



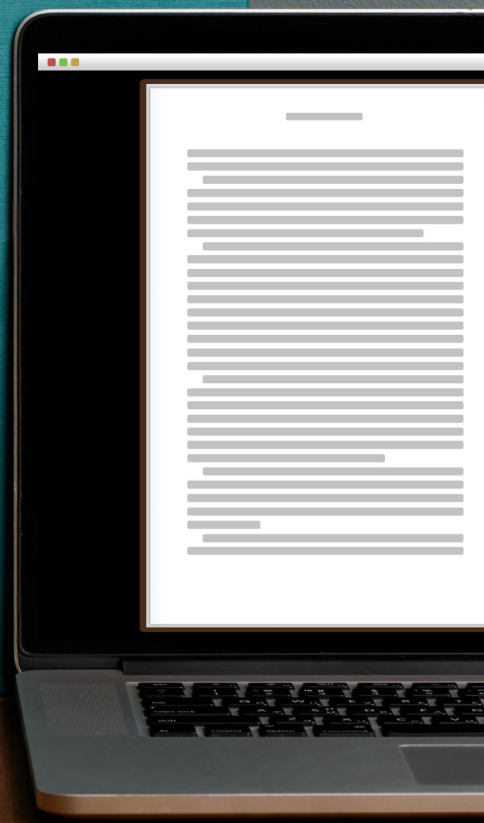
Eastwood Schools
Est. in 1973

Inclusion Policy*

An EIS Guide

2022-2023

**Policy was last reviewed on September 2022*



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CIS MEMBER



Distinguished
Educators

EIS MISSION

Eastwood Schools commits to impacting the world by teaching students to be driven by a balance of mind, body and soul, and to couple knowledge with integrity, ambition with compassion, and achievement with service.

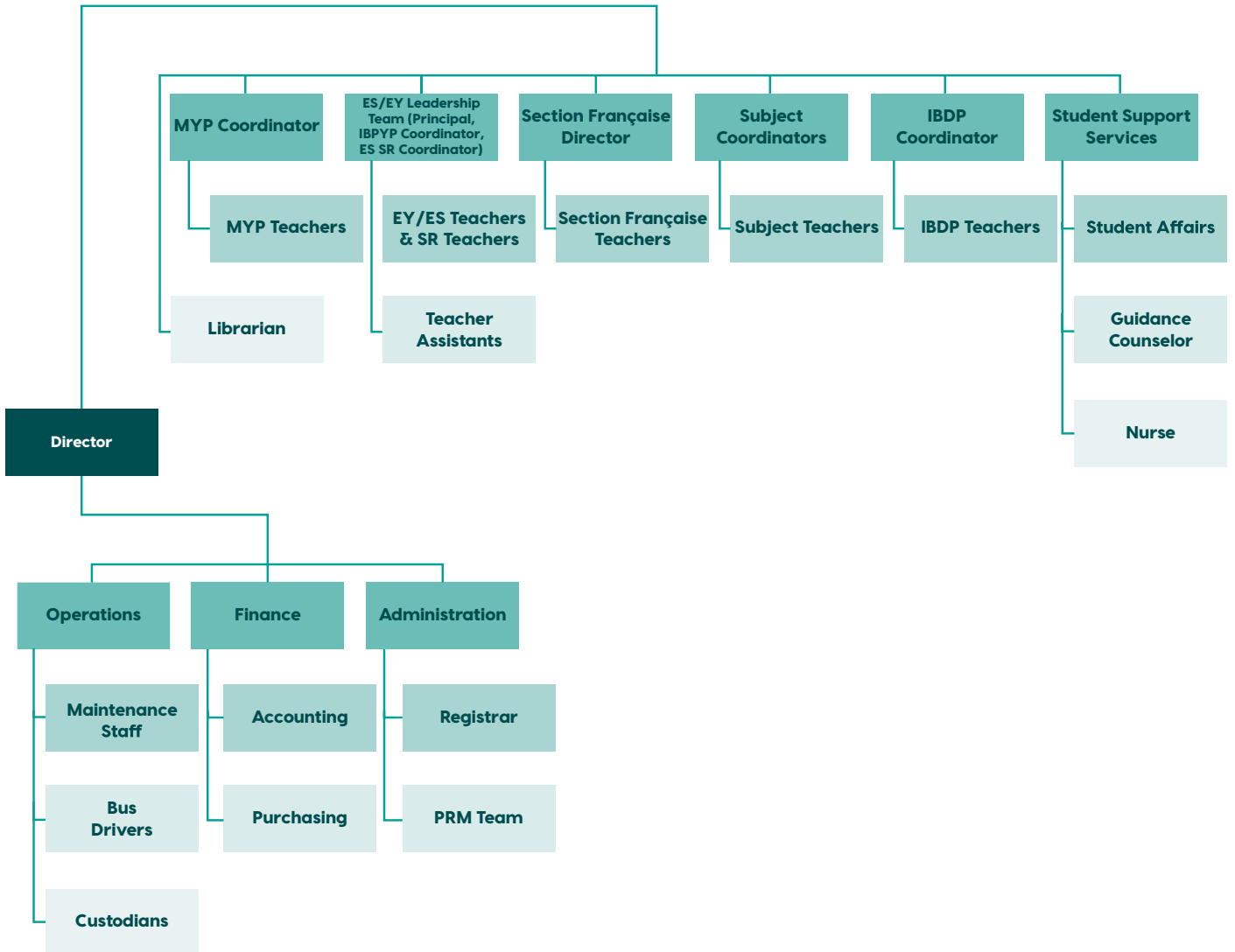
EIS VISION

Eastwood International School strives to be a leading educational community in the Middle East for students of all nationalities and religions.

The success of our vision depends on the commitment of all members of the school community to take an active part in its effort to provide an instructional system that conforms to the high standards of international education.

Eastwood International School is committed to a program of continuous improvement and development.

ORG CHART



This policy outlines the goals, principles and strategies used to ensure effective inclusion of children with special needs within EIS.

It provides a framework for the provisions for the enrollment of children with special education and additional needs.

Eastwood International School provides special services for students with learning difficulties from grade 1 to high school. The Inclusion Department provides a broad range of stimulating experiences that ensures the cognitive, emotional, and social growth of individual learners. Inclusion Education has been a philosophy at EIS since 1986 even though it had different shapes and forms throughout its history. It was developed because of the belief that education is a right not a privilege.

ROLES AND RESPONSIBILITIES

The Inclusion Department at Eastwood International School aims towards creating the least restrictive environment. Our responsibility is to prepare learners to function independently and efficiently in society.

IN THE ELEMENTARY SECTION, inclusion and co-teaching are used to meet this goal. The term co-teaching is used to ensure that planning is happening collaboratively. The exchange of ideas and teaching practices is enriching for both teachers, homeroom and inclusion education teacher, and it enables them to widen their reflections on the teaching journey.

The regular homeroom teacher leads the classroom on all levels. Her collaborative planning with the IEDUteacher allows her to comprehend better the potential of the IEDUstudents and allows the IEDUteacher to conceive, prepare and then apply the necessary accommodations and modifications. The inclusive arrangements will be implemented while maintaining for the “regular” learners the grade level standards and without affecting in any way their learning experience (form and content).

For instance, the use of visuals in the lesson will be multiplied such as visual organizers. Although co-teaching allows more individualized instruction for all students, the other teacher is present in a class mostly to maximize the participation and the engagement of the IEDU students on all levels using a variety of strategies and resources (cf. list of accommodations) and to ensure the implementation of the IEP (Individualized Educational Program). Thus, two co-teaching approaches are used depending on the IEDU students’ difficulties and on the lesson:

- . The homeroom teacher leads the session while IEDU teacher assists IEDU students.

- . **Alternative teaching:** the IEDU students receive the lesson in a small group, in class or pull out, while the homeroom teachers is teaching the typical learners

IN MIDDLE SCHOOL, INCLUSION IS USED TO MEET THE GOAL THE INCLUSION EDUCATION DEPARTMENT.

IEDU and subject teachers plan collaboratively. The exchange of ideas and teaching practices is enriching for both teachers and it enables them to widen their reflections on the teaching journey. The subject teacher leads the classroom on all levels. This collaborative planning allows the subject teacher to comprehend better the potential of the IEDU students and allows the IEDU teacher to conceive, prepare and then apply the necessary accommodations, modifications and differentiation.

IN MIDDLE SCHOOL, THE INSTANCES WHERE THE IEDU TEACHER WILL PROCEED WITH PULL OUT SESSIONS FOR IEDU STUDENTS ARE:

- . The content and concepts are too advanced for the IEDU student
- . The pace of teaching is too fast and the IEDU student cannot keep up

A special attention is given to peer tutoring and mentoring and group work. Peers and groups are carefully chosen by the teacher and IEDU teacher.

The IEDU teacher ensures opportunities for direct instruction in a small group, rephrases, repeats and redirects with the coordination of the teacher.

The ultimate goal is to progressively decrease the inclusive arrangements and enable the student to become independent in his learning journey.

In classes where no IEDU students are enrolled, only one homeroom teacher is present in class.

In Middle school all IEDU students' formative and summative assessments will be based on the IB MYP subject objectives. Although they will be differentiated to meet the needs and level that the student was able to reach. These assessments will be prepared by the IEDU teacher.

If the IEDU student didn't follow any pull out sessions s/he will do the same assessment as his classmates although it will be differentiated

INCLUSION EDU DEPARTMENT

THE IEDU DEPARTMENT TEAM CONSISTS OF THE FOLLOWING:

- . Inclusion ED. coordinator
- . Speech therapist
- . Psychologist
- . Counselor
- . Therapist
- . Psychomotor therapist
- . Inclusion ED. Teachers

THE INCLUSION EDUCATIONAL COORDINATOR'S RESPONSIBILITIES INCLUDE THE FOLLOWING:

- . Ensuring that all the inclusion education students receive a high quality and research based program and instructions tailored to their needs.
- . Ensure that IEDU teachers are fully aware of the cases of their students, have access to the formal and informal "internal" and "external" reports, and they have full comprehension of their conditions and the necessary accommodations to fulfill their needs on all levels (emotional, social, behavioral and academic).
- . Ensuring the implementation and documentation of the necessary accommodations.
- . Encouraging, facilitating and ensuring communication, coordination and collaboration between all team members and parents: IEDU teachers with parents, IEDU teachers and therapists (internal and external), IEDU teachers and specialists.

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(refer to the assessment section in the table below) to help him/her achieve to the best of his/her abilities.

As well as supporting the teachers in:

DEVELOPING INDIVIDUALIZED EDUCATIONAL PLANS (IEP), in implementing it and in reviewing progress.

DETERMINING THE LEARNING NEEDS AND STYLES of IEDU students by continuously reflecting on their learning journey, progress and by combining and collaboratively analyzing data from all “internal” and “external” team members and parents

UNDERSTANDING THE IEDU STUDENTS WEAKNESSES AND/OR DISABILITIES and its impact on their learning in order to improve it, in all settings (inclusion in mainstream, small group, one-on-one)

BEING AWARE OF THE DIFFERENT TEACHING MODELS and settings used in EIS

CONTINUOUSLY REFLECTING ON THE USED TEACHING MODELS and settings and ensure the use of the most beneficial ones while maintaining a balance between social and academic and taking into consideration different factors such as the learner’s age, his weaknesses and strengths, his long term plan and the parents’ aspiration.

DOING REGULAR CLASS OBSERVATIONS, PROVIDING WRITTEN AND ORAL FEEDBACK for IEDU teachers for improvement purposes.

ENSURING AND MONITORING COORDINATION between the therapists and the educational team.

DOING INDIVIDUAL WEEKLY MEETINGS with inclusion educational staff including special educators and therapists to discuss the students’ progress, challenges and effective strategies.

DOING MONTHLY DEPARTMENTAL MEETINGS to discuss actions and make decisions related to the inclusion educational department, discuss and share challenges, successes and achievements and brainstorm new ideas, strategies and their implementation

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SUPPORTING TEACHERS IN THEIR TEACHING JOURNEY on all levels, motivating them, providing resources and recommendations in order to enable them to improve and reach their full potential.

INVOLVING PARENTS ON A REGULAR BASIS IN THEIR CHILD'S PLAN by ensuring regular communication with them regarding their child's progress and challenges and suggesting helpful strategies and recommendations.

SUPPORTING REGULAR CLASSROOM TEACHERS IN IDENTIFYING STUDENTS with challenges and in implementing strategies to meet their needs. Regular meetings take place to ensure ongoing follow up.

KEEPING PRECISE DATA ON STUDENTS ENROLLED in the special needs department and on students with specific learning challenges and ensuring the transfer of this information to teachers between academic years.

1. GENERAL ACCOMMODATIONS (SPECIFY EXAMPLES WHENEVER YOU CAN)

Adapting the time allotted for learning, task completion and/or testing

Weekly home-school communication tools (notebook, daily log, phone calls or email messages)

Verbal prompts to stay on task

Physical prompts to stay on task (taping shoulder)

Private signals decided with the student to refocus

Word bank of choices for answers

Provision of adaptive and visual tools: calculator and/or number line in math, checklists for writing and for any task requiring steps, visual organizers)

Develop/Reinforce the use of communication through emails

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2. PHYSICAL LEARNING ENVIRONMENT

Provide preferential seating (in front, with a supportive pair, between well-focused students, near teacher..)

Provide structured environment: schedule and classroom rules posted, etc.

Provide special lighting or acoustics

Put a rubber around the chair's or the table's legs

Give flexible work locations: allow the student to change position (stand, kneel, use a clipboard on the floor, etc.) during work times

Provide a space with minimal distractions

Provide instruction/assignment/test in small group setting

Provide instruction (specify subject)/assignment/test in private room or alternative test site

Space for movement or breaks

Allow the student to run outside the classroom for one minute

3. IN CLASS ASSIGNMENTS/HOMEWORK

Modified workload or length of assignments

One-on-one or small group conference to ensure instruction comprehension

Develop homework organizational skills: create a checklist with the student to help him set a study organized timeline routine and follow up with him on it every day.

Provide a way for parents to determine the homework assignment (homework buddies, mail home the assignment sheet).

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4. ASSESSMENTS

Modified content and grades based on IEP

Administer a test in several timed sessions or over several days

Allow subtests to be taken in a different order

Administer a test at a specific time of day

Provide in large print (specify)

Reduce number of items per page or line

Present instructions orally

Underline key words

Put keywords in bold

Allow breaks

Extend allotted time for a test

Record instructions on I-pad

Simplify test wording; rephrase test questions and/or directions

Alternate ways to evaluate (oral test instead of written test)

Do test in alternative site

Modify the workload or length of assignments/tests

Vary/Modify the choice of test format (draw a line from question to answer, fill in the blank and provide a list of possible answers, multiple-choice, true-false, fill in the blank)

Accept short answers

Read test and directions to student

Spelling mistakes are ignored except in spelling tests: grade on content

Neatness is not penalized.

Allow the student to retake the test in case of poor grade on a test due to ...

Offer many small quizzes rather than big exams

Allow the student to dictate answers orally

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5. INSTRUCTION (DURING LEARNING TIME AND ASSESSMENTS)

Provide clear and simple oral direction

Reduce open-ended questions

Use of manipulatives

Concrete examples

Review of directions

Have student restate information

Demonstrate how to approach a task

Support auditory presentations with visuals: provide directions in written forms (on board, worksheet, etc.)

Visual cues and prompts (specify: signs, graphic organizer for...,)

Auditory cues and prompts (specify)

Intermittent assistance from an adult

Direct adult assistance

Pair assistance

Parallel activity

Chunked instructions (orally and visually)

Give one instruction at a time

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6. BEHAVIOR

Multiply verbal encouragements

Be firm

Be consistent with positive reinforcements and consequences and with academic expectations

Provide positive verbal reinforcement

Use a behavioral chart

Develop reflection skills

Use of quiet corner or room to calm down and relax when anxious

Allow movement breaks

Set and post class rules

Use of chart progress and maintain data

Use of proximity/touch control

Daily feedback to student

Eye contact reminders

Set clear consequences for disruptive behavior

Address the student directly to grasp his attention

Give the student responsibility to enhance his self esteem

Encourage the student's active participation

Develop self evaluation skills

Prepare and label transitions

Ensure individual conference opportunities

Do a contract with the student

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7. SPEECH AND LANGUAGE

Use simplified and short sentences

In case of stuttering:

The teacher reduces her rate of speech when talking with the students and creates silences in the interaction.

The teacher pauses for 2/3 seconds before responding to the student's questions.

The teacher shows acceptance of what the child expresses rather than how it is said.

The teacher ensures that the student is not interrupted when he is talking.

The teacher provides advance notice and encourage oral participation and in class presentations (by telling the student that it will be his turn in 5 min, by giving him extra time to formulate and share his thoughts).

The teacher calls the student to answer when he volunteers.

The teacher listens attentively to the student, repeats and paraphrases, giving her own opinion.

7. FINE MOTOR SKILLS

Use a special copybook or paper format

Practice typing on I-pad (agenda for example)

7. OTHERS

The student does not join French classes. These sessions are replaced with:

2 academic support small group sessions during which the teacher provides extra instruction, guidance and practice using specific strategies related to the concepts taught in the classroom and to the student's gaps. The sessions duration are ... min.

One social skills small group session integrated with performing arts. The session duration is ... min.

The student is an auditor during French sessions.

Time management skills are being targeted through the use of timer, ...

ADMISSION

Only students with mild learning difficulties are accepted. This measure is to ensure that the academic and cognitive abilities of the IEDU student are not extremely far from his/her peers which will allow him/her to reach his/her full potential in an inclusive setting. These difficulties/disabilities include:

- . ADHD
- . Specific learning difficulties: dysgraphia, dyscalculia, dyslexia, dysphasia and auditory and visual memory difficulties
- . Mild social, emotional and behavioral difficulties.

DISABILITIES LIKE AUTISM AND PHYSICAL AND SENSORY DISABILITIES HAVE BEEN EXCLUDED BECAUSE OF THE LACK OF RESOURCES.

A PERCENTAGE OF 20 TO 25% (OUT OF THE TOTAL NUMBER OF STUDENTS) HAVING CHALLENGES ARE ADMITTED IN EVERY GRADE.

This percentage is limited to ensure that the IEDU students receive the necessary support from the IEDU teacher and that the learning experience of the regular students is not affected specifically on the academic level.

WHEN THE LEVEL OF THE STUDENT IS MORE THAN 2 GRADE LEVELS BELOW, APPLYING DIFFERENTIATION AND MODIFICATIONS BECOMES CHALLENGING, HARDLY REACHABLE, IN A MAINSTREAM CLASSROOM WITHOUT SLOWING DOWN OR AFFECTING THE LEARNING OF THE REGULAR STUDENTS.

Moreover, severe attentional difficulties and slow speed of processing have been identified as strong barriers in this setting. Instruction is given in a small group in a pull out class in these conditions. A model combining inclusion and pull out classes is preferred in this context: for instance, students might be pulled out from all math sessions and from some science lessons but will be integrated in science lessons involving experiments.

WHEN A STUDENT HAS A COMBINATION OF SEVERE LEARNING DIFFICULTIES (COMORBIDITY), FOR INSTANCE A COGNITIVE DELAY AFFECTING SIGNIFICANTLY ALL HIS ACADEMIC SKILLS, A FULL PULL OUT MODEL MIGHT TAKE PLACE.

It is worth mentioning that this cohort of students has been enrolled in EIS before implementing the full inclusion model and since we are a student centered school, we prioritize the benefits of our students on the system.

IN ALL INCLUSION MODELS, IEDU STUDENTS JOIN THEIR PEERS IN PE, ART AND MUSIC.

ADMISSIONS POLICIES SHOULD TAKE ACCOUNT OF:

- . Eastwood International School accepts students with mild learning difficulties
- . The necessity of parents/guardians to hand in all prior documents and assessments
- . The assessments' dates should not exceed two years from the evaluation date
- . The need for school administration to assess the educational needs of the applicant in order to verify the possibility of providing the necessary support. Each child will be considered on an individual basis
- . The severity and degree of difficulty/disability
- . The level of support needed from special services and any special considerations the student may require
- . The number of IEDU students currently enrolled in an assigned class
- . The school's resources needed to cater for the learning difficulty, class size, and accessibility of school facilities
- . The child's individualized education plan (IEP) if one exists, and the school's ability to meet the IEP
- . Other school's feedback and report
- . Reports and assessments from professionals
- . Interview with parents/caregiver
- . Informal assessment and observations done during the trial period of two to five days
- . Reference from previous school

INCLUSION IN IB PROGRAMS

GENERAL FRAMEWORK

The IEDU teacher is requested to have a full comprehension and mastery of the IB programmes requirements since her students are part of it. Although she doesn't conceive, complete and deliver a unit or a lesson for the whole class, she is fully involved in the process and in every part of the program. The IEDU teacher and homeroom/ subject teacher meet regularly with the programme coordinator. Any question regarding the program is addressed in these meetings.

The IEDU teacher is required to attend all professional development sessions administered by the IEDU coordinator to stay up to date on how to deal with the different cases and applicable strategies. As for IB programmes professional development sessions, IEDU teachers are also required to attend in order to understand the requirements of each programme and stay updated to fulfill the pedagogical needs of their students.

THE MISSION OF THE IEDU DEPARTMENT IS ALIGNED WITH THE IB MISSION (SEE TABLE BELOW).

SPECIAL EDUCATIONAL NEEDS MISSION	IB MISSION STATEMENT
<p>Inclusion Education department provides a caring, loving, safe and supportive environment where each individual can develop his/her own cognitive, social and personal skills in order to become an independent functional lifelong learner.</p> <p>Our mission emphasizes understanding awareness and accepting individual differences among all in order to make a unified, homogeneous community.</p>	<p>The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.</p> <p>To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.</p> <p>These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.</p>

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Also, the IB programme principles and practices “call for school to be organized in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes.” (IB conference of the Americas 2014, Washington, DC, 10-13 July).

The following IB standards and practices support inclusion.

STUDENT SUPPORT 2.3: THE SCHOOL PROVIDES STAFF, FACILITIES AND RESOURCES AS OUTLINED IN THEIR INCLUSION POLICY. (O2O2-O2-O300)

CULTURE 2.1: THE SCHOOL IMPLEMENTS AND REVIEWS AN INCLUSION POLICY THAT MEETS IB GUIDELINES. (O3O1-O2-O100)

CULTURE 2.2: THE SCHOOL IDENTIFIES IN ITS INCLUSION POLICY ALL OF ITS LEGAL REQUIREMENTS AND OUTLINES THE SCHOOL'S STRUCTURES AND PROCESSES FOR COMPLIANCE. (O3O1-O2-O200)

CULTURE 2.3: THE SCHOOL DESCRIBES IN ITS INCLUSION POLICY THE RIGHTS AND RESPONSIBILITIES OF ALL MEMBERS OF THE SCHOOL COMMUNITY AND CLEARLY STATES THE SCHOOL'S VISION FOR IMPLEMENTING INCLUSIVE PROGRAMMES. (O3O1-O2-O300)

FINALLY, THE IEP (INDIVIDUAL EDUCATION PLAN) IS COMPOSED OF THE ACADEMIC LEARNING OUTCOMES TAKEN FROM THE PYP SCOPE AND SEQUENCE CONTINUUMS. Different learning phases depending on the subject and on the learner's disabilities might be involved.

IN THE MYP THE IEP (INDIVIDUAL EDUCATION PLAN) IS COMPOSED OF THE LEARNING OUTCOMES TAKEN FROM THE MYP'S written and taught curriculum and follows the aims and objectives the MYP subject guide and programme.

THE IEP IDENTIFIES THE STUDENT'S INDIVIDUAL NEEDS, GOALS AND PRIORITIES FOR LEARNING. It is designed by a multidisciplinary team: inclusion educational coordinator, IEDU teachers, parents, therapist, school counselor and the student (if applicable). They all collaborate together to develop the learning, delivery and evaluation of the learning plan.

INCLUSIVE ARRANGEMENTS

Inclusive arrangements (cf. list of accommodations) might be implemented in every step of the inquiry cycle depending on the student's strengths and weaknesses. Strategies and tools used for instance could be: prompting strategies using closed questions or semi-open questions (asked in one-on-one to enable the student to participate during the provocation or before it to prepare the student in advance), giving the student one specific task in the investigation process, providing the student with materials appropriate to his level, guiding the student to locate and comprehend a finding then discussing it with him and prompting him to connect it with the central idea, prompting the student to share his finding... the use of visuals is crucial in the process (graphic organizers, checklists, maps, word banks, etc.). As previously mentioned, these measures allow and enhance the participation of IEDU students.

THE LEARNING OUTCOMES ARE MODIFIED FOR IEDU STUDENTS AND ARE FOUND IN THEIR IEPs.

CHALLENGES

Some of our IEDU students have severe learning disabilities (resistant to intervention and are lifelong). Their progress is slow although different therapies are being done in parallel in and outside the school and consistent collaboration and coordination is happening. Thus, the gap between their level and their grade level standards steadily increases making the inclusion experience less beneficial.

THE FOLLOWING DISABILITIES HAVE BEEN IDENTIFIED AS BARRIERS:

- . **SEVERE ATTENTIONAL DIFFICULTIES:** the student is distracted easily and is unable to inhibit irrelevant and unimportant information. A regular classroom is a place full of distractors for these students on all levels, cognitive, emotional, visual and auditory levels. In this context, incidental learning is very minimal and all the concepts need to be constantly repeated in another setting.
- . **COGNITIVE DELAYS:** the student doesn't have the cognitive abilities to comprehend the same concepts and materials as his peers even with inclusive arrangements. His conceptual understanding is limited and he needs to be exposed to different concepts as prerequisites.
- . **SLOW SPEED OF PROCESSING:** the student has difficulties comprehending concepts because the regular flow of information is too fast for his limited processing abilities. Incidental learning becomes limited and the benefits of inclusion are reduced.
- . **SEVERE LANGUAGE DISABILITIES:** the student is unable to comprehend the English Oral language and consequently is unable to comprehend the concepts and reach the learning outcomes.
- . **DIFFICULTIES IN EXECUTIVE FUNCTIONS** (working memory, flexibility, emotional control, task initiation, organizing, shifting, planning and prioritizing and emotional control). For these students, it is extremely challenging to make a connection between different concepts and to shift from one task to another.
- . **AN IB CLASSROOM AND FRAMEWORK** is overwhelming for the above mentioned students.

BENEFITS OF INCLUSION:

- . Aligned with IB mission and vision as it allows students without challenges to understand and embrace differences and to develop and show care and respect for IEDU learners. All attributes of the IB learner profile are highly activated in such an environment.
- . Remove stigma for IEDU students for all stakeholders (teachers, parents and students)
- . Growing acceptance for IEDU students from teachers and regular students thus enhanced self-esteem and growing capacity for building friendship for IEDU which have a positive impact on their motivation and acquisitions.
- . Enriching professional exchange between teachers positively affecting the learning journey of all students.

REFERRAL PROCESS

Monitoring of individual progress is essential in evaluating the child's growth and development, and that particular difficulties in any area of learning, whatever the cause, are identified and addressed.

- If it is noted that a student is not progressing towards the curriculum standards in the regular department, the teacher informs the principal. A plan is put in place for a month targeting the students' weaknesses and parents are involved in the process. All the steps are documented.
- In case the student still has gaps even though he improved, time to refer him to the IEDU department by sending a referral form to the IEDU coordinator, principal and director of communications.
- The IEDU Coordinator will observe the student in different settings at different times, fill in a checklist that highlights different areas of learning and behavior, interview all teachers working with this particular student, and go over student's sample of work.
- Depending on the need the intervention therapists (Speech Therapist, Psychomotor Therapist, Behavioral Interventionist) will observe the student.
- Based on the data collected, the IEDU coordinator and intervention therapists will suggest strategies and a set of accommodations/modifications to implement in the mainstream class.
- If the student continues to struggle, the school obtains parents' permission to refer the student for a formal assessment by the specialized professional.
- The results will reveal the needed intervention.

The Life Preparatory Program (LPP) at EIS provides services for students with learning difficulties who are working below the grade level standard of their particular grade level.

Furthermore, these students are not covering the objectives of the Lebanese National Baccalaureate diploma, the American High School Diploma Programme, or the International Baccalaureate's Programmes. Rather, they are following a functional academic program tailored to their learning needs and receive an Individualized Education Plan (IEP) at each of the school's reporting periods. The IEP aims to provide an overview of the student's strengths and areas that require more focus and are targeted through individual programs.

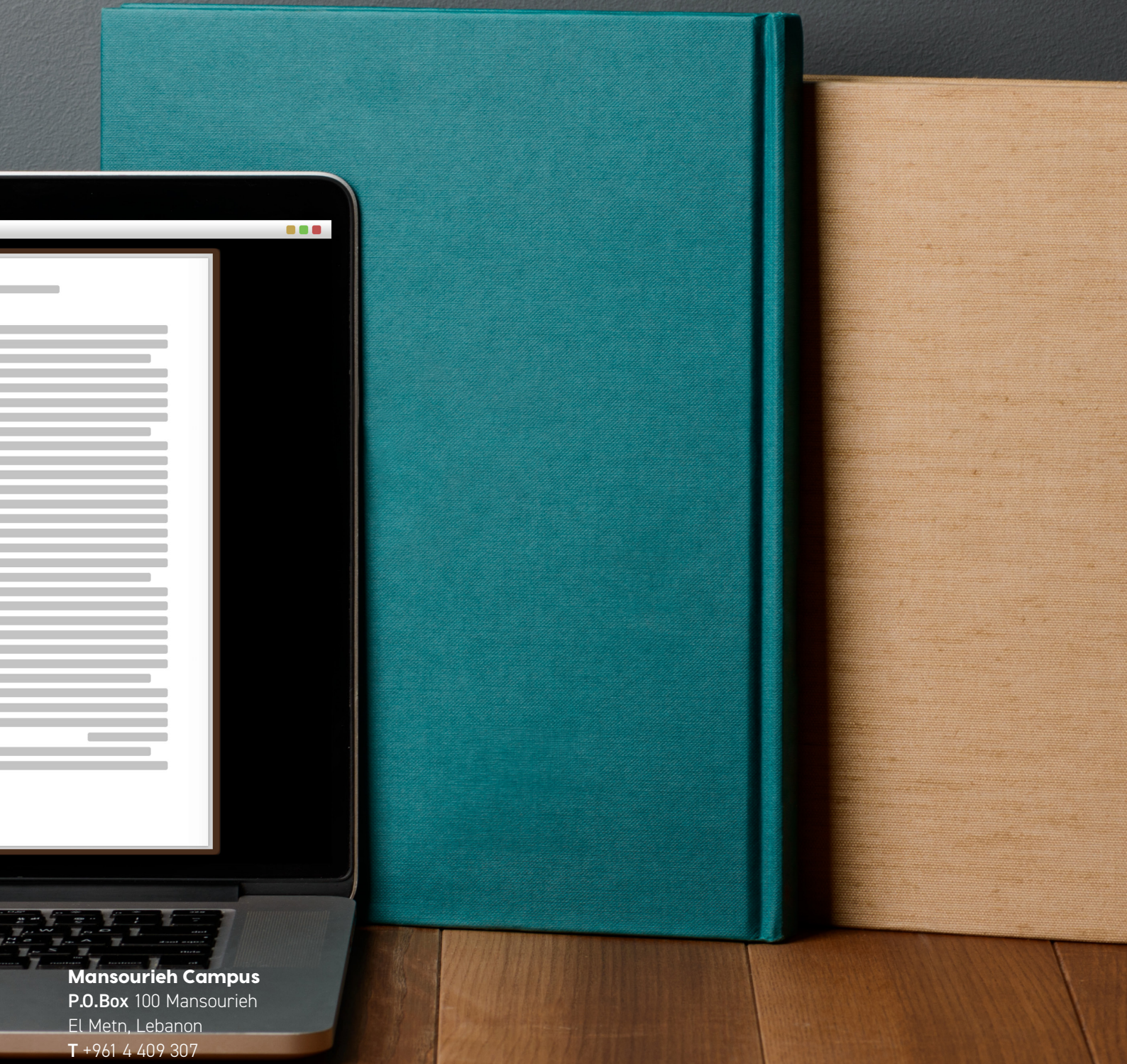
Academically, students cover the following subjects that are all tailored to their individual abilities: English, Math, Science, Social Studies and Arabic.

Students have an opportunity to enhance their skills by participating in the following subjects: Performing Arts, Oriental Music, Pragmatics, Physical Education, Arts, Design and Technology, Group Psychomotor and Social Skills.

Upon completion of the Learning Preparatory Program and graduation, students will receive a diploma at the graduation ceremony that mentions that the curriculum has been modified to suit their learning needs.

CONFIDENTIALITY

After the testing is done, a copy of the student's reports and IEP are kept in the student's file in the IEDU department. These files are accessible to the IEDU staff. As for the mainstream teacher, the necessary and needed information is communicated to them by the IEDU coordinator.



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