



مدرسة الوحدة الخاصة
AL WAHDA PRIVATE SCHOOL
An American Curriculum School

Abled, Gifted & Talented Policy

2025-2026

1. Purpose

AWPS is committed to recognizing and nurturing the potential of students identified as Able, Gifted, and Talented (AGT). This policy ensures a comprehensive, equitable, and inclusive approach to identifying and supporting AGT learners through differentiated instruction, enrichment, and extension opportunities.

2. Definition of AGT

AGT students are those who demonstrate or have the potential to demonstrate high performance or aptitude in one or more domains, including but not limited to:

- Intellectual ability
- Creative thinking
- Academic achievement
- Visual and performing arts
- Leadership skills

These students may require services or activities not ordinarily provided by the standard school curriculum.

3. Stepwise Identification Process

The identification of AGT students will be ongoing and inclusive, using a multi-criteria approach to ensure equity.

Step 1: Nomination

- Nominations may be made by teachers, parents, peers, or the student themselves.
- Universal screening will be conducted in grades 2, 5, and 8.

Step 2: Preliminary Screening

- Review of standardized test scores (state tests, MAP, CAT4, etc.)
- Teacher observation checklists and classroom performance
- Parent and self-nomination forms

Step 3: Comprehensive Evaluation

- Portfolio assessments, performance tasks, and/or student work samples
- Formal cognitive or creativity assessments, as applicable
- Interviews and/or behavioral rating scales

Step 4: Review and Placement

- An AGT Committee (comprising the AGT Coordinator, school counselor, classroom teacher, and an administrator) reviews the data.
- Parents are notified of results and placement decisions.

4. Needs Evaluation and Planning

Upon identification, the student's needs are assessed using the following methods:

- **Individual Learning Profile:** Developed in collaboration with the student, parents, and teachers to document strengths, areas of interest, and preferred learning styles.
- **Differentiated Instruction Plan:** Adjustments in curriculum pacing, complexity, and depth within the general classroom.
- **Monitoring and Review:** Biannual meetings to evaluate progress, update plans, and make adjustments.

5. Program Implementation and Support

In-Class Differentiation

- Flexible grouping
- Curriculum compacting
- Tiered assignments
- Project-based learning

Pull-Out Programs

- Weekly enrichment sessions focused on critical thinking, research, and creativity

Accelerated Pathways

- Grade or subject acceleration based on readiness and social-emotional considerations

Social-Emotional Support

- Counseling available to address issues such as perfectionism, anxiety, or underachievement

Professional Development

- Ongoing training for teachers in AGT identification, curriculum design, and differentiated instruction

6. Alternative Pathways

Recognizing that talent manifests in diverse ways, the school offers multiple access points and pathways:

- **Late Identification:** Students may be identified and placed in AGT programming at any grade level.
- **Twice-Exceptional (2e) Students:** Students with AGT potential and co-existing learning challenges receive both gifted services and appropriate accommodations or IEP/504 supports.
- **Community/Extracurricular Achievement:** Exceptional ability demonstrated in extracurricular domains (e.g., coding, music, competitions) can inform AGT evaluation.
- **Cultural and Linguistic Considerations:** Identification tools are culturally responsive and adjusted for English Language Learners (ELLs) and students from underrepresented populations.

7. Parent and Community Involvement

Parents are active partners in the AGT process and are informed through:

- Annual informational sessions
- Access to AGT resources and support materials
- Opportunities for feedback on programming

8. Appeals Process

If a parent or guardian disagrees with an identification or placement decision:

1. Submit a written appeal to the AGT Coordinator within 30 days.
2. A review meeting will be scheduled within two weeks.
3. The AGT Committee will re-evaluate data and provide a decision in writing within 10 school days.

9. Policy Review and Accountability

This policy will be reviewed biennially by the AGT Committee. Adjustments will be made based on:

- Student performance data
- Stakeholder feedback
- New research and best practices in gifted education

Signed,

Duraïd Al- Oubaidy

Principal,

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