



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai

Inclusion

Exceptional Learners Policy and Procedure

| NAME OF POLICY | Exceptional Learners Policy and Procedure |
|------------------|---|
| APPROVED BY | Principal |
| DATE APPROVED | February 2018 |
| DATE OF REVIEW | Reviewed February 2022 |
| REPLACING POLICY | |
| RELATED POLICIES | <ul style="list-style-type: none">• Students With Determination policy• ELL policy• GEMS Gifted and Talented Key Principles |

Introduction

Cambridge International School, Dubai (CIS) welcomes pupils with a wide range of abilities. Each pupil is perceived to be an individual of great value. We strive to provide a secure yet challenging educational environment which will stimulate the development of all students and enable them to maximize their potential.

Exceptional Learners learn at a different rate from other children and accommodation of that rate is crucial to their intellectual and emotional development. These students need to be extended beyond the core content, to work at higher levels demanding greater complexity of thought. Exceptional Learners need the challenge and freedom to explore research and express.

This policy outlines the purpose, nature and management of the teaching and learning of Exceptional Learners at CIS.

Inclusive education is the process through which schools develop systems, classrooms, programmes and activities so that all students are able to learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings and school community should reflect the views and characteristics of its students. An inclusive school honours diversity and respects all individuals. (UAE Inspection framework, 2015)

Definition

Following the Gagne Model of Giftedness and Talent (1985, 1991, 1997, 2002), giftedness is defined as innate, dynamic potential in a specific domain or domains, while talent is the actualisation of a gift within a specific domain. Giftedness refers to above average aptitude, talent to above average performance and achievement.

- The term giftedness refers to *'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.'* These domains will include intellectual, creative, social and physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.
- The term talented refers to *'a student who has been able to transform their 'giftedness' into exceptional performance'*. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability, including academic, technical, science and technology, arts, social service, administration/sales, business operations, games, sports and athletics.

Rationale

Assumptions underlying the provision for gifted students at CIS.

- Exceptional Learners learn at a different rate from other children and accommodation of that rate is crucial to their intellectual and emotional development. Differences in rate and pace can vary, necessitating differences in kind and degree of instruction.
- Many Exceptional Learners are passionate about depth, range and complexity of knowledge. Many Exceptional Learners easily and quickly seek out and master the core concepts and skills of disciplines, and desire to pursue them further. Exceptional Learners need to be extended beyond core content, to work at higher levels demanding greater complexity of thought. Exceptional Learners need the challenge and freedom to explore, research and express.
- Ability grouping. Exceptional Learners need the challenge and stimulation of being together, with high levels of academic expectation set for products, processes and content.
- Provision needs to be made in each faculty for Exceptional Learners from FS to 13.

- Tutoring and mentoring by peers and students in higher year groups is to be approached cautiously. The Exceptional Learners and his/her parents must reach agreement with the school.

Aims

At CIS we work together to meet the special needs of the Exceptional Learners in our care in the following ways:

- To use a broad range of qualitative and quantitative data to identify, Exceptional Learners. Data from CAT 4 Test and progress test are utilised and monitored regularly.
- Learning Managers and the Exceptional Learner Coordinator draw parents' and children's attention to relevant and stimulating extra-curricular events within reach of Dubai. Which could inspire, enthuse or motivate specific children, based on our unique knowledge and understanding of their interests and talents.
- Organising attendance at workshops or events led by the Local Authority specifically for Exceptional Learners.

The role of the Inclusion Support Team

The Inclusion Support Team (IST) leads initiatives to meet the needs of pupils within the school. The IST support staff in their identification and monitoring of pupils both academically and pastorally. The IST keeps up to date with information about resources and services, shares this information with colleagues and compiles and updates registers for SEN, ELL and Exceptional Learners (Exl) students. A crucial part of this role is to analysis progress and work with SLT to adjust provision to meet changing needs.

The role of Exl Coordinator

The Exl Coordinator in conjunction with Inclusion department is to monitor the ongoing progress of all pupils identified as either, gifted or talented. This is achieved by;

- Assists with the identification of Exceptional Learners
- Monitors the social and emotional needs of Exceptional Learners
- Assists with the continuing up grading of the professional expertise of the staff
- Discussions with parents and students to promote extra-curricular extension/enrichment activities.
- Has specific training in meeting the needs of Exceptional Learners
- Supporting departments in further developing differentiated teaching, curriculum enrichment and extension and ensuring that resources are provided to improve provision for Exceptional Learners.
- Developing strategies to ensure that high achievement, effort and perseverance is valued and encouraged at individual, tutor group, year and whole school levels
- Monitor and evaluate individual performance of the Exceptional Learners cohort.
- Identify and address the needs of underachieving or disaffected able learners.
- Liaise with the network of coordinators in GEMS schools to share good practice and experience.
- Recommend extension and enrichment activities and opportunities.
- Demonstrate and disseminate good classroom practice in teaching the more able
- Provide mentoring and support for those on the register.
- Report regularly to the Senior Leadership Team.

Ensuring Quality

The Exl Coordinator in conjunction with Inclusion department will be responsible for ensuring quality throughout the programme. The quality of enrichment/study will be:

- Delivered by enthusiasts which, carefully planned, evaluated and modified as and when necessary

- Clear outcomes which relate to pupils' needs and have a tangible end product e.g. certificates, better examination grades
- Appropriate to the careful selection of gifted and talented students
- Related to curriculum content and can extend student understanding, or are in an area of student interest outside the curriculum
- Involvement from partners from the local community, external agencies or companies.

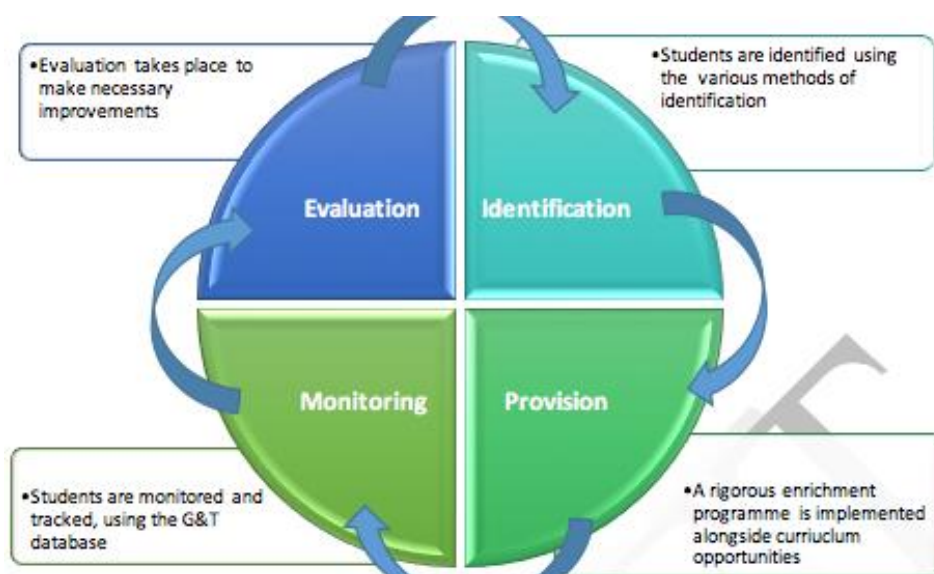
Identification & Documentation

Students will be identified using a number of criteria that aim to detect innate ability in a curriculum area. This information will also indicate if a student would be able to move through the curriculum at a faster rate. This testing will be multi layered and ongoing, as students who are gifted may not manifest their traits until they are at certain developmental stages. Procedures will be established to help with the identification of underachieving students and aid them to access their intellectual abilities.

Characteristics may be present before identification, but should flourish and intensify with effective identification and provision/facilitation.

Students:

- are enthusiastic, innovative, enterprising, independent, efficient and effective learners, well focused, reflective, analytical, collaborative, very clear communicators who are successful.
- make meaningful connections between areas of learning from a variety of sources to deepen their understanding of the world.
- apply acquired skills, knowledge and understanding confidently and accurately to new learning contexts, both real and abstract.
- hypothesise and draw inferences to facilitate their problem solving. ¥
- are meta-cognitive and self-regulated. They take responsibility for their own learning. The gifted and talented learner asks the questions, knows without working hard, enjoys self-directed learning and uses that imagination to experiment with ideas.



A variety of methods will be used to identify Exceptional Learners, including;

- Class teachers and specialised subject teachers identify Exceptional Learners as early as possible in their time at our school (**APPENDIX 1**)
- Collection of evidence from other sources (parents – **APPENDIX 2**, outside providers, observations of other colleagues - special educational needs co-ordinator, teaching assistants)
- Testing and tracking (results of national curriculum tests, school spelling and reading tests, SATs, CAT and GL assessments (WAVE 1, 2 AND 3) **APPENDIX 3**)
- Students identified as Exceptional Learners will have an ILP developed (**APPENDIX 4**), created by the class teacher in conjunction with the students, parents and the ExI Coordinator and implemented by the class teacher. Class teachers and Mentors are responsible for tracking progress of these children and keeping a folder of evidence for the child.
- Children identified as Exceptional Learners with an ILP will also have a Student Profile (**APPENDIX 5**) which will include details about their areas of strength, talents, achievements and how we at CIS are supporting this student.
- Exceptional Learners will be provided with a **Teacher Mentor** for them to liaise with outside the class teacher and whose purpose is to monitor the students social, emotional and academic progress.
- An analysis of the gender and ethnicity of the Exceptional Learners cohort is carried out and compared with whole-school data on gender and ethnicity. This is to ensure that the Exceptional Learners cohort, is broadly representative of the CIS population, and that the procedures for identification do not discriminate against any gender or ethnic group.
- Provision for Exceptional Learners is also part of the Induction programme for new staff.
- Letters are sent to parents/carers of Exceptional Learners explaining what it means to be and Exceptional Learners and giving guidance on support strategies for their children.

Level of Provision

The identification of Exceptional Learners should not be viewed as an isolated activity. To ensure that the correct level of support is put in place for the students at CIS, we use and **Independent Learning Plan (ILP)** for Exceptional Learners. ILP documents will ensure a programme of provision is delivered to target development. ILP's will developed with the student, parent ExI Coordinator, Learning Manager and Head of Year.

Every teacher is expected to differentiate the learning in their classroom to meet the needs of all students. For most students the high-quality differentiated teaching in the classroom will be sufficient and help them address any additional needs that they may have.

Some examples of provision for Exceptional Learners can include

- the opportunity to accelerate the pace of learning.
- technology, alternative curricula and brain targeted, cross curricular learning
- networking through the wider community, and centres of excellence to facilitate a wide and stimulating programme within and outside the school

Exceptional Learners identified will be provided a **Teacher Mentor**. A Teacher Mentor along with the ExI Coordinator in conjunction with Inclusion department will help guide, track and support students. Predominantly the **Head of Year** will be the mentor.

The ILP/ExI will be monitored by the ExI Coordinator, Learning Manager, Head of Year in conjunction with Inclusion department and will be regularly reviewed with parents and students on a termly basis. Adjustments will be made to ensure progress.

Organisational procedures

Exceptional Learners learn at a faster rate than others. The CIS Exceptional Learner Programme aims to track the students' acquisition of knowledge so that students who are Exceptional Learners can become familiar with the core curriculum more quickly. Once it has been established that the student has covered the curriculum outcomes, then the curriculum can be differentiated further for the student. This may take the form of higher level work within the classroom or withdrawal from the classroom to work on individual research tasks or group work.

A key idea in the CIS Exceptional Learners Programme is that the differentiated work done by a student is in place of other work. Extension work and work done as part of the program should not mean more work. It means more demanding and more rigorous work. Students who have qualified for the Exceptional Learners Programme will not have to catch up on class work that they have missed. Students' work completed as part of the program will be published in a number of ways. The work will also be reported on to parents. Exceptional Learners are encouraged by class teachers and the ExI Coordinator in conjunction with Inclusion department to attend appropriate extra-curricular activities e.g. music clubs, sporting events etc. in order for them to develop other skills and talents.

Teachers will;

Teachers will use a range of strategies designed to meet the needs of Exceptional Learners including;

- With the support of Inclusion team plan appropriate differentiation to allow these children to challenge and extend themselves beyond the levels of the highest ability group within the class, through enrichment, extension, opportunities for investigative learning or through the use of higher order thinking and questioning skills
- Provide open-ended tasks and extension through questioning.
- Set more detailed and complex tasks to stimulate critical thinking.
- Tackle objectives from older year groups e.g. coverage of parts of the curriculum for Exceptional Learners where and if appropriate.
- Use varied and flexible groupings within the classroom, sometimes mixed ability, sometimes similar ability. Able, Exceptional Learners working with less able children gives the former the opportunity to explain concepts and key learning to their peers, which is very powerful for both parties.
- Give Exceptional Learners opportunities for leadership within the student SLT.
- Encourage, Exceptional Learners to stretch themselves in areas where they are less confident so that they take risks, experience setbacks and have opportunities to deal with failure appropriately.
- Plan lessons that will motivate, challenge and extend the able Exceptional Learners in their class.
- Record extension tasks clearly on planning.
- Ensure marking and feedback are appropriate for each child's ability.
- Monitor pupil progress formally and informally on a daily basis.
- Review pupil progress termly and report to parents at parent consultation meetings.
- Enrichment tasks will be initiated by teachers to broaden the child's skills and understanding that increase the depth of study in a specific area.

Faculties will;

Each faculty will implement a system to deal with the needs of Exceptional Learners. It is recognised that each faculty has different needs and there may be variations between faculties.

However, the basis of this system is as follows;

a) A Pre –Test; A Pre-Test that determines a student's level of achievement with a curriculum. This is to identify students who not only have innate ability in a subject area but also have developed their ability sufficiently to qualify as an Exceptional Learner. Unless it has been established that a student is already familiar with the regular curriculum and core work they should not be permitted to be withdrawn from regular class work and the regular curriculum to work with a differentiated curriculum.

b) Differentiation and Extension for Exceptional Learners; A differentiated curriculum that extends students laterally within a subject or topic. This does not mean acceleration. Once a student has been identified as an Exceptional Learner in an area of study, differentiated work or extension work needs to be provided for the student in order to enrich their education. This may be in the form of work within the classroom or withdrawal from the classroom for the student/s to work on individual research tasks or group work. The differentiated curriculum and extension work should be of a sufficiently demanding level and of interest to the student.

c) Assessment; An assessment procedure for work done as part of the differentiated curriculum. Extension work should not mean more work. It means more demanding and more rigorous work. Students who have qualified for the Exceptional Learners Programme should not have to catch up on class work that they have missed while they were participating in the Exceptional Learners programme. Work that has been done as part of the differentiated curriculum within the Exceptional Learners Programme should be used as the basis for assessment marks using the band descriptors to compare different tasks. As far as possible the work should develop the student's abilities in a lateral fashion.

d) Above Level Testing; Above level testing for students who excel in a subject or topic. Students who have qualified for the Exceptional Learners programme need to have Above Level Testing in order to confirm that they are continuing to operate at a significantly high standard. It is recommended that an Above Level Test could be used to assess the work of capable students at least two chronological years above the gifted student.

e) Reporting; Formal reporting of work done as part of the differentiated curriculum. Work that has been done by the student that is part of the Differentiated Curriculum should be formally reported on to the parents.

F) Staff; A member of the faculty will be nominated to be advisor and mentor to students who are operating within the programme. A staff member from a faculty should be nominated to be the liaison contact and mentor for students who are working within the Exceptional Learner Programme and with the Exceptional Learner Coordinator. This staff member should have formal training in Exceptional Learner Education and should be remunerated for his/her time with a period allowance.

The following are key aspects to consider when personalising education programmes for students with special gifts and /or talents.

Differentiation - An effectively differentiated curriculum meets the needs of students with a range of learning preferences and ability levels. A differentiated curriculum is essential for gifted and talented learners whose potential is unlikely to develop without special educational provisions.

Pace - It is likely that Exceptional Learners will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently teachers will need to provide appropriate challenge to sustain the students' attention and desire to learn.

Assessment - Assessment is an important, on-going diagnostic tool for matching curriculum delivery to students' needs. Pre-assessment allows teachers to determine what students already know, so that a more challenging learning programme can be provided.

Groupings - Students with special gifts and talents can benefit from flexible grouping within the classroom and/or school and/or the wider community, including via the internet, where they

can work individually or with other Exceptional Learners.

Level of work - Exceptional Learners generally understand concepts and ideas at a level which is above usual age-related expectations. Therefore the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.

Enrichment - It is expected that the vast majority of gifted and talented learners will be taught in mainstream classes as part of a differentiated curriculum. Provisions for gifted and talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom.

Publication of Student Work

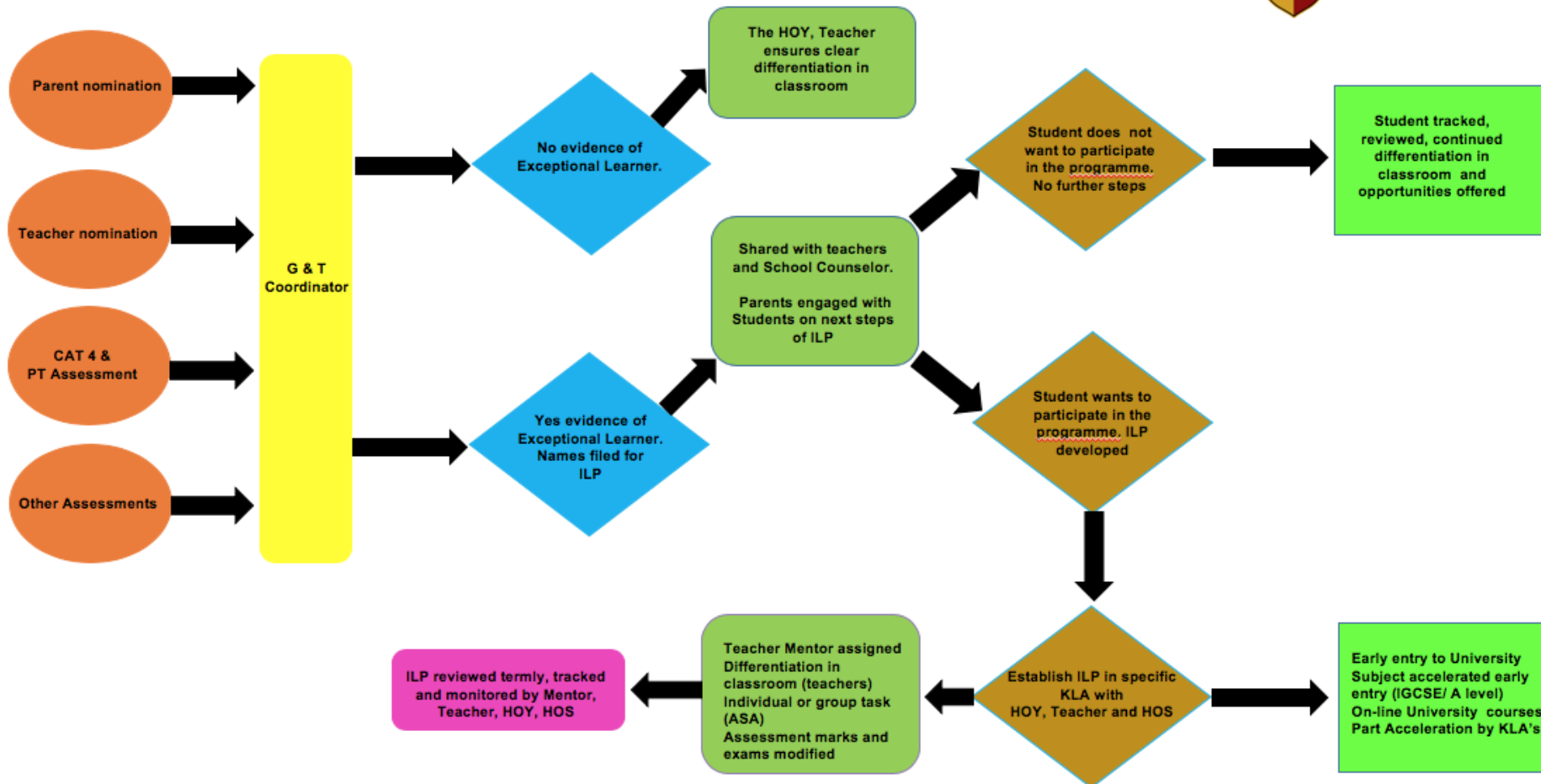
Work that has been done by students as part of the Exceptional Learners Programme should be published. This may occur in the following ways:

- a) Publication on the Exceptional Learners website
- b) An evening of presentations to parents and staff
- c) Presentation of work to the wider community

Acceleration

Students should not be accelerated without extensive consultation with parents, teachers and the student himself. Acceleration should be only considered as an option if all methods of laterally differentiating the curriculum have been explored fully.

CIS Exceptional Learner Model



APPENDIX 1 **Exceptional Learners Referral Form for Teachers**

| | | | |
|----------------------|-----------------|-----------------|--------------|
| Student Name: | Teacher: | Class: | Date: |
| | | Subject: | |

| CAT 4 | | | |
|--------|------------|--------------|---------|
| Verbal | Non-Verbal | Mathematical | Spatial |
| | | | |

| Progress Tests | | | | | |
|----------------|-----|---------|-----|---------|-----|
| Maths | | English | | Science | |
| Stanine | SAS | Stanine | SAS | Stanine | SAS |
| | | | | | |

Please use your opinion of how strong the following abilities are **3 = very strong**, **2 = moderate**, **1 = minor** . Please use **tick mark** accordingly. No tick indicates that have not seen a strength at all in that area. This may be because your teaching area does not give opportunity for the student to exhibit those abilities.

| Strength and Abilities | 3 | 2 | 1 | Descriptions of student behaviour. Please tick mark any you think the student exhibits |
|------------------------|---|---|---|---|
| 1 Humanities | | | | Heightened levels of curiosity and a wide range of interests Takes on too many projects |
| 2 Languages | | | | Long attention span Dislikes interruptions |
| 3 Writing | | | | Ability to handle abstract ideas. Questions others' opinions |
| 4 Oral expression | | | | Flexibility in thinking Disrespectful of authority |
| 5 Artistic/aesthetic | | | | Alert and subtle sense of humour. Preference for unusual original responses |
| 6 Academic | | | | Superior vocabulary and verbal ability Bossy and influences other students |
| 7 Creative | | | | Excellent retention of knowledge Dislikes subject boundaries |
| 8 Mathematical | | | | Independent Avoids discussions or group work |
| 9 Social/emotional | | | | High level of personal responsibility and commitment Frustration with personal performance |
| 10 Mechanical | | | | Strong feelings and opinions Appears opinionated, argumentative |
| 11 Scientific | | | | Do you think this student is underachieving? Isolates self from peer group |

| | |
|-------------------------|---|
| General Comment: | Signature of the teacher |
| | Signature Head of the department |



Parent Nomination Form

General Information

Name of student Date/...../.....

Date of Birth/...../.....

Phone numbers (home) (work)

Position in Family

Current teacher

Child resides with (please circle) Father Mother Both Other

The following is a list of descriptions of children.

The examples after each item are there to help you understand the item and gives some information about ways that trait may show itself. However, your child may show that trait in a different manner.

Decide how well each item describes your child. Tick a box to indicate how strongly you feel your child shows that trait. 5 = strongly agree. 1= disagree

Use the space below each description to give a personal example concerning your child. If the space is too small, feel free to include additional pages of anecdotes or examples that tell us more about your child. **These may be anecdotes that illustrate other characteristics that you feel are indicative of your child’s giftedness.**

MY CHILD...

Has quick recall of information. (eg Remembers complex happenings from real life, television, movies, stories and describes them long afterwards in clear details. Remembers conversations in detail. Learns the words and notes to songs quickly. Remembers landmarks, places and directions easily.)

Circle one 5 4 3 2 1

A personal example

Has intense curiosity. (eg A great need to know and explore. Asking many ‘why’ and ‘how’ questions.)

Circle one 5 4 3 2 1

A personal example

Feels more deeply than other children of the same age. Empathetic. (eg Is sensitive to the feelings of others. Shows distress at other children’s or adults’ being upset.)

Circle one 5 4 3 2 1

A personal example



Uses advanced vocabulary. (eg Learned to speak clearly before age. OR Spoke very late and very quickly used whole sentences. Is pedantic about words and their usage. Surprises older children and adults with vocabulary.)

Circle one 5 4 3 2 1

A personal example.

Can become frustrated easily. (eg If he is displeased with the quality of his work he becomes upset. Once a task becomes difficult he gives up and is sometimes angry.)

Circle one 5 4 3 2 1

A personal example

Began to read or write early. (eg started reading or writing before entering school. Learned to read without being taught.)

Circle one 5 4 3 2 1

A personal example.

Shows leadership abilities. (eg Other children ask my child for help. Organises games and activities for self or others. Makes up rules. Perhaps seen as bossy.)

Circle one 5 4 3 2 1

A personal example.

Uses metaphors or analogies to express ideas. (eg Describes emotions as being like tangible objects. Talks about abstract concepts like time or death using objects in their own world as a comparison. 'My life is just like the sky')

Circle one 5 4 3 2 1

A personal example

Enjoys puzzles and finds new and usual ways to use toys and objects. (eg Turns jigsaw puzzle pieces to blank side and does puzzle. Uses kitchen objects to make spacecraft.)

Circle one 5 4 3 2 1

A personal example

Signed

APPENDIX 3
Exceptional Learners – Individual Data Tracker



| Name | Year | Age | Gender | Nationality | PTE | | PTS | | PTM | | CAT 4 | | | | | | |
|------|------|-----|--------|-------------|---------|-----|---------|-----|---------|-----|-------|----|---|---|--|--|--|
| | | | | | Stanine | SAS | Stanine | SAS | Stanine | SAS | V | NV | M | S | | | |
| | | | | | | | | | | | | | | | | | |

| Name | Year | Age | Gender | Nationality | PTE | | PTS | | PTM | | CAT 4 | | | | | | |
|------|------|-----|--------|-------------|---------|-----|---------|-----|---------|-----|-------|----|---|---|--|--|--|
| | | | | | Stanine | SAS | Stanine | SAS | Stanine | SAS | V | NV | M | S | | | |
| | | | | | | | | | | | | | | | | | |

| Name | Year | Age | Gender | Nationality | PTE | | PTS | | PTM | | CAT 4 | | | | | | |
|------|------|-----|--------|-------------|---------|-----|---------|-----|---------|-----|-------|----|---|---|--|--|--|
| | | | | | Stanine | SAS | Stanine | SAS | Stanine | SAS | V | NV | M | S | | | |
| | | | | | | | | | | | | | | | | | |

| Name | Year | Age | Gender | Nationality | PTE | | PTS | | PTM | | CAT 4 | | | | | | |
|------|------|-----|--------|-------------|---------|-----|---------|-----|---------|-----|-------|----|---|---|--|--|--|
| | | | | | Stanine | SAS | Stanine | SAS | Stanine | SAS | V | NV | M | S | | | |
| | | | | | | | | | | | | | | | | | |

| Name | Year | Age | Gender | Nationality | PTE | | PTS | | PTM | | CAT 4 | | | | | | |
|------|------|-----|--------|-------------|---------|-----|---------|-----|---------|-----|-------|----|---|---|--|--|--|
| | | | | | Stanine | SAS | Stanine | SAS | Stanine | SAS | V | NV | M | S | | | |
| | | | | | | | | | | | | | | | | | |



Individual Learning Plan Exceptional Learners

| | | | | | | |
|--|-----------------------|--|-----------------|---|--------------------|----------------|
| PHOTOGRAPH | Student: | | | DOB: | | |
| | Class: | | Subject: | | ILP Term 1: | |
| | Class Teacher: | | | Mentor: | | |
| CAT 4 | | | | | | |
| Verbal | | Non-Verbal | | Mathematical | | Spatial |
| Successful Strategies <ul style="list-style-type: none"> Allow me extra time Allow me extra time | | | | Successful Strategies <ul style="list-style-type: none"> Allow me extra time Allow me extra time | | |
| Progress Tests | | | | | | |
| Maths | | English | | | Science | |
| Stanine | SAS | Stanine | SAS | Stanine | SAS | |
| Successful Strategies <ul style="list-style-type: none"> Allow me extra time Allow me extra time | | | | Successful Strategies <ul style="list-style-type: none"> Allow me extra time Allow me extra time | | |
| General Comments/Challenges: <ul style="list-style-type: none"> Allow me extra time Allow me extra time | | | | How you can help me: <ul style="list-style-type: none"> Allow me extra time Allow me extra time | | |
| My Targets are; | | | | | | |
| Target 1 | | Target 2 | | Target 3 | | |
| <ul style="list-style-type: none"> | | <ul style="list-style-type: none"> | | <ul style="list-style-type: none"> | | |
| Coordinator: | | Teacher: | | Parent: | | |



Exceptional Learners Student Profile

| | | | | |
|-----------------------|----------------|------------|-----------------|-------------|
| PHOTOGRAPH | Student: | | DOB: | |
| | Class: | Subject: | ILP Start Date: | |
| | Class Teacher: | | Mentor/HOY: | |
| CAT 4 | | | | |
| Verbal | | Non-Verbal | Mathematical | Spatial |
| | | | | |
| Progress Tests | | | | |
| Maths | | English | | Science |
| Stanine | SAS | Stanine | SAS | Stanine SAS |
| | | | | |

| SUBJECT | CAT 4 MOST LIKELY | CAT 4 IF CHALLENGED | BASELINE | TERM 1 | TERM 2 | TERM 3 | VALUE ADDED |
|---------|-------------------|---------------------|----------|--------|--------|--------|-------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| | | |
|------------------------------------|---------------------------------|-------------------------------------|
| End Term 1 Update: | End Term 2 Update: | End Term 3 Update: |
| Strengths/Social: | | General Comments/Challenges: |
| Extracurricular Activities: | Intervention Strategies: | |
| Coordinator: | Mentor/HOY: | Parent: |