mashrek International School introduced a support department under the name (Special Education Needs Department) in 1993 and provided specialized and individualized educational services to students outside the regular classroom. By 1998, the transition to integrate SEN students in regular classrooms started in attempt to only use the resource room in Mashrek International School introduced a support department under the name (Special Education Needs Department) in 1993 and provided specialized and individualized educational services to students outside the regular classroom. By 1998, the transition to integrate SEN students in regular classrooms started in attempt to only use the resource room in specific cases.

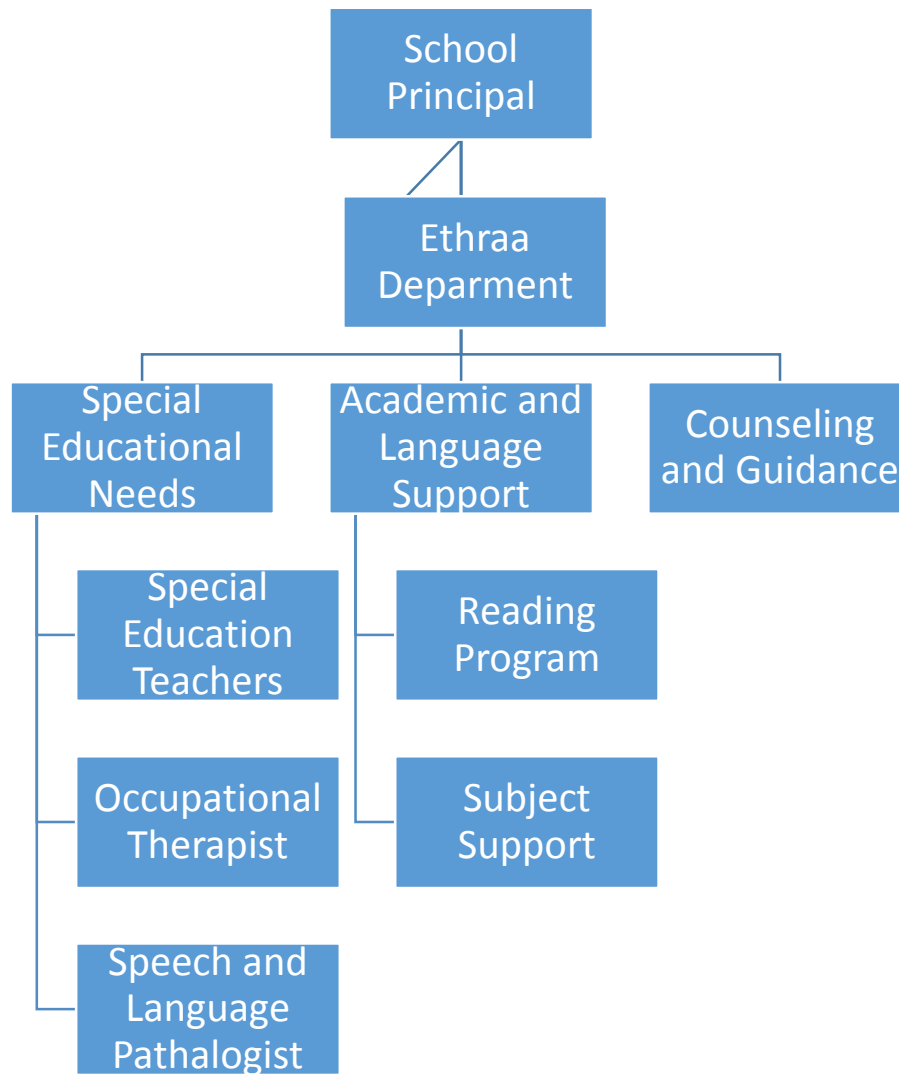
By 2007, the school adopted the full integration of students within their classroom in which a SEN teacher was available in certain lessons according to the individualized educational plan of the student. Modifications in teaching methods, learning strategies and assessment were done accordingly.

In 2012, the school headed towards providing the SEN students with a multidisciplinary team. This team is the collaboration and partnership between the classroom teacher(s) and the SEN teacher(s), which supports and enriches the learning experience of students in an inclusive environment.

Moreover, an Occupational Therapist and a Speech and Language pathologist joined the team in 2014 in order to further develop the services and programs that were available for the students. The name of the department has been modified to Ethraa Department which provides educational services for all students with various learning and social needs, including gifted and talented students.

With the expansion of the continuum of what is defined as support, the Ethraa Department has clearly defined its services under three main branches in 2017; Special Educational Needs, Academic and Language Support, and Counseling and Guidance. This way, the department achieves the concept of a comprehensive learning experience through a dedicated team, working to maximize students' potential.

Organizational Structure of Ethraa Department

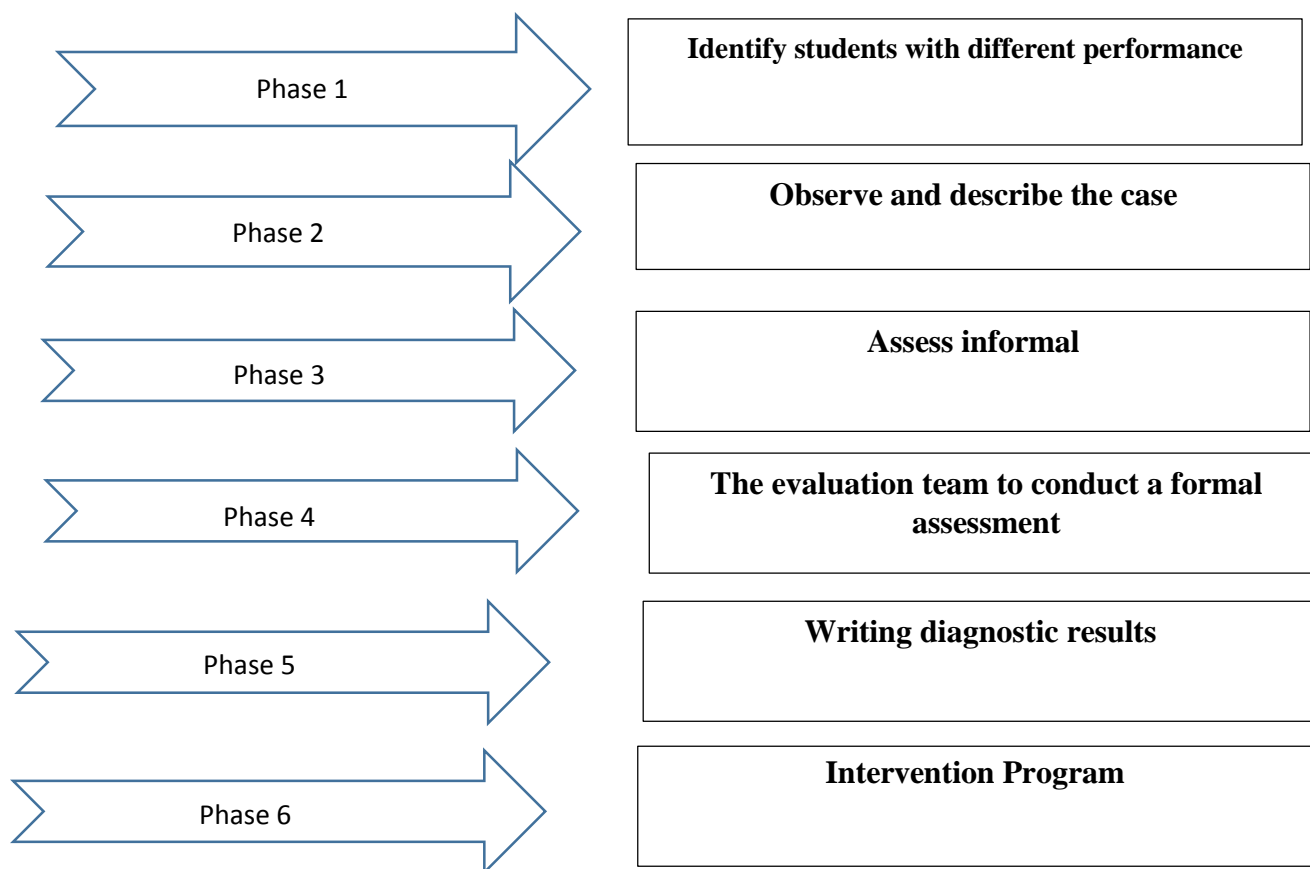


Services Offered by Ethraa Department

- Spread awareness and understanding in the school community about SEN students.
- Develop the skills, attitudes and characteristics of the IB student.
- Inform parents/ guardians of the various local centers that can be helpful.
- Apply the standard prognostic and diagnostic procedure to evaluate a student's needs.
- Inform the teaching staff about SEN students.
- Modify the lesson plans as well as the tasks and assessments according to student's abilities
- Monitor and facilitate the educational process of SEN students in all subjects inside the class

Standard Procedures for the Ethraa Department

Ethraa follows a series of procedures aiming to discover the difficulties or problems that the student faces within the classroom and to look for learning strategies that meet these abilities and needs of the student within the classroom, through offering the service of learning support by a team that consists of the Classroom teacher and the SEN teacher.



Phase 1**Identify students with different performance**

This is done by:

- Nominate the student by homeroom teachers\ subject.
- Nominate the student by Ethraa department team.

Phase 2**Observe and describe the case**

The procedures are detected and identified by a working team composed of the teacher and the homeroom teacher (Arabic language, English language)

This is done by:

- Recording behavioral and academic observations.
- Filling the SEN referral form.
- Discussing the observational notes with the team.

Phase3

Assess informal; students with academic and/or behavioral problems will move to the next procedure which is diagnosis.

1. Specialized identification: Done by SEN teachers using special strategies
2. Diagnosis: It is an extended and detailed procedure applied to students who have been diagnosed with learning difficulties, as it identifies the type of inability, the causes and suggested interventions.

The diagnostic assessments applied by the SEN team are:

- Academic Assessments: Academic tests aiming to identify the student's current performance in the basic skills in Arabic, English and Math.
- Cognitive Assessments: Assessments aiming to determine whether the student has the minimum level that would allow him/ her to go through to the next required level.
- Checklists: Pertaining to social and behavioral skills

The process of diagnosis involves the following:

- Academic Assessments (Arabic, English and Math)
- Cognitive Assessments
- Filling checklists of the academic and social aspects
- Preparing a report involving academic, cognitive, behavioral and social aspects as well as recommendations concerning the student's current performance.

Phase 4

The evaluation team to conduct a formal assessment

- Meeting with the parents and discuss the preliminary results.
- Convert cases that need to be diagnosed more specialized will be referred to external specialized centers.

Phase 5

Decision making will be based on the report and the SEN staff's recommendations. The student will be referred to the appropriate department, whether it was the SEN, Counseling or a specialized expert.

Phase 6

The Intervention Program: The SEN strategy is based on making the learning process easier for the students who have been diagnosed with special educational needs in order to help them achieve their full potential, have more positive interaction with their peers and be able to take responsibility of their learning. The SEN teacher makes the proper modifications to the unit plan and assignments, in addition to recommending strategies to the classroom teacher to provide an atmosphere that suits the student's academic and behavioral needs.

Planning

The SEN teacher in cooperation with the Classroom/Subject teacher modifies/ adds tools and strategies that suit the interests and potential of the student and his/her learning pattern.

This is done by:

1. Modifying the lesson plans prepared by the classroom.
2. The SEN teacher prepares an Individual Educational Plan (IEP) for cases requiring intensive training on skills that should enable the student to achieve the essential objectives and goals.
3. Providing a suitable environment for SEN students, considering their visual and auditory levels.

Implementation

After Planning, the classroom teacher should focus on applying the suggested strategies that would reinforce the learning and teaching process, taking into consideration the individual differences.

The Implementation process involves the following parties, Classroom / Subject Teacher:

- Demonstrating knowledge for the students using specific ideas and vocabulary.
- Analyzing the skills that would help in achieving the proper learning outputs.
- Applying concepts through making use of previously acquired knowledge and connecting it in a new and practical way.
- Providing the proper tools to assist students with their specific skill based assignments.
- Participating in determining the proper tools and strategies for the assessments and providing assistance during evaluation.
- Offering feedback and clarifying the degree of connecting newly acquired to previously acquired knowledge.

SEN Teacher

- Helps and supports the classroom teacher while implementing the plan in class.
- Observes how the student reacts to the current unit plan.
- Makes sure that the plan is properly implemented, focusing on the organizational procedures for each unit plan.
- Provides help to ensure continuous skills and performance development.
- Prepares all needed materials and tools needed for the development of the desired skills.
- Cooperates with class/subject teacher in teaching skills that need special intervention.
- Cooperates with class/subject teacher in the evaluator procedures.
- Follows up the student's developmental portfolio.

Counselor

- Prepares framework of necessary guidance plans in cooperation with the SEN teacher.
- Follows up on the student's academic and behavioral development and provides counseling to achieve the designed objectives.
- Puts behavior support plans in place to help the student's interaction within the school community.
- Bridges between school and home and keeps guardians informed about their child's progress.
- Observes student's relationships and interactions within the school community to identify challenges, and offers help to allow for social merging within the school community.

Speech Specialist

The speech therapist corrects pronunciation problems existing in children replacement voices or a vote, as the treatment of language delays and works to increase the clarity of the students who suffer from delayed language.

- Student who showed problems with speech or language is converted to a speech therapist.
- The speech therapist evaluates the student and develops a treatment plan fit the individual student status.
- Speech therapist works with the team for the dissemination of pronunciation skills that have been trained by the student

Occupational Therapist

- Classroom Responsibilities – activities necessary for participation in various classroom activities, including adapting to routines, organizing materials, hand skills necessary for manipulating classroom tools and producing written work
- Functional Sensorimotor Skills/Environmental Interactions – such as staying on task while

filtering distractions, interacting cooperatively and appropriately with peers and adults, following directions, observing personal space and utilizing various school equipment safely

- Activities of Daily Living – as it relates to self-care activities such as hygiene, managing personal materials and devices
- Transitioning from school to post-school activities.

Feedback

Feedback is considered a positive and comprehensive reflection that leads the student and the teacher to assess their performances. Through feedback, the teacher is able to evaluate the cognitive, educational and behavioral strengths and limitations of the student and plans accordingly to ensure modification of performance.

Ethraa Department Team

Services are based on continuous, comprehensive and supportive programs, and it is the resultant of a specialized and cooperative team of varied expertise. This team's work involves the interpretation of different aspects of the child's assessments; physical, motor, sensory, linguistic, emotional and social by using various methods and tools to identify and cater to those needs.

The SEN team comprises a group of bachelor degree holders in special education; qualified to teach Arabic, Math and English based on the strategies and needs of students.

Ethraa Department Tasks

Department Coordinator

- Coordinates, supervises and plans for a better output.
- Follows up the procedures and diagnosis for the referral of students.
- Provides the Classroom teacher with the Ethraa students' names, explaining their cases.
- Coordinates with the class/subject teacher on how to deal with and encourage the SEN students.
- Participates in the regular meetings of the Ethraa Department to discuss the unit plans and the assessments of students.
- Coordinates with the Counseling Department regarding behavioral cases for the referral of students.
- Coordinates the tasks of the Ethraa Department with other departments within and outside the school
- Prepares for the regular meetings with Ethraa teachers to discuss students' cases and offers recommendations to ease the working process.
- Coordinates meetings with parents and Ethraa teachers.

Ethraa Teacher

- Participates in the observation of the cases that require academic, behavioral and emotional support.
- Applies the diagnostic tests (Arabic, English, and Math)
- Evaluates the student's current level of performance by pointing out his/her strengths and limitations.
- Prepares the diagnostic report, mentioning the challenges and recommendations to be discussed with the rest of the team.
- Participates in the modification of the unit planner worksheets for core subjects.
- Effectively cooperates with the class/subject teacher to monitor the student's development through offering the proper support and strategies.
- Applies the IEP in some cases based on effective and varied strategies.
- Participates in evaluating the students through tools that suit their academic, social and emotional abilities.

Routine Tasks for Ethraa Teachers

- Spread awareness and understanding in the school community on how to deal with SEN students.
- Reinforce the positive interaction between SEN students and other students.
- Establish positive relationship parents/guardians.
- Prepare learning tools and additional worksheets that suit the student's abilities.
- Monitor the student's performance in class/homework assignments.
- Supervise the student's evaluation in all the subjects.
- Attend the Departments routine meetings.

Relationship between the Ethraaa Teacher and Class/Subject Teacher

- Cooperatively observe the cases that need academic, behavioral and emotional evaluation
- Provides the class/subject teacher with a list of SEN students.
- Cooperatively modify unit plans.
- Assists the class/subject teacher in understanding the characteristics of each student, taking individual differences and developmental stage into consideration.
- Provides consultation for the class/subject teacher by providing strategies and tools that are appropriate for the student's abilities.
- Contributes in providing suitable materials and proper tools which should lead to understanding concepts and achieving the student's required level of performance.
- Assists the class/subject teacher in assigning the required subject matter and important skills to be achieved.
- Decides with the class/subject teacher proper & appropriate assessment tools that meet the student's abilities.
- Cooperatively modify the assessment tasks of the SEN student

School Counsellor

- Observe the student's behavior and relationships and interactions within the family environment and the school to find out the most important problems facing him and help him on the social acceptance and improve its relations and its ability to improve performance and social integration.
- Participate in the development of the necessary plans for the student with the teacher in the context of cushions.
- Provide guidance and assistance services for the students to achieve the planned objectives.
- Develop plans to support the student's behavior in the school community.
- Closer links between home and school and to inform parents on the treatment plan to help him at home.

Speech Specialist

- Develop treatment plans for students that appear to have problems with speech and language delays.
- Post-grade teacher in the mechanism of problems correct pronunciation of the student and teacher training to work with him in the classroom.
- Work with the parents and inform them of the treatment plan for their son to help him at home.

Occupational Therapist

Therapists provide therapeutic interventions to students who are mandated for occupational therapy services on their Individualized Education Program (IEP). Occupational therapists may collaborate with other members of SEN department to develop academic intervention strategies to be implemented by the teacher or academic intervention specialist. Occupational therapists are not certified to provide classroom coverage, administer academic exams and/or mentor students.

- Classroom Responsibilities – activities necessary for participation in various classroom activities, including adapting to routines, organizing materials, hand skills necessary for manipulating classroom tools and producing written work
- Functional Sensorimotor Skills/Environmental Interactions – such as staying on task while filtering distractions, interacting cooperatively and appropriately with peers and adults, following directions, observing personal space and utilizing various school equipment safely
- Activities of Daily Living – as it relates to self-care activities such as hygiene, managing personal materials and devices
- Transitioning from school to post- school activities

Guided Reading Program and Support Reading Teachers

Reading-oriented approach is the rehabilitation and empowerment, where the focus is on the student in the long run, is a bridge between shared reading and independent, it also allows student to transition from teacher modeling to independence. Guided reading lesson is oriented thinking lesson; where the student is given the opportunity to talk and think.

- Give the student the ability to refer to books to search for knowledge in different meanings.
- Give the student the ability to enjoy reading literature and thought.
- Give the student the ability to creative writing in various fields of literature through readings varied products of Literature
- Provide students with a wealth of language in the vocabulary and structures.
- Improve the understanding of students and the expansion of stimuli; therefore qualifies depth of thinking and the ability to innovate in all spheres of life .
- Training students to linguistic proper pronunciation of words .

SEN Assessments

- The goal of the assessment is to reveal the level of the student's abilities without placing him/her in a competitive environment.
- The SEN teacher works with the class/subject teacher to modify the assessment if the student is able to cope with the class curriculum or part of it.
- Assessment tools are modified to match the student's abilities and the goals of the assessments.
- The Class/subject teacher formatively assesses students by presenting worksheets suitable for their abilities inside the classroom to achieve the required goals.
- The summative assessment is carried out after practicing and giving suffice feedback in many different forms.
- Two portfolios that represent the different work/performance and evaluation of each student are kept in the school; one with the Coordinator of the Ethraa department and the other with the class/subject teacher.
- When feedback about the student's performance indicates good progress that enables him/her to cope with the objectives of the grade level, then, Ethraa services are gradually withdrawn. Also, the modification of assessments is gradually eliminated.

Shadow Teacher

Is a teacher, who is available to a student whose disorder prevents him/her from working alone. The teacher assists the student to achieve the necessary skills for working independently within the classroom; this is done by clarifying difficult concepts while taking attention span into consideration and working to expand it.

Working hours: The Shadow teacher is expected to work 40 hours weekly from Sunday until Thursday, starting 7:30 am until 3:00 pm.

Nature of work: Accompanies the student while inside and outside the classroom during the school day, and cooperates with the SEN department, Head of School, and class/subject teachers, in addition to helping the SEN student with homework and classwork.

Job Contract

- The shadow teacher is assigned and paid by the parents/guardians of the SEN student.
- The Shadow teacher abides by all the regulations applied by the school's administration concerning attendance, absence, and tardiness.
- The Shadow teacher is obliged to attend the meetings assigned by the SEN Department or the school, if they concern the student's interests.
- In case of the student is absent, the Shadow teacher is obliged to attend school and work on preparing worksheets, tasks and assessment tools for the student. If the student is absent for a prolonged period of time, coordination will take place between parents, teacher and the school.

Tasks of the Shadow Teacher

Tasks carried out by the shadow teacher concern the student, parents/guardians, and the SEN department.

Tasks Concerning the Student

- Prepares an IEP that is suitable for the student's academic, psychological, and social needs.
- Assists the student to focus within the classroom.
- Helps the student to participate adequately inside the classroom.
- Encourages student to ask for teacher/peers help when needed.
- Assist the student to share his/her own interests with peers.
- Develop the student's communication proficiency by providing the training for effective communication skills, and encouraging taking dialogue initiative.
- Helps the student to respond properly towards his peers in the social situation.
- Develops the student's concept of independence inside and outside the classroom.
- Supervises the student within the school and provides a safe environment.
- Encourages the development of the student's personality and raises self-esteem.
- Facilitates positive interactions between the student and peers.
- Assists in the development of emotional growth of the student.
- Assists the student to participate in programs and activities both inside and outside the classroom.

Administrative Tasks

- Keeping records to show the academic progress of the student.
- Applying of diagnostic tests on the student (basic Arabic Language & Mathematical skills).
- Determining the current performance level of the student by identifying strengths and limitations.
- Writing a diagnostic report indicating the type of difficulty experienced by the student and the recommendations.
- Preparing an IEP for special cases, as needed.
- Modifying the content of the material in parallel with the IEP and the student's capabilities.
- Effectively coordinating with the class/subject teacher whenever necessary.
- Implementing of the IEP according to a variety of effective learning methods and strategies.
- Assessing student's abilities in ways that suit his/her academic, social and emotional needs.
- Promoting positive interaction among students with special needs and other students.
- Developing and using educational tools that suit the capabilities of the student.
- Following-up on homework and classwork assignments.
- Overseeing the evaluation of the student in all subjects.
- Attending periodical meetings of the department.

Tasks Related to Parents

- Establish a positive relationship and regular contact with parents/guardian concerning instructional and educational programs available in the school.
- Provide a daily report to parent/guardian, of what has been covered with the student during the school day on a special agenda