



IEP Department Policy

The goal of this guide is to support teachers, parents, and administration in carrying out the requirements of the individualized education program for learners who face challenges academically and emotionally.

To create an effective IEP, parents, teachers, and often the student, must work together to look closely at the student's unique needs.

There are certain steps in which we follow to decide if a learner is facing difficulties and needs to follow support sessions.

1- **Learner is evaluated**

The learners have diagnostic assessments at the beginning of the year. These assessments help in checking the learners' skills, strengths, and challenges.

2- **Learner is referred by his/her teachers for a closer evaluation**

After getting the results of the diagnostic assessments, teachers report some learners who seem to have specific academic or social emotional challenges. They send a referral feedback from to the IEP coordinator for a closer evaluation. Learners are then individually assessed in the resource room following specific rubric and criteria to check if the learner is facing any cognitive/social emotional challenge or if it is only that he/she needs a new study plan to follow with the parents.

3- **IEP – Parents' meetings**

Parents are invited to attend a meeting to inform them with the process their kids have passed through and conduct a plan to agree upon. They will be informed with all the challenges their kids face. They are given suggestions on different study plans to follow at home and are notified with our plan at school.

4- **IEP Plan is prepared**

- The IEP team (IEP coordinator, Language coordinators, special educator, administration, and the counselor) gathers to talk about the learner's needs. Parents and the learner (when appropriate) are part of the team.
- Before the learner gets his first support sessions, the parents must give consent.
- A plan for each grade level and an individual plan are discussed to start applying.



- Teachers write diagnostic reports about each learner's case and receive feedback to help them understand their learner's case deeper.
- Provide teachers with the professional development they need to shed light on learning difficulties and to discuss the ways to deal with these challenges.
- Set a schedule for individual or group support sessions for learners (English and Arabic sessions)
- If the learner's behavior interferes with his or her learning or the learning of others, the IEP team will consider strategies to address the learner's behavior. The learner will receive guidance and one to one sessions from the counselor. The counselor will work on a specific plan to modify learner's behaviors.
- Prepare the screening test to be filled for each learner

5- Progress is measured and reported to parents

The learner's progress is followed up. The parents are informed whether that progress is enough for the learner to be able to upgrade to the next level, or he/she still has areas to work on. Teachers and special educators fill in these progress reports by the second term. Checking up with the specialists to discuss learners' improvement and to ask for new reports which show the areas our learners have been working on and improving at.

Contents of the IEP

Our IEP includes certain information about the child.

- **Current performance/Students' files**

Specific information about each learner is stated in forms of documents and reports. The reports state the learner's previous and current performance (academic or social emotional).

- **Yearly and monthly objectives**

There are certain objectives that the learner can reasonably accomplish in a year. These objectives are broken down into short-term objectives or long-term.

- **Special education which occurs at the resource room / counselor's office**



This includes supplementary aids and services that the learner needs. The resource room includes many targeted visual aids, sensory games, hands on activities and games, puzzles and memory games... Learners use these resources each according to their needs. Learners receive the needed social emotional support from the counselor as well to help raise their self-esteem.

Implementing the IEP

Our goal is to have learners improve appropriately toward their IEP objectives.

- Every teacher involved in providing support to the learner should have a background about this learner for carrying out the IEP correctly. This will help ensure that the learner receives the support that has been planned for. Teachers have a look at the learners' previous and current reports and screening tests.
- Learners who follow with a specific specialist (language, psychomotor, speech) get specific modifications and accommodations we identify as necessary. We modify their agendas, assessments, and some tasks. The modifications are individualized and are done in English and Arabic Languages. Teachers are notified with the learners' specialists' recommendations and are given the appropriate advice on how to be supporting each learner in the classroom.
- Communication between home and school is also important. Parents can share information about what is happening at home and build upon what the learner is learning at school. If the learner is having difficulty at school, parents may be able to offer insight or help the school explore possible reasons as well as possible solutions.
- Regular progress reports and feedback are prepared and written. It is also important to fill in the screening test for each learner every year by the end of second term, it shows learner's improvement or the challenges he/she is still facing to be able to modify or continue with the plans set.