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**"SHIRAKATSY LYCEUM" INTERNATIONAL SCIENTIFIC-EDUCATIONAL COMPLEX**

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**INCLUSIVE EDUCATION POLICY**

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## **1. Inclusive education policy**

“Shirakatsy Lyceum” International Educational-Scientific Complex, during the 30 years of its work, has been guided by the mission of creating a real intellectual and a citizen that carries universal values built on a national basis. During those years, “Shirakatsy lyceum” has carried out the lyceum program (registered at the National Copyright Agency 01.03.2002, N7/13) with the aim of discovering gifted students and organizing their education. The discovery and the possibility of self-actualization of the potential of more than 1200 students (aged 3-18) is pivotal in the organization of the work of the lyceum. The main guarantee of the implementation of inclusivity policy is the individual approach to each student in the context of identifying and removing barriers in his/her learning.. The lyceum is such an educational environment where the comprehensive, harmonious and balanced development of each student, based on their strengths, achievements, interests and characteristics, is of central importance.

## **2. The aim of inclusive education**

Inclusivity is an ongoing process, the aim of which is on the one hand to increase the degree of each student’s engagement, and on the other hand to increase the availability of education for all students. The more diverse barriers the school removes in the process of organizing education, the more available it becomes for students of various cognitive, emotional, personal and physical characteristics, interests and preferences, knowledge and skills of different levels.

## **3. The objectives of inclusive education**

To remain true to the philosophy of inclusive education and to implement the inclusive education, the lyceum community must continually follow the set objectives:

- 3.1. To assess each student’s educational needs,
- 3.2. To discover the barriers that each student faces in learning process,
- 3.3. To remove the discovered barriers, involving all the interested parties (teachers, counselors, psychologists, principals, parents and students),



- 3.4. To continually improve the processes of the needs assessment, discovering and overcoming barriers.

#### **4. The principles of inclusive education**

The principles of organizing inclusive education are:

- 4.1. Each student is unique and valuable,
- 4.2. Each student with their specific characteristics is a new experience for the school, i.e. the search of solutions is a constant and continual process,
- 4.3. The process of searching for the solutions, the engagement and proactive participation of all the interested parties (teachers, counselors, psychologists, principals, parents and students) is of central importance,
- 4.4. The students' strengths and achievements are the main basis for increasing their engagement,
- 4.5. The main guarantee of high-quality education is the mutual trust and assistance and a pleasant atmosphere,
- 4.6. Everyone at the lyceum (students, employees and parents) is a learner, for whom educational processes, school resources and the possibilities of self-actualization are equally available,
- 4.7. The responsible party of the implementation of inclusive education is the lyceum community.

#### **5. The mechanisms, procedures and responsible parties of the needs assessment, identifying and removing barriers**

- 5.1. In the three schools of the lyceum (primary, middle and high), the assessment of the learners' educational needs, the mechanisms and procedures of identifying and removing barriers are universal, nevertheless, at the same time there are procedural differences that are conditioned by the learners' age-related characteristics.



- 5.2. The psychological, pedagogical, speech therapy and medical services and the psychological research laboratory of the lyceum contribute to the effective organization of inclusive education.
- 5.3. The lyceum has an inclusive education coordinator and an inclusive education consultant.
- 5.4. The lyceum cooperates with various institutions and specialists to receive professional and/or expert advice, conclusions (both about a particular child and their family, and about the procedures in general), professional counselling and supervision for the employees. The latter is carried out to ensure both the professional growth and the psychological well-being of the employees.
- 5.5. The assessment of the students' educational needs, the discovery and elimination of the barriers are carried out at the stages of admission, education and assessment/reflection in all the schools.
- 5.6. The collection of documents that also includes various documents on the child's physical, psychological and mental development and professional conclusions with information aimed at discovering the child's needs and, thus, organizing their education, is an integral part of the admission process at the lyceum.
- 5.7. Besides submitting the above-mentioned documents, the child's parents/guardians answer oral and written questionnaires and fill in parental forms.
- 5.8. In the process of admission and acquaintance, parents/guardians are the ones to provide comprehensive information about the child, being notified of the importance of providing correct information, and to sign a contract that contains the aforementioned clauses.
- 5.9. The information about the child provided by the parents to the school, as well as the information, professional conclusions and diagnosis that are acquired later, are stored by the principal and/or the psychological and medical services and are not to be made public.
- 5.10. In the process of discussions and relevant approaches, with the purpose of developing adjustments, the information about the child's characteristics and educational needs in the above-mentioned documents is used, provided by the



psychological and medical services. These processes are organized and carried out by the inclusive education coordinator.

- 5.11. If necessary, the school directs parents/guardians to additional professional examination in the process and with the aim of pre-acquaintance with the child and their educational needs.
- 5.12. At the admission or pre-acquaintance stage, if the child's educational needs are discovered, individual lessons can be organized from one or more subjects if the child's knowledge and skills do not correspond to or exceed the requirements of the lyceum program for the given age group.
- 5.13. After discovering the child's characteristics and educational needs, discussions and cooperative meetings are organized, working groups are formed where the inclusion of various specialists (both from the inside and the outside) in addition to the teachers, group's pedagogue and psychologist depends on the nature of the problem.
- 5.14. The working group, together with the parents/guardians, discuss and develop educational and parenting approaches and various adjustments to the educational process that is relevant to the child's characteristics and harmonious development and organization of education.
- 5.15. The feedback on the implementation of the developed approaches and adjustments and their effectiveness (or ineffectiveness) is obligatory for each member of the working group; different means are used: letters, reports and surveys. If necessary, discussions and cooperative meetings are organized.
- 5.16. Discussions and cooperative meetings are organized on the initiative of the pedagogue, the psychologist and the school's pedagogical personnel, as well as on the offer of the group members. The approaches and adjustments suggested by the working group are implemented by the inclusive education coordinator.
- 5.17. If necessary, the school directs the child to a professional support centre or invites a support specialist that becomes part of the working group and closely cooperates with the specialists of the lyceum.
- 5.18. In the process of organizing education, the model of Universal Design for Learning (UDL) is used, which enables the education of students with various educational needs, characteristics and educational styles.



- 5.19. Based on the model of Universal Design for Learning, various educational approaches are developed. Workshops are organized during the academic year.
- 5.20. Various adjustments to the assessment processes are implemented that correspond to the learners' educational needs and characteristics (see: Assessment policy).
- 5.21. Adjustments to the assessment processes may refer to:
  - 5.21.1. The presentation of work to be assessed (oral, written),
  - 5.21.2. The means used to assess (charts, dictionaries, rules to read, loudspeakers, audio players, etc.),
  - 5.21.3. The material of the task (gapped texts, uppercase, italics, colored words, etc.),
  - 5.21.4. The organization of the work to be assessed (individually, in pairs, in groups),
  - 5.21.5. The duration of the work to be assessed (extra time),
  - 5.21.6. The manner of organization and/or the learner's location (close to the speaker, in the light, in the location with the least number of disturbing factors, etc.).
- 5.22. The lyceum periodically organizes training that include seminars and workshops on inclusive education. These workshops are conducted by the inclusive education coordinator and psychology service and laboratory psychologists.
- 5.23. Regarding the parents' engagement and role in the child's harmonious development as very important, there is a parents' university with the aim of providing knowledge and information on parenting.
- 5.24. All the documents, orders, procedures (including those referring to non-educational processes) are developed taking into consideration the characteristics of the given age group.
  - a. **Kindergarten**
  - b. **Primary school**
  - c. **Middle school**
  - d. **High school**



**See the relevant table in the appendix**

## **6. Giftedness**

The lyceum carries out the lyceum program (registered at the National Copyright Agency 01.03.2002, N7/13) on organizing the education of gifted children and studying the issues related to Giftedness. The laboratory of psychological research of the lyceum is the only one in the region in its format and the nature of its practice.

### **6.1. The aim of the school**

- 6.1.1. to ensure such an environment where talented students will not lose their abilities, but will improve them and will realize their potential.

### **6.2. The objectives of the laboratory**

- 6.2.1. To discover the children gifted with special abilities,
- 6.2.2. To contribute to a more effective organization of the teaching and educational process,
- 6.2.3. To develop educational methods and approaches,
- 6.2.4. To contribute to the students' development.

### **6.3. The main directions of the work of the psychology laboratory**

- 6.3.1. Research directed to the discovery of gifted students. The diagnostic work is complex in nature; comprehensive and long-term studies are carried out.
- 6.3.2. Practical work directed to the improvement of abilities. It means continual discussions with all the specialists working with the student, cooperative meetings, observations and a selection of methods relevant to the students' characteristics (See Appendix 2). Each child's characteristics, strengths and weaknesses, as well as the level of their knowledge and skills of each academic subject are taken into consideration. The selection of methods is based on the results achieved.





#### **6.4. Counselling and instructive work**

- 6.4.1. With the parents. The student's characteristics are presented to them, and parental approaches are discussed.
- 6.4.2. With teachers and counselors. Individual students' characteristics, teaching programs, methods and approaches are discussed. Workshops, discussions, film screenings on Giftedness, with the aim of making the various manifestations of talent recognizable, are organized together with the teachers and counselors.
- 6.4.3. With the gifted students. The results of the research, behavioural and individual manifestations are discussed to contribute to self-knowledge.
- 6.4.4. Programs aimed at development. Based on the results of the research, programs are developed directed to increasing students' various skills, creativity and the level of motivation.
- 6.4.5. The basis of the laboratory work is the three-component model of Giftedness (J. S Renzulli) the main principles of which are the foundation of the work with the gifted students at the stages of discovering, developing and supporting.

#### **7. Review of the inclusive education policy and the procedure of ensuring its availability for all parties concerned**

- 7.1. The inclusive education policy document is reviewed at the beginning of every academic year.
- 7.2. All the interested parties participate in the process of review. The board of coordinators summarizes all the observations and suggestions. The reviewed document is approved by the principal of the educational complex.
- 7.3. The document is uploaded to the lyceum website.
- 7.4. The families of the students admitted to the lyceum as well as new employees receive the document via email together with the packet of normative documents.



- 7.5. During yearly meetings and workshops, employees and parents are also informed of the document.

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**9. Appendix 1: The mechanisms, procedures and responsible parties of the needs assessment, identifying and removing barriers in primary, middle and high schools**

Table 1: Kindergarten

<b>Kindergarten</b>	<b>Mechanisms</b>	<b>Procedures</b>	<b>Responsible parties</b>
<b>Admission</b>	Collection of documents	The children are accepted based on the parent's application, presenting necessary and available documents, medical, psychological and other professional documents.	Primary school Pedagogical Leadership
<b>Education</b>	Pre-acquaintance with the child's characteristics, discovery of needs	If during the admission any problems related to the child's development are discovered, and/or the child has any diagnosis (e.g. speech delay, behavioural difficulties, etc.), an agreement is reached with the parents/guardians for a two-week monitoring during which the child's needs and the organization of his/her education at the lyceum are assessed by the pedagogue, the psychologist and the speech therapist.	Primary school Pedagogical Leadership, coordinator of inclusive education, inclusive education counsellor



	Collaborative meetings	After the two-week monitoring, cooperative meetings are held for the professional team to discuss the child's needs and the availability of necessary resources.	Primary school Pedagogical Leadership, coordinator of inclusive education, inclusive education counsellor
	Cooperation with other need assessment centers	In case of necessity to do additional research the child is directed to other need assessment centers.	
	Ensuring the continuity of education	To ensure a proper educational environment for the child, taking into consideration the results of the assessment, the child continues going to the kindergarten or is purposefully directed to other institutions.	Primary school Pedagogical Leadership, psychologist, speech therapist, homeroom teacher
	Professional assistance	Based on the children's cognitive and behavioural characteristics, the psychologist and speech therapist carry out individual work.	Psychologist, speech therapist



	Differentiated education	Education is differentiated based on the starting level of each child's knowledge.	Homeroom teacher
	Raising awareness	Regular counselling is organized with the parents' community. New teachers are informed of the work with students with special needs during workshops and cooperative meetings.	Inclusive education coordinator, psychologist





<p><b>Education</b>  (online and offline)</p>	<p>Distance education</p>	<p>The student's education is organized in the format of distance education if the child cannot participate in regular education (being abroad, illness, etc.).</p>	<p>The psychological service of the Primary school</p> <p>Head pedagogue</p> <p>Psychological service</p>
	<p>Differentiated education</p>	<p>Education is differentiated depending on the starting level of each child's knowledge.</p>	
	<p>Individualized education program</p>	<p>An individualized education program is devised for the students with academic differences.</p>	
	<p>Diagnostic work</p>	<p>Provided the child has academic difficulties, diagnostic work is carried out on the individual cognitive and emotional levels to find out the possible reasons of the difficulties. If necessary, work developing the cognitive level is carried out.</p>	
	<p>Cooperation with other need assessment centers</p>	<p>In case of necessity to do additional research, the child is directed to other need assessment centers.</p>	<p>Primary school Pedagogical Leadership, inclusive education coordinator, inclusive education counsellor</p>



	<p>Cooperative meetings</p>	<p>Provided the child has academic difficulties, cooperative meetings are organized with the teachers who teach them.</p>	<p>Teachers, homeroom teacher, psychologist</p>
	<p>Professional assistance</p>	<p>Speech therapy service carries out work amongst all the students of the school discovering any problems and impediments in oral and written speech.</p> <p>A student's individual work with the speech therapist is organized with parents permission and the pedagogue's knowledge, which lasts until all the problems are eliminated.</p>	<p>Psychologist, speech therapist, homeroom teacher</p>
	<p>Language teaching</p>	<p>Language teaching is organized with a differentiated approach taking into consideration the learners' personal needs as well as studying style.</p> <p>Equal conditions are created for the students to study languages.</p>	





	<p>Cooperation with the psychology laboratory</p> <p>Raising awareness</p>	<p>Psychology laboratory organizes personal counselling, cooperative meetings and workshops to properly carry out the education of gifted students</p> <p>New teachers are informed on the work with the students with special academic needs during workshops and cooperative meetings.</p>	
	<p>Raising awareness</p> <p>Pre-assessment</p>	<p>Counselling with the parents' community is organized regularly. New teachers are informed on the work with the students with special academic needs during workshops and cooperative meetings.</p> <p>The parents' community participates in various workshops and webinars through the parents' university .</p> <p>Pre-assessment is implemented at the initial stage of teaching to clarify the learners' needs and to direct the teaching process towards them.</p>	<p>Working team</p> <p>Homeroom teacher</p>



<p><b>Assessment</b></p>		<p>The teachers have the liberty to select the assessment strategies and to implement any type of assessment of individual or group work. Learners are actively involved in the assessment process choosing assessment tools and developing the relevant materials. (See the Primary school assessment policy).</p> <p>During the work with the speech therapist, the assessment of the learner's language knowledge is partially or fully stopped. If necessary, the student's afore-mentioned work is assessed together with the speech therapist. (See the Primary school language policy.).</p>	
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Table 3: Middle School

<p><b>Middle school</b></p>	<p><b>Mechanisms</b></p>	<p><b>Procedures</b></p>	<p><b>Responsible parties</b></p>
<p><b>Admission</b> (Online and offline)</p>	<p>Collection of applications and documents  (At the beginning and the end of</p>	<p>1. Collection of documents, 2. Organization of interviews and testings, 3. Information about the student's academic and personal characteristics is provided to the group's psychologist and pedagogue when transferring from Primary school to Middle school. If</p>	<p>1. Admissions board 2. Subject departments, coordinators</p>



	current and academic year)	necessary, the information is also provided to the teacher.	3. Psychological service
	Organization of exams	According to the level of acquisition of the mother tongue, subject exams are organized in Armenian or a foreign language.	Admissions coordinator, subject departments
	Pre-assessment of abilities	Irrespective of culture, IQ testing is carried out both in Armenian and a foreign language.	Psychological service
	Support of applicants	Workshop/guide to overcome exam stress.	Psychological service
	Interviews	Support process for choosing subject courses for 10-graders.	Admissions board, subject departments, coordinators
	Selection of subject courses	After the final exams, a student is given the opportunity to choose a subject course according to his/her abilities and interests.	IB coordinator
<b>Education</b> (online and offline)	Cooperation with the parent	At the beginning of the year, the student's parents are given a questionnaire to reveal the student's personal, social, behavioural, physical and psychological features.	Psychological service



Ongoing psychological testing	Anxiety and sociometry research	Psychological service/group psychologist
Assessment	A study and observation of the students' emotional, cognitive and personal features in an individual format.	Psychologist/speech therapist/other counselling specialists/assessment centers
Teamwork and experience exchange	Cooperative meetings	Pedagogues/psychologists/teachers/coordinators
Education in phases	Based on pre-assessment, separate groups are formed according to the level of language acquisition.	Foreign languages department
Reflection form	Feedback	Departments/individual teachers/IB coordinator
Individual teaching	Education is organized in an individual format; the student studies those subjects that they cannot cover with the rest of the group due to lack of knowledge or language problems (e.g. the subjects are studied in English.). Then, when the level of the knowledge of the subject or Armenian language is sufficient, they join the group.	Departments/teachers/superintendents



	Adjustments	Adjusting the environment, processes, programs and methods to needs.	Inclusive education coordinator, board of coordinators, heads of departments
	Department duty	Students come to subject departments after classes to receive answers to the questions they have by the teachers on duty.	Heads of departments
	Specialized intervention	Presenting of pedagogical-psychological character reference, opinions and suggestions that enable to organize the student's education taking into consideration topical questions, situations and personal characteristics at the given period of their life.	Psychological service/pedagogical service
	Individualized education plan	Developing individualized education plans based on the united work of the cooperative team working with the student.	Inclusive education coordinator, board of coordinators, heads of the departments, head of the scientific-methodological center, parent
	Raising awareness	Organizing teacher training and workshops.	Inclusive education coordinator, IB coordinator



	Organizing parents' university	Specialists of the lyceum and other invited specialists conduct thematic seminars, meeting-discussions with the parents' community.	Head of the psychological center
	Differentiated education	Teachers have an individual approach while planning a lesson and teaching, taking into consideration individual characteristics of the students of the group.	Board of coordinators, head of the scientific-methodological center, psychological center, psychology laboratory.
	Carousel of languages	Having the highest level of knowledge of the compulsory foreign language, a student may choose and study another foreign language.	Head of the foreign languages department
	Distance education	The student's education is organized in the format of distance education if the child cannot participate in regular education (being abroad, illness, etc.).	Distance education coordinator
	Additional lessons	According to the parent's application, the student can have additional lessons from a subject with a teacher who does not teach the group.	Heads of the departments
<b>Assessment</b>	Assessment in phases	<ul style="list-style-type: none"> <li>● Internal, external,</li> <li>● Assessment in a semester/year.</li> <li>● Formative, summative (according to assessment criteria)</li> </ul>	Heads of the department, the board of coordinators



	Feedback	<ul style="list-style-type: none"> <li>• Individual approach by providing reflection forms.</li> <li>• Informing parents through reports revealing strengths and weaknesses.</li> </ul>	Teachers, heads of the departments
	Ensuring conditions for assessment according to needs	Possibility of differentiated approaches, e.g. extra time, oral or written, report, research, PowerPoint presentation, group or individual work. Students are often given a choice of the means of presenting the material or work according to the established criterion.	Inclusive education coordinator, board of coordinators, heads of the departments
	Assessment policy	Guided by the principle of comparative growth.	Heads of the department

**Table 4: High School**

High school	Mechanisms	Procedures	Responsible parties
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<p><b>Admission</b> (online and offline)</p>	<p>Collection of applications and documents (during and at the beginning of the year)</p>	<ol style="list-style-type: none"> <li>1. Collection of documents,</li> <li>2. Organization of interviews and testings,</li> <li>3. Transferring from Middle school to High school, the information about the student's academic and personal characteristics is provided to the psychologist and pedagogue. If necessary, the information is also provided to the teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Admission board</li> <li>2. Subject departments, coordinators</li> <li>3. Psychological service</li> </ol>
	<p>Pre-assessment of abilities</p>	<p>Irrespective of culture, IQ testing is carried out both in Armenian and a foreign language.</p>	<p>Psychological center</p>
	<p>Interviews</p>	<p>The students who pass DP exams, take part in interviews from the subjects they are to study in the framework of IB DP.</p>	<p>DP admission board</p>





	<p>Organization of exams</p>	<ul style="list-style-type: none"> <li>• In the national program exams are carried out from all the subjects. Applicants are allowed to retake the exams. In DP there are exams from two subjects: Mathematics and English.</li> <li>• According to the level of acquisition of the mother tongue, subject exams are organized in Armenian or a foreign language.</li> </ul>	<p>Admission coordinator, subject departments</p>
	<p>Selection of the subject to study</p>	<p>Having a necessary level of knowledge, a student is given the opportunity to choose three higher-level subjects according to their abilities and interests and corresponding standard-level subjects in the National program. In the same manner, A or B levels in DP.</p>	<p>Superintendents – National program DP coordinator</p>



<p><b>Education</b> (Online and offline)</p>	<p>Organization of education</p>	<ul style="list-style-type: none"> <li>● According to the level of knowledge and the dominant language, individual or additional classes are organized. Students involved in the relevant programs also participate in group lessons not to be deprived of social interaction.</li> <li>● Every student participates in the educational processes according to their curriculum and timetable.</li> <li>● If a student cannot be physically present at a lesson, distance education is organized for them.</li> <li>● If necessary, adjustments are made in the conditions of the building, e.g. changing classrooms on different floors, etc.</li> </ul>	<p>Admissions coordinator, subjects departments, distance education coordinator, inclusive education coordinator</p>
	<p>Regular observations of lessons</p>	<ul style="list-style-type: none"> <li>● To improve the presentation of the academic material, the students' acquisition and the process of education.</li> <li>● To observe the integration of students, interpersonal relationships and the acquisition of the material.</li> </ul>	<p>Head of the scientific-methodological centre, heads of the departments, counselors, psychologists, psychology laboratory</p>



		<ul style="list-style-type: none"> <li>● To integrate new teachers, to ensure feedback and support.</li> </ul>	
	<p>Requests from teachers, counselors, students and parents:</p> <ul style="list-style-type: none"> <li>- On emotional and behavioural difficulties,</li> <li>- On knowledge acquisition and gaps in knowledge.</li> <li>- On health problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Review of requests and relevant documents, analysis, directing them to additional examinations.</li> <li>● The whole information about the students is kept at the medical and psychological services; the principle of secrecy is preserved.</li> <li>● Teachers receive general information about the lesson to effectively work with the students. For example, if a student has emotional or behavioural difficulties to be fully involved in the lesson, teachers are informed about them via cooperative meetings, informative letters and relevant instructions. The cooperative group devises an individualized plan. Any such process is assessed to determine the effectiveness of the plan. This format is effective both for individual students and a group.</li> <li>● Parent-student-teacher/pedagogue, parent-student-psychologist tripartite discussions.</li> <li>● engagement of counselors by the</li> </ul>	<p>Head of the scientific-methodological center, heads of the departments, counselors, psychologists, psychology laboratory employee, medical service.</p>



		<p>school management for decision making on the students' academic and educational work, to provide character references, students' age and personal characteristics and to take them into consideration.</p>	
	<p>Surveys amongst teachers</p>	<ul style="list-style-type: none"> <li>● Revealing individual students' and groups' behavioural difficulties and characteristics.</li> <li>● Collecting information on gifted students.</li> </ul>	<p>Pedagogues, psychologists, psychology laboratory employee</p>
	<p>Raising awareness</p>	<p>Responsible services are carried out with parents and personnel by means of various meetings: workshops, discussions, individual meetings and counselling.</p>	<p>Head of the scientific-methodological center, heads of the departments, inclusive-education coordinator, psychologists, psychology laboratory employee</p>
<p><b>Assessment</b></p>	<p>Assessment in phases</p>	<ul style="list-style-type: none"> <li>● Internal, external,</li> <li>● Assessment in a semester/year.</li> <li>● Formative, summative (according to assessment criteria)</li> </ul>	<p>Subject departments/coordinators, teachers</p>



	Feedback	<ul style="list-style-type: none"> <li>• Individual approach by providing reflection forms.</li> <li>• Informing parents through reports revealing strengths and weaknesses.</li> </ul>	Subject departments/coordinators, teachers
	Ensuring conditions for assessment according to needs	Possibility of differentiated approaches, e.g. possibility of extra time, oral or written, report, research, PowerPoint presentation, group or individual work. Students are often given a choice of the means of presenting the material or work according to the established criterion.	Subject departments/coordinators, teachers, inclusive education coordinator
<b>Connection with other policies</b>	Language policy	United and horizontal planning of the languages taught at High school.	Subject departments/coordinators
	Assessment policy	Guided by the principle of comparative growth.	Subject departments/coordinators, inclusive education coordinator

**Appendix 2: The selection of a method on the example of Mathematics.**

According to Renzulli method, the selection of a method on the example of Mathematics. Each level includes knowledge, skills, approaches and habits of mind.



Student's level of knowledge and skills	Description	Recommended methods
<p><b>Novice</b></p>	<ul style="list-style-type: none"> <li>● Uses discrete mathematical skills, but lacks in conceptual understanding and comprehension.</li> <li>● Recognizes the principles but cannot use them without prompts.</li> <li>● Calculates effectively but not smoothly.</li> <li>● Recognizes limited relations between numbers and number systems.</li> <li>● Recognizes only the main regularities.</li> <li>● There is a need for feedback and support during problem solving.</li> <li>● Regards the correct answer as aim.</li> </ul>	<p><b>Main approach:</b> Cooperative tasks including manipulations with materials and ideas, and later moving towards tasks with direct instructions during mini-lessons to develop independence.</p> <p>Approaches:</p> <ol style="list-style-type: none"> <li>1. Visualization of equations,</li> <li>2. Explaining the real world through Mathematics,</li> <li>3. Children's literature to raise interest towards Mathematics,</li> <li>4. Introduce Mathematics specialists of different nationalities,</li> <li>5. Implement metacognitive analysis emphasizing the process of problem solving and not competition or the right answer.</li> </ol> <p>Methods:</p> <ol style="list-style-type: none"> <li>1. Process Logs and exit tickets</li> <li>2. Kaplan's Frame of the Discipline</li> <li>3. Cooperative learning</li> <li>4. Concept-Based Curriculum (Erikson's Model)</li> <li>5. Wasserman's Play-Debrief-Replay</li> <li>6. Kaplan's Depth and Complexity Dimensions</li> <li>7. Centers for Hands-On Exploration</li> <li>8. Think education alouds</li> <li>9. Mind Mapping</li> <li>10. Concept Mapping</li> </ol>



		11. Mini Lessons
<b>Apprentice</b>	<ul style="list-style-type: none"> <li>• With the help of regularities can relate mathematical facts and skills.</li> <li>• Calculates smoothly and gives well-grounded estimates.</li> <li>• Uses skills and develops the ability to understand more than numbers and operations.</li> <li>• Finds connections between mathematical ideas.</li> <li>• Understands the principles of the sphere: measurements, algebra, geometry and statistics.</li> <li>• Develops skills and comprehension by solving complex and systemic problems.</li> <li>• Sets an objective that is beyond precision of calculations.</li> </ul>	<p><b>The main approach</b> is to encourage undertaking challenges and performing tasks that do not contain duplicate models.</p> <p>Approaches:</p> <ol style="list-style-type: none"> <li>1. Use tasks for the whole group, small groups and individual work.</li> <li>2. Give feedback using the contemporary methods of data analysis and statistics.</li> <li>3. Give the opportunity of individual feedback and self-analysis, helping concentrate on the learned material and failures, encouraging growth and the development of skills.</li> <li>4. Support the learner to choose a relevant method.</li> <li>5. Help in “Fuzzy” tasks.</li> <li>6. Use mathematical concepts in other subjects: music, science, architecture, etc.</li> </ol> <p>Methods:</p> <ol style="list-style-type: none"> <li>1. Real world Investigations</li> <li>2. Wasserman’s Play-Debrief-Replay</li> <li>3. Rubrics</li> <li>4. Process Logs</li> <li>5. Orbitals</li> <li>6. Performance Tasks</li> <li>7. Kaplan’s Frame of the Discipline</li> <li>8. Group Investigation</li> <li>9. Mini Lessons</li> <li>10. Think education Alouds</li> </ol>
<b>Practitioner</b>	<ul style="list-style-type: none"> <li>• Uses the principles and regularities of Mathematics to create connections between mathematical</li> </ul>	<p><b>The main approach</b> must be using learner-centered and interest-based teaching. Mentorship, job shadowing and apprenticeship</p>



	<p>concepts of different areas.</p> <ul style="list-style-type: none"> <li>● Makes a relevant choice with regard to what tool or method to use.</li> <li>● Understands regularities, relationships and functions.</li> <li>● Automatically uses his/her skills.</li> <li>● Understands changes in different contexts.</li> <li>● During the analysis of mathematical situations effectively uses various tools and methods.</li> <li>● Values the role of Mathematics in different spheres.</li> <li>● Formulates research questions that refer to one or several mathematical areas.</li> </ul>	<p>are also used. The teacher must be a facilitator.</p> <p>Approaches:</p> <ol style="list-style-type: none"> <li>1. Give the opportunity of qualitative and quantitative analysis.</li> <li>2. Use such models for new problems.</li> <li>3. Provide the learner with problems without answers of the given area,</li> <li>4. Create connections between people in the same and the next level of the areas.</li> <li>5. Give the possibility and provide resources to test mathematical rules and theories.</li> </ol> <p>Methods:</p> <ol style="list-style-type: none"> <li>1. Individual teaching</li> <li>2. Kaplan's Frame of the Discipline</li> <li>3. Simulations</li> <li>4. Internships and Apprenticeships</li> <li>5. Partnerships with mentors</li> <li>6. Socratic Seminats or Paidea</li> </ol>
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<p><b>Expert</b></p>	<ul style="list-style-type: none"> <li>● Uses computation as merely a means to an end.</li> <li>● Doubts mathematical principles.</li> <li>● Easily moves among mathematical areas using macro-concepts.</li> <li>● With the help of real problems finds connections between mathematical principles and other spheres.</li> <li>● Seeks for challenges of unsolved problems and testing the existing theorems.</li> <li>● Observes unanswered questions from other spheres with the help of mathematical concepts.</li> <li>● Seeks flow through the manipulation of tools and methods in complex problem solving.</li> <li>● Implements analysis and experience as tools for self-development.</li> <li>● Recognizes imperfect beauty and seeks to work on complex problems.</li> </ul>	<p><b>Possibilities for further growth:</b></p> <ol style="list-style-type: none"> <li>1. Teach mathematics,</li> <li>2. Be published to exchange ideas and provide feedback.</li> <li>3. Cooperate with specialists of different spheres.</li> <li>4. Devise and carry out research to test the existing theories.</li> <li>5. Develop mathematical models and explanations on the situations and phenomena of the real world.</li> <li>6. Use mathematical concepts to make further predictions on the spread of illnesses, homelessness, bird migration, etc.</li> <li>7. Seek funds to finance research.</li> </ol>
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