

Inclusion Policy

1. The Board of Trustees shall:

- Set a strategic direction for the school incorporating a commitment to inclusive education.
- Nominate one board member for oversight of inclusive provision.
- Ensure a financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs.
- Ensure adjustments and accommodations to the school environment/infrastructure are made, or planned for, to improve access for students with additional learning needs with physical disability and sensory impairment.

2. The Principal shall:

- Ensure inclusive provision is a standing agenda item of senior leadership and Board of Trustees meetings.
- Develop and review their inclusive provision as part of their School Development Plan including measurable targets, to evaluate and improve provision and accessibility for students with additional learning needs.
- Ensure a member of the senior leadership team has direct oversight of inclusive provision in the school.
- Appoint a Head of Inclusion who meets the requirements of the ADEK Staff Eligibility Policy with responsibility for the coordination of all aspects of education for students with additional learning needs (see Section 3.1).
- Appoint a separate member of staff to be responsible for the coordination and provision of multilingual learners.
- Appoint a member of staff to be responsible for the coordination and provision for gifted and/or talented learners and work in conjunction with senior leaders.
- Ensure all staff have access to a program of CPD opportunities related to adaptive teaching and ensure staff are trained in student protection and safeguarding awareness measures which include how to identify concerns that may be specific to students with additional learning needs, as per the ADEK Student Protection Policy.
- Establish a risk assessment procedure for all structures within the school to be undertaken to identify and mitigate any hazards that may present heightened risks to those with communication, mobility, sensory, and behavioral needs.
- Ensure data on the identification of students with additional learning needs is submitted to ADEK as per any request.
- Ensure all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.
- Establish a system for the emergency evacuation of all people of determination (students, staff, and visitors), ensuring that key persons identified are aware of their roles and that training and awareness sessions have been delivered in a timely and appropriate manner to the school community.

1. Undertake overall responsibility for the safe evacuation of all people of determination during emergency situations.

3. The Head of Inclusion shall:

- a. Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- b. Collaborate with all teachers on the teaching and learning needs of students with additional learning needs and track their progress and attainment in relation to curriculum expectations.
- c. Ensure all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate, as per the ADEK Records Policy.
- d. Maintain, review, quality assure and update the school-based register of students with additional learning needs, including their DLPs and PEEPs.
- e. Develop PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations, as per the ADEK Health and Safety Policy. This should be reviewed on a termly basis or where the needs of the individual or setting changes.
- f. Evaluate, together with the school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.
- g. Ensure all data requirements and eSIS information on students with additional learning needs are reviewed and updated.
- h. Engage in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
 - i. Meet with parents to discuss the provision for students with additional learning needs throughout the school year and the support that can be provided in the home setting.
- j. Ensure all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
- k. Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services system, as per the ADEK In-School Specialist Services Policy

2. Questions to Consider for Placement Decisions:

What are the services required and necessary to support the student?

What is the least restrictive environment? How will the environment be least restrictive?

Is it possible for the student to receive special education services in a school close to his home?

Are there any resources that can be provided by the school for the benefit of the student?

Does the student require a behavior intervention plan?

What are the subjects in which the student performs best?

Does the student require support services?

- Is there a resources room for teachers?
- Does the school have a clear idea of inclusion and acceptance of the student?
- Are parents involved in the development of an educational plan with the team?
- Is there a need for an assistant teacher to facilitate the process of inclusion?
- Is the number of teachers sufficient to cover the type of proposed program?
- What is the number of students receiving special education in the school? (what are their programs?)
- Has the school informed students, parents, and teachers about the special education programs?
- Is the class ready to receive the student?
- Is the school or educational environment ready to receive the student?

3. Identification process for SODs

Students of Determination are most likely not identified until after they have been admitted to KIS-A. Accordingly, the following four-step process is used at KIS-A to decide whether the student is eligible for learning support services:

- STEP 1**—Referral to Student Support Team (SST)
- STEP 2**—Evaluation and determination of eligibility to SOD Program
- STEP 3**—Development of the Individual Educational Plan (IEP) – (DLP)
- STEP 4**—Implementation of the Individual Educational Plan (IEP)
- STEP 5**—Inclusion team monitors student progress and reviews services.

The process is described *generally* bellow:

Step 1 & Step 2: Student referral, Evaluation, and determination of eligibility to Inclusion team

- The **Multidisciplinary Evaluation Team (MET)** members who conduct the comprehensive evaluation include the following:
 - Special education teacher
 - Teacher
 - The guardian
 - The school principal
 - Psychologist
 - Social worker
 - Other specialists who are required according to the condition of student such as a speech therapist, physical therapist, physician, nurse, and the student himself, if appropriate.

Step 3: Development of Individual Education Plan

If the MET determines that the student is eligible to receive special education programs and services, then following the MET meeting, an IEP meeting is held, and an IEP is developed. The most important elements of the IEP are the goals and objectives and accommodations, and modifications that are needed to meet the educational needs of the student. (MOE, 2016)

Accommodations and Modifications for SOD:

Any type or combination of special education programs and related services specified in the Individualized Educational Plan or Advanced Learning Plan may be provided to students who qualify for services to meet their educational needs. In addition, to meet the educational needs of students, accommodations, and modifications in the teaching methods, learning materials or learning environment may be necessary and should be specified in the IEP or AEP. Accommodations are changes that do not alter what is being taught and include alterations of the environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/ or complete assigned tasks.

Examples of accommodations include:

Computer text-to-speech computer-based systems for students with visual impairments or Dyslexia.

Extended time for students with fine motor limitations, visual impairments, or learning disabilities.

Large-print books and worksheets for students with visual impairments and trackballs and alternative keyboards for students who operate standard mice and keyboards.

The term “modification” may be used to describe a change in the curriculum. Modifications made be necessary for students with disabilities who are unable to comprehend all the content an instructor is teaching and are specified in the IEP or AEP. For example, assignments might be reduced in number and modified significantly for a student with cognitive impairments that limit his/her ability to understand the content in the general education class in which they are included. (MOE, 2016)

Step 4: Implement IEP or AEP

Special education programs and services are provided to students in accordance with the recommendations of the IEP or ALP. The IEP or ALP should be implemented immediately following written parental approval. Implementation of the IEP or AEP should start as soon as possible but within a 2-week period. There are many factors to consider when placement decisions are being made. The following questions should be considered by the MET when making placement decisions. (MOE, 2016)

Step 5: Monitor, Review and Revise IEP

The IEP should be reviewed, and progress monitored during each regularly scheduled card marking period. However, school personnel or a parent/guardian may request that the team review progress at an earlier date.

During the first three months following the MET, team members may be reconvened to review the progress.

The SES, is responsible for overseeing the implementation of the IEP, will prepare the IEP Annual Review report at the end of the academic year and make recommendations for the next school year. (MOE, 2016)

4. Admissions: Taken from ADEK Inclusion Policy

Admitting Students with Additional Learning Needs: In line with the principles of Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, students with additional learning needs shall, under no circumstances, be denied a place at a preferred school, provided the school has the capacity to admit them in the appropriate grade/year, as per the ADEK Student Administrative Affairs Policy.

Accordingly, schools' admissions processes shall adhere to the following:

1. Prioritizing the attendance of students with additional learning needs and their siblings in the same school.
2. Requesting original clinical assessment reports from parents completed by any relevant specialists such as a therapist, psychologist, or pediatrician
3. Supporting the transition process for all students with additional learning needs.

Targeted transition support shall be provided to:

- a. Students starting school for the first time or coming from alternative early education settings.
- b. Students transferring from specialized provision, homeschooling, or any other type of educational provision.
- c. Students in exchange programs.
4. Providing any accommodations required by the student to complete the assessment, if assessments are part of the school's admissions process, and utilizing such assessments to inform the provision of learning support as per the ADEK Student Administrative Affairs Policy. These assessments shall not be used to deny admission to the school.

5. Using all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments where necessary.
6. Defining what constitutes the school's "inability to accommodate" (see Section 2.2.).

5.Inability to Accommodate Notification:

Where a school considers they are unable to meet the needs of any students with additional learning needs, the school shall submit an inability to accommodate notification to ADEK and the parents within 7 days of the admission decision being issued.

1. ADEK reserves the right to uphold or overturn an inability to accommodate notification based on the evidence submitted by the school and from other sources. Schools shall make reasonable adjustments and accommodations to enable admission for all students with additional learning needs to the school.
2. Re-enrollment: In line with the ADEK Student Administrative Affairs Policy, schools shall re-enroll all students for the next academic year.
3. Referrals to Specialized Provision: Most students with additional learning needs will attend mainstream schools along with their peers. Alternative placement may be considered for students who meet eligibility criteria.
 1. Where a school considers that a student may require a more specialized placement, they must contact ADEK prior to conversations with parents, to establish whether the student would meet the eligibility criteria for specialist provision and to determine which, if any, type of placement would best meet their needs.
 2. In instances where a UAE National has obtained a diagnosis of severe autism from a clinical assessment (and this is their primary need), they may only be referred for consideration for specialized provision, if they meet all three of the following conditions:
 - a. ADEK, the school, and parents agree that the student will gain greater benefit from specialized provision than a mainstream school.
 - b. The student requires intensive therapy, such as occupational therapy, speech and language therapy, and Applied Behavior Analysis, which cannot be delivered in a mainstream school.
 - c. The school ensures parents understand the criteria for admission to specialized provision and consent to the school making a referral to ADEK

6.Inclusion at KIS-A

SOD - Education Standard Services

At Knowledge International School Al Ain, our students of determination are set in a caring environment with minimal restrictions and get all the instructions and education

within the classroom setting. The standard services given to our SOD are the following (but not restricted):

- Differentiated lessons.
- Various classroom accommodations.
- Various testing accommodations.
- Assistive technology.
- Small group instructions.
- Small group interventions. (Support Sessions)
- Pull-out & push-in interventions.
- Support with a shadow teacher. (Learning Support Assistant)
- Modified curriculum and assessment.
- Modified marking scheme.

Moreover, At KIS-A we still have more services that we provide for our SOD outside the classroom setting which are:

- Using the students' first language when speaking about one of the SOD.
 - Development, implementation, and yearly reviews of individual education plans (IEPs).
 - The environment is structured to meet the needs of all students.
 - Make sure that all who are involved with SOD are aware of the process of identifying, supporting, teaching them.
 - Make sure all students have access to school activities, extracurricular activities, as it is reasonably practical and relates to the student's needs.
 - Make sure that the identification of SOD happens as soon as possible in their school career so that attainment can be raised.
 - Make sure that parents of SOD are always informed about their student's performance and progress.
 - Knowing the importance of external agencies being involved in meeting the needs of each student and referring families to these agencies in a safe and responsible manner.
 - Making sure there is a smooth transition for SOD between grade levels within the school. (and provide necessary documents about the students' case if leaving the school)
- Taken from the ADEK Inclusion Policy

7. Inclusive Teaching and Learning Support

1. Identification, Referral, and Tracking System: Schools shall develop a robust identification, referral, and tracking system which:

- a. Outlines how teachers or other staff can raise concern about any aspect of a student's academic, social, emotional, physical, behavioral, or developmental needs.
- b. Integrates the input of the students (as appropriate), parents, and staff members.
- c. Identifies the needs of the student (e.g., via assessments such as standardized screening tools overseen by the Head of Inclusion), appropriate measures to improve their learning, and identifies any student who would benefit from a further assessment of needs.
- d. Enables the development of a (Documented Learning Plan – IEP) DLP that plans, monitors, assesses, and evaluates teaching and learning programs that are personalized for the student. Schools shall incorporate information provided through any internal and external assessments and ensure the information is shared with staff to identify students who may require emotional, social, or behavioral support, or where risks are apparent.
- e. Establishes ongoing communication with parents regarding the student's additional learning needs, providing information (in their native language where possible) on how support can be provided in the home setting.
- f. Records the details of students with additional learning needs on eSIS, as required by ADEK.
- g. Tracks the progress of students with additional learning needs by:
 - Using a Tiered Model of Support to reflect the level of support provided to students with additional learning needs.
 - Developing a DLP for all students with additional learning needs receiving at least Tier 2 and Tier 3 support.
 - Ensuring progress data for students with additional learning needs and other students receiving any aspect of support for their learning is reviewed on a termly basis and reported accordingly to parents. DLPs shall be reviewed at least three times a year and incorporate a system to track progress towards identified targets at least every 4 weeks.
 - Conducting an annual review, at a minimum, of needs for students receiving Tiers 2 or 3 support, including any student with a dedicated Inclusion Assistant or an Individual Assistant, to ensure provision remains appropriate and informs the long-term educational pathways of the student.
 - Ensuring all subject leaders track the progress, attainment, and approaches of students with additional learning needs in their subject, to identify any learning outcomes linked to the DLP.
 - Personalizing, where necessary, attainment and progress reports, which shall be created based on information in the DLP, for students with additional learning needs to celebrate their progress which is unique to their individual starting point.

8. Inclusive Teaching & Learning Approaches:

Schools shall ensure their teaching and learning approaches reflect the following elements:

- a. Incorporate inclusive teaching strategies into lesson planning to support students with additional learning needs as a feature of adaptive teaching.
- b. Personalize the teaching content for students with additional learning needs and ensure alignment with the tiered model of support and any DLP targets.
- c. Ensure professional development opportunities and awareness sessions on inclusive approaches to education (including adaptive teaching strategies to support learning and the achievement of DLP targets) are delivered to staff by the Head of Inclusion and other specialists.
- d. Ensure the Head of Inclusion deploys the Inclusion Team to provide support in accordance with the needs of students with additional learning needs.
- e. Provide guidance for Inclusion Assistants and any interested Individual Assistants in their professional development.
- f. Adopt a tiered model of support response to interventions to ensure the progress of all students with additional learning needs.
- g. Ensure the Head of Inclusion coordinates specialist interventions by external agencies such as Speech and Language Therapists, Occupational Therapists, Psychologists, or Counselors, uploaded accordingly through the In-School Specialist Services system, as per the ADEK In-School Specialist Services Policy.
- h. Support students with additional learning needs to enable them to use assistive technology, where appropriate, to improve their access to learning.
- i. Ensure all teachers explore the full range of adaptive approaches to teaching and that they seek guidance from others before initiating any referral to the Head of Inclusion.
- j. Ensure concerns over progress and attainment are raised with parents at an early stage to support early intervention

9. Assessment Accommodations:

Schools shall ensure that students with additional learning needs are not disadvantaged during any form of assessment. Consequently, schools shall:

- a. Evaluate the needs of all students with additional learning needs to:
 - Ensure all accommodation and modifications reflect the student's normal way of working in the classroom.
 - Ensure permissions for accommodations and modifications are sought and adherence to policies/guidelines stipulated by external assessment providers and examination boards, where necessary.

- Develop an Assessment Accommodations Policy outlining the process and eligibility for applying accommodations and modifications for assessments, in line with any external assessment provider requirements (if applicable)

10.Special Education Categories

The following diagnoses qualifies the student to receive special education services at KIS-A, if it can be documented that the identified need affects the student's academic performance.

Categories of Special Education				
Specific Learning Disabilities	Physical & health related disability	Visual Impairment	Hearing Impairment Including Deafness	Speech and Language Disorder
Autism Spectrum Disorder (ASD)	Emotional and Behavioral Disorders	Intellectual Disabilities	Gifted and Talented (G&T)	Exclusionary Clause

For detailed description of each disability refer to the Ministry of Education Special Education Departments' General Rules for the Provision of Special Education Programs and Services (Public and Private Schools). (MOE, 2016)

11.English as Second Language (ESL) — special care is given to students whose first language is not English. Nevertheless, these students must not be regarded as having a learning difficulty solely because their mother tongue is different from English, the language of instruction at KIS-A. It is necessary to consequently assess their proficiency in English. Teachers and specialists will monitor their progress across the curriculum to ensure whether any problems that may arise are from a student's developing command of English language or from special educational needs and determinations.

12.Graduated Systems of Support (GSS) for SOD

Students' Level of Support	Services Provided	Person(s) Responsible
Tier 1 – lowest level of support (academic and\or behaviour)	<ul style="list-style-type: none"> – Classroom strategies and interventions tracked by classroom teachers. – Periodic progress monitoring internal & external assessment data. 	<ul style="list-style-type: none"> – Classroom\Subject teachers – Subject Coordinators – Inclusion Team
Tier 2 – middle level of support (academic and\or behaviour)	<ul style="list-style-type: none"> – Regular progress monitoring internal & external assessment data. – Classroom observations. – Communicate students' individual needs to parents & teachers. 	<ul style="list-style-type: none"> – Classroom\Subject Teachers – Special Education Specialist
Tier 3 – highest level of support (academic and\or behaviour)	<ul style="list-style-type: none"> – Regular progress monitoring internal & external data to ensure growth. – Inclusion support from special education teacher in various subjects. 	<ul style="list-style-type: none"> – Special Education Specialist – Classroom teachers

Assessments Used for Identification

Internal Assessments	External Assessments
Informal Assessments Formative Assessments Summative Assessments Classroom Observations Observations by Inclusion Team Anecdotal notes	Measure of Academic Progress (MAP) Cognitive Abilities Test (CAT4) – If required Wide Range Achievement Test (WRAT5) – If required Evaluation of Potential Creativity (Epoc) – If required External psychological reports (schools requests from parent)

13. Standard inclusion Provision

As per requirements of the ADEK Staff Eligibility Policy:

KIS will appoint the following Staff as the school grows:

1. Head of Inclusion
2. Inclusion Teacher (1 per cycle)
3. Inclusion Assistants (to provide additional support)
4. Individual Assistant (parent funded individual – Shadow teacher)
5. Establish an Inclusion Support Team as the school grows.

Head of Inclusion/Inclusion Teacher

To support SOD individual learning needs.

To coordinate with the subject teachers.

To participate in the meetings, professional development courses and workshops, and special activities aimed at improving the quality and delivery of special education programs and services.

To monitor the implementation of Special Education Programs and to provide periodic reports on the status of these programs and services.

To collaborate with parents of SOD to strengthen the home-school partnership.

To collaborate with other professionals at KIS-A, including classroom or subject teachers, counselors, and school administrators.

To participate in the completion of an annual Special Education program review.

To consistently and frequently monitor student progress, which can be assessed through progress reports, standardized testing, and meetings with concerned people to review goals, and academic achievement.

Contribute as a member of the Student Support Team (SST) in his or her department.

Co-teach with teachers of regular education classes to develop and deliver instructional materials and programs for students with special needs.

Develop IEPs and monitor their implementation for SOD.

Coordinate with school and family to develop programs and services that help students overcome academic and social challenges.

Develop and facilitate programs to increase awareness about the rights and needs of students with special needs.

Encourage and monitor students' use of assistive technologies.

Perform any other tasks assigned by the School Principal or Vice Principal.

The Homeroom or Subject Teacher:

To participate in the effective implementation of IEPs.

To provide additional support or accommodation for SOD, when required.

To work with Special Education Specialist\Inclusion Leader, counselors, administration, and parents to provide the best possible learning environment for SOD.

To participate in the meetings, training courses, workshops and activities related to services for SOD.

To cooperate with the special education team in all matters related to the plans, special education services, course revision, evaluation methods, examinations and setting goals.

To closely monitor the progress of SOD in their classrooms, in collaboration with the Special Education Specialist\Inclusion Leader.

To cooperate with the Special Education Specialist\Inclusion Leader teacher in providing special education services to SOD.

To collaborate with parents of SOD to strengthen the home-school partnership.

To perform any other tasks assigned by the School Principal or Vice Principal of Academic Affairs.

The Learning Support Assistant\Shadow Teacher:

To provide direct individual support for the students with special needs in accordance with the requirements of an IEP.

To monitor and assist students with special needs complete work assignments.

To assist with the preparation of materials, equipment such as audio and video equipment, and strategies to enhance the learning for SOD.

To participate in teamwork to meet the needs of students.

To assist in the collection of information of the SOD to identify student progress.

To perform any other tasks assigned by the School Principal or Vice Principal of Academic Affairs.

Counselors\Social Worker:

- To contribute as a member of the Student Support Team (SST) in his or her division.
- To work with teachers when identifying SoDs while creating clear channels for communication between parents, teachers, learning support staff, outside agencies, and administration.
- To work with special education staff to help teachers identify and provide accommodations to SoDs in their classroom.
- To monitor student progress.
- To collaborate with special education specialists on IEPs for SOD whose needs are primarily social and emotional.
- To perform any other tasks assigned by the School Principal or Vice Principal of Academic Affairs.

Parent(s) / Guardians:

- To attend meetings or assessments related to the education of their students.
- To collaborate with school leaders and teachers to strengthen the home-school partnership.
- To communicate effectively with ANS personnel with respect to their student.
- To accept their role in the implementation of educational plans.
- To be Up front, according to ANS's full expose clause regarding any information related to the student.
- To meet deadlines as specified about registration and evaluation.
- To set appropriate expectations for their student which are appropriate with his or her capabilities.

14. Transitions between grade levels and divisions:

As SoDs change case managers at the end of a school year, the specific learning needs of each student are discussed during the bi-weekly Student Support Team meetings. Ownership of all documentation and parent communication is transferred to the new case manager through these Student Support Team meetings.

How are transitions handled between divisions?

As SoDs move from one division to the next (e.g., from grade 5 to grade 6), the student's current case manager will attend the Student Support Team meeting of the future case manager. In this meeting, ownership of all documentation and parent communication is transferred to the new case manager.

15. Gifted and Talented Education (GaTE)

GaTE and UAE Law

Since 1979, the provision of special education programs and services in the United Arab Emirates (UAE) has evolved and expanded to recognize a wider variety of categories of special education, to promote inclusive education, and to ensure equal access to educational opportunities. Categories of special education now include Gifted and Talented individuals whose abilities, talents and potential for accomplishment are so exceptional or advanced that special education and support services are needed for the student to meet educational objectives and goals in the general education classroom.

KIS-A, in alignment with the UAE Ministry of Education defines Gifted and Talented as follows:

“Gifted and Talented means to have outstanding or extraordinary ability in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as public speaking, poetry, drawing, handicrafts, sports, drama, or leadership capacity.

More often the performance of the talented or gifted student is so exceptional or advanced that they require special obligations to meet their educational needs in the mainstream classrooms with support from special education specialist and resource room teachers.”

Guidelines for educating gifted students:

American National School identifies gifted learners and meet the academic needs of each student. In addition, education for gifted students is designed to encourage self- direction, to promote social-emotional growth, to facilitate development of leadership behaviors, and to organize effective effort to support the development of each student’s potential.

Programs for Gifted and Talented Students:

The students identified as Gifted and Talented have an exceptional capability in one or more subjects, or in areas of personal interests such as electronics or playwriting. Gifted and Talented students require advanced educational programs to supplement the general education curriculum and provide them with a high level of enrichment activities. Enriched activities may include independent studies and professional guidance which are detailed in a

written document called an Advanced Educational Plan (AEP) which is developed by a specialized team to meet the needs, interests, and creativity of Gifted and Talented students.

Identification process for G&T Students:

- STEP 1**—Referral to Student Support Team (SST)
- STEP 2**—Evaluation and determination of eligibility to G&T Program
- STEP 3**—Development of the Advanced Educational Plan (AEP)
- STEP 4**—Implementation of the Advanced Educational Plan (AEP)
- STEP 5**—Inclusion team monitors student progress and reviews services.

Step 1: Student referral Evaluation to SST.

The SST, which consists of the principal, VP (Vice Principal), SES (Special Education Specialist), and counselors (social worker). Homeroom\Subject teachers are included on the SST on a case-by-case basis.

The SST will meet regularly to discuss the academic performance of students whose performance varies widely from the standard and who have been referred to the SST.

When students demonstrate performance or potential that is so exceptional or advanced that they may require special obligations to meet their educational needs s/he may be referred by parents, counselors, principals, or teachers to the SST. This referral should be made to a counselor, who will represent the case on the SST.

Review of CAT4 tests for students scoring at or above.

One member of the SST will be designated the Case Manager. Which is the SES (Special Education Specialist) s/he will be the person primarily responsible for communicating with parents and coordinating conversation with other members of the SST.

When the student referral is received by the SST it will conduct a review of a student's academic and performance history, and (if appropriate) the SES (Special Education Specialist) or the Social Worker conducts a classroom observation.

The SST also begins to monitor the student's progress and collect data for regular discussion.

Step 2: Evaluation and determination of eligibility to G&T Program

The MAP Test will be used as a screening tool for the identification of academic giftedness. The MAP assessment scores from two out of three testing cycles in reading and/or math will be reviewed to determine if any student meets the criteria to necessitate further consideration from the SST.

Review of CAT4 assessment data, if available will also be considered as the SST gathers the necessary data together for review.

A checklist will be given to the classroom teacher to complete and return to the SST.

Members of the SST review and collect data from standardized assessments, teacher checklists, academic performance, teacher interviews, and classroom observations if applicable.

The SST meets to evaluate the student's eligibility and determine his/her level of special education program and related services. Members of the SST meet with the student's parents to share results of data review and to explain the services they are recommending.

Step 3: Development of the Advanced Educational Plan (AEP)

An AEP is a written record of gifted and talented programming, utilized with each identified gifted and talented student, documenting educational planning and decision making. The AEP describes the classroom and school-wide enrichment strategies, curricular and extracurricular activities that may be selected based on the student's performance on tests, observations, and classroom performance.

This AEP will help students, parents, SES (Special Education Specialist), counselors, and administration identify:

Student and parent information including background information.

Performance background for the student, including strengths and areas of concern.

Classroom accommodations and enrichments.

Student goals, strategies, assessment, and progress. The AEP will record only whatever is different from or extra to the normal curriculum and will focus on a few targets that closely match the student's needs.

The AEPs will be discussed with the parent and the student, if appropriate. Also, the parent should approve the AEP and sign in for record.

AEPs will be reviewed during the academic year as needed. The school will attempt to hold the reviews in an informal manner, and parents' views on their student's progress will be actively taken. Wherever possible or appropriate, the school will involve students in this process.

Step 4: Implementation of the Advanced Educational Plan (AEP)

Special education services are provided to students in accordance with the recommendations of the AEP.

An AEP should be implemented immediately following written parental approval, within a two-week period.

Step 5: Inclusion team monitors student progress and reviews services.

The IEP should be reviewed, and the student's progress supervised by the SST.

During the first three months, SST members and teachers may be reunited to review the plan.

The SST schedules an annual review report of all Special Education services and makes proposals for the next school year.

How will Knowledge International School educate Gifted and Talented students going forward?

The Heart is in the classroom, because a gifted student is gifted everyday not only once a week for gifted class.

Opportunities beyond the Classroom

Genius hour program (Gifted class)

Internships

School-sponsored contests\competitions

Considerations for Gifted and Talented Students:

Design activities and use assessment methods and procedures to determine the cognitive, and emotional levels of performance, learning styles and interests of students with giftedness and talents.

Develop educational goals and objectives to enhance the development of students' critical thinking skills.

Design and implement in-class and extension activities to enhance the development of students' strengths.

Incorporate the use of technology in the process of teaching and learning, which contributes to the acquisition of knowledge and blend of information with prior learning experiences.

Encourage students to preview information to determine critical concepts covered in a variety of subjects and question assumptions, and key conclusions.

Provide students with opportunities to consider problems and solutions from multiple perspectives.

Encourage students to express their opinions and feelings to others with diverse perspectives and to predict and respond to their questions in a culturally sensitive and respectful manner.

Use a variety of teaching and learning strategies such as problem solving, exploration, survey, brainstorming, individual learning, competitive learning, and cooperative learning to meet the needs of students with different ways of learning.

Key roles and responsibilities for GaT Students at KIS-A

All members of KIS-A share the will to give the provision of high quality, individualized programming for the schools' SODs. Key positions at ANS are briefly noted in the follow bellow:

Role of SES/Inclusion Leader (Special Education Specialist)

The special education specialist for the Gifted and Talented will develop and implement enrichment programs and services for students with special gifts and talents

Moreover, s\he will undertake the following tasks:

Identifying and preparing an AEP for the gifted and talented students as needed, in cooperation with SST & Homeroom\Subject teachers.

Implement teaching strategies to promote the development of the creativity of all students.

Organize programs and special activities for gifted and talented students in accordance with the approved programs of the Director of Special Education.

Nominate gifted and talented students to participate in indoor and outdoor programs and activities.

Application of best practices in talent and excellence.

Implement programs to help gifted and talented students develop the abilities for scientific research and its methods.

Provide opportunities and educational experiences for students to develop motivation for independent learning.

Cooperate with subject teachers to design enrichment programs for the gifted and talented students.

Develop and implement awareness programs for the school, parents and community of the methods and ways of identifying and developing the skills of gifted and talented students.

Collaborate with community organizations and individuals to identify and provide services to talented students.

Collaborate with parents of students with special needs to strengthen the home and school partnership.

Engage in ongoing professional development. (MOE, 2016)

Role of the Homeroom\Subject Teacher

In addition to the core functions of the subject instructor in accordance with the regulation of the Ministry of Education, it is supposed that the subject instructor will undertake the following basic tasks:

Participate in meetings, training courses, workshops and activities related to services for students with special needs.

Cooperate with the special education team in all matters related to the plans, special education services, course revision, evaluation methods, examinations and setting goals.

Monitor students with special needs in the regular classroom with the SES. (MOE, 2016)