



NAIS INCLUSION POLICY



**UPDATED BY HEAD OF INCLUSION
OCTOBER, 2021**



Policy No: P/NAIS/03 – Inclusion Policy

Philosophy and Legislation

At North American International School (NAIS) we believe that inclusive education is the norm that underpins school culture and is reflected in everyday life of the school community.

NAIS is in compliance with Federal Law No. 29/2014 Regarding Rights of the People with Special Needs, which guarantees for all the students with determination equal opportunities for obtaining quality education.

The School believes that every student is unique in his or her own way, NAIS promotes highly inclusive ethos and is committed to offering an inclusive curriculum to all of its students, to meet their needs or abilities and to ensure the best possible progress for all, the outcome of which will be evident in the values, culture and achievements of the school.

The school agrees with UN convention on the rights of the child that - A Special Need child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and achieves the greatest degree of self-reliance and social integration possible

This School Inclusive policy is developed in line with the UAE Federal Law 29/2006, Dubai Inclusion Education Policy Frame Work (2019), US federal law (The Individuals with Disabilities Education Act (IDEA)) and California Common Core State Standards guidelines

Dubai Inclusive Frame Work Policy of Inclusion defines Special Educational Need and Disability (SEND) as-

A need which occurs when a student identified with impairment requires the school to make specific modifications or provide specific supports to prevent remove or reduce



any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same aged peers.

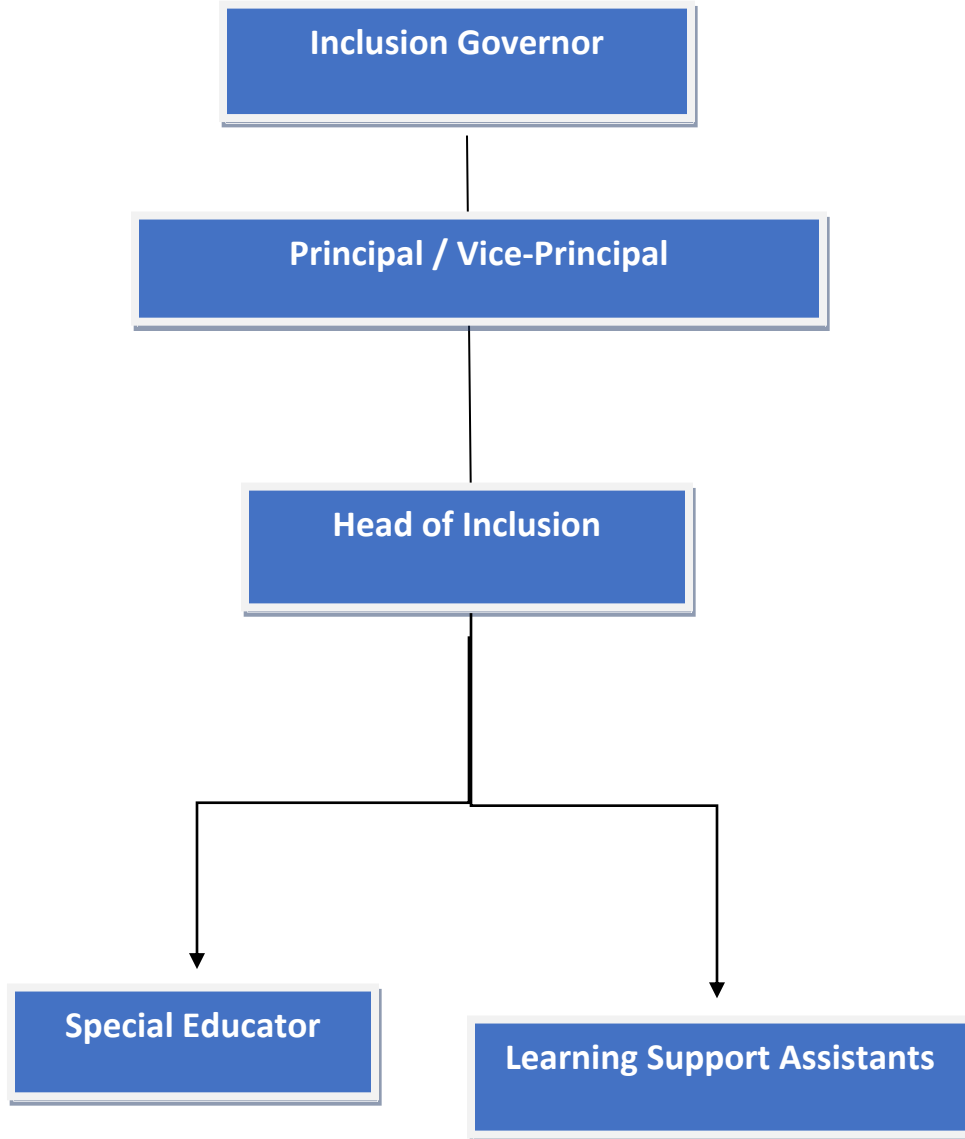
According to DSIB Special education needs could mean a child has difficulties with:

- All of the work in school;
- Reading, writing, number work or understanding information;
- Expressing themselves or understanding what others are saying;
- Making friends or relating to adults;
- Behaving properly in school;
- Organizing their work, completing tasks or focusing on activities, OR
- Some kind of sensory or mobility needs that may affect them in some or all school activities.

NAIS Inclusion Team Structure

The Inclusion Team at NAIS work together in harmony to facilitate the inclusion policy and practices and to ensure equity in providing quality education and social emotional support to all students of determination (SoD). School Counsellor, Dean of high school students and Head of Elementary collaborate effectively with Head of Inclusion to facilitate inclusion practices through whole school.

At NAIS we have a dedicated team of well trained and experienced learning support assistants who provide students with adequate support to reach their individualized goals.



Roles and responsibilities

Inclusion Governor

- A named governor to be involved in the developing and monitoring of the implementation of the inclusion policy in the school.
- To have up to date knowledge about the school's inclusion provision and resources.
- To ensure that inclusion policy is subject to a regular cycle of monitoring and evaluation as integral part of the school improvement plan.
- To liaise with the Principal and Head of inclusion to ensure resources are available to carry out the inclusion policy.

Principal / Vice Principal

- To allocate roles and responsibilities and to liaise with Hol , staff, parents and students.
- To report to governors/ school owner on the needs of the students of determination registered in school.
- To delegate the organization of the inclusion department to the Hol and ensure the inclusion policy and procedures are effectively implemented and monitored.

Head of Inclusion

- Work closely with the Principal, Governor on the strategic development of the school's Inclusion Policy, and spearhead the inclusion procedures and processes for students with additional and special needs.
- Supervision and management of the Inclusion team and the day to day operations with the aim of raising the students' achievement.
- Work with Heads of departments to raise the educational achievement by leading and coordinating provision for students with special educational needs across the whole school.
- Spearhead the development of curriculum provisions for individual students with additional and special needs.

- Support the early identification process and intervention services of students with special educational need.
- Disseminate the most effective teaching approaches for individual students with SEND and gifted /talented students
- Develop effective ways of bridging barriers to learning through assessment of needs, setting intervention strategies, monitoring of teaching quality and student achievement.
- Keep abreast of new developments in the area of Inclusion and review policies and procedures needed of the department.
- Hold responsibility for the school's access arrangements for students with SEN so that they receive appropriate support during internal and external exams.
- To provide guidance and support to all teachers by means of meetings, working alongside individual teachers, modeling good practice and by monitoring their work in order that the needs of the students Special Education Needs and G&T are met.
- Collect and interpret specialist assessment data from external agencies and implement age appropriate recommendations.
- Monitor teaching and learning activities through lesson observations to meet the needs of students with special educational needs;
- Identify resources and provision needed to meet the needs of pupils with special educational needs.
- Collaborate with parents of students with special needs to strengthen the home and school partnership.
- Liaise with the medical doctor in the school to understand the medical needs of the students to be listed in the special needs register and to advise necessary provisions.
- Liaise with professionals and specialized agencies to ensure effective intervention for students with SEND.

- Develop and facilitate implementation of training programs to enhance knowledge and skills of the Inclusion team.
- Participate in the meetings, training courses, workshops and special activities aimed at improving the quality and delivery of special education programs and services.
- Engage in ongoing professional development to enhance the acquisition of knowledge and skills in the field of special education.
- Monitor and support directives issued by the KHDA and the Ministry of Education.
- Undertake Inclusion practice evaluation and contribute to the school SEF and SIP.
- Promoting ideas and modelling practice that support the development of inclusive attitudes and approaches.
- Engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills

Special Educator

- Assesses student progress and determines the need for additional reinforcement or adjustments to instructional techniques
- Develops and implements annual Individualized Educational Program (IEP) plans for students to include: present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals
- Provides research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP
- Employs various teaching techniques, methods and other principles of learning to enable students to meet their IEP goals.
- Conducts special education evaluations and reevaluations.
- Provides consultation to classroom teachers regarding classroom adaptations,

instructional modifications, adaptive equipment behavior modification plans and other similar instructional interventions to meet the needs of students with disabilities.

Learning Support Assistants

- Treat child with respect and dignity following safeguarding guidelines
- Participate in student's initial assessment and observation in understanding the strengths and needs of the child.
- Participate as a part of multi evaluation team in developing Individual Education Plan /504 plan/ Individual Intervention plan/ behavior Intervention plan
- Facilitate learning of the students in regular classrooms by providing appropriate support.
- Provide remedial instruction in individual pull out sessions.
- Prepare learning materials for use by student(s) under the direction of the teacher/SENCO/Head of Inclusion.
- Collect formative assessment data on student performance and progress.
- Engage in tracking and monitoring of progress of the individual child as guided by the inclusion team leaders.
- Maintain daily reporting to parents about the progress of their child.
- Assist students who require personal care supports (e.g. Eating, using the bathroom, dressing) if mentioned in the IEP
- Facilitate peer interactions based on guidance from the teacher and Inclusion Support Team. Encourage and Invite students to help each other and, as required.
- Engage in non-instructional tasks (e.g., group supervision such as in the cafeteria, on the playground, bus boarding, field trips) identified by teachers and the Inclusion Support Team.

- Apply current best practices and strategies learned through professional development Courses, in-service training or workshops.
- Facilitate in assessment /marking and feedback of individuals under the direction of the Special Educator/Head of Inclusion.
- Maintain regular communication with the parents.
- Use positive disciplinary techniques and motivate the child to learn and develop.
- Will draft and maintain professional documents including, but not limited to adapted lesson plan, reports and remedial support evidences and assessments etc. under the supervision of the Head of Inclusion

Learning Support Assistant Agreement

In compliance with KHDA Frame work and guidelines, NAIS provides the standard school services for students of determination as part of the school's standard tuition fees. In exceptional circumstances, an enhanced level of support is registered through an individualized service agreement including a stated individualized service fee.

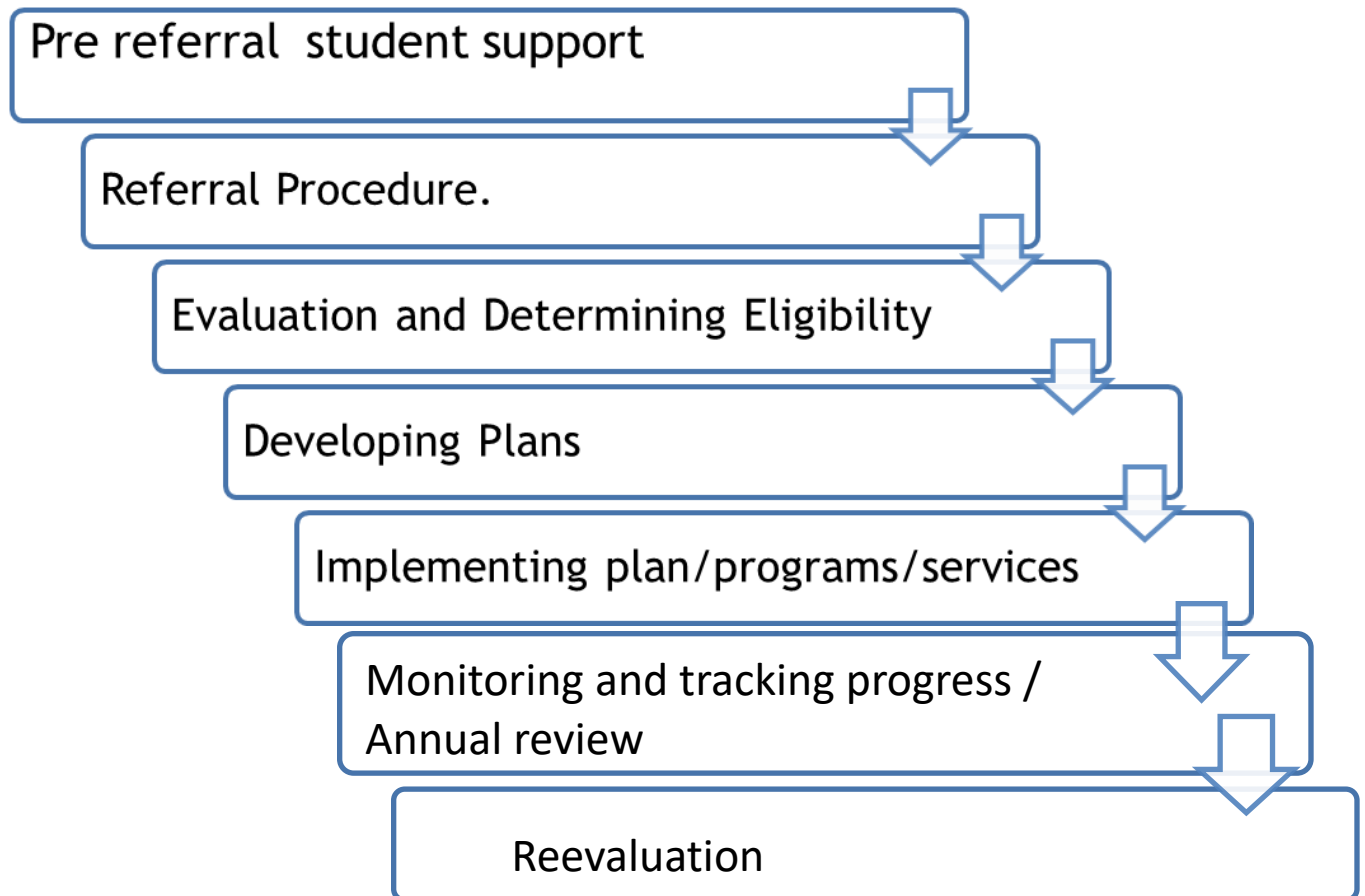
The charging of the additional fees take place through registering an individualized service agreement with KHDA in addition to a memorandum of understanding that is signed by parents, LSA, HoI and school Principal.

LSAs are recruited by the school. In case of parent employed LSA, a mutual agreement is to take place between the school and the parent to ensure the effectiveness of the service provided to the student.

SEND Categories, as identified by DSIB

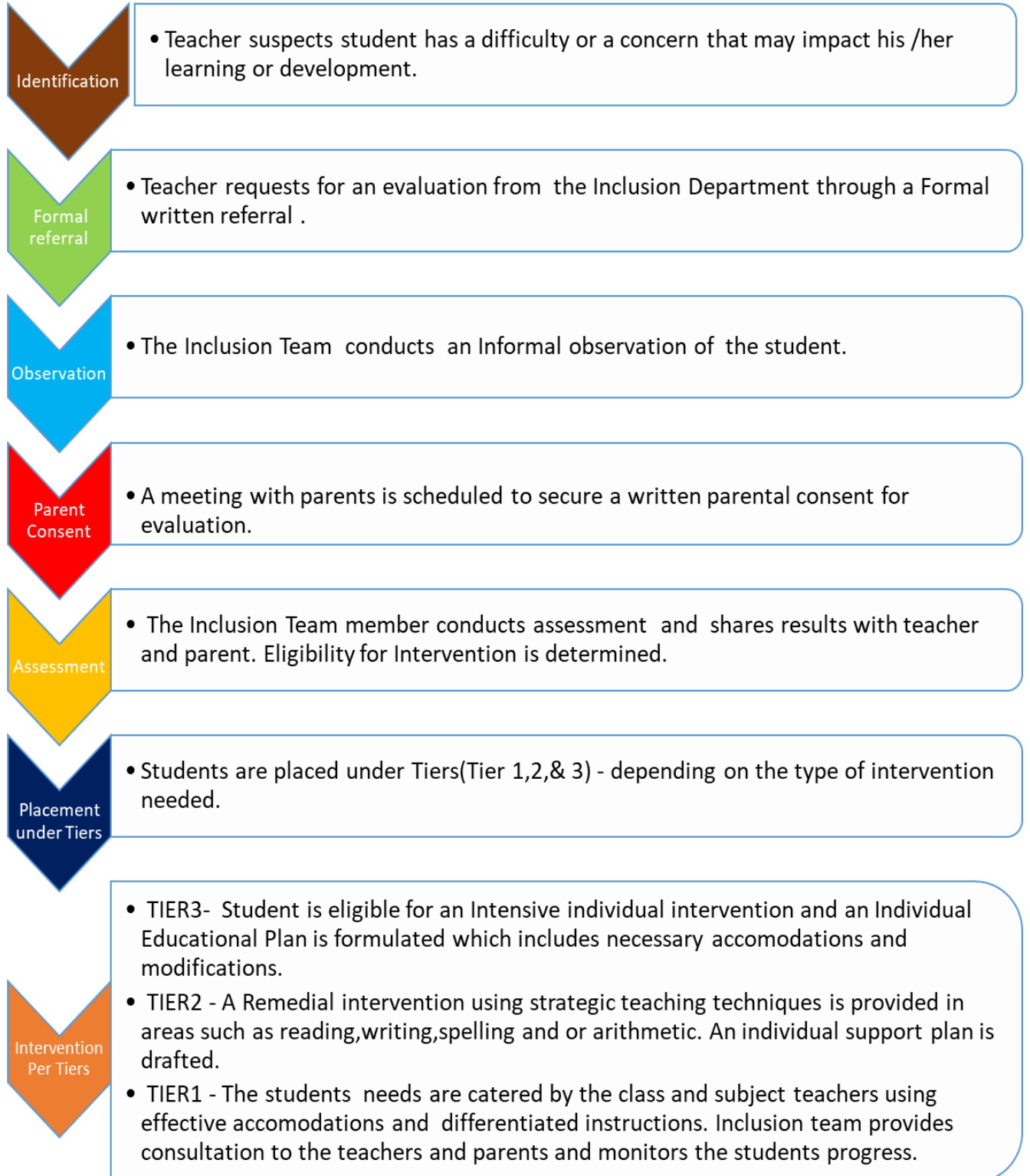
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| <ol style="list-style-type: none"> 1. Intellectual disability <ul style="list-style-type: none"> ❖ Mild - disability ❖ Moderate- disability ❖ Severe- disability 2. Multiple disability 3. Developmental delay <ul style="list-style-type: none"> ❖ Global developmental delay ❖ Specific developmental delay 4. Communication disorders. <ul style="list-style-type: none"> ❖ Expressive language disorder ❖ Receptive language disorder ❖ Global language delay ❖ Specific –fluency disorder ❖ Social communication disorder 5. Autism spectrum disorders <ul style="list-style-type: none"> ❖ ASD Mild ❖ ASD Moderate ❖ ASD severe 6. Attention deficit hyper active disorder <ul style="list-style-type: none"> ❖ ADHD(Hyperactive type) ❖ ADHD(inattentive type) ❖ ADHD(combined type) | <ol style="list-style-type: none"> 7. Specific learning disorder <ul style="list-style-type: none"> ❖ Dyslexia ❖ Dysgraphia ❖ Dyscalculia ❖ Dyspraxia 8. Sensory impairments <ul style="list-style-type: none"> ❖ Visual ❖ Hearing ❖ Deaf- blind 9. Physical disabilities <ul style="list-style-type: none"> ❖ Muscular dystrophy ❖ Cerebral palsy ❖ Spina-Bifida ❖ Others 10. Pscho-emotional disorder <ul style="list-style-type: none"> ❖ Depression ❖ Bipolar disorder ❖ OCD ❖ ODD ❖ PST ❖ Others 11. Acute medical conditions <ul style="list-style-type: none"> ❖ Epilepsy ❖ Brain tumor ❖ Cancer ❖ Heart defect |
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REFERRAL AND IDENTIFICATION PROCESS



- Identification of students who are in need of the inclusion services can occur at any time of the academic year for students enrolled in NAIS. Referrals can be made by parents, teachers and administration staff.
- Parents or an admission officer can refer a student before enrollment to the Head of Inclusion (HoI). The HoI conducts an entry assessment process to identify the strengths and challenges to learning and to determine the intervention strategies that will contribute to the students' success.

- A medical or a diagnostic assessment report is not identified as a condition for the student's participation in the entry assessment process. However, parents are encouraged to get their child assessed to inform the school -based planning for an effective intervention and support for the student.
- Priority admission is provided for a student of determination with a sibling already enrolled in the school.
- The school understands the importance of parent involvement in the entire process of student's educational process and development and ensures they are involved in every step. The school has a well-designed documentation process for the effective functioning.
- NAIS is committed to provide the resources and services needed to ensure equitable access, effective engagement and progress for each student.



Pre-referral Student Support

- Universal Screening to Identify of At- Risk Students
- Student support team identifies Students who are at-risk for learning by Universal screening.
- Curriculum based ongoing teacher assessment and observation, Progress against the Early Learning Goals in the Foundation Stage, Progress against Literacy and Math's Objectives (academic achievement test, End of alternate assessment test, Standardized screening or assessment tasks like WRAT-4 (e.g., Language Link) and Results from CAT-4 /MAP assessments aid in identification of at-risk students.
- The student who is experiencing learning problems and a parent are also invited to participate in the SST meetings. The student's needs are discussed.
- Tier 1 Support is provided by teachers and teacher assistants.
- If the student performance continues to be below grade level expectations, then the student is placed on Tier 2 support. An Intervention Plan is drafted and response to intervention is observed.

Referral

- Students who do not progress even after Tier 1 Support are identified and referred to Hol.
- A parent can also refer a child if he/she notices that the child is struggling in school and may benefit from Inclusion services.
- Referral can be made by the teacher/supervisors/ school doctor or parents.
- Referral can be made any time of the academic year.
- Referral is made to the Head of Inclusion supported by teacher's observation and checklist, student's work samples, parent's permission.

Evaluation

- A child is tested, or evaluated, to identify her strengths, weaknesses, and needs.
- The Hol is the lead member of the Multidisciplinary Evaluation Team (MET) who conduct the comprehensive evaluation. The (MET) members include the special education teacher, teacher, and the parent/ guardian and contribute to the student's evaluation.
- The Hol collects information, conducts observation and uses formal and informal assessment tools to make a comprehensive evaluation of the student.
- Curriculum based ongoing teacher assessment and observation, progress against the Early Learning Goals in the Kindergarten stage, progress against Literacy and Math Objectives, academic achievement tests, Standardized screening or assessment tasks, and results from CAT/MAP assessments are also used in making a comprehensive evaluation.
- The Hol can refer the student to professional agencies for more specialized evaluation such as psycho educational, assessment, speech therapist, occupational therapist, audiologist, psychiatrist, physical therapist, medical doctor on need basis. Parents involvement is an integral part at this stage.

Eligibility Decision

- After assessment, evaluation results are used to determine the student's level of need and SEND category.
- The student is placed on the SEND register under the appropriate level of the Tiers system of support (I.e. Tier 2 or 3).
- Inclusion Team create an individualized intervention plan to support the student. The type of plan is decided upon need (IEP, LSP, BIP, 504 or HCP)

Development of Individualized Education Plan (IEP)

The process of developing the individualized intervention plan for the student involves all stakeholders who contribute to the student's learning, social and emotional development. The IEP team meeting consists of:

- at least one of the child's regular education teachers
- the parent(s) of the child
- the special education teachers
- Others such as LSAs, Assistant Teachers, Therapists
- the child (if age appropriate)
- The IEP team determines the types of accommodations / modifications that the student is eligible to receive and set the long- and short-term objectives.
- There are small number of students who receive only 504 plan/ Behavior Intervention Plans (BIP)/ Education Health Care plans (HCP).
- The Medical team co-ordinates with the Hol for developing the HCP.

Delivery and evaluation of intervention plans

- The child receives special education and related services as described on their IEP. The Hol oversees the implementation of the plan.
- Upon need, a learning support assistant can be assigned to the student (or to small group of students).
- The student's progress is monitored and recorded through a tracking procedure.
- The intervention plan is reviewed 3-4 times /year to ensure the plan's efficacy and make any necessary amendments.
- School personnel or a parent/guardian may request that the team review progress at an earlier date.



Types of individualized intervention plans

- Individual Education Plan
- Learning Support Plan for individual or small group of students
- Behavior Intervention Plan
- 504 Plan

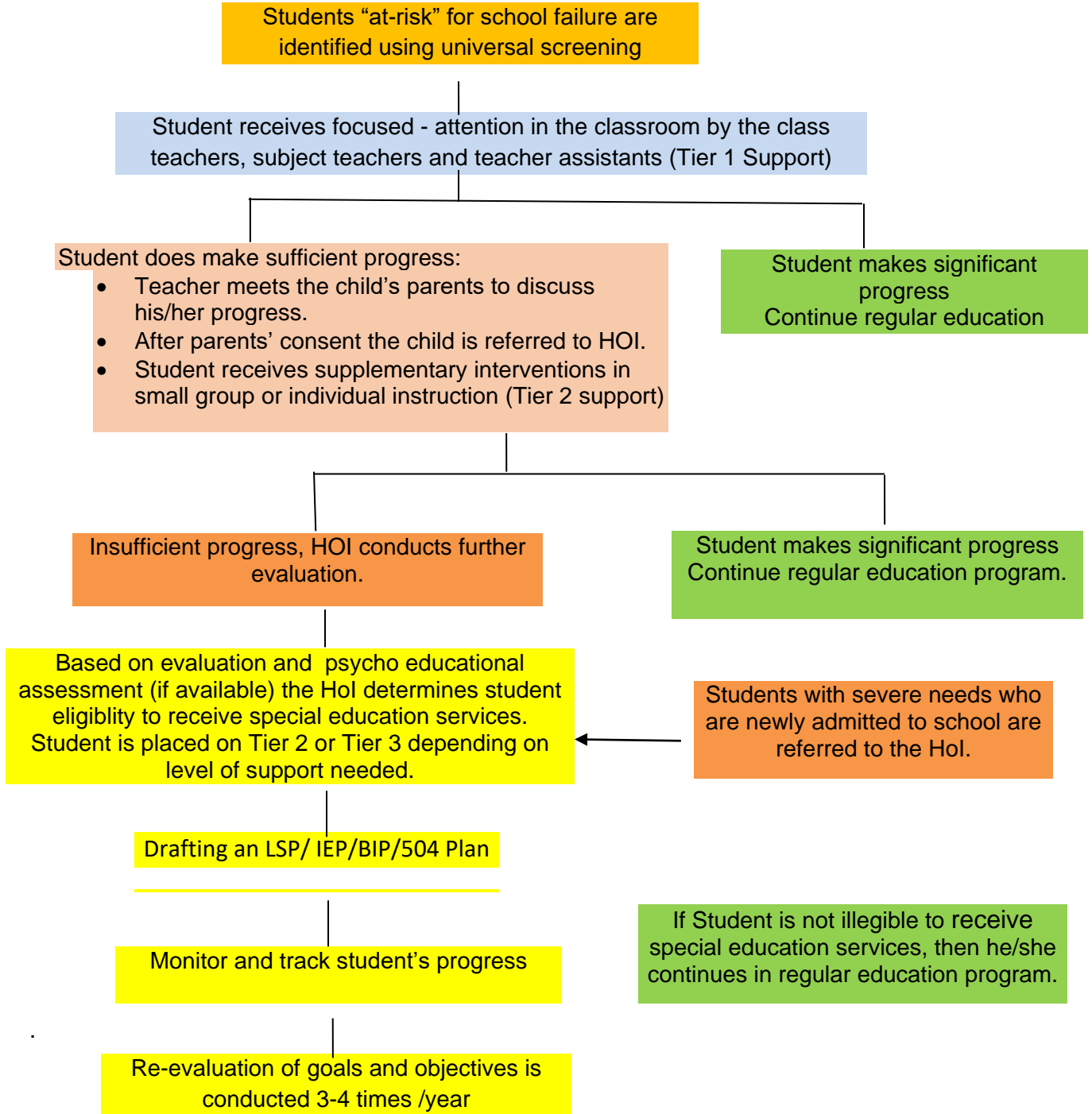
Accommodations and modifications

Students registered on Tier 2 and 3 are eligible to receive instructional accommodations and /or curriculum modifications upon need to remove barriers for learning. The level and type of accommodations and/ or modifications are decided during the IEP meeting and documented on the student's intervention plan. Teachers and LSAs are responsible for implementing the agreed upon modifications and /or accommodations. The HOI oversees and facilitates the implementation process.

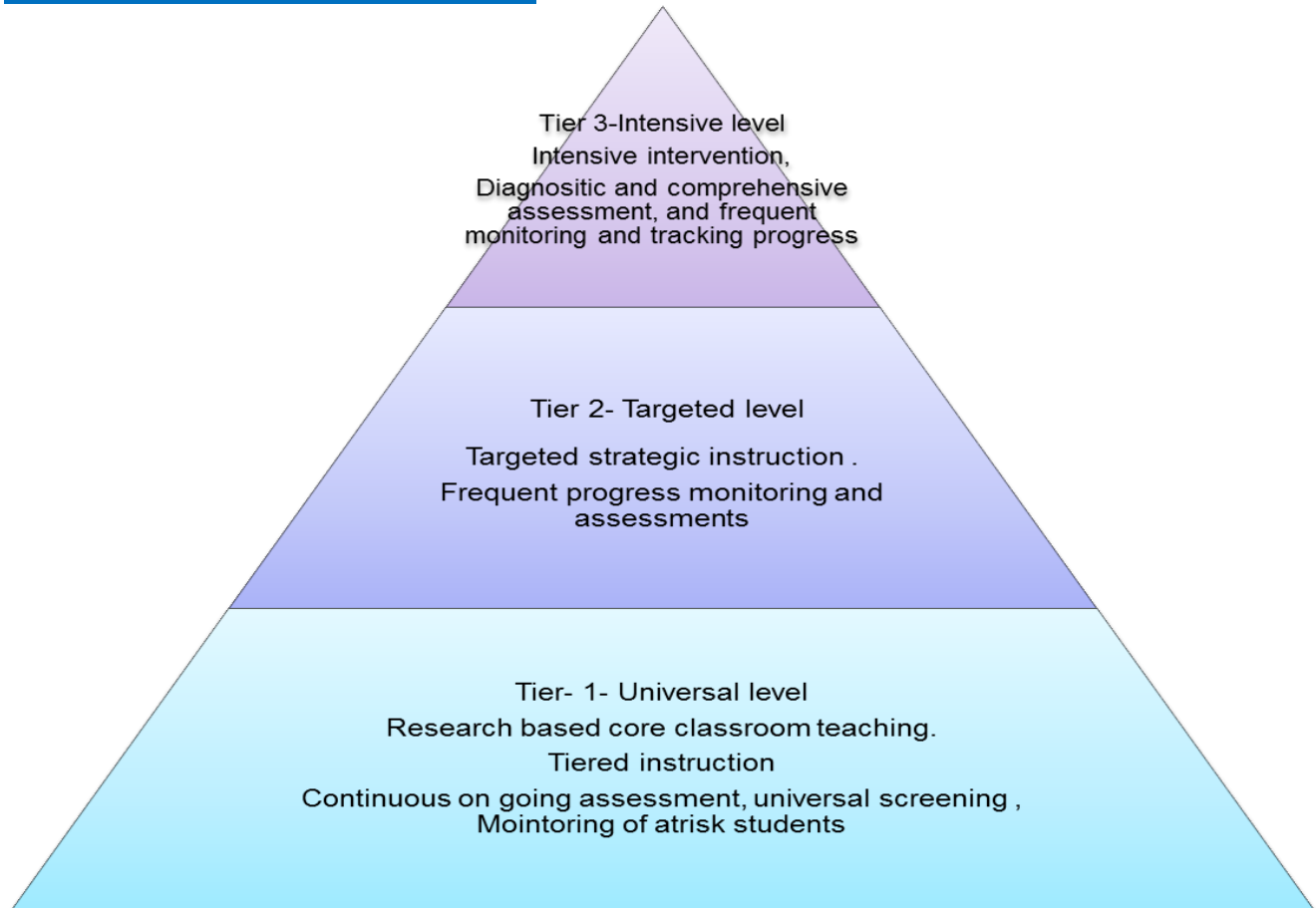
In compliance with KHDA regulations, students with severe learning disabilities that is proved by a diagnostic report may be eligible for additional language exemption or modified Arabic and Islamic curriculum. School admin will apply for the exemption/ modifications on the KHDA portal and provide all supportive documents.

Upon receiving the KHDA approval, HOI will coordinate with HODs and teachers to set the approved curriculum modifications. The student will be pulled out of the additional language classes to receive 1:1 intensive support sessions with the designated LSA.

Flow Chart of the Inclusion Process



The 3 Tired system of support



Tier 1

Students who are below grade level expectations and who require some level of differentiation or accommodation for academic, behavioral, or social /emotional concerns.

Tier 1 students are identified in the classroom by the class teachers and subject teachers. They are provided quality teaching with differentiated instructions with focused attention. Their progress is monitored and tracked.

Tier 2



If students do not show progress in spite of Tier 1 support and they are still significantly below grade level expectations. These students require additional, concentrated support from a learning support teachers'/Teacher assistant/ Reading Specialist due to academic challenges or skills deficits.

Tier 2 student receives an Individual Learning Support Plan (LSP). This document describes the following

- (1) The student's strengths
- (2) The challenges a student is experiencing,
- (3) Recommended strategies and accommodations to be used in the classroom during instruction
- (4) Long/short term learning objectives

Supplementary Instruction are providing in small group instruction for the development of student's skills. Example includes reading instruction by the reading specialist or Pull out /Push in support by Learning Support Assistants (LSAs)

When an LSP is deemed unnecessary, a closure report is sent from the HoI to the parents via email.

Tier 3

When Tier 2 support provided has not been enough for the students and they show little progress then a comprehensive evaluation is conducted and an Individualized Educational Plan is formulated.

Tier 3 support for students takes the form of both pull-out and push-in support within the classroom. An IEP/Behavior plan/504 plan is developed by student support team and the parents. Accommodation and Modifications are provided. Progress monitored and tracked.



Hol, classroom teachers, LSA and parents of the student communicate regularly about student progress.

Alternative curriculum (Functional Academics)

North American International school recognizes the need to personalize the curriculum for a small percentage of students who struggle to meet the academic demands of their core standards subjects or the social demands and mainstream education expectations; These students are not be able to get relevant meaningful educational experiences in General educational classroom even with modified curricular expectation and achievement standards.

They have one or more severe need and are considered to be at risk of permanent exclusion from school as the general classrooms no more serves as a least restive environment for the student.

These students need to develop skills of independent living and experience of the world of work to reduce the chances of them being dependent post 16 year.

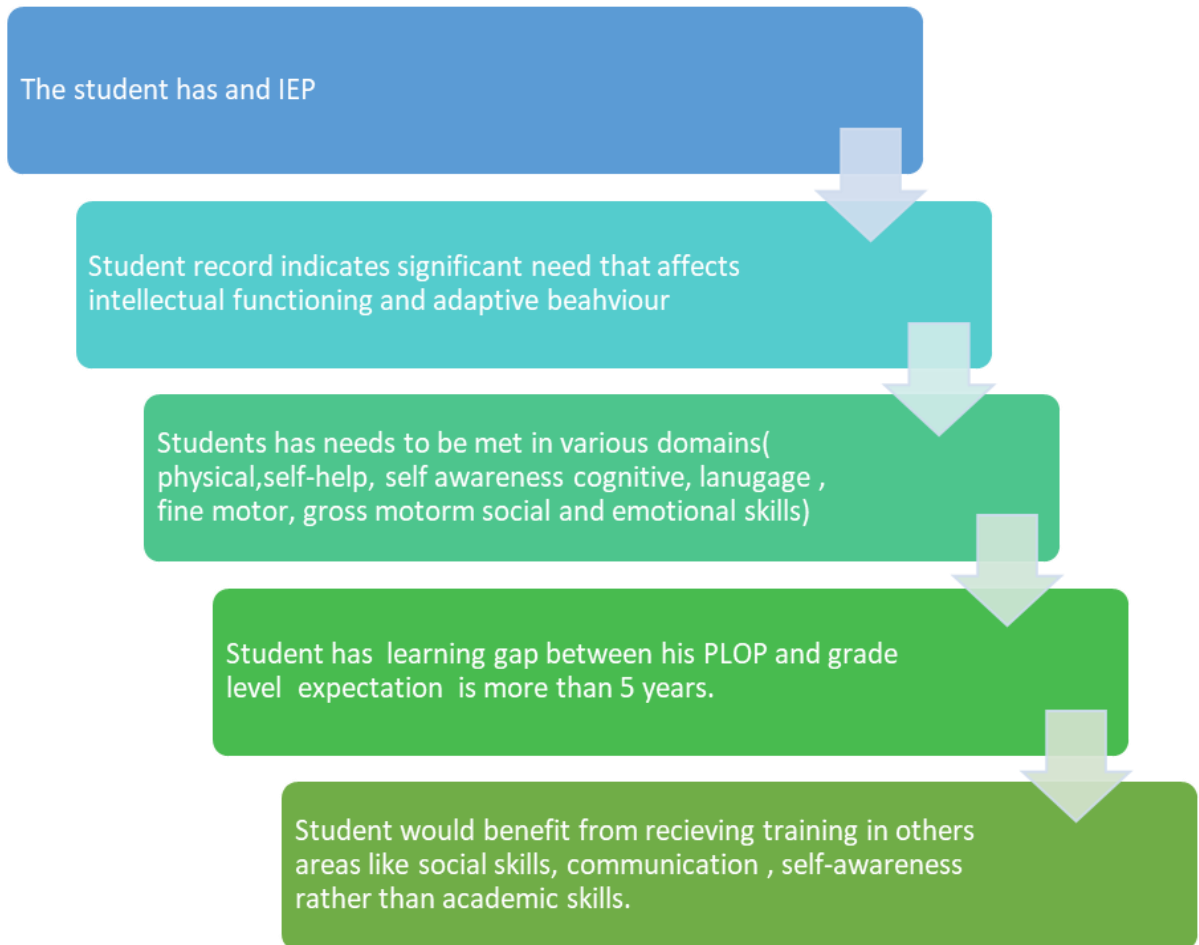
The alternative curriculum is a strategy to avoid permanent exclusion for students and to encourage inclusion in education.

Criteria for students to be eligible for alternate curriculum. (Functional academic)

1. Student have moderate to severe disabilities across various domains (i.e. language, fine motor, gross motor, social and cognitive).
2. Student's participation in the classroom is considered to be disadvantageous to him/her.
3. Student's is not getting a relevant and meaningful and educational experience in regular classroom with age appropriate peers.
4. Student who has a learning gap between his present level of functioning and grade level expectations is more than 5 years.
5. Grades 6-12 through age 22.

- Students who need training on functional academics, life skills and social skills development to function as an independent adult in society.

Functional Skills Curriculum- Participation Decision Flow Chart



Program Components

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- Low student to teacher ratio, staffed with a Certified Special Education Teacher and one to two Para-professionals depending on the severity and needs of the students
- Individualized curriculum and instruction based on student's needs and readiness level
- Multi-sensory approach to instruction.
- Positive behavior supports
- Social pragmatics.
- Individual progress tracking using IEP goals.
- Transition planning and preparation
- Community Networking & pre vocational Supports
- Related Services consult to class and direct services as per the students IEP
- Service delivery (inclusive, small group, one-to-two, one-to-one)
- Students participate in recess, school-based activities and certain subjects with age related peers.

Subjects General Education curriculum	Subjects Alternate curriculum
English	Functional English
Mathematics	Functional Math
Science	Life skills, self-help skills
Social Studies	Social skills, social science
Information technology	basic IT skills
World language	Communication skills
Visual and fine arts	Visual arts
Physical and Health Education	PE
Electives	Music

GATE (Gifted, Advanced Learners, and Talented Education) Program

Overview & Definitions

Gifted and talented students have different learning needs from those of their peers and therefore need special educational planning to support them in developing their potential.

The goals of the GATE Program at NAIS is:

- To ensure that gifted, advanced learners, and talented students have access to a broad, balanced and enriching experience.
- To enable all staff to play a part in identifying gifted, advanced learners, and talented students and to take responsibility for recognizing and addressing their individual needs.
- To encourage, wherever possible, an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To involve outside agencies to provide the necessary support for students.
- To help students realize his or her full potential and optimize their self- esteem.

The KHDA 2015-16 Inspection Framework definitions take account of the 'Differentiation Model of Giftedness and talent' and align with international best practice.

- 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, 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.

At NAIS, the following definitions are used to identify and support students falling within this category of learners.

- Gifted: Student demonstrating exceptional abilities in one or more academic subjects, such as English or mathematics who also possess an independent "gifted" diagnosis (IQ of least 130).



- Talented: Student demonstrating exceptional skills in a practical area such as music, sport or art.

In addition to gifted students, the school also recognizes students who are academically superior to their peers but do not possess a formal gifted diagnosis. These students are identified as “Advanced Learners”.

- Advanced Learners: Students demonstrating exceptional abilities in one or more academic subjects, such as English or mathematics but do not have a formal gifted diagnosis.

Identification Process

A multifaceted assessment is used for the identification of gifted, advanced learners, and talented students.

Identification process is comprehensive and also includes a range of methods as described below.

- Observations
- Self- nomination
- Peer nomination
- Parent nomination
- Teacher nomination
- Interviews
- Documentary evidence

For gifted and/or advanced learners – At least one norm-referenced performance-based measure (MAP) and one norm referenced potential-based measure (CAT4) is used to determine their eligibility for the GATE program.

Student Category (Academics)	Criteria
Gifted	<ul style="list-style-type: none"> • MAP – scoring at least at the 95th percentile in English (Language or reading, Math, or Science) • CAT4 – score of at least 120 • Formal diagnosis (IQ of at least 130)
Advanced Learners	<ul style="list-style-type: none"> • MAP – scoring at least at the 95th percentile in English (Language or reading, Math, or Science) • CAT4 – score of at least 120 in at least one of the batteries

Provision for GATE students involves the following steps:

- Locating the student’s domain(s) of giftedness (intellectual, creative, and social, perceptual, physical [muscular or motor control])
- Describing the student’s level of giftedness (mild, moderate, high, exceptional,)
- Describing the student’s fields of talent (academic, realistic, investigative, artistic, social, enterprising, conventional, games, sports).
- Developing an Advanced learning plan by the Head of the Department.
- Implementing, Monitoring and reviewing the program.

Strategies used for the gifted, advanced learners, and talented students:

- Acceleration – Students can be accelerated across the year or within subjects.
- Differentiation – Ensure that a range of advanced cognitive performance characteristics and values, attitudes and attributes are used to create tasks to extend students with richer and more challenging tasks.
- Teacher-student matching – matching personalities as well as learning styles
- Mentoring/cross age tutoring – matching younger or older students with similar interests/abilities to enhance learning of both.
- Independent Negotiated Programs – student interest and skills determine the scale and scope of the project, negotiated with staff regarding resources.
- Competitions – individual, team, internal, external.

- **Enrichment:** Opportunities are provided for enrichment, extension and acceleration within and beyond the classroom – e.g. field trips, competitions, etc.
- **Grouping:** Students are grouped together to work individually or as a group for problem solving, investigation, research, presentations, projects.
- **Pace:** Appropriate tasks and challenges are provided to keep up with the fast pace of learning and to sustain attention and desire to learn.
- **Varied questioning:** Higher level of questioning is used to provide for awareness, fluency, originality, abstract thinking, perseverance, risk-taking, sensitivity, curiosity, Imagination, flexibility, elaboration.
- **Independent study:** Students are encouraged to explore topics of interest by investigating, gathering information, explaining findings etc.
- **Interest centers:** Various interest centers with frequently changing themes are established in the classroom to help students know their interest.

Roles and Responsibilities

The Head of Inclusion will be responsible for promoting Gifted and Talented provisions across the school, for showcasing good practice as well as advising on classroom strategies and best practice.

GATE Program Coordinator

- Ensure that the policy is implemented
- Compile and update the register termly
- Coordinate the monitoring of progress of the gifted, advanced learners, and talented students
- Ensure that the professional development program includes relevant aspect of gifted and talented
- Collaborate with staff, parents, local schools, and other professionals and the wider community to provide more opportunities for students to be challenged and/or perform.
- Liaise with external organization for national & international competitions/representations.

Head of the Departments (HODs)

- Liaise with the GATE coordinator to adapt curriculum to meet the needs of GATE students



- Assisting in developing advanced learning plans
- Assist staff in planning to meet the needs of students and in the monitoring of teaching objectives
- Ensure that curriculum documents cater to GATE students

Teachers

- Develop skill and knowledge in identifying the academically gifted and talented students and play a vital role in student identification
- Lesson planning and differentiated curriculum for higher order thinking
- Provide opportunity for extended and independent learning

Appendices

LSA Memorandum of Understanding

List of Forms/Plans.

1. [Form A – Referral Form](#)
2. [Form B – Teacher Questionnaire](#)
3. [Form Bi – Teacher Checklist](#)
4. [Form C – Home Questionnaire](#)
5. [Form D – Parent Consent](#)
6. [Form E – Parent Meeting](#)
7. [Form F – Staff Meeting](#)
8. [Form G – Classroom Observation Record](#)
9. [Form H – Consent for Accommodation](#)
10. [Form I – Individual Self-Assessment](#)
11. [Individual Education Plan](#)
12. [Individual Support Plan](#)
13. [Behavior Intervention Plan](#)
14. [504 Pan](#)
15. [Lesson Plan record for Individual Intervention](#)