

APPROVED

Vilnius St. Christopher's Progymnasium

Director August 21, 2026

Order No. (1.3 E)V-103

VILNIUS ST. KRISTOFORO PROGYMNASIUM DESCRIPTION OF THE INCLUSIVE EDUCATION PROCEDURE

CHAPTER I GENERAL PROVISIONS

1. Vilnius st. Kristoforo Progymnasium, in accordance with the Law on Education of the Republic of Lithuania, the orders of the Minister of Education, Science and Sports of the Republic of Lithuania regulating the education of persons with special educational needs, and the International Baccalaureate (hereinafter referred to as IB, *International Baccalaureate* or *IB*) organization (IBO) documents (*The Primary Years Program : From principles into practice* (2015), *Program standards and practices* (2014), *Learning and teaching* (2018), *Access and Inclusion policy* (2022, updated 2023)), aims to ensure a learning environment that is focused on the needs of each student. The inclusive education system aims to ensure that all students, regardless of their abilities, needs, background or social circumstances, have equal opportunities to receive a quality education.

2. The mission of the International Baccalaureate to develop internationally minded people who, by recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world.

3. International Baccalaureate The philosophy is based on the belief that education should be student-centered, emphasizing inquiry-based learning , intercultural understanding , and the development of essential life skills. The program focuses on holistic education, nurturing not only students' intellectual abilities, but also their personal and social growth .

4. The mission of Vilnius st. Kristoforo Progymnasium is to develop together, taking into account each student, and to develop a personality that develops its own values, capable of consciously learning through research and collaboration .

5. The vision of Vilnius st. Kristoforo Progymnasium is to work together to develop a thoughtful, responsible and caring, consciously learning personality; **#importanteveryone** .

CHAPTER II GOALS AND PRINCIPLES OF INCLUSIVE EDUCATION

6. The objectives of the Inclusive Education Procedure Description:

6.1. ensure that all students, regardless of their learning differences, linguistic background, socio-economic status, physical abilities or emotional needs, have access to a high-quality education;

6.2. promote inclusive education covering the entire junior high school, where diversity is valued as a learning resource;

- 6.3. define responsibilities of junior high school employees in identifying and removing learning barriers;
- 6.4. describe processes and practices that meet the individual learning needs of students.
- 7. The procedure for inclusive education is guided by the following main principles:
 - 7.1. equality and accessibility: every student has the right to a meaningful and accessible learning experience;
 - 7.2. respect for diversity: all members of the junior high school community are valued and respected for their unique identity, experience, and abilities;
 - 7.3. cooperation: Inclusive education is a shared responsibility of pre-gymnasium staff, students, parents or guardians, and external partners;
 - 7.4. responsiveness to needs: teaching, assessment and support are adapted to the individual needs of students;
 - 7.5. active participation: students are encouraged to actively participate in the learning process.
- 8. In order to adhere to the principles of inclusive education, Vilnius st. Kristoforo Progymnasium provides:
 - 8.1. identification and support system:
 - 8.1.1. implement early identification procedures to assess students' academic, emotional, social and physical needs (Annex 1);
 - 8.1.2. prepare individual learning plans (IPPs) for students who need additional support, and supervise the implementation of the plans (Annex 2);
 - 8.1.3. provide educational assistance where necessary (Annex 1);
 - 8.2. application of teaching strategies:
 - 8.2.1. differentiate teaching to meet diverse learning styles and needs;
 - 8.2.2. develop inclusive education practices: for example, universal learning design, scaffolding , etc.;
 - 8.3. application of criteria for objective assessment of students' knowledge and skills:
 - 8.3.1. ensure appropriate conditions, in accordance with the requirements of the IB and national assessment;
 - 8.3.2. ensure that assessment reflects student learning growth;
 - 8.4. organization of professional development:
 - 8.4.1. provide regular training for all staff on inclusive education practices, cultural competence and working with students with special educational needs;
 - 8.5. family and community involvement:
 - 8.5.1. involve parents (guardians, caregivers) as partners in planning and making decisions related to their child's education;
 - 8.5.2. to inform the junior high school community about inclusion efforts.

CHAPTER III

EDUCATIONAL SUPPORT SYSTEM

9. Special educational needs of students are determined by the Pedagogical Psychological Service (PPS) . A student can come to Vilnius St. Kristoforo Progymnasium already having documents about the student's special educational needs. Teachers can also contact the progymnasium's educational support specialist and share the student's difficulties. In this case, the

special educator, in coordination with the Child Welfare Commission (VGK), initiates the learning needs assessment procedure and prepares documents for assessing educational needs. Parents (guardians, caregivers) are responsible for collecting documents from the progymnasium and registering the child in the PPT.

10. Based on the findings presented in the PPT, an Individual Support Plan (IPP) should be developed for the student, enabling him/her to achieve personal educational goals (Appendix 2).

11. The subject teacher, in consultation with the special educator, prepares an adapted or individualized educational program, taking into account the student's communication, self-expression, cognitive, learning, social, mental and emotional development needs.

12. A student may have special educational needs or other learning difficulties that are not identified in the PPT. Such a student still needs additional support, such as adapted tools or learning methods. In such cases, progymnasium specialists provide support and consultation to both students and their teachers.

13. exceptionally gifted students may be assessed by the PPT or independent psychologists at the request of their parents (guardians, carers). Depending on the circumstances, an individual learning plan may be drawn up, designed to help the student achieve personal goals. Such a plan is prepared by subject teachers.

14. Students returning from abroad receive support from progymnasium specialists. Progymnasium employees consult parents (guardians, caregivers) on the educational program, its adaptation, organization of the learning process and educational procedures. Every student who does not know the Lithuanian language during the adaptation period (up to 1 year) has the right to receive additional Lithuanian language lessons and consultations.

CHAPTER IV

RESPONSIBILITY FOR INCLUSIVE EDUCATION

15. Student responsibilities when implementing inclusive education practices:

- 15.1. take responsibility for their own learning;
- 15.2. seek help when needed;
- 15.3. participate in classes and consultations.

16. Responsibilities of parents (guardians, caregivers) in implementing inclusive education practices:

- 16.1. discuss the child's progress with teachers and junior high school specialists;
- 16.2. inform the staff of the progymnasium about the child's special educational needs, need for learning assistance, or other factors that may affect learning.

17. Progymnasium administration Responsibilities in implementing inclusive education practices:

- 17.1. to organize appropriate assistance for students with special educational needs;
- 17.2. promote the dissemination of information about inclusive education;
- 17.3. to provide teachers and other secondary school specialists with professional development opportunities;
- 17.4. maintain confidentiality towards the student and his/her family.

18. Teachers Responsibilities in implementing inclusive education practices:

18.1. adapt curriculum content and teaching methods to meet the special educational needs of students;

18.2. provide consultations;

18.3. monitor each student's individual progress in the classroom;

18.4. to inform parents (guardians, caregivers) about the progress of learning and difficulties;

18.5. to adhere to the principle of confidentiality towards the student and his/her family.

19. Educational support specialists for students Responsibilities in implementing inclusive education practices:

19.1. a special educator, psychologist, speech therapist, social educator, within their competence, advises teachers on teaching strategies that can meet individual learning needs and help students, helps subject teachers prepare individual learning plans for students with special educational needs, devotes time to individual learning support for students with special educational needs, helps teachers solve challenges related to inclusion , helps ensure the successful adaptation of students in the progymnasium;

19.2. A student assistant helps a student, in or outside the classroom, to make learning progress according to their abilities, and collaborates with other educational support specialists and teachers;

19.3. The Child Welfare Commission conducts an initial assessment of students with special educational needs and provides recommendations to teachers and parents (guardians, caregivers) regarding special education methods, lesson duration, use of technical means and learning resources, the IPP states.

CHAPTER V

MONITORING AND EVALUATION

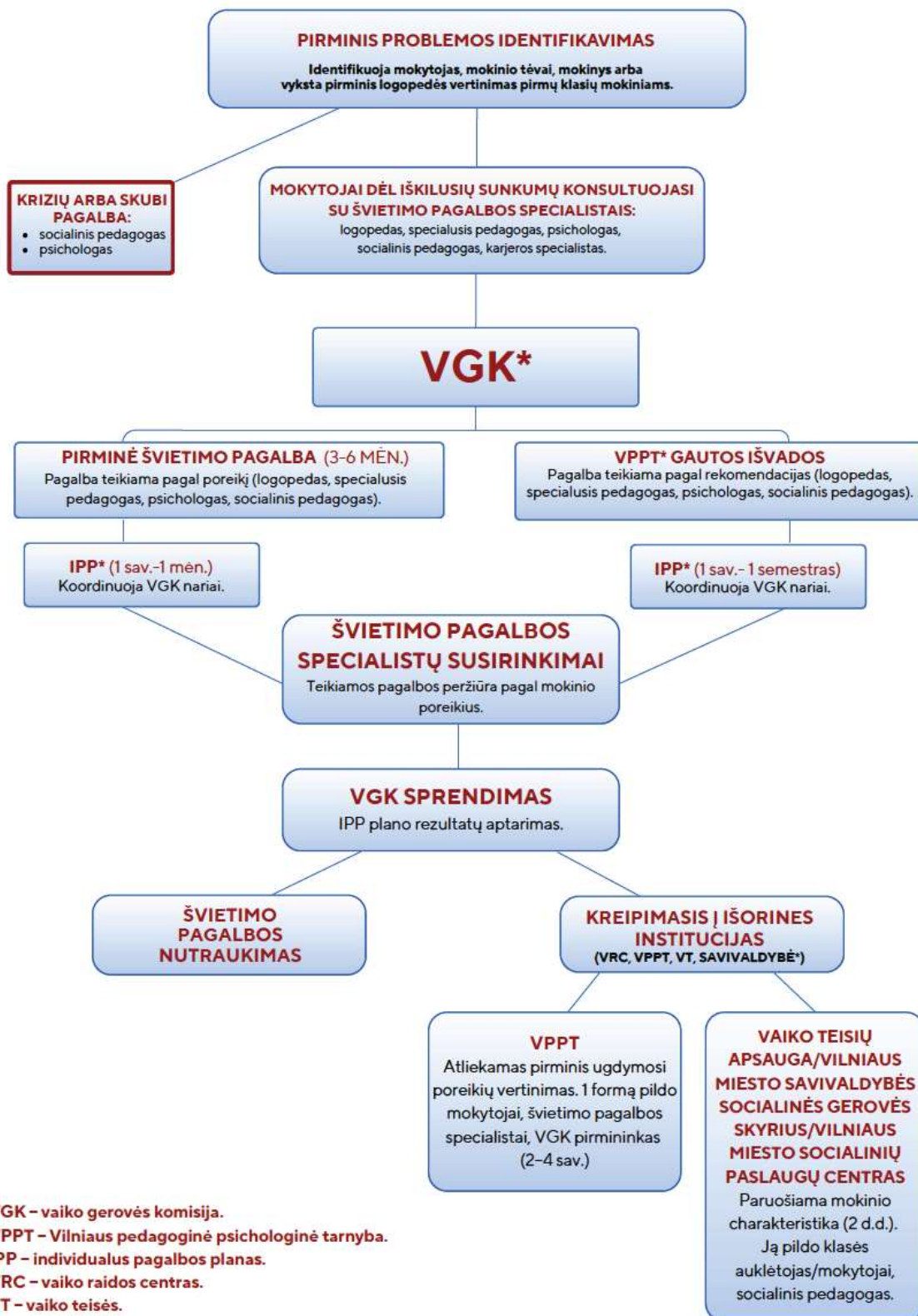
20. The effectiveness of inclusive education practices will be monitored based on student achievement data and individual progress reports, stakeholder surveys and feedback, and internal and external (self)evaluations.

21. The description of the procedure for inclusive education is reviewed every two years or more often as needed.

22. Educational support specialists, teachers, and the IB coordinator are involved in developing and adjusting the inclusive education procedure description.

23. The description is available to all interested parties.

Vilniaus šv. Kristoforo progimnazijos ŠVIETIMO PAGALBOS TEIKIMO ALGORITMAS



Vilnius st. Kristoforo Progymnasium
Individual support plan for a student in class

Coordinator First Name Last Name

RESOLVED. At the meeting of the Child Welfare Commission, minutes no.

The child's difficulties: .

VGK / PPT assessment conclusion, SUP level (if any):

Recommended help:

Purpose: .

Review of goals, discussion of results: after the first half of the year , after the second half of the year.

	Measures and actions in order to achieve the goal	Periodicity	Results/Change First half of the year	Results/Change Second half of the year
Student				
Parents				
Teacher(s) / class teacher				
Educational support specialist(s): psychologist				
Educational support specialist(s): social worker				
Other help				

Vilnius St. Christopher's Progymnasium on
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..... m.
..... CLASS STUDENT (-EE)

Strengths:

Lithuanian language and literature individual goal: Mathematics individual goal: I foreign (English) language individual goal: Foreign II language individual goal: History individual goal: Biology individual goal: Physics individual goal: Geography individual goal: Chemistry individual goal: Informatics individual goal:
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[illegible]

attention to punctuation marks, and make meaningful pauses.										
Alternate reading methods – ask students to read in turn or together with another student, or offer role-playing.										
Take time to discuss with the student their learning successes and plan how to overcome difficulties.										
Encourage him when he completes the planned tasks.										
Help the student understand what hinders and what helps them to do tasks well.										
Teach how to make and use assistive devices.										
Take breaks.										
Provide feedback frequently so that the student knows whether he or she is doing well on the task.										
Submit larger tasks in parts.										

5. The following write the tests (mark with an X):

	Independently;	with help;	with all students;	in separate time/with a special educator or teaching assistant;	the number of tasks is reduced;	other tasks are presented ;	additional tools are allowed.
Lithuanian language and literature							
Mathematics							
I foreign (English) language							
Foreign II							
History							
Biology							
Physics							
Geography							
Chemistry							
Informatics							

6. Homework tasks (mark with an X):

	Equal with all students;	the number of tasks is reduced;	other tasks are presented;	are not distinguished.
Lithuanian language and literature				
Mathematics				
I foreign (English) language				
language II				
History				
Biology				
Physics				
Geography				
Chemistry				
Informatics				

7. Achievements and suggestions to continue or discontinue the program (mark with an X):

	I offer a customized program:		<i>Indicate the student's strengths in learning your subject, i.e. what the student is able to do independently or with minimal assistance without errors or with rare errors.</i>
	to continue;	to terminate.	
Lithuanian language and literature			
Mathematics			
I foreign (English) language			
Foreign II <i>(write in what)</i> language			
History			
Biology			
Physics			
Geography			
Chemistry <i>(Alma Zybailienė)</i>			
Informatics <i>(Giedrė Petkūnaitė)</i>			

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**VILNIUS ST. CHRISTOPHER'S HIGH SCHOOL
INDIVIDUAL EDUCATION PLAN (INDIVIDUALIZED PROGRAM)**

..... m. m.

..... CLASS STUDENT (-EE)

1. Student's abilities:

Strengths:

2. Educational difficulties:

3. Individual goals (*enter one individual goal*) :

Lithuanian language and literature individual goal:

Mathematics individual goal:

I foreign (English) language individual goal:

Foreign II language individual goal:

History individual goal:

Biology individual goal:

Physics individual goal:

Geography individual goal:

Chemistry individual goal:

Informatics individual goal:

4. Educational content

Row. No.	Name of the class cycle/stage	Number of lesson	Individualized educational content – competencies are formed	Educational material acquisition (level of independence, error rate)
Lithuanian language and literature				
1.				
2.				
3.				
4.				
5.				

5. Learning methods (mark with X):

	Lithuanian language and literature	Mathematics	I foreign language (English)	II foreign (German) language	History	Nature and man	Informatics
Find out if all the terms presented in the lesson are understandable to the student, explain them in a simpler way.							
Correct the student's incorrect pronunciation of words by pronouncing them slowly and clearly yourself.							
Select teaching materials based on the student's ability to comprehend them.							
Link the verbal information to the image.							
Give only short verbal instructions, break long ones into parts.							
Reduce theoretical training to the bare minimum .							
Build on the student's experience in the teaching process.							
To keep the student active and focused, alternate activities, not very interesting tasks with those that he enjoys.							
Encourage them to ask questions if they don't know or understand.							
Explain task instructions both verbally and visually.							
Allow the use of various notes and rule memos.							
Do not ask for mechanical learning, encourage the student to find the necessary answers in the text and textbooks.							
In the texts you read, underline the information that the student should pay attention to, and provide additional explanations for figurative expressions and unknown words.							
When writing a dictation, stand closer to the student or arrange for them to be written in the office of a speech therapist or special education teacher.							
Assign writing tasks on the computer, use various computer programs to test your knowledge.							

Avoid complex, unclear symbolic visual information.							
Help with the first task to make sure the student understands what they will need to do.							
Encourage completion of tasks from start to finish.							
Always notice and evaluate the student's progress and efforts, and provide support and encouragement.							

6. The following write the tests (mark with an X):

	Independently;	with help;	with all students;	in separate time/with a special educator or teaching assistant;	the number of tasks is reduced;	other tasks are presented;	additional tools are allowed.
Lithuanian language and literature							
Mathematics							
Foreign language I (English)							
Foreign II language							
History							
Nature and man							
Informatics							

7. Homework tasks (mark with an X):

	Equal with all students;	the number of tasks is reduced;	other tasks are presented;	are not distinguished.
Lithuanian language and literature				
Mathematics				
I foreign language (English)				
II foreign (German) language				
History				

Nature and man				
Informatics				

8. Achievements and suggestions to continue or discontinue the program (mark with an X):

	I offer a customized program:		<i>Indicate the student's strengths in learning your subject, i.e. what the student is able to do independently or with minimal assistance without errors or with rare errors.</i>
	to continue;	to terminate.	
Lithuanian language and literature			
Mathematics			
I foreign language (English)			
II foreign (enter which one) language			
History			
Nature and man			
Informatics			