

A smiling man with a beard, wearing a dark blue Billabong cap and a dark blue Under Armour polo shirt, is holding a young child. The child is holding a bright orange. The background is a blurred outdoor setting with greenery and a white wall.

The KAUST School Student Support Handbook

**ADAPTABILITY**

- We face change confidently as global citizens.
- We promote resilience and growth to adapt to ever-changing conditions.
- We engage in a reflective thought process to promote change.

INNOVATION

- We diversify our thinking as we engage in problem solving.
- We cultivate a spirit of inquiry to guide learning and discovery.
- We play with endless curiosity.

DIVERSITY

- We embrace uniqueness in people, cultures, languages and beliefs.
- We seek multiple perspectives to deepen our understanding.
- We draw upon our differences to strengthen collaboration.

INCLUSIVITY

- We create a sense of belonging within our community.
- We provide equitable access to opportunities and resources.
- We encourage the pursuit of personal aspirations.

RESPONSIBILITY

- We contribute to and benefit from our collective learning.
- We rise to challenges, own decisions and overcome failures.
- We recognize our impact on the world and act sustainably.

**OUR MISSION**

Together we ignite curiosity, inspire creativity and investigate solutions. Within a nurturing environment, we empower learners to skillfully and confidently leverage opportunities to thrive and contribute in a complex world.

**OUR VISION**

The KAUST School aspires to be a courageously bold leader in education, pursuing excellence, inspiring discovery, and positively impacting humanity.

Table of Contents

Part 1 - Introduction to the Handbook	5
Part 2 - Student Support at TKS - Mission, Vision, and Values	5
Part 3 - Inclusion Definition and Statements	6
Part 4 - TKS Commitments	8
Part 5 - Student Support Understanding at TKS	8
Part 6 - Admission at TKS	10
Part 7 - Structure of the Student Support Department	12
Part 8 - Student Support Services Continuum	14
Part 9 - Multi-Tiered System of Support (MTSS) at TKS	16
Part 10 - Differentiation Framework	20
Part 11 - Wellbeing at TKS	21
Part 12 - Chronic Illness	22
Part 13 - Aspects of the Student Support Department	23
Part 14 - Referral Process	27
Part 15 - Accessing Accommodations and Modifications	32
Part 16 - Parent Communication	35
Part 17 - Problem-Solving Model	38

Part 18 - TKS Delivery Models	39
Part 19 - Student Growth Plan	46
Part 20 - Roles and Responsibilities within an Inclusive Culture	47
Part 21 - Glossary of Terms	53

Introduction

The **Student Support Services** handbook articulates The KAUST School (TKS) philosophy, principles, and practices that inform and guide the Student Support Services. The TKS mission and vision to ignite curiosity, inspire creativity, and investigate solutions, are realized through our aspirations to be a courageous leader in education, pursuing excellence, inspiring discovery, and positively impacting humanity.

As one of our core values at TKS, inclusion is a central tenet of the Student Support Department's work. We live out this value when we support all staff at TKS in their practice of **ADVOCATING** for diverse learners. This will ensure meaningful participation where there is **ACCESS** for students to become **AGENTS** of their own learning.

This critical work can only be realized through our ongoing partnership with parents, students, and faculty. We recognize the value of family partnerships in our students' learning journeys and commit to actively enhancing the learning experiences of our students through intentional engagement with families at KAUST.

Student Support at TKS - Mission, Vision, and Values

TKS Mission, Vision, and Values

Mission: Together, we ignite curiosity, inspire creativity and investigate solutions. Within a nurturing environment, we empower learners to skilfully and confidently leverage opportunities to thrive and contribute in a complex and changing world.

Vision: The KAUST School aspires to be a courageously bold leader in education, pursuing excellence, inspiring discovery, and positively impacting humanity.

Values: Adaptability, Innovation, Diversity, Inclusion, and Responsibility

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 programmes of international education and rigorous assessment.

"These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

International Baccalaureate Organization www.ibo.org (2021)

Inclusion Definition and Statements

TKS Statement of Inclusion

TKS is an inclusive community school with a student population diverse in nationalities, linguistic backgrounds, cultural backgrounds, and abilities. Our values, are incorporated in our guiding statements: Adaptability, Inclusivity, Innovation, Responsibility, and Diversity. As an inclusive and diverse school, we need to offer a number of different pathways and choices to accommodate the different needs and pursuits of our student population. TKS uses innovative structures to provide these pathways. The choices should accommodate different interests, abilities, and language profiles, as well as the full continuum of learners.

International Baccalaureate Learning Diversity and Inclusion in IB Programmes: Definition of Inclusion, January 2016

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. “Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. “Inclusion is facilitated in a culture of collaboration, mutual respect, support, and problem-solving involving the whole school community.”

International Baccalaureate Organization “Learning diversity and inclusion in IB programmes” (IBO 2016) p. 3

Next Frontier Inclusion’s Definition of Inclusion

An international school is inclusive when it has made the intentional decision to develop diverse student and faculty populations that reflect society as a whole, including multilingual learners and students with diverse learning profiles. These schools take a systems approach to building capacity amongst stakeholders, offering universal design for access to all aspects of school life.

NFI Revised Definition, 2020

Inclusive Principles

One of our unique strengths is our outstanding school community. It is a place where all members of the community go out of their way to ensure a sense of belonging and provide support when, and whenever, it is needed. To this end, we strive to follow these inclusive principles when approaching student’s academic and social development:

- A **strengths-based approach** with a focus on what students can do
- All students are **general education students first**, regardless of any support received
- Providing all students access to the curriculum is a primary responsibility of **all teachers**
- **Differentiated instruction** is at the heart of all proactive and effective teaching
- **Promoting independence** through teaching skills in learning how to learn and self-manage

- **Promoting self-esteem** through high expectations, respectful discourse, and celebrating success
- A continuum of services that allows for a **flexible service delivery model** with a focus on individual student needs and allows an education for **whole families**
- Instruction is provided in the **Zone of Proximal Development**, where appropriate levels of challenge allow students to achieve without feeling frustrated or bored

Core Beliefs

- All students are capable of learning, have gifts to be nurtured and celebrated, and deserve the opportunity to fulfill their greatest potential.
- Student learning is maximized in a diverse and collaborative environment where all students feel a sense of belonging.
- Curriculum is designed to provide access for all students following the Universal Design for Learning guidelines.

TKS Commitments

Administration

TKS recognizes that creating an inclusive school community requires commitment at every level. As such, TKS has committed to providing leadership structures allowing system-level discourse and values-based development of inclusive practices and programs. A Director of Student Support Services is appointed and works as part of the Educational Leadership team to ensure high-quality and equitable support services are accessible to all students in the school community. The Director of Student Support Services oversees the development and operations of Speech and Language Therapy, Occupational Therapy, Talent and Enrichment, English Language Learning, and Learning Support Programs.

Support Personnel

Providing access to the curriculum is the primary responsibility of teachers. However, specialized personnel may be required when students need short- or long-term support to succeed. TKS has committed to employing highly qualified and experienced Special Education Teachers, Speech and Language Pathologists, Occupational Therapists, School Psychologist, and School Counselors to meet students' academic and social development needs.

Professional Development

"In the most effective inclusive schools, grade level teachers and learning support teachers work closely and collaboratively. Inclusive schools demand a great deal from mainstream teachers – particularly a mindset and attitude they are expected to teach all students. Their classes are diverse in learning needs, and to be successful, teachers need to respond positively to this challenge. To this end, we recommend ongoing professional learning for teachers, to support their growth as educators who teach all children." Next Frontier Inclusion

"Next Frontier: A Practical Guide for School Leaders" (2011) p. 18

Supporting teaching faculty in the most current and effective pedagogy, TKS has committed to providing professional development funds and regular learning opportunities for faculty and staff to improve their professional practice. Internal sources (EX, Teachers Teaching Teachers) or external providers may provide professional learning sessions. As an inclusive school, specific professional development in differentiation, teaching neurodiverse learners, and positive behavioral supports are provided for new and returning faculty and staff.

Facilities and Materials

TKS campus facilities and classrooms are designed to be accessible by most students, however, due to individual mobility limitations, there may be inaccessible areas. TKS has committed to evaluating individual students' needs to determine what structural or environmental modifications may be possible to allow greater accessibility for an individual student. To provide individualized learning opportunities to meet the needs of a wide variety of learners, TKS is committed to providing specialized and supplemental instructional materials as recommended by school teams. The school cannot purchase or support all instructional programs used for students in previous schools or recommended by parents or other professionals. Still, every effort will be made to provide materials appropriate to meet students' individual learning needs.

Collaborative Approach

The following principles inform a collaborative approach to collaboration between Subject Teachers and Student Support Services:

1. We believe that all students should be **included in the class**. In specific circumstances, and only when both the learning support teacher and the subject teacher agree, the student(s) can be taught outside the class with a plan to ensure any skills learned in isolation can be generalized within the classroom setting.
2. We believe that classroom teachers and student support teachers should **plan together** and that there is also space to co-teach lessons, units, etc., within a whole and/or small group context.
3. All learning is **integrated into meaningful contexts** (units of inquiry). The teaching of new vocabulary and skills is integrated into the unit.

Student Support Understanding at TKS

Student Learning Experiences

Student learning experiences at The KAUST School is designed to support all learners so they can “thrive in and contribute to” a complex world. We embrace learner diversity by delivering an inclusive learning program that celebrates and supports the unique learning strengths and needs of our students. Central to this inclusive learning approach is understanding how our collective contributions can support student well-being.

Student Support Services are the responsibility of **ALL** educators at TKS. The expertise of the roles within the Student Support Department allows for a specialized approach to working with identified students and building capacity within the greater faculty. Our shared identity and goals within the learning community promote interdependence and require meaningful participation to ensure a truly inclusive learning environment. This commitment begins with drawing on our TKS core values of Adaptability, Innovation, Diversity, Inclusivity, and Responsibility.

Connecting Principles to Practice

Student Support Services aim to provide essential opportunities for:

- Respect and appreciation for multiple perspectives and intelligence
- Enhance student, faculty, and parent awareness and understanding of diversity and inclusion
- Prepare and support students to successfully engage with learning through innovative curricular approaches
- Ensure that differentiated practices support student learning while ensuring the appropriate level of cognitive demand within the curriculum.
- Honoring and celebrating cultural forms of expression
- Recognizing and promoting multilingualism and translanguaging
- Collaborative sharing and supporting education practices for a neurodiversity

Learner Variability at TKS

The Schwab Center at Stanford University defines learner variability as the unique ways in which individual students learn. Since each student brings a unique learner profile to the classroom, this uniqueness is considered an asset. The Student Support Department works closely with teaching teams to actively design flexible learning environments, learning spaces, and programs that capitalize on these individual learning differences. This is achieved through the provision of multiple methods of engagement, representation, and expression. The [Universal Design for Learning \(UDL\)](#) guidelines, as articulated by CAST, provide a framework to allow educators to improve and optimize learning for all. This nested approach within a Multi-Tiered System of Support (MTSS) guides our Student Support Services.

By fostering learner variability, we endeavor to create a school environment where all students can become expert learners who are:

- Purposeful and Motivated (Engagement - The Why of Learning)
- Resourceful and Knowledgeable (Representation - The What of Learning)
- Strategic and Goal-Directed (Action and Expression - The How of Learning)

(Adapted from CAST's updated UDL guidelines)

[Embracing Neurodiversity and Multilingualism at TKS](#)

Stanford University School of Medicine has defined Neurodiversity as a concept that regards individuals with differences in the brain function and behavioral traits as part of the normal variation in the human population (Stanford Med 2021). TKS recognizes the shared value of uncovering the strengths of a neurodiverse population to utilize and embrace each individual's strengths and increase innovation and productivity of society as a whole ([Stanford Neurodiversity Project 2021](#)).

TKS is an ever-growing, culturally diverse, multilingual community with more than 1900 students from 76 nationalities and 359 teachers representing at least 52 nationalities. The KAUST School recognizes that all teachers are responsible for the language development of students and the importance of quality language practices, and their ability to affirm student identity and promote self-esteem and international mindedness.

[External Providers](#)

At TKS, we are committed to providing a comprehensive and well-rounded education that nurtures the holistic development of our students. We recognize the value of external partnerships and actively engage with trusted providers to enhance the educational experience and opportunities for our students.

Collaborating with external providers allows us to tap into specialized expertise, resources, and innovative programs that complement our core curriculum. By leveraging the knowledge and skills of these providers, we can offer our students a broader range of assessments and programs that cater to their diverse interests, learning styles, and aspirations.

[TKS Expectations: Collaboration for External Evaluation/Assessment](#)

[TKS Expectations: Externally Provided Programs](#)

Admissions at TKS

[The KAUST School](#) (TKS) welcomes students from various countries, backgrounds, and abilities who wish to study an international curriculum and receive an English-language education.

To be eligible for admission and continued enrollment, students must:

- Meet the age requirements for the grade
- Possess a level of English required to access the grade level curriculum (this may be inclusive of some student support. See table below)
- Demonstrate the ability to be successful, with limited learning support (standard service), in a general academic environment. Support is available for students with mild-to-moderate learning or behavioral challenges to have

each student access the curriculum at an appropriate level of challenge for their academic and cognitive abilities. Students with more complex learning profiles may be considered on a case-by-case basis regarding their ability to access the educational program with the available support and resources.

- If additional support exceeds the standard level of service provided, the school may require parents to fund some or all of the associated costs. The level of individualized service the student needs, subject to the recruitment of suitable staff and specialized resources, will determine this cost. ([See inclusion policy](#))
- In some cases, the offer of acceptance will include additional enrollment conditions regarding the intake process, timeframe for starting date, request for additional documentation, testing, communication with a previous school, additional tutoring, and/or student scheduling considerations.

A level of English Language Learning (ELL) is required for the students seeking admission to:	
Early Childhood (K1 to K3)	English language competence is preferred but optional.
Elementary School (G1 to G3)	Basic comprehension of English is preferred, but it is optional.
Elementary School (G4 to G5)	Students with limited or basic comprehension of English must participate in English Language Learning classes to support their access to the grade-level curriculum and preparation to transition to secondary school.
Secondary School (G6 to G9)	Students must demonstrate that they have reached a level of English proficiency that will enable them to access the curriculum. Students with limited or basic comprehension may be required to participate in English Language Learning classes.
Secondary School (G10 to G12)	Students must demonstrate that they have reached a level of English proficiency that will enable them to access the curriculum without modifications i.e a minimum of ~3.5 on the WIDA. Students with limited or basic comprehension may be required to participate in English Language Learning classes.

TKS is unable to admit:

- Students who have medical needs that our teaching staff can not address
- Students with significant behavioral needs that cause concern for the safety of themselves or others
- Students who can not access any percentage of the mainstream curriculum within their banded age group
- TKS reserves the right to deny admission or disenroll a student if educationally significant information was withheld from the school during the admissions process.

Students with additional support needs after enrollment

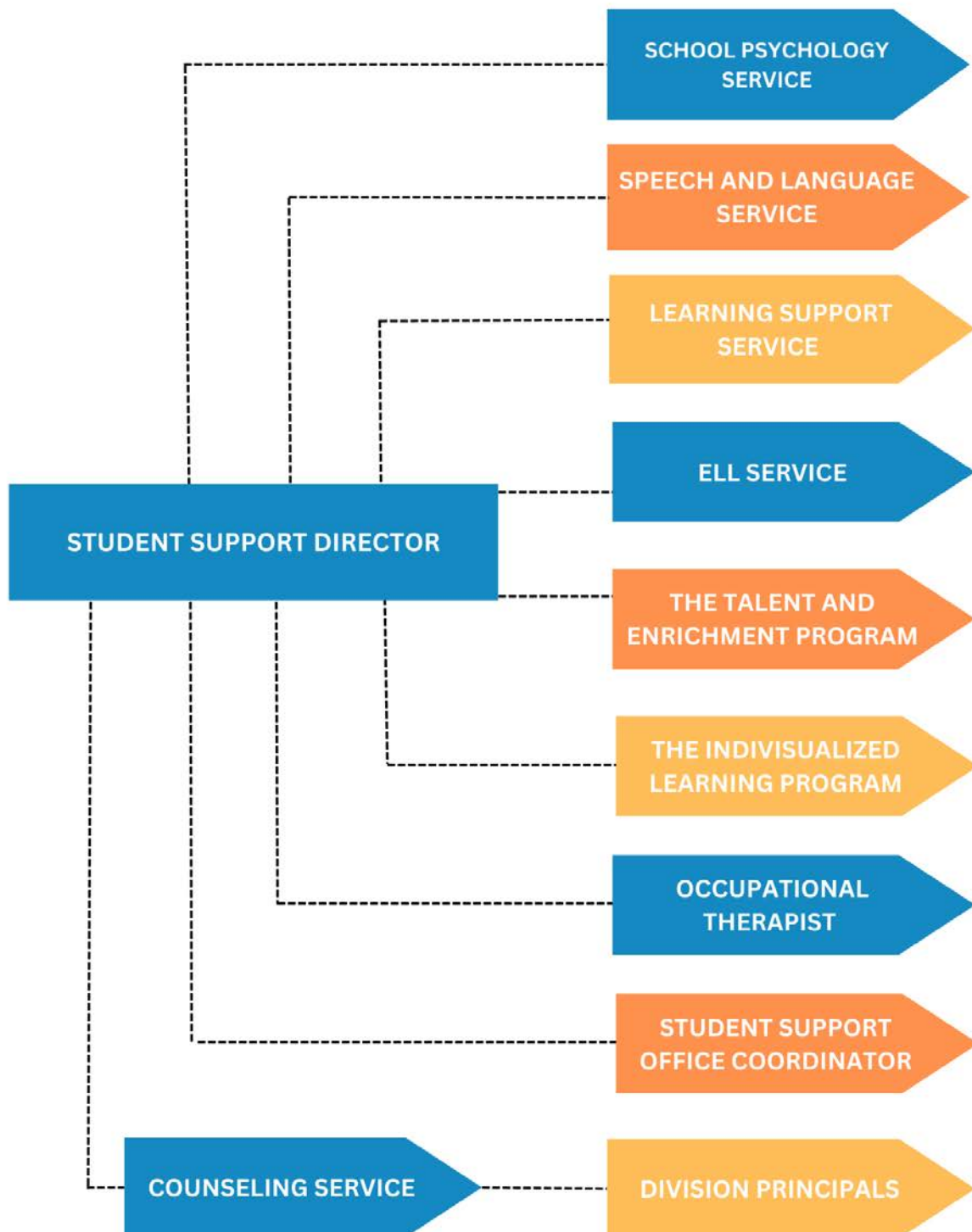
If, after admission, the student should present with significant needs either cognitively or physically, that would require access to additional support services from the school, then the parent/guardian will be asked to assume the financial responsibility for such additional services if they fall beyond the standard service provided.

Structure of the Student Support Department

The TKS Student Support Department works with the entire educational team to appropriately challenge, educate and motivate each student to reach their full potential. Each child needs to understand themselves as learners for a meaningful and engaging experience. This collaborative process ensures students access each learning opportunity socially, emotionally, and academically. The Student Support Department provides a range of direct and indirect multidisciplinary and specialized services, including:

- [Talent and Enrichment](#)
- **Occupational Therapy**
 - Occupational therapist,
- **School Psychology Services**
 - School Psychologist
- **Speech and Language Therapy**
 - Speech and Language Pathologist,
 - Coordination with external agencies
- [English Language Learner/ Multilingual Learner Support](#)
 - Coordinator with faculty representatives in KG, GES, GSS
- **Counseling and Postsecondary/University Counseling**
 - 2 (KG), 3 (GES), 4(GSS)
- **Learning Support**
 - Divisional Leads, Teachers and Teaching Assistants.
 - Intensive needs teachers and TAs

THE STUDENT SUPPORT DEPARTMENT AT TKS



Student Support Services Continuum

Support Services are available for students who require additional support beyond the general education program. A continuum of services is available to any student who may need short-term intervention and students who need long-term and intensive support.

General Education Instruction

All students receive general classroom instruction, and teachers offer varied and flexible ways for all students to access, express, and engage in learning (Tier 1). Universal Design for Learning (UDL) is a differentiation framework allowing teachers to identify barriers to student learning and offer alternative pathways for engagement, representation and action, and expression.

English Language Learning (ELL)

ELL programs allow students to develop as effective communicators and build confidence in using English. A variety of instructional strategies are implemented to support English language learners, including but not limited to direct and indirect support through the ELL program, in-class assistance, and program modifications.

Learning Support (LS)

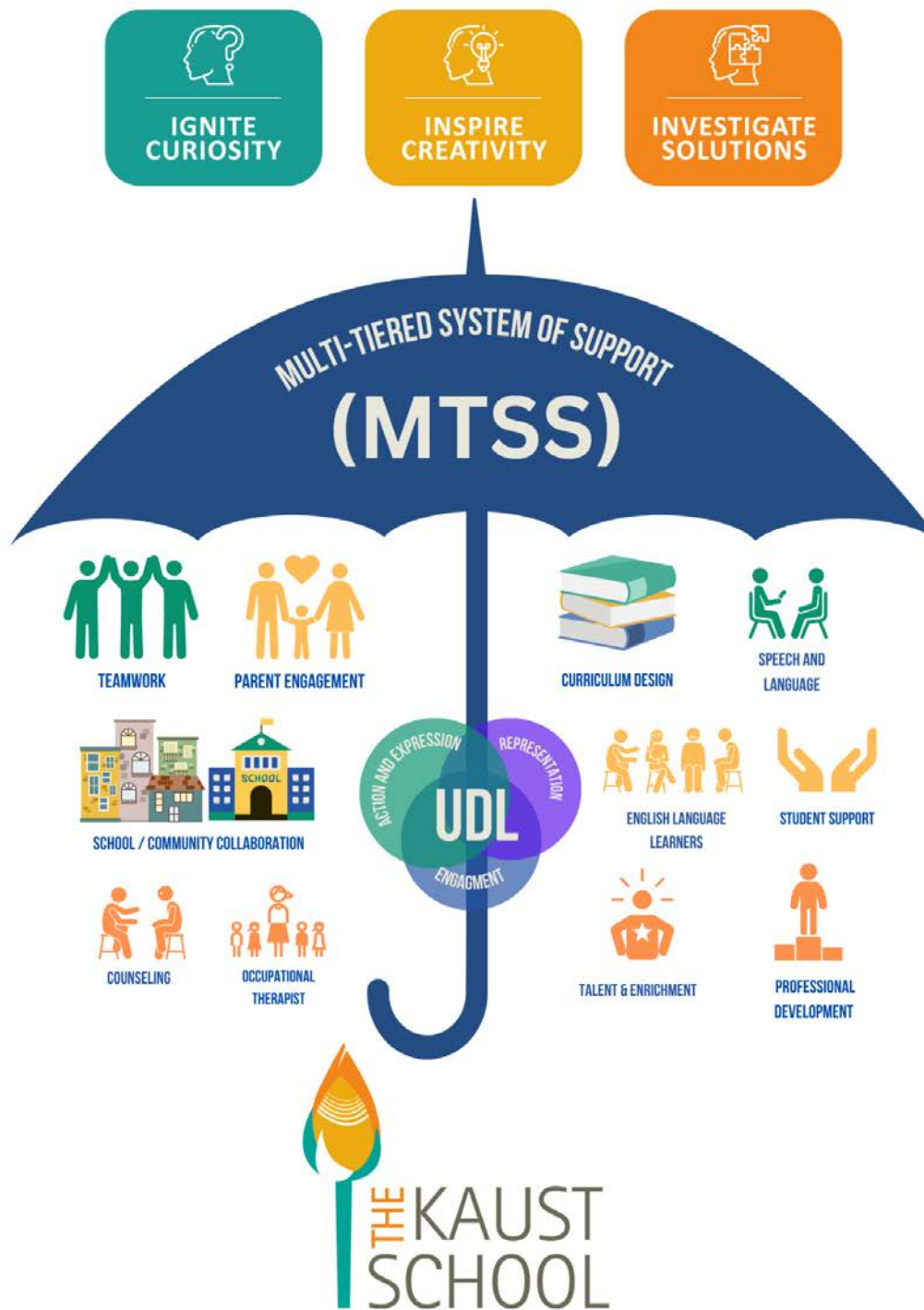
LS services are provided for eligible students based on needs identified through assessment data which may include a comprehensive educational evaluation. Students participating in the LS have demonstrated a need for long-term specially designed instruction to be successful academically and/or behaviorally. An Individual Growth Plan (IGP) is created for each student receiving LS services with student-specific goals and accommodations. LS services are broken into Tier 2 short-term intervention, Tier 3 long-term goal-based support, and Tier 3+ intensive needs.

Speech and Language Therapy

Speech and language therapy is provided by qualified Speech and Language Pathologists (SLP) for eligible students based on needs identified through specialized assessment. Individual speech and/or language goals are identified and monitored regularly.

Occupational Therapy

Occupational therapy is provided by a qualified Occupational Therapist (OT) for eligible students based on needs identified through specialized assessment. Individual occupational therapy goals are identified and monitored regularly.



Multi-Tiered System of Support (MTSS) at TKS

TKS MTSS

TKS aims to balance a proactive and responsive approach to working with all students. This is accomplished by utilizing a multi-tiered system of support that allows for a high-quality, differentiated approach from all educators to all students. A Multi-Tiered System of Support (MTSS) is a framework that provides a structure for educators to share in the responsibility and the opportunity to ensure the success of all students. This framework allows for data-driven decision-making at a systems and individualized level. MTSS extends beyond a level of technical alignment through a school to one that is transformational.

MTSS **is** a framework that....

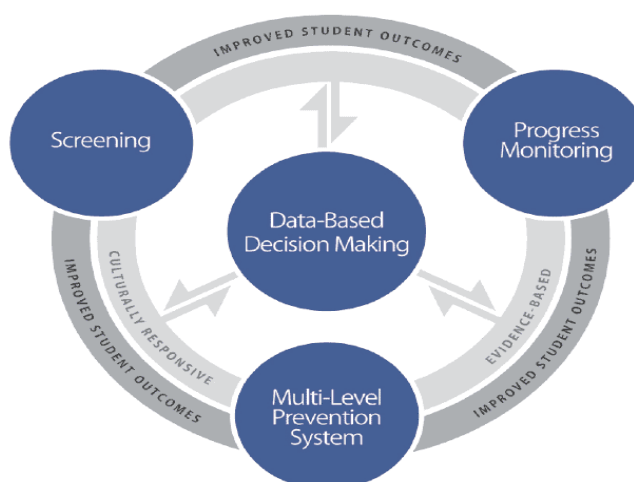
- Utilizes high-impact, evidence-based pedagogical practices
- Allows for students to receive an appropriate level of support
- Allows schools to identify and organize resources to support all students
- To inform pedagogy, and alignment of curriculum standards, behavioral expectations, and student wellbeing.
- The responsibility of ALL educators

MTSS **is not** a framework ...

- For a learning support program
- That is the responsibility of a few specialized educators
- That comprises the level of academic rigor for students

Key Components of MTSS include

- Universal screening of all students early in the school year
- Tiers of interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports
 - Parent involvement



National Center on Response to Intervention. (2010). Essential components of RTI – A closer look at response to intervention. American Institutes for Research. https://mtss4success.org/sites/default/files/2020-07/rtiessentialcomponents_042710.pdf. Used with permission.

The graphic represents the relationship among the essential elements of MTSS. Data-based decision-making is the essence of strong multi-tiered practices; it is essential for the other three components: screening, progress monitoring, and multi-leveled instruction. All components must be implemented using culturally responsive and evidence-based practices.

Multi-level Prevention System

- Tier 1 Primary Prevention: high-quality core instruction that meets the needs of most students.
- Tier 2 Secondary Prevention: evidence-based moderate-intensity intervention (s) that addresses most at-risk students' learning or behavioral challenges.
- Tier 3 Tertiary Prevention: individualized intervention(s) of increased intensity for students with minimal response to secondary prevention.

At all levels, attention is on implementation fidelity, considering cultural and linguistic responsiveness, and recognizing students' strengths.

When a student is identified via universal screening as requiring additional intervention, evidence-based interventions of moderate intensity are provided. In addition to the core general instruction, these interventions typically involve small-group instruction to address specific, identified problems. These evidence-based interventions are well-defined in terms of duration, frequency, and length of sessions, and the intervention is conducted with fidelity. Students who respond adequately to secondary prevention return to Tier 1 (general instruction) with ongoing progress monitoring. Students who show minimal response to secondary prevention move to tertiary prevention, where more intensive and individualized support is provided. All instructional interventions should be selected with attention to their evidence of effectiveness and with sensitivity to culturally and linguistically diverse students.

Response to Intervention (RtI)

RtI is a system in which all student's academic skills are regularly assessed, intervention is implemented in response to student performance, and assessment data is used regularly to monitor for changes in a student's academic skills in response to a specific intervention. RtI is designed to identify learning barriers early so that intervention can be applied quickly to prevent further academic failure.

Universal Design for Learning at TKS

TKS aims to implement high-quality instruction through the principles of [Universal Design for Learning \(UDL\)](#). Universal Design for Learning (UDL) is the differentiation framework at TKS. UDL is a scientifically valid framework that provides a flexible presentation of content, ways that students demonstrate knowledge and engagement. UDL is designed to reduce

barriers by providing accommodations, supports, and extensions of learning to support high achievement for all students, including students with learning diversity and students for students with limited English proficiency.

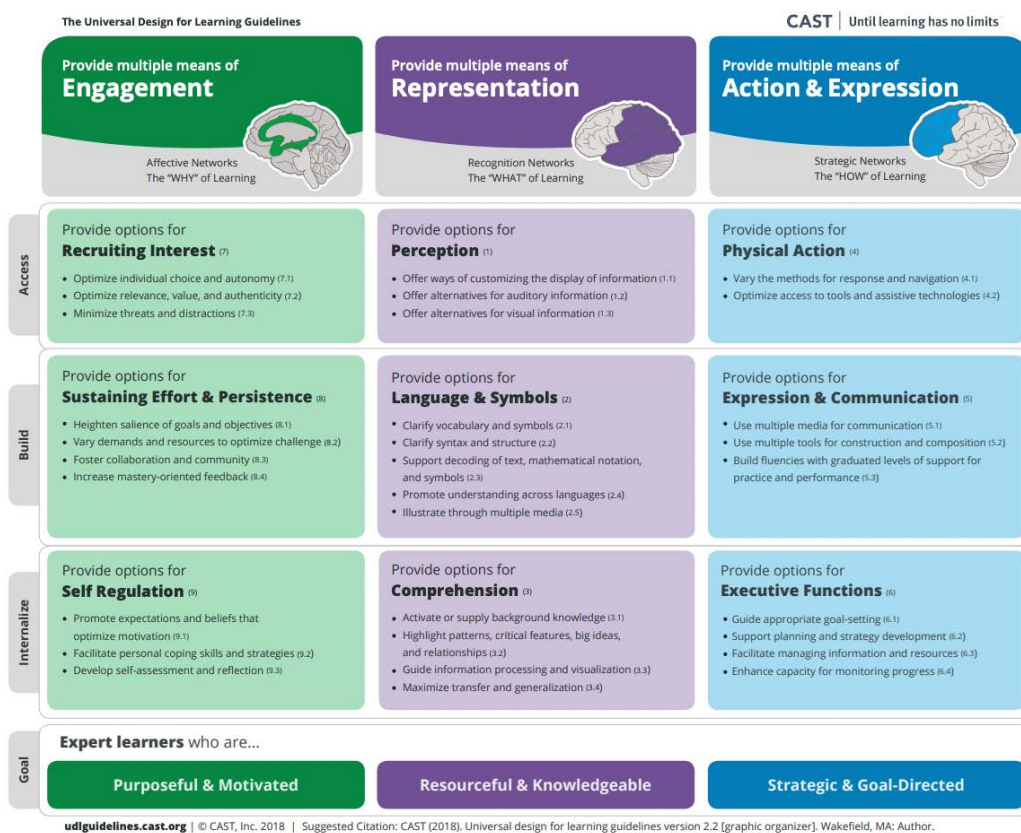
The symbiotic relationship that exists with taking the asset-based approach of understanding the strengths of all students to:

- Provide multiple means of ENGAGEMENT
 - *Affect represents a crucial element of learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. Various sources can influence individual variation in effect, including neurology, culture, personal relevance, subjectivity, background knowledge, and a variety of other factors. Some learners are highly engaged by spontaneity and novelty, while others are disengaged, even frightened, by those aspects, preferring a strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.*
- Provide multiple means of REPRESENTATION
 - *Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may grasp information quicker or more efficiently through visual or auditory rather than printed text. Also, learning, and transfer of learning, occur when multiple representations are used because they allow students to make connections within and between concepts. In short, not one means of representation will be optimal for all learners; providing options for representation is essential.*
- Provide multiple means of ACTION and EXPRESSION
 - *Learners differ in navigating a learning environment and expressing what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those with language barriers, and so forth approach learning tasks differently. Some may express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization; this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential.*

www.cast.org/impact/universal-design-for-learning-udl 2021

This approach ensures opportunities for positive educational experiences and appropriate levels of challenge for learners. [UDL CAST Guidelines](#)

UDL Guidelines



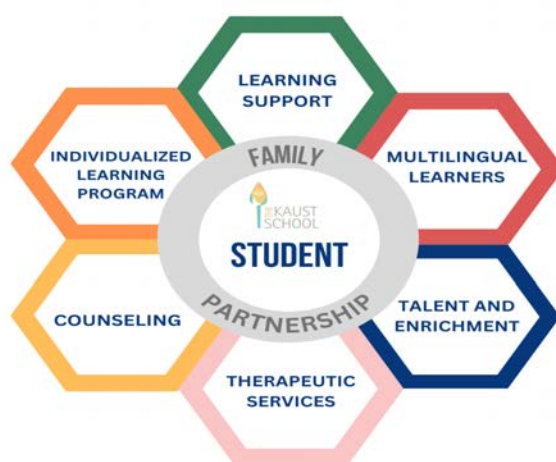
TKS Collaborative Model of Inclusion

Inclusion is to create an environment that respects intentionally, celebrates, and incorporates the values of each individual's similarities and differences to provide a mutually beneficial learning experience. It is the act of intentionally cultivating a culture of belonging and appreciation for the inherent diversity each person contributes to the learning environment. Inclusion requires equity in access and recognizing that everyone deserves the right to an appropriately challenging, supportive, and quality education. TKS recognizes this is the responsibility and the privilege held by its educators, administrators, and the wider KAUST community.

Our student support procedures incorporate the three important IB principles of inclusion:

- It is an ongoing process that aims to increase student access and engagement in learning by identifying and removing barriers.
- It is a continual process of increasing student learning and participation. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum, and assessment.

- Inclusion is facilitated in a culture of collaboration, mutual respect, support, and problem-solving.



Differentiation Framework

Differentiation in the Classroom

Differentiation is adjusting classroom instruction to reduce learning barriers students may experience. Any student may experience barriers to learning and differentiation, which allows for greater access to the curriculum and increased academic success. Learner variability, to the greatest extent possible, is addressed in the classroom by the teacher. Rich and differentiated instructional opportunities are most effective when embedded into core instruction and the school culture. This practice is supported by policy, procedures, and people as described by the International Baccalaureate Organization.

UNIVERSAL DESIGN FOR LEARNING (UDL)

Universal Design for Learning (UDL) is the differentiation framework at TKS. UDL is a scientifically valid framework that provides flexible content presentation and ways for students to demonstrate knowledge and engagement. UDL is designed to reduce barriers

through providing accommodations, supports and extensions of learning to support high achievement for all students, including students with learning diversity and students for students with limited English proficiency.

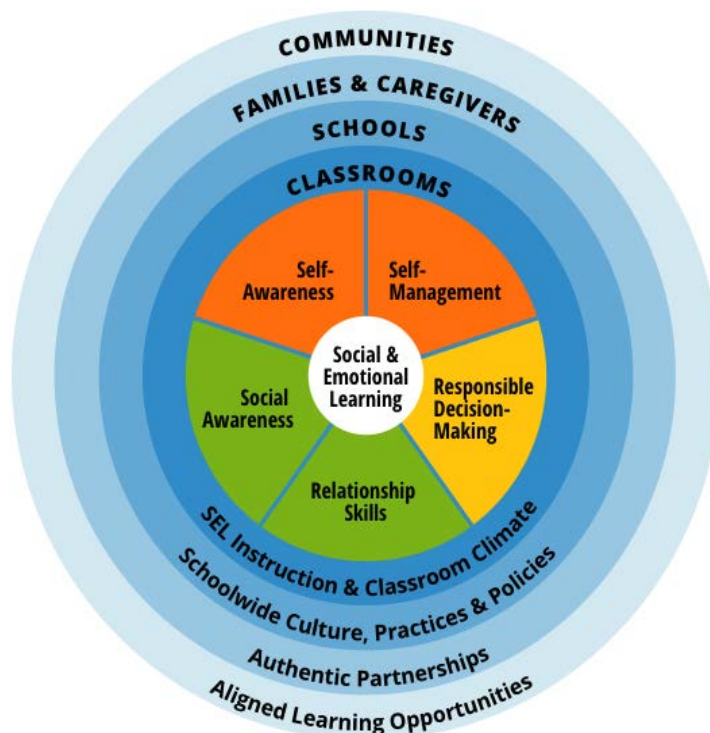
Wellbeing at TKS

Wellbeing support at TKS is divided into two key domains: Safeguarding and Child Protection (coordinated by the Designated Safeguarding Lead) and social-emotional learning (SEL), led primarily by the counseling team.

The policies and procedures to keep students physically, emotionally, and psychologically safe at TKS are documented in [TKS's Child Protection Handbook](#). This document, which can be obtained from the Designated Safeguarding Lead, outlines in detail how abuse and neglect are defined, the training staff receives to identify and report abuse concerns, the implementation of safe hiring protocols, and how incidents of abuse and neglect are addressed at TKS.

Social and Emotional Learning (SEL) is the process through which students acquire and effectively apply the requisite knowledge, attitudes, and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Casel, 2017).

TKS has adopted the CASEL model of social and emotional learning. This 'Ecological Model' of support seeks to develop emotional literacy through curriculum and instruction, school-wide practices and policies, and family and community partnerships, which all interact together to provide SEL opportunities for development.



Chronic Illness

Definition of Chronic Illness

Chronic illness is defined broadly as conditions that last one year or more and require ongoing medical attention or limit activities of daily living or both. Chronic illnesses can include asthma, diabetes, epilepsy, and autoimmune diseases.

(<https://www.cdc.gov/chronicdisease/about/index.htm>)

Identification and Disclosure of Chronic Illness

Students with chronic illnesses are encouraged to disclose their condition to the relevant Student Support member and the school nurses in confidence to receive appropriate support and accommodations. Disclosure of chronic illness is voluntary and confidential and will only be shared on a need-to-know basis with relevant school personnel.

Medical Documentation

Students with chronic illnesses may be asked to provide medical documentation from a healthcare provider verifying their diagnosis and outlining any necessary accommodations or support. This documentation should be provided to the Student Support Department in a timely manner.

Individualized Support Plans

Students with chronic illnesses may be eligible for individualized support plans, which outline the specific accommodations and support they require to succeed academically and manage their health. Support plans will be developed with the student, their healthcare provider, and relevant school personnel.

Communication and Coordination

The Student Support Department will serve as the primary point of contact for communication and coordination regarding the support and accommodations of students with chronic illnesses. The department will collaborate with teachers, school administrators, and healthcare providers to ensure appropriate support and accommodations.

[Confidentiality and Privacy](#)

The Student Support Department will maintain confidentiality and privacy concerning any information related to a student's chronic illness per applicable laws and regulations. The department will only share information on a need-to-know basis with relevant school personnel. Before sharing any information with outside parties, it will obtain written consent from the student or their parent/guardian.

Aspects of the Student Support Department

[The Director of Student Support at TKS](#)

The Director of Student Support (DSS) coordinates all school-wide support programming related to the following three key portfolios: language development and language acquisition, student well-being (including student social, emotional, and behavioral development), and learner variability. The DSS works in partnership with the Director of Teaching and Learning to identify and provide opportunities for professional development to build greater capacity in all educators to serve a diverse and inclusive population.

[The School Psychology Service at TKS](#)

The School Psychology Service works with staff to identify current students' learning and behavior needs. It may assist in selecting and implementing appropriate strategies and interventions. This is done via consultation, assessment, and intervention. The School Psychologist may consult and advise on future admissions requiring additional learning or behavioral support. Additionally, the School Psychologist serves as the designated Safeguarding Lead, who provides training on child protection, implements policies and practices to keep students safe, and supports professional practice.

[The Counseling Service at TKS](#)

The Counseling Team works collaboratively with all TKS faculty to foster an inclusive, holistic, and developmentally appropriate school environment that supports the school's aim of creating a safe and thriving environment where students' social, emotional, and physical well-being is nourished. This is achieved through delivering comprehensive, age-appropriate, and culturally sensitive social-emotional skills lessons. Counselors may also provide individual, small group counseling, family, and transition support. Additionally, TKS's university and post-secondary Counselor works with students and families to prepare them for placements after TKS. Students may access the counselors directly or through a referral process from parents and or teachers.

[The Speech and Language Service at TKS](#)

The Speech and Language Pathology Services identifies and addresses students with communication delays or disorders impacting their academic and social performance. Using evidenced based screenings and assessments, the Speech and Language Pathologist (SLP) provides an intervention that enables students to meet academic standards (within their level of ability) by providing functional classroom strategies and/or direct interventions when difficulties are present in the following areas: articulation, voice, fluency and language impairments (e.g. expressive, receptive, social communication skills). The SLP works in partnership with parents, teachers and the multidisciplinary team to provide professional development and consultation regarding student speech and language development.

Staff also have access to consultation support, assessment advice, and teacher development courses from the Speech and Language Pathologist (receptive, expressive, and pragmatic language concerns). Identifying language needs arising from English language learning backgrounds, language delays, and a combination of both is multifactorial, and consideration is given to a wide range of variables.

[The Talent and Enrichment Program at TKS](#)

The Talent and Enrichment Program embodies the commitment and responsibility to Talent and Enrichment (TAEP) students to provide opportunities and experiences to maximize their high potential and allow them to flourish, thrive, and create. TAEP strives to identify students who perform at high levels in academic or creative fields compared to their same-age peers. Challenges and stimulation are provided continually through the development and implementation of services both inside and outside the general education classroom. Services for TAEP students are an integral part of The KAUST school educational program.

Appropriate educational opportunities for these students should meet their unique academic, creative, and social-emotional needs to develop and help them realize their potential. Students with exceptional abilities and talents should be met with specialized learning opportunities commensurate with their needs. TAEP Students are a diverse group with varied abilities and needs and require a range of service options.

Talent and Enrichment services are integrated within the TKS system via collaborative efforts amongst administrators, talent and enrichment coordinators, classroom teachers, learning support teachers, support staff, parents, and the KAUST community, including robust, comprehensive, and ongoing staff professional development regarding the unique social, emotional and academic needs of highly able learners.

[Talent and Enrichment Handbook](#)

[The Learning Support Service at TKS](#)

Learning Support Services (LSS) are available to students who may benefit from additional support in one or more academic areas. These services can be accessed through a referral process that incorporates triangulating quantitative and qualitative data, meeting with a multidisciplinary team, and identifying a plan for a cycle of observation, intervention, and analysis. Students who access LSS will typically benefit from mild to moderate support. Students at a Tier 3 level of support will be assigned a case manager to oversee their individualized growth plan and collaborate with parents, teachers, and students. LSS works in partnership with parents and teachers to develop a range of teaching and learning strategies to assist students with being successful within an inclusive context.

[English Language/Multilingual Learners at TKS \(ELL\)](#)

Values and beliefs on multilingualism

Multilingualism is considered from an asset-based perspective, and at TKS, we believe in language learners' assets, contributions, and potential. Assets can be linguistic, cultural, experiential, social, or emotional. We aim to support learning through translanguageing in the classroom, using a child's full linguistic resource to make meaning. Children are also encouraged to continue to develop their home language literacies, which supports the development of English language skills and affirms identity.

In accordance with IB philosophy, TKS recognizes that students are learning through language whilst simultaneously learning language and learning about language. Thus, every teacher at TKS is a language teacher, as language is a meaning-making activity.

[ELL Handbook](#)

[The Occupational Therapy Services at TKS](#)

The Occupational Therapist (OT) plays a crucial role in K-12 schools by promoting students' well-being and academic success. They focus on enhancing a student's ability to participate in daily school activities, addressing challenges related to physical, sensory, motor, or cognitive impairments. The OT collaborates with teachers, parents, and other professionals to assess students' needs and develop individualized intervention plans. These plans may include strategies to improve fine and gross motor skills, sensory integration, handwriting, and organization skills, which are fundamental for a student's success in the classroom. By providing support and adaptive techniques, the OT helps students overcome barriers to learning, enabling them to fully engage in their educational experience and reach their full potential. Their contributions extend beyond the classroom, as they also advocate for inclusive and accessible learning environments, ensuring that every student has an equitable opportunity to thrive.

Intensive Needs Learning Support (tier 3+) at TKS

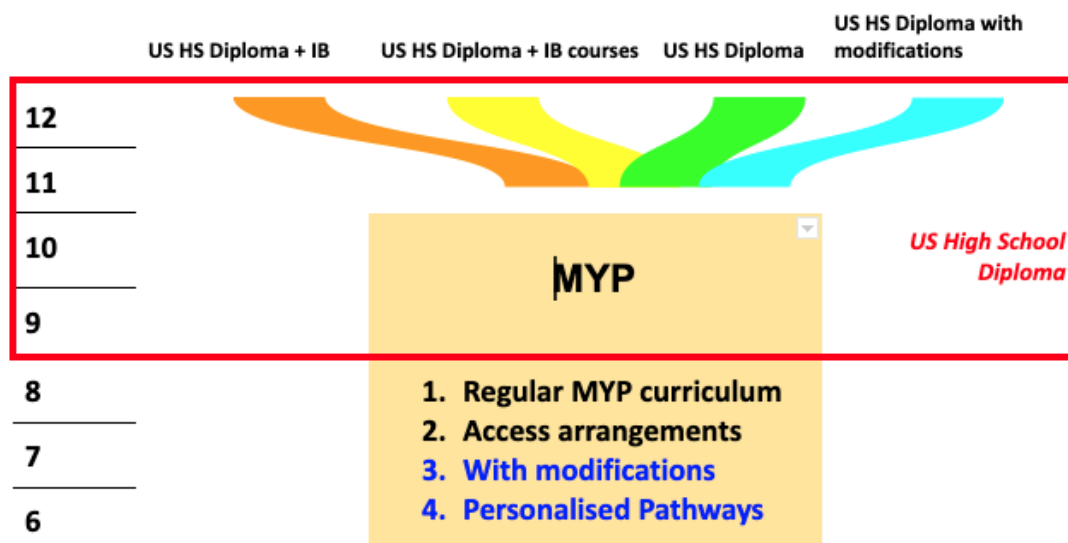
Learning support at Tier 3+ facilitates student success for those students with significant additional learning needs and complex learning profiles. This includes students with moderate to intensive academic, social, cognitive, and behavioral needs and those with co-occurring diagnoses. The learning support team collaborates with teachers, parents, and external specialist providers, ensuring a well-rounded, transdisciplinary approach to students' individual growth. Barriers to learning are minimized by following comprehensive individualized learning plans that support specific accommodations, modifications, and additional/alternative programming. To ensure students have additional opportunities and options as they move through secondary school to graduation, the following is offered as part of the ILP:

Personalized Pathways is a term we use for options we provide for students to study a modified curriculum for some courses. These courses are set up to support students working outside of the grade level expectations. They are receiving modified **instructions**, **assessments**, and **reports**. Personalized Pathways may apply to the following students who access the following:

- Individualized Learning Plan (ILP)
 - Talent and Enrichment (TAEP) students who have been accelerated in one or more courses and are working well above grade level,
 - English Language Learners (ELL) students who are on modified reports (~WIDA 2.9 and below) and supported with ELL growth plans.
- **Personalized Pathway courses** is the term we use for modified courses that can be studied inside the regular classroom or in a specialized setting. Students may study one or more personalized pathway courses but a student will only be in the Personalized Pathways for some of his / her classes.

Pathways and Modifications in GSS (document)

The school implements the IB curriculum programmes and uses a Middle School - High School organizational framework. Within these programmes and frameworks, we have created the following pathways.



To assist the students in planning their pathways and choices, every student, starting in Gr 8 will work on an *Individual Planning Sheet* that documents the students' short-term and long-term plans. These sheets will be revised by advisors and counselors who will provide feedback to students and possibly parents on whether the choices suit the students' academic and personal profiles.

Referral Process

TKS believes that the student's best interests can be met by a collaborative process of teachers and families working together in a process of consultation, intervention, and evaluation. Students may be referred by an educator working with them or a parent if there is cause for concern academically, behaviorally, socially, or emotionally. Each respective service (i.e. Learning Support, Talent and Enrichment, Counselors, English Language Learning, Speech and Language, Occupational Therapy, Etc.) will be connected to the referral process.

The [referral process](#) follows a tiered model for identification and support. The referral process aims to be responsive to students, teachers, and parents, work collaboratively to identify areas of need, and exhaust all forms of intervention before referring for standardized assessments.

Students can access counselor support through walk-in self-referral or by emailing counselors. Parents can also request counseling support for their child or family by contacting counselors through email. Teachers requesting counseling support for students should follow the process outlined above.

Caveat: while the process outlined above should be followed for all students, in certain circumstances (e.g. students who transfer to TKS with an existing individualized learning plan, students who have an urgent need for support, etc.), students may immediately receive support.

Student Review Team Meetings (SRT)

Student Review meetings are teams in KG, GES, and GSS that meet to dialogue and discuss student referrals and decide how to be appropriately supported to be successful at TKS. This collaboration supports the referral processes at Tier 1 and ensures the consistency of student support service implementation for all students, teachers, and parents.

Team members include the Learning Support Lead (receives the referral), HRT/GLL, any other member of the SSD based on the concern being referred for support, and any divisional admin. or Pedco.

Roles and Responsibilities at Tier 1B

Multi-Disciplinary Team Meetings (MDT)

Multi-Disciplinary team meetings in KG, GES, and GSS are designed to support the referral process and evaluate information at a Tier 2 level of understanding. These meetings review data and information about a student concern that cannot be supported in Tier 1. The meetings will be split into 2A and 2B meetings. 2A will have the LS lead, HRT/GLL, SSD case manager, at least one admin., potentially a Pedco (as needed), and any other SSD or specialist teacher (as needed).

Specific responsibilities include but are not limited to:

- Review data and intervention from Tier 1A and B
- Discuss the outcomes of the interventions
- Plan for a new round of intervention
 - Supported by a case manager from SSD

2B will have the LS lead, HRT/GLL, case manager, DSS, Principal, Ed. Psych, SLP, OT, ELL Coordinator, T&E Coordinator, ILP Lead, Counselor (as needed), PedCo (as needed)

Specific responsibilities include but are not limited to

- Consideration of appropriate class placements
- Assessment and observation of students
- Recommendations for effective parent communication
- Entrance and exit from student support services
- Referral for formal assessment
- Support implementation of Learner Support programme (s)
- Provide strategies to classroom teachers to meet diverse student needs

- Review the progress of students

Referral for an Evaluation

At TKS, a referral for a student evaluation is one of the outcomes of the referral process and generally is an outcome of the 2B* meeting. When the team feels they have exhausted all possible options, they may refer the student for an evaluation (1). In rare cases, students may be referred for an evaluation outside the referral process due to significant needs or medical concerns.

*The DSS and relevant specialists will review requests for an evaluation at any point, which may be necessary for other reasons.

Age of Referral

The recommended age for a specialist assessment by the TKS Specialists typically varies based on the assessment's purpose and the student's presenting concerns.

Assessments may be conducted for students as young as five or six years of age, especially if there are significant concerns regarding their academic progress, language development, motor and sensory development, social-emotional development, and/or behavior. (2)

Some students may be assessed to determine eligibility for intensive education, modifications, or accommodations. In these cases, assessments may be conducted for students as young as three years of age. (3)

The age at which the specialists at TKS assess a student will depend on the specific circumstances and concerns related to the student's academic, speech and language, motor and sensory, social, emotional, or behavioral development.

Purpose of Evaluations

All evaluations will be conducted with fidelity and accuracy. Materials or assessment instruments will be periodically reviewed to assure appropriateness for continued use with the existing student population. The type, degree, and intensity of the evaluation process selected will be determined by the nature of the concerns that raised the referral, the complexity of a student's challenges, and the amount of information necessary to make sound professional judgments. All evaluations will be multidisciplinary. An evaluation shall cover all domains relevant to the individual child under consideration.

For students with exceptional learning needs who have received a wide range of assessments and interventions, this form of assessment will predict the student's potential achievement to enable the School-Based Team to develop an effective educational program for this student. An evaluation by the specialists at TKS involves collecting, compiling, and analyzing information regarding a student. Sources of information may include:

- Standardized Assessments (Psychometric test, including cognitive and achievement tests, speech and language tests, motor, and sensory tests) Speech and Language tests assess communication skills which may include the area(s) of articulation, language (receptive, expressive, social pragmatics), stuttering, and voice.

- Background Information, including Developmental, Medical, family, and school history
- Interviews and observations
- Review of other specialists' assessments If this assessment is to be completed, the information derived must be integrated into the educational plan for this student.

External Evaluations

Any independent evaluation conducted by an outside agency and provided to the school may be included in the evaluation process and considered with all evaluation information. It is not the assessor's responsibility to concur with the results of an independent evaluation or to accept recommendations offered resulting from an independent evaluation. Instead, this information is considered when working out the best form of support for the child.

Below is a list of components to consider when conducting a comprehensive evaluation:

- Vision and Hearing Screening
- Interview with the Child
- Consultation with the Parent/Guardian
- Developmental history
- Social Developmental Study
- Medical History and Current Health Status
- Review of Child's Academic History and Current Educational Functioning
- Assessment of the Learning Environment
- Specialized Evaluations - Psychological Speech and Language Others, such as OT, PT, Neurological, etc.

Stages of Assessment

1. The Multi-Disciplinary Team can refer a student for a specialist evaluation based on the data and information collected during the intervention program put into place at Tier 2. The MDT concludes that further detailed information is required based on all information provided. The information required is accessed through the data from the specialist's assessments. The case manager will support the specialist in the pre-assessment process.

A completed referral request will include the following:

- A signed consent form completed by the student's parent/guardian.
- A copy of the student's current plan
- A copy of curriculum-based assessments that reflect the student's performance in school
- A summary of the services that have been provided to the student, including past assessments
- A copy of the results from any norm-referenced achievement test
- Relevant information from other agencies involved with the student
- A completed language history form and information about the student's English language proficiency

2. Once the specialist has received the referral request, they will review all data and information. The specialist conducting the evaluation will meet with or contact the parents to do the intake interview or gather needed information through meetings or emails. The specialist will work with the teacher to connect with the student and establish an assessment

schedule that is as least disruptive as possible. Psycho-educational assessments are lengthy and demand intense cognitive functioning. Therefore, they are scheduled to start in the mornings when students are alert and ready for the day. These assessments are conducted over several days based on the student's pace, response, and performance.

Priorities for providing standardized evaluations are:

- Date of the referral
- Collaborative evaluations by, and requiring the coordination of, multiple TKS Specialists
- Time-sensitive evaluations and/or cases deemed to need immediate results or input
- Adverse educational impact and/or the impact that the area(s) of concern is having a on student's ability to access their education
- For students with difficulties or concerns impacting their daily tasks in school or at home to help them achieve or maintain their maximum level of independence and to develop practical life skills so that they can participate to their full potential in the home and classroom environment.
- Possible behavior related to sensory processing difficulty.
- Significant difficulties in visual-motor Integration skills(fine motor/handwriting).
- Significant difficulties in Gross motor skills and Praxis(motor planning).
- Determined based on the adverse educational impact and the impact of the concern is having/has on the student's ability to access their education.
- Priorities to high-need cases and cases that require collaboration amongst TKS specialists.
- Also, cases that are time-sensitive (such as admissions or behavior cases, as those tend to "jump the line" in the evaluation process).

3. The specialist will perform the required evaluation when an evaluation has been requested through the referral process or other extenuating circumstances. In completing an evaluation, the specialist will proceed as follows:

- Work in the MDT to develop an action plan
- Gather background information
- Review the information provided in the referral
- Meet with the student to do the formal assessment
- Specialists will collaborate with each other to discuss the findings of each assessment and make appropriate recommendations. A summary sheet encompassing all specialist's findings and recommendations is drawn up (this may support the process of a diagnosis, external intervention, or evaluation)
- If the findings of the assessments suggest further assessment (e.g., administer ADOS, etc.), then this assessment will be carried out before feedback is provided. Further assessments, as mentioned, can only be carried out if the tests required to be administered are available at the school. In the event that these tests are not available, a referral for an external assessment will be made.
- Feedback is provided to the parents.
- Feedback is provided to the team.

*Based on the findings and recommendations of the evaluation, an Individual growth plan is written to facilitate the student accessing the required support.

Appendix

- (1) Evaluation refers to a **complete** educational evaluation, psychological evaluation, speech and language evaluation, or occupational therapy evaluation; in or outside of school*
- (2) This would be decided in the referral process at 2B. In rare cases, this may be decided in 2A.
- (3) Assessments would be decided on with the necessary stakeholders in the school and the parents.

Accessing Accommodations and Modifications

TKS supports and facilitates using accommodations and modifications in the classroom and during internal and external assessments. **Accommodations** involve changes in a task or test's response, setting, timing, or format. These changes can be made to instruction and/or assessment intended to help students entirely access the grade-level curriculum without changing the instructional content. Accommodations **do not** alter to any significant extent the task or the comparison of test scores. **Modifications**, however, involve changing what a student is expected to learn or how they are assessed (e.g. subject exemption, dropping a part of a program, changing the overall lesson objective). At TKS, modifications must be approved by the Director of Student Services and the principal and reported to parents in advance.

Students with learning differences often access accommodations during assessments (e.g. a separate room to limit distractions). It is important to note that accommodations are not an unfair advantage," but an opportunity to provide more equitable access to students with learning differences.

External Access arrangements, accommodations, and modifications are granted according to the results and recommendations from a student's psycho-educational evaluation and Individualized Learning Plan. All accommodations are provided both in the classroom setting and internally and externally moderated assessments, i.e., additional time, rest periods, scribe, etc...

- **International Baccalaureate**
 - *Access and inclusion policy -Access Arrangements*
- **CollegeBoard (PSAT & SAT's)**
 - *Services for Students with Disabilities (SSD)- Testing Accommodations*

Students must have been through the approval process **BEFORE teachers can apply for modifications. The Secondary School Process is outlined [HERE](#)*

Assessments and Access Arrangements

Assessments serve as an opportunity to add additional data points to inform a broader picture of who each student is and where they are as learners. Below are a considerations for each assessment give and how the data is used:

- A process is in place to Identify which students need to receive each assessment and when by a team of educators working with the student
- The appointed person to coordinate an assessment is expected to create schedules for the testing, including test administrators and rooms, and inform teachers of the schedule
- Roles are allocated to administer the test and or to provide the designated accommodations
- The appointed coordinator will work with divisional teams and administration when appropriate to discuss results and determine who and how they need to be communicated
- Results can be used as a data point to inform the clustering of students for the next academic year to ensure they are provided the necessary access and support to be successful
- Overall assessment results can be used as data to advise on the allocation of student support services

Type of Assessment	Coordinating Role	Additional Resources
WIDA	ELL K-12 Coordinator	Divisional ELL teachers, Classroom teachers
MAP Testing	Associate Principal, Counselors and Learning Support Leads	Counselors, Student Support Specialists, ILP Coordinator, IT Team
PSAT/ SAT	Associate Principal, DP Coordinator	Learning Support, Counselors
CAT4	Talent and Enrichment Coordinator, Learning Support	Counselors, Associate Principals, Classroom Teachers

Access Arrangement coordination	Divisional Learning Support Leads, Counselors, Educational Psychologist, Director of Student Support, Class teachers, IB Coordinators
Student Placement Coordination	Associate Principals, Pedagogical Leaders, Counselors, Divisional Learning Support Leads, IB Coordinators

[*Document with Full list of Roles and responsibilities](#)

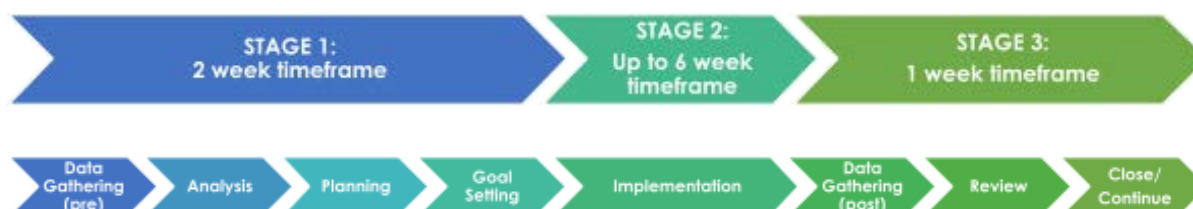
Identifying Student's Strengths and Areas of Development

Students who present with learning differences can vary significantly based on areas of strength, need, ability level, language complexity, and or/social-emotional challenges. A student's learning profile may present more specifically in diagnosable areas such as specific cognitive, language, and academic delays, social or behavioral difficulties, general cognitive and social functioning delays, physical or sensory challenges, and/or intellectual disabilities. Students may also present with significant exceptionalities and well above their developmental peer group.

If the student has come to the school with an identified area(s) of exceptional talent and/or need, they will be considered at admission for a support plan if deemed appropriate. This plan will include specific long and short-term goals that will be supported by an identified case manager who will work in partnership with teachers and other students' support services if applicable. Suppose a student has already enrolled, and a teacher or parent raises concerns. In that case, a referral process will allow a multidisciplinary team to discuss the next steps of a cyclical observation, intervention, and reflection process. This process will determine whether or not a student will benefit from additional testing. Depending on the type of follow-up assessment, it may be done by the classroom teacher or a member of the Student Support Department. TKS is dedicated to taking a multi-disciplinary approach that maximizes a data-driven perspective to understanding a student's learning profile. Communicating positively, clearly, and through various means with parents, teachers, and other professionals regarding students and programmes is a priority. The SSD encompasses a school-wide process that seeks to ensure the integrity and confidentiality of each student being supported.

Intervention Sequence

The following diagram is a guideline for timeframes and case management processes. Service must be delivered promptly while allowing enough data gathering and analysis time to design appropriate, tailor-made interventions.



Data Gathering (pre):

- May include information from Class/Subject Teachers, Students, Parents
- Observations

- Assessments (existing/additional)
- Student work samples
- PowerSchool
- Historical sources

Analysis:

- Identify key data outcomes
- Prioritize areas of focus based on ATLs
- Multidisciplinary meetings to review

Planning:

- Discussion with teacher/s
- Agreeing on intervention probabilities

Goal Setting:

- Parent meeting arranged
- Goals and interventions agreed

Implementation:

- Time-bound (up to 6 weeks) for further assessment and refinement if required
- Monitoring transference of skills

Data Gathering (post):

- Selected data gathered that matches identified goals

Review:

- Meeting with teacher to jointly decide next steps
- Feedback to parents

Close/Continue:

- Joint decision is made on the basis of goals achieved/not achieved

Parent Communication

Communication with Parents

At TKS, establishing a trusting, honest, and mutually supportive relationship with parents is as important as our work with the students we serve. As such, we are committed to the following values in our work with parent partners:

- Trust: Building a relationship of trust is crucial
- Understanding: To support the student optimally, we often need to support parents first
- Respect: Work to understand and value a parent's perspective

Philosophy of Empathy

It can be challenging for parents to hear that there are concerns about their child's development. When a student requires support—particularly when a specific difficulty or diagnosis has been identified—parents may experience confusion, shock, fear, or even grief. The school team will aim to embody an ongoing posture of empathy toward parents.

Evidence of these values and philosophy in practice includes:

- Being a good listener

- Being compassionate
- Being mindful of cultural differences
- Providing parents with timely information
- Anticipating powerful emotions may occur
- Acknowledging emotions and honoring them
- Assuming parents are acting in the best interest of their child
- Highlighting student strengths
- Using jargon-free language
- Giving parents time to digest new/complex/difficult information
- Inviting parents to share their perspective
- Acknowledging the parent perspective
- Determining the desired outcome of communication
- Prioritizing outcomes into smaller pieces when needed
- Using clear and objective data to communicate
- Understanding the stages of grief when supporting families
- Communicating new/complex information in person/by phone
- Following up with conversations in writing

NFI: An Inclusive Toolkit - The Question of Parents: Communicating with Parents about Special Needs, Pelletier/Powell

PARENT MEETINGS

School teams should approach parent meetings with the values and philosophy of *working with* parents.

The goals for school team members during parent meetings are to:

- *Respectfully listen, interact, and collaborate with open-mindedness and positive intent*
- *Encourage open and honest communication*
- *Be practical, productive, punctual, present, and principled*
- *Have well-structured, organized, and purposeful meetings*

Strategies for effective SSD team meetings:

- Prepare an agenda and give a copy to each participant
- Identify a facilitator, note-taker and timekeeper
- Introduce participants, including roles
- Set the tone by stating that each member of the team is there to support the student's success
- Focus on the positive and present
- Keep the meeting on topic and moving forward
- All participants use good listening skills and questioning techniques for understanding
- Encourage active participation
- Consider the impact of open laptops on participation and collaboration

- Summarize key points of the meeting
- Follow up with written documents (meeting notes, ILP document, etc.)

PARENTAL CONSENT

Parents hold primary consent authority for their children at TKS. Parents must provide explicit and informed consent for information to be shared from and with outside providers. In addition, understanding and consent for students to receive support services must be in place.

PARENT ROLES AND RELATIONSHIPS

Families play an important role in student learning. Parents continue to influence their children's learning and development throughout their schooling. Parents work in collaboration with the student support team and school administration, which includes the following:

- The student support team will communicate with parents when concerns arise regarding a student's development, as well as to develop support plans for students, and to provide recommendations to parents. Parents maintain open communication with their child's student support team. Parents read all emails and messages sent from the student support team. Parents attend all requested meetings and conferences with the school.
- Parents contribute to school meetings by sharing their views on their child's strengths and areas for growth and their goals for their child. Parents share their views regarding the support plan for their children. Parents take an active role in developing support plans for their children.
- Parents are transparent and share specific information that impacts their child's learning with the relevant professionals, such as reports or information from specialists, information regarding the child's early development, recent behavioral changes and observations noticed at home.
- Parents comply with any requirements documented in the Conditional Enrollment.

Conversations with parents about modifications and the Personalized Pathway will be held by the Director of Student Support, the Divisional LS Team Lead, and the Personalized Pathway Lead. This may be supported by the Principal/Associate Principal. These conversations will be documented in a separate document that is saved in a personalized folder on Google Drive with limited access.

Parent Communication for Student Receiving

Students receiving student support benefit from a combination of professionals working on their behalf. Sometimes working with multiple professionals causes confusion about lines of

communication. The following guidelines are designed to assist parents and teachers in communicating effectively with a student's school team.

- Questions or concerns regarding goals, accommodations, and support schedules should be directed to the student's case manager.
- Questions or concerns regarding class/course content, unit plans or expectations, and specific class/course requirements should be directed to the Homeroom Teacher, Grade-Level Lead, or content area teacher.
- For greater efficiency and transparency, any communication between parent and school team should be copied to the case manager and/or Homeroom Teacher, Grade-Level Lead, or content area teacher.

Problem-Solving Model

The Heartland EAE problem-solving process is helpful when considering solutions to problems that arise in schools. The problem-solving process addresses the following questions:

- Assessing Needs: What is the problem, and why is it occurring?
- Planning: What are we going to do about the problem?
- Implementing: Are we implementing our plan as intended?
- Evaluating: Did our plan work as intended?

In the problem-solving process, student difficulties are specifically defined, possible solutions are determined, and strategies are tried in the general education classroom. The impact is carefully monitored and evaluated to determine if these strategies are successful for the student. The process applies to all student concerns, including academic, social, emotional, and behavioral.

MDT meetings will be conducted at least twice to review the necessary data and determine the next steps. Teams must consider the fidelity of the interventions provided before recommending forward movement. Additionally, consideration of the student's English Language proficiency should be accounted for, and additional steps may need to be taken.



Heartland Area Education Association "Working together for children: A guide for parents and educators" p. 1

TKS Delivery Models

The Student Support Department offers various forms of support to teachers and students, such as observation, data collection, providing materials and strategies, teacher collaboration, professional development, and implementing referral processes. With a focus on inclusivity, the department aims to enhance student learning in the regular classroom through differentiated instruction and support based on academic strengths and areas for improvement. Additionally, TKS recognizes the need for direct services outside the regular classroom, including English Language Acquisition support, Speech & Language Therapy, school psychological services, counseling, and targeted interventions for academic and behavioral skills.

TKS understands that the nature of various therapies necessitates using a “pull out” clinical model to instruct discrete skills specifically. The aim is to generalize learned skills into the mainstream classroom and real-life situations. The variability of student support is always a collaborative effort which allows for a more comprehensive and robust experience for everyone involved.

TKS Tiers of Support

Students receiving designated services from within the Student Support Department will fall within a level of intervention according to their needs. These levels correlate with the time students require support above and beyond their core instruction (the higher the level, the greater the time needed for support). The levels do not correlate with any specific diagnosis or categorization of support services. Support includes contact hours, collaborative planning, documentation, meetings, and preparation within any given week. The school will aim to have a balanced number of students requiring high levels of support in each grade level and/or classroom to ensure mutual benefit for all learners.

Learning Support			
Tiers	Description (Direct and Indirect Service)		Supporting Documentation
Tier 1	Tier 1 - Mild support <ul style="list-style-type: none"> Students participate in the same curriculum content as his/her peers with the same learning outcomes, and they benefit from instruction in the classroom, but may need accommodations to access and demonstrate understanding of the curriculum. 		Teacher- Differentiated Unit Planner Student- Powerschool/standa rd reporting

	<ul style="list-style-type: none"> Students may receive accommodations, and if so have an Accommodated Plan (AP). Tier 1 students are assessed according to grade level criteria. Students may receive support in the following ways: <ul style="list-style-type: none"> Consultative support from learning support: guidance from LS provided to class teachers to support differentiation of lessons, assessments, homework monitoring, learning performance by LS and the class teacher Class observations by LS possible Assistive technology in class and/or for assessment purposes Strategy Instruction in Grades 6-12 Early intervention (KG to K2): based on evidence from grade level common assessment data; support is systematic and focuses on foundation skills; support is normally short-term and frequent; progress is reviewed at the end of a six to eight week intervention period to determine success of the interventions 		
Tier 2	<p>Tier 2 - Moderate support</p> <ul style="list-style-type: none"> Students participate in the same curriculum content as his/her peers, but require accommodations to one or more curriculum areas to access and demonstrate understanding of the curriculum. The focus of instruction may be remedial and aimed at teaching basic skills within the context of the grade level/class curriculum. Students are assessed with grade level criteria unless they are on an Individualized Growth Plan (IGP) with curriculum modifications. Students will have an Intervention Plan. Support at this level is provided by trained professionals or instructional assistants in a balanced service delivery model of consultative support, accommodations, small group instruction or in-class support. Interventions may include: <ul style="list-style-type: none"> Accommodation 		<p>Teacher- Differentiated Unit Planner</p> <p>Student- LS roster, PowerSchool/standard reporting, intervention/growth plan. Learning Passports.</p>

	<ul style="list-style-type: none"> ○ Consultative support from a Learning Specialist ○ Monitoring student performance ○ Executive functioning skills support ○ Formal accommodation(s) (e.g. extended time for in-class and standardized testing) ○ Literacy support (reading, writing, speaking and listening) ○ Mathematics support ○ Small group instruction ○ Assistive technology (e.g. voice to text software) ○ Speech and Language Therapy or Occupational Therapy ○ Self-regulation and behavior intervention in collaboration with counselors 		
Tier 3	<p>Tier 3 - Long Term Support</p> <ul style="list-style-type: none"> ● This tier is designed for very few students who need intensive support – those typically who need a Learning plan to support their personal learning goals and objectives. ● Students in Tier 3 have a specific Learning Plan with individualized accommodations and or modifications listed for the student to be successful in class. ● Students continue to receive differentiated teaching and small group interventions, along with other accommodations, modifications and services outlined in their Learning Plan ● A learning support teacher provides support. Begin with a more intensive version of the intervention program used in secondary prevention (e.g. longer sessions, small group size, more frequent sessions). ● Tier 3 Services may look like: <ul style="list-style-type: none"> ○ Push-in pull out support ○ Partially modified curriculum delivery ○ Individual Growth Plan <ul style="list-style-type: none"> ■ Multiple areas of need ○ Classroom accommodations ○ Consistent collaboration with the HRT/Subject teacher ○ Regular collaboration between LS and Parents ○ Access to specialists within the SSD ○ External supports 		-

Tier 3 +	<p style="text-align: center;">Tier 3+ - Intensive support</p> <ul style="list-style-type: none"> • Students participate in a skills-based program adapted from the grade level curriculum. • The student most likely has a 1:1 learning assistant that attends to his/her learning and social, emotional and/or behavioral needs throughout the school day. • Students participate in the ILP, require significant modifications and are assessed according to individual goals. • Students receive a modified transcript at MYP/DP level. • Students on an ILP Growth Plan receive a modified report K-12 • Students may receive support in the following ways: <ul style="list-style-type: none"> ○ 1:1 Learning Assistant for student success and access ○ Modified Program ○ Strategy Instruction including life skills, vocational skills, social skills ○ Small group instruction, 1:1 support, pull-out sessions in predictable, low arousal, flexible spaces/environments ○ Assistive technology ○ Facilitation of integration in grade level balanced with life skills, depending on the needs of the student ○ Additional support in social, behavioral, and/or emotional development ○ Often requires additional external support services <p><i>Students with cognitive/intellectual/behavioral challenges may require ongoing services and modified schedules.</i></p> <p><i>Students who are accessing the ILP within this tier will have either a formal diagnosis, formal assessments or may be in the process of being assessed to support their placement within the ILP.</i></p>		<p>Teacher- Differentiated/Modified Unit Planner</p> <p>Student- LS roster, Powerschool/possible modified reporting</p> <p>ILP Growth Plan <u>Personalized Learning Plan</u></p>
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Talent and Enrichment			
Tiers	Description (Direct and Indirect Service)	Allocation of time	Supporting Documentation
Tier 1	<p>General Enrichment includes experiences for all students. This includes exposure to critical thinking and problem solving opportunities in a variety of topics, ideas and areas of content. Students who do not currently exhibit characteristics that require academic modifications may need enrichment or extensions in the classroom from time to time.</p> <p>Role of Talent and Enrichment Coordinator: Collaborate with the general education classroom teacher to differentiate instructional material and lesson plans as needed. Support also includes finding educational resources, planning materials, and projects for students as needed.</p>		<p>Teacher- Differentiated Unit Planner and differentiated learning materials Student- Powerschool/standard reporting</p>
Tier 2	<p>Tier 2 enhances and builds upon the work of Tier 1. The differentiation opportunities will include individualized opportunities inside and outside of the classroom. May include small group pull out services managed and conducted by the TE Coordinator or other specified staff members.</p> <p>Role of Talent and Enrichment Coordinator: Consults with the general education classroom teacher to make modifications and adjustments to the curriculum, groupings, and pace of instruction for TE students. Programming will be designed in collaboration with the TE coordinator to ensure adaptations are appropriate for learners' needs.</p>	(1- 4 hours/ week)	<p>Teacher- Differentiated Unit Planner and learning materials Student- T&E roster, Powerschool/standard reporting</p>
Tier 3	<p>A small percentage of students who exhibit high levels of ability and task commitment, will require individualized and intensive support to meet their learning needs.</p> <ul style="list-style-type: none"> These students are strong in an academic area(s) and require a vastly differentiated or accelerated curriculum to progress academically. This may include single subject or whole grade accelerated instruction. <p>Role of Talent and Enrichment Coordinator: Facilitates learning plan and progress monitoring for students. Determines and plans long-term enrichment and course opportunities for students with the support of teachers, counselors, and administrators.</p>	<p>25-50% /week</p> <p>(more than 4 hours per week</p>	<p>Teacher- Differentiated/Modified Unit Planner Student- T&E roster, Powerschool/ possible modified reporting <u>Personalized Learning Plan</u></p>
Criteria	<ul style="list-style-type: none"> Teacher rating scales Parent rating scales MYP/DP scores Cognitive, achievement, and psychological educational evaluations Student interview 		

English Language Learners			
Tiers	Description (Direct and Indirect Service)	Allocation of time	Supporting Documentation
Tier 1	<ul style="list-style-type: none"> The ELL team collaborates with grade level teams, pedagogical coordinators and subject-specific teams to scaffold and differentiate instruction for all multilingual learners as necessary. This may include suggesting resources, instructional strategies, or developing WIDA performance indicators for specific curriculum standards. 	Wherever possible depending on grade-level meeting schedules	Teacher Differentiated Unit Planner Student Powerschool/ standard reporting
Tier 2	<p>English Language Learners with an overall WIDA proficiency score of below 4 (GSS) or below 3 (GES) (see criteria below) receive small-group direct instruction with an ELL teacher in the form of Literacy support (GES), English Language Enrichment Class (Grades 6-8) or Language and Literature (ELL) (Grades 9-10) with a focus on scaffolded instruction of literacy skills.</p> <ul style="list-style-type: none"> 2-3 times a week in GES 3 times a week in GSS 	3 lessons/ week	Teacher Differentiated Unit Planner Student ELL student list, Powerschool/ standard reporting, Language Growth Plan
Tier 3	<p>English Language Learners with an overall WIDA proficiency score of below 2 (GES) (see criteria below) receive daily small-group instruction with an ELL teacher to develop oral language and basic interpersonal communication skills.</p> <ul style="list-style-type: none"> 4-5 times a week in GES 3 times a week in GSS 	4-5 lessons/ week	Teacher Differentiated/ Modified Unit Planner Student ELL student list, Powerschool/ possible modified reporting, Language Growth Plan
Criteria	In addition to overall WIDA proficiency scores, these data points are considered in making multi-factorial decisions: Fountas & Pinnell reading records, writing samples, MAP data and Math screeners (e.g. word problems vs. calculations).		

Speech and Language			
Tiers (ASHA)	Description (Direct and Indirect Service)	Allocation of time	Supporting Documentation

Tier 1	Whole class instruction; general consultation with teachers and/or parents; school wide/grade level screenings; providing general strategies, instruction, and developmental information; trainings		Teacher- Teacher notes and observations Student- Powerschool/standard reporting
Tier 2	Specific and formal observations & consultations, specific skills intervention, specific strategies to be implemented by educational staff. Short-term intervention with educational staff and/or SLP Services, usually involving small-group interventions or more formalized consultation.	(~2 or less hrs/month hrs)	Teacher- Teacher notes and observations; Teachers related concerns to parents Student- SLP roster, Powerschool/standard reporting
Tier 3	Direct and on-going speech and language therapy with SLP. Individualized support in individual or small groups sessions.	(~2 or more hrs/month hrs)	Teacher- Teacher supports (IGP) Student- SLP roster, Powerschool/ SLP reporting - Individual Growth Plan
Criteria	Services will start after completion of an assessment or written report of their current levels, and an intervention plan is developed.		

Counseling		
Tiers	Description (Direct and Indirect Service)	Supporting Documentation
Tier 1	School counselors implement school counseling/guidance programs addressing the needs of all students. Guided by a review of student data, school counselors support the delivery of instruction, appraisal, and consultation to faculty and students that inform classroom instruction and schoolwide programming and initiatives. Counselors also provide staff with universal SEL interventions (Zones of Regulation, Kelso's Choice, Executive Functioning, Positive Discipline, etc.) and transition care for new and leaving students.	Teacher-PowerSchool
Tier 2	Students identified as needing support beyond core SEL instruction may receive short-term (solution-focused), targeted intervention. This could include but is not limited to individual counseling, small-group instruction, restorative practices, consultation, and collaboration with school personnel, families, and community stakeholders.	Teacher-PowerSchool
Tier 3	This may include multidisciplinary services that	Teacher-PowerSchool

	support students within and beyond the school building. It may be students in crisis, students with mental health concerns, or students with intense behavior needs. Counselors will work with the student individually or in groups. They will collaborate with teachers, the school psychologist, consult with parents, and possibly refer to outside resources as needed.	-Behavior Plan -CPOMS
Criteria	Students may access the counselor directly or through a referral process from teachers. Parents may also connect with the counselor to obtain support for their child.	

Student Growth Plans

Student Growth Plans	<ul style="list-style-type: none"> - Individual Growth Plan (IGP) <ul style="list-style-type: none"> - SLP - OT - ILP - LS
	- Language Growth Portrait (LGP)
	- Talent and Enrichment Portrait (TEP)
	- Behavior Intervention Plan (BIP)

The Case Manager for a student accessing student support services will develop the necessary plan of support. This document will include short and long-term objectives or goals. It will also include historical information, information about the specific supports students will receive (learning area, frequency, location, grouping, and who delivers the service), classroom and specialist accommodations, and parent concerns.

Plan goals should be based on the appropriate learning standards and benchmarks for the student and relative to grade-level expectations and skills. Specific goals should include:

- Measurable and observable short-term objectives that relate to the student's specific needs
- A statement of the specific need with reference to how it was assessed (present level of performance)
- Assessments that will be used to measure progress
- Strategies teachers will use to meet these objectives

[K-12 Individualized Growth Plan Criteria](#)

Data Driven Decisions

TKS supports diverse students with various learning profiles through a multi-level approach. We provide English Language support, talent and enrichment programs, counseling, therapy, and special education for students with learning differences. To determine the appropriate level and type of support, we rely on data-driven decisions incorporating formal and informal observations, internal and external assessments, and standardized and norm-referenced assessments.

Progress Monitoring

- Student progress is monitored frequently as needed by teachers, the designated case manager, and any other specialist.
- The level of support directly correlates with the range of time allotted for the student per week. This includes Direct support (contact time), teacher collaboration, student planning/preparation, and reporting. Support often provided in-class with differentiated curriculum
- Reporting- In line with the semester reporting reports and parent conferences.

Roles and Responsibilities within an Inclusive Culture

At TKS, the primary duty of every teacher is to foster the access and achievement of all students. A collective obligation exists to collaborate and guarantee suitable provisions for English Language Learners, students with special education requirements, and exceptionally gifted individuals.

The philosophy and values embraced by TKS actively advocate for inclusive practices, which are manifested through the following principles:

- 1) Fostering a sense of belonging: TKS strives to create an environment where every student feels valued and accepted within the community. This inclusive approach cultivates a supportive atmosphere where students can thrive.
- 2) Ensuring equitable access: TKS is committed to providing all students fair and unbiased opportunities and resources. Regardless of their background or abilities, every student is afforded the same chances to pursue their educational goals.
- 3) Encouraging personal aspirations: TKS recognizes and nurtures the unique aspirations of each student. By promoting an inclusive mindset, TKS encourages students to pursue their individual goals and dreams, fostering a sense of fulfillment and personal growth.

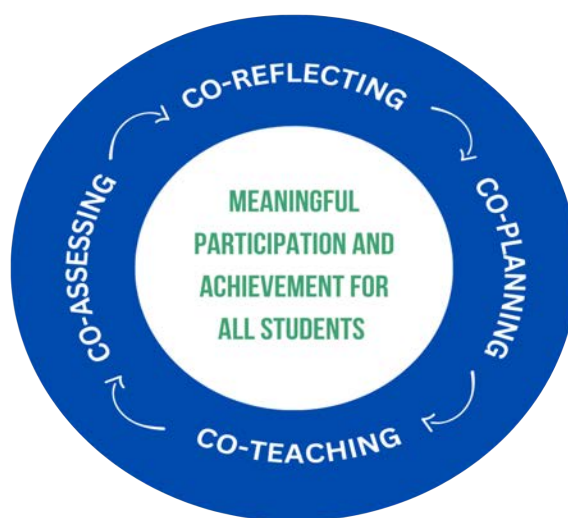
These guiding principles align with the IB philosophy:

“... shift from specialist teachers solving issues to those issues being the responsibility of all teachers who are part of a student’s education. In all three IB programmes it is the class/subject teacher’s role both to convey the content of the lesson and to teach students the learning process required for reasoning, inquiring, analyses and problem solving in a particular academic domain.”

In order to empower, equip, and enhance the effectiveness of teachers in their profession, they need to possess the following knowledge:

- 1) Comprehensive understanding of the factors that influence student learning and the most effective strategies to address them.
- 2) Proficiency in tailoring teaching approaches to meet students' individual needs and effectively differentiate instruction.
- 3) Mastery of adapting teaching approaches in accordance with TKS (Teaching, Knowledge, and Skills) teaching and learning guidelines.
- 4) Competence in utilizing technology tools that facilitate eliminating obstacles and promote an inclusive learning environment.

In all our support initiatives, we adopt a collaborative team approach that involves input from various stakeholders, including parents, teachers, student support specialists, counselors, and school administration. Within this team approach, we acknowledge and appreciate the presence of distinct roles and responsibilities for each member.



Role of the Classroom Teacher

The primary responsibility of classroom teachers is to ensure the inclusion of all students in their classes. They employ diverse teaching approaches, data, tools, and technology to cater to their students' varying learning needs and styles. Collaborating with Student Support Specialists, they develop comprehensive plans for individuals, small groups, and the entire class, ensuring that necessary accommodations are provided and implemented. This approach fosters a differentiated learning experience of exceptional quality. Additionally, classroom teachers are encouraged to engage in meetings with students and parents when deemed beneficial. These meetings discuss student progress and address any newly identified concerns related to their learning needs and styles.

Role of the Advisor (Secondary School GSS)

Each secondary student is assigned to an advisor. The advisor serves as a communication link for parents, as the advisor is someone who will know the student well. Further details can be found in the [advisory section](#).

Role of the Case Manager

The case manager serves as the main liaison for students and their families, taking on the crucial role of identifying the needs of referred students from teachers and parents. Their

responsibility includes creating and executing action plans by developing appropriate protocols. The case manager actively engages with teachers and relevant Student Support Services Department members to effectively coordinate and track students' progress with short- or long-term needs. **A case manager can be any member of the SSD as determined in the referral process or admissions process.**

[Role of the Learning Support Teacher](#)

The Learning Support Teacher **may** serve as the Case Manager for students who benefit from a level of support above and beyond the core differentiated curricular program. The learning support teacher collaborates with homeroom/grade level teachers to support and implement the strategies on a student learning plan. This includes working with the collaborative structure of co-planning, co-teaching, co-assessing, and co-reflecting.

[Role of the Learning Support Team Lead](#)

The Learning Support Lead supports faculty, students, and parents by accessing Learning Support programmes. The Learning Support Lead shares leadership responsibilities to review student performance data, coordinate support plan documentation, ensure appropriate assessment methods are used, and lead their divisional teams. Leads work closely with teachers to support communication practices and collaboration across teaching teams. *This is a basic outline of the role*

[Role of the Learning Support Tier 3+ Lead](#)

The learning support Tier 3 + lead supports faculty, students, and parents at an intensive level of support. The lead shares leadership responsibilities to review student performance data, coordinate support plan documentation, ensure appropriate assessment methods are used, and lead each divisional team. Reporting to the DSS, the 3+ Lead promotes best practices in teaching and scaffolding instruction to support the needs of students with complex learning and behavioral challenges. The lead supervises teaching assistants supporting students at Tier 3+. They also support teachers by ensuring an appropriately modified and differentiated program is in place for each student on the ILP.

[Role of the Speech and Language Pathologist](#)

Speech and language pathologists play a vital role in schools by providing essential support to students with communication disorders and difficulties. These highly trained professionals work closely with students, teachers, and parents to assess, diagnose, and treat various speech and language disorders. They create individualized therapy plans to address specific needs, such as articulation, fluency, voice, and language development. Speech and language pathologists also collaborate with other educational team members to ensure that students receive the necessary accommodations and modifications in the classroom setting. By improving communication skills, these specialists empower students

to participate fully in academic activities, enhance social interactions, and achieve their full potential in educational and personal realms.

Role of the Occupational Therapist

The occupational therapist plays a vital role in the school by addressing the unique needs of students and promoting their overall development and success. As an expert in assessing and enhancing functional abilities, the occupational therapist collaborates with educators, parents, and other professionals to create individualized intervention plans. They focus on improving students' skills in fine motor coordination, sensory processing, self-care, and social-emotional well-being. The occupational therapist will also contribute to designing inclusive environments, adapting classroom materials and equipment to ensure accessibility for all students. By providing therapy sessions, conducting assessments, and offering strategies for skill-building, occupational therapists empower students to participate fully in academic, social, and recreational activities, fostering their independence and overall educational experience.

Role of the Counselors

The counseling team at The KAUST School believes that all students can thrive in an environment that is safe and nurturing and where there is equitable access to various support. Through the implementation of a **comprehensive counseling program**, students are presented with opportunities to discover their individual potential while having access to the necessary resources that inspire their curiosity and promote their social and emotional well-being. The counselors address the needs of all students through prevention and intervention programs. They work to ensure all students' dignity and cultures are respected and valued.

Role of the College/University/Post Secondary Counselor

The College Counselor develops relationships with university representatives to promote The KAUST School. These relationships are developed through the attendance of professional conferences, as well as through the coordination of live and online university visits with The KAUST School community. The counselor leads presentations to students and parents regarding the university application process and works one-to-one with students and parents through the university application timeline. The College Counselor writes recommendation letters for students applying to university, coordinates teacher letters of recommendation, and sends official school documents to universities on behalf of students. The College Counselor supports students in exploring their own career aspirations by providing access to resources that assist the students in developing their understanding of career options. The counselor also facilitates opportunities for students to develop their

professional skills. The College Counselor coordinates the annual PSAT exam and the five-yearly international SAT Assessments.

The College Counselor employs the Maia Learning management system to maintain individual student records of the college/university/post-secondary counseling process.

- All conversations with students and parents that relate to college counseling (date and content)
- All transcripts and recommendation letters sent to universities (date, university, courier waybill)
- All student applications (1st, 2nd, 3rd choice, etc.) and status of the application.

These records are shared with:

- The student
- Parents of the student
- Principal and Associate Principal

Role of the School Psychologist

The School Psychologist provides an assessment service which provides data for the following areas of development: cognitive, achievement, social-emotional and adaptive skills. He/She supports the process of students and families accessing mental health services. He / She collaborates with educators, parents, and other professionals to create a safe, healthy, and supportive learning environment that strengthens connections between home, school, and the community for all students.

The school psychologists conduct assessments for students to develop a better understanding of the students' needs within the context of the learning environment. The assessment process includes observations, use of psychometric tests, teacher interviews and parent interviews. Following the testing process a comprehensive report and feedback is provided to parents and teachers so that the information can be used to support the student.

As the Designated Safeguarding Lead, the School Psychologist coordinates the Child Protection steering committee. The psychologist collaborates with members of the administration team, teachers and counsellors when addressing child protection matters.

Role of the Director of Student Support

The Director of Student Support oversees, manages, and coordinates the student support services by leading the divisional learning support teams, the divisional English Language Learning teams, including the School Psychologist, Talent and Enrichment, the Individual Learning Programme and Speech and Language Therapy. He/She works with the principals, A.P.s, and Ped-Cos to coordinate and monitor the development of school-wide policy related to learning diversity and inclusion. The Director of Student Support adheres to and

facilitates the implementation of the school's mission, policies, and beliefs. He/She is a child advocate, faculty and staff educational leader, and parent liaison. The Director of Student Support will play an integral role in school admissions.

Role of the Principals

The principals put structures in place to ensure that all students can be included, successful, and challenged and that support is offered effectively and in line with the IB philosophy. The principals are included in all school-wide policy development in relation to inclusion and ultimately give their approval to these policies.

Role of the PYP, MYP, and DP Coordinator

The PYP, MYP, and DP coordinators are included in all school-wide policy development in relation to inclusion as they represent the IB perspective on inclusion. They ensure that the essential elements of the programs, as well as IB terminology, apply to all students and all classes.

Communication, Collaboration, and Coordination

To ensure clear communication, an identified case manager is the primary point of contact for the student and family. Once a student is assigned to a case manager, advisors, teachers, parents and members of the SSD communicate directly with the Case Manager. Teachers should coordinate email communication with the case manager to parents to ensure that all necessary parties are included. This may mean that teachers will CC the case manager or vice versa, depending on the content and purpose of the communication. This intentional coordination is essential to ensure that some families do not receive an overwhelming amount of communication from different teachers. The case manager may also have a deeper understanding of underlying factors and family circumstances and may be able to filter or re-package the message to suit the individual case.

Glossary of Terms

Accommodations: involve changes in the response, setting, timing, or format of a task or test. Unlike modifications, accommodations **do not** alter to any significant extent the task or the comparison of test scores. Students with learning differences often access accommodations during assessments (e.g. a separate room to limit distractions).

CASEL Model: CASEL standards for Collaborative Academic, Social, and Emotional Learning, and the CASEL Model is an ecological model of learning, which sees school curriculum, policies, and home/community settings as mediators of children's social, and emotional development.

Differentiation: involves tailoring teaching processes to a student's needs. Whenever a teacher varies their teaching style in order to create the best learning experience possible for all children, that teacher is differentiating.

Designated Safeguarding Lead (DSL): The Designated Safeguarding Lead is the person responsible for child protection and safeguarding practices, and procedures at TKS. Currently, the DSL at TKS is the School Psychologist.

Home-Room Teacher (HRT): The Home Room Teacher is the classroom teacher in Kindergarten and Elementary School.

Inclusion: Inclusion is to intentionally create an environment that respects, celebrates, and incorporates the values of each individual's similarities and differences in order to provide a mutually beneficial learning experience. It is the act of intentionally cultivating a culture of belonging and appreciation for the inherent diversity each person contributes to the learning environment. Inclusion requires equity in access and the recognition that each person deserves the right to an appropriately challenging, supportive and quality education.

International School Counseling Association (ISCA): The International School Counseling Association, provides leadership and advocacy for the profession of school counseling in international schools. We provide resources, professional development, and a collaborative network benefiting student success in our global community. (<https://iscainfo.com/>)

Individualized Learning Program (ILP): This program at TKS provides a high level of support for students with learning differences that prevent them from accessing the curriculum, without this support.

Intensive Support: (25-50%/week)- A Student may be performing 24-36+ months below grade level (based on standardized assessments, formal/informal assessments, WIDA assessment, classroom observations and work samples). A case manager will be assigned to the student. Student with a learning plan to include multiple classroom accommodations, and MODIFICATIONS, and potential academic program changes, strategies, and additional personnel/resources as needed. There may be 6+ Key Learning Areas being addressed on their learning plan.

Individualized Learning Program Lead/Coordinator:

Coordinates support for students enrolled on the Individualized Learning Program, working collaboratively with homeroom teachers, Learning Support Teachers and Specialist teaching assistants to provide differentiation, modifications and alternative programming for students.

Key Learning Areas

Learner Variability: is the unique ways in which individual students learn. For example, some students learn best when they have the autonomy to pursue their own inquiry, while others require more teacher input to redirect, and guide them through a task.

Learning Plans: The Case Manager for a student accessing student support services will develop the SSP. This document will include short and long term objectives or goals. It will also include historical information, information about the specific supports students will receive (learning area, frequency, location, grouping and who delivers the service), classroom and specialist accommodations and concerns of the parent.

Mild Support:(5-15%/week)- A Student may be performing 6-12 months below grade level (based on standardised assessments, formal/informal assessments, WIDA assessment, classroom observations and work samples). Small group interventions may be in place for a temporary period of time in addition to a differentiated approach within the classroom. A case manager may be assigned to the student. Documentation will include a learning plan to include multiple classroom accommodations, strategies, and additional personnel/resources as needed. There may be 1-2 Key Learning Areas being addressed on their learning plan.

Moderate Support: (15-25%/week)- A Student may be performing 12-24 months below grade level (based on standardised assessments, formal/informal assessments, WIDA assessment, classroom observations and work samples). Small group interventions may be in place for a temporary period of time in addition to a differentiated approach within the classroom.. A case manager will be assigned to the student. Students receiving a learning plan will include multiple classroom accommodations, potentially some modifications, strategies, and additional personnel/resources as needed. There may be 3-6 Key Learning Areas being addressed on their learning plan.

Modifications: unlike accommodations, modifications involve changing what a student is expected to learn or how they are assessed (e.g. subject exemption, dropping a part of a program, answering fewer questions than other students etc.). At TKS, modifications must be approved by the principal and reported to parents.

Multilingual Learners: all learners who come into contact with/or interact in languages in addition to English on a regular basis. (WIDA 2020: p.11)

Multi-Tiered System of Support: A Multi- Tiered System of Support (MTSS) is a framework that provides a structure for educators to share in the responsibility and the opportunity to ensure the success of all students. This framework allows for data driven decision making at

a systems and individualized level. MTSS extends beyond a level of technical alignment through a school to one that is transformational.

Neurodiversity -as a concept that regards individuals with differences in the brain function and behavioral traits as part of the normal variation in the human population (Stanford Med 2021).

Personalized Pathways (PP): are unique, student-driven courses and experiences offered at school, based on students unique learning profiles, and academic and career paths.

Response to Intervention (RTI): is a tiered process of instruction that assists schools in identifying struggling students early, and providing appropriate instructional interventions to these students. Tier 1 is high-quality classroom instruction, Tier 2 involves additional interventions, which Tier 3 involves more frequent, more intense or more individualized instruction to support students with the greatest needs.

Social Emotional Learning (SEL): SEL is the process through we acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2020).

Scaffolding: is the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone. It is future-oriented and aimed at increasing a learner's autonomy (Gibbons, 2015).

Talent and Enrichment Coordinator (T&E): Serve the varying needs of the Talent and Enrichment students by supporting teachers through planning and differentiation. Support talent development and ensure students are receiving the appropriate services through close communication with school administration and teachers.

Translanguaging: is the use of a person's full linguistic resource to make meaning. Named languages are an outsider's perspective. But from an internal perspective there is only the person's idiolect, or personal linguistic resource, which is a mix of named languages. Making connections to prior learning across all languages supports learning. (Garcia, Johnson & Seltzer 2017)

Universal Design for Learning (UDL): is a framework that allows for multiple levels of engagement, representation, and action and expression to ensure that all students can become expert learners. Allowing students to read a story, listen to a podcast, or watch a short video on a topic is an example of how multiple levels of representation can be utilized to introduce a concept in school.

WIDA-provides language development resources to those who support the academic success of multilingual learners. This resource offers a comprehensive, research-based system of language standards, assessments, professional learning and educator assistance. WIDA's trusted resources are used by 42 domestic states and territories and approximately 500 international schools throughout the world.