



**THE
SOUTHLAND
SCHOOL**

I.E.P

**INSTITUTIONAL
EDUCATIVE PROJECT**

IEP Introduction

The Southland School's Institutional Educative Project is the fundamental referent to educative, formative and administrative activities of this school.

It expresses our identity as an educative community, which is based on a Christian anthropological conception that seeks the integral development of students as people committed with themselves, the others and their environment.

To fulfil its objective, the school has an organizational structure and people committed with their work.

The Institutional Educative Project aims at being a focus of the different dimensions, in which School daily coexistence works.

VISION

Be an educational establishment that provides a solid preparation, according to a globalized world demands and to continuous technological and socio-cultural changes experienced by our society, with an educative proposal that delivers an education of excellence and has the conviction that with perseverance it is possible to make human being inner dreams come true.

MISSION

Our mission is providing a solid academic, sport and values preparation, which translates into self-confident and integral students who are capable of inserting in and contributing actively to the society, understanding the bilingualism as an indispensable tool to face challenges of an ever changing world.

Our educative processes rely on the Scientific-Humanistic curriculum that is open to develop knowledge and skills, through plans, programs and appropriate methodologies, and on the promotion of human values in each action of the educational sphere, which permits students to prepare for life and participate purposefully in the society.

ACADEMIC GOALS

- Provide an education of excellence, in all its dimensions, and enhanced to maximize our students abilities, demanding their commitment and dedication to achieve excellence results that permit them contributing actively to the society. For the foregoing, our activities will be evaluated permanently.
- Teach the English language, with the purpose of delivering our students greater tools, to face educational and work contexts when they leave school, what demands knowing another language.
- Enrich our educative practices by incorporating technologies into the classroom and enrich the educational process of our students, showing them numerous possibilities offered by an increasingly digitalized society, to prepare them for an active participation in this new reality.
- Promote sport as a fundamental focal point in the integral development of our students, because through this, values of human being coexistence and essential skills are taught to apply them to daily activities within our school and through their lives.

STUDENT'S PROFILE

The school aims at forming students to be:

1. Confident in their thinking and acting.
2. Positive leaders with a strong sporting spirit.
3. Honest, respectful and responsible with themselves and with the rest, as well as concerned for their actions and consequences in the environment.
4. Sympathetic and willing to help those who need it most.
5. Perseverant in the achievement of goals and challenges proposed, being capable of recognizing and overcoming adversity.
6. Interested in learning and aimed at excellence; self-demanding and committed with their skills development.
7. Autonomous in determinations, acting on their convictions and having a critical and positive attitude with his/her environment.
8. Innovative in the use of technologies, managing the English language as a tool to face the present world.

FAMILY'S PROFILE:

The school expects to have families that:

1. Are committed with, aware of and responsible for a child educative process.
2. Know, value and support the educative project and the school coexistence manual.
3. Educate and train children in the light of principles and values of school's educative project.
4. Motivate a child to learn by doing, favoring progressively his/her independence and autonomy.
5. Participate actively in school's extracurricular activities.
6. Feel to be part of the educative community that contributes permanently to their strengthening.
7. Have an open communication, which is based on the respect of each educational community member.

TEACHER'S PROFILE

The school expects to have a professional who:

1. Is prepared, responsible, demanding and disciplined with daily work.
2. Manages and uses the English language.
3. Tends to permanent improvement of teaching and is up-to-date with the new trends in the educative field, incorporating them into educative practices.
4. Influences, motivates and guides students, according to goals and objectives proposed by the school.
5. Understands discipline as a fundamental element of students learning process.
6. Tries that students are interested in learning, employing stimulating and enriching strategies of teaching in an effective way.
7. Incorporates technological means into the classroom for improving and enhancing educative practices.
8. Faithfully represents the institutional image and school's values.
9. Contributes to create a warm, pleasant and respectful work environment among all members of the educative community.

PRINCIPLES THAT INSPIRE THE EDUCATIVE PROJECT:

1. We believe in respect, honesty, responsibility, solidarity and perseverance values.
2. We promote sport as a fundamental formation point of values and discipline.
3. We believe that technologies incorporated into the classroom are the main tool for developing rich

and significant educative practices and learnings.

4. We believe that English language use and manage are essential to work in an increasingly demanding and competitive world.
5. We believe that the family is the first and basic community of socialization and learning for children.
6. We postulate an open and fluid communication between all members of the school community.
7. We postulate an education based on demands and discipline.
8. We believe that reading, in all its dimensions, is the main tool for achieving effective learnings.

ACOMPANYING CONCEPTS OF OUR ACTION

a) PERSON'S INTEGRAL VISION

'We believe that every person is unique and unrepeatable, whose open nature and rational is endowed with intellect and will, and called to a transcendent life...'

b) EDUCATION

We understand education as a socialization process and the integral formation of human being, in which perseverance is transformed into a primary pillar that supports the development of physical and intellectual skills, abilities and capacities, values and ways of behavior. It is an ongoing process and a systematic approach that aims at transforming people into reflexive, critical and participatory individuals in a demanding society full of challenges.

c) SCHOOL

The Southland School is considered as a secular education space, with a Christian orientation that is open to all faiths. It aims at forming integral people with values and principles in an environment full of learning experiences. Demands, discipline and affection accompany daily activities of our students, seeking their fullest potential development.

d) SCHOOL COMMUNITY

It is the one formed by students, teachers, guardians, assistants, principals and administrator that share common values and criteria unification for reaching the common purpose of contributing to and enriching student's formative process from different dimensions.

VALUES THAT SUPPORT THE IEP

In The Southland School, we promote a solid formation of values for our students. We understand that the entire educative community is an organization that educates from human relationships of social subjects to pedagogical practices, and that we are perfectible human beings that are growing continuously. We postulate values that are essential for the formation of an educational environment, where each person feels responsible for and protagonist of this growth.

RESPECT

It is an essential value for our educational community, which is understood as a value that empowers mankind for recognizing and valuating qualities and rights from the rest.

We believe in human being as a being of interaction that must be respected like his peers, the rest of the active community and his environment.

As a community, adhesion to this value commits us to promote a conscious, free and responsible human formation, in which we can know and accept one another, express or hear our opinions and dissent from them, in an environment that tolerates differences, to see in them learning possibilities rather than threats.

HONESTY

We understand honesty as a human being's quality consisting of behaving and speaking with coherence and sincerity. This means, living according to what one feels and thinks. In the most evident sense, honesty can be just understood as the respect for the truth, in relation to world, facts and people.

It constitutes one of the most important values of student's personality formation, because it is the basis of interpersonal relationships, which reflect disinterested personal affection and respect consolidated through these interpersonal relationships.

To develop honesty in our students, it is necessary to form concepts, knowledge, skills, emotions, experiences and feelings to prepare them for an honest conduct that they need to learn. Knowing what can be done or not, and what conduct is good, is a fundamental aspect of honesty development.

RESPONSIBILITY

We understand responsibility as the capacity to exercise freedom for making decisions consciously, as well as the will to assume their consequences and account for them.

However, to exercise responsibility, there must be some requirements such as:

- Freedom of action using the reason to choose or decide.
- A norm to judge the facts made. The responsibility implies a process of self-regulation and self-criticism to account for our actions to someone who has regulated a certain behavior.

With this value, we intend to educate our students as autonomous beings that feel protagonists of life and personal growth.

SOLIDARITY

We understand solidarity as a fraternity and empathy capacity that impels goodness pursuit, which is favorable for changes to ensure the individual and community development as a whole.

For us, solidarity is an attitude of life consisting of the voluntary adhesion to causes from the others and the contribution to individual work, which is accomplished with generosity and spirit of service open to collaborate with all those who want to build a more humane society.

By living this value, it is intended to help youth and create a social dimension. The integration into society responsibly and constructively is also promoted.

We believe that solidarity is based on equity that unites mankind as individuals and reflects in neighbor's love.

PERSEVERANCE

It is a key value for our educative community, because it entails continuous and permanent efforts to achieve goals proposed. It is the realization of purposes, despite of the problems that may arise and the capacity to find solutions to overcome them. It is a human quality that let community stands firm in this achievement.

Within an educative context, perseverance is essential, since it is here where students face knowledge and many challenges proposed to us by it. It involves patience and constancy. Promote perseverance in our students is a day by day challenge. We believe that a perseverant student will be better prepared to deal with a changing world full of obstacles, where is necessary people who beat adversity and are committed to achieve their goals.

CURRICULAR PROJECT

INTRODUCTION

Education Paradigm

Since the time of Aristotle and Plato, it has spoken about a "paradigm". This very old idea has been widely discussed by Thomas S. Kuhn in the 1960s, about the sixteen or more definitions that he gave in his work "*The structure of scientific revolutions*" (1962).

The concept of paradigm or *disciplinary matrix*, is a scheme of interpretation leading to theoretical assumptions, which constitutes a guide and a model for a determined community of scientists. This shared theoretical perspective will lead them to investigations, during some time, lightening analyzes and possible responses, until it will produce a crisis that affects science foundations and compels the reformulation of a new paradigm (Valles, 1997).

In social sciences, two paradigms have basically prevailed: The positivist and the phenomenological, which generate two types of different investigations.

The positivist paradigm that searches facts or causes of social phenomena, independently on the subjective states of an individual, is not suitable to cover that Education where the research subject is a complex and unique human being, who will be inescapably pushed by experiences contextualized in a determined space and time.

The phenomenology that is approached on subject relationships in an environment, is the most appropriate paradigm for Education, because it understands complex processes that occur in our male and female students. In short, it exercises our teaching praxis covered in individuality and in particular socio-cultural contexts.

The Southland School considers the male and female student as inserted into a specific society and culture. Thus, learning-teaching processes planned contemplate underlying variables. This student's family, with the corresponding rules, believes, values and the genetic heritage will define learners to be distinguished from the rest. Likewise, experiences lived by our students, with particular sensations and perceptions will determine an exclusive memory that will influence the formation of opinions about himself or herself, and about his or her environment.

Therefore, The Southland School shares Román and Díez definition of **social-cognitive** paradigm (1999):

- Integration of cognitive paradigm (learning is considered as internal, because the specific mental processes

of each male and female student), and social-cultural paradigm (learning occurs by the cultural mediation and interaction among equals).

- It is considered the social culture (society of knowledge and globalization, world and national events, among others, and the institutional culture).
- The Curriculum is conceived as a selection of contents, methods, skills and values that constitute the objectives of the learning-teaching process provided by the official curriculum (Programs and Study Plans from The Ministry of Education. It is integrated with the institutional inputs of IEP, which take into account the flexibility of a globalized society.
- Minimum contents shall be selected from the official matrix and expanded. They shall contemplate the premise that they must be contextualized, socialized and significant. Moreover, methodology must be active, integrative and constructive by discovery. The male and female teacher shall be a socio-cultural and learning mediator, who is oriented to processes. They must care for intrinsic and extrinsic motivation of the male and female student, to be the protagonist of a personal learning, and share with their peers to generate a constructive dialog that promotes metacognition. Because of this, it is fundamental that teachers know previous experiences and learnings. This is why teaching is subordinated by learning.
- Uniqueness of each student is taken into account. For this reason, it is postulated that every male and female student can learn in different times and ways. There is a learning potential in every human being, which will determine intelligence. This can be modified, provided that there is an adequate stimulation and mediation by adult male and female teachers and parents. There is the acceptance of diversity, in which differences of each individual are respected.

SCIENTIFIC-HUMANISTIC CURRICULUM

Our school has opted for a scientific- humanistic curriculum that is centered on the person. This curriculum includes the academic area (centered on learning), the psychological area (aimed at student's evolutionary stages) and the scientific area (focused on experimental knowledge of human being).

The curricular humanist option is centered on the integral and harmonious development of student. This is executed through:

- Study Plans and Programs.
- School Organization.
- Teaching Methodologies.
- Evaluation criteria.
- The relationship among different participants of the process and all variables implied on it, having students as a central point and horizon.

This curriculum goes beyond the classroom and comprises a set of formative experiences that students live in different times and educative spaces.

In the curriculum organization, the principle of curricular flexibility is considered to respond to systematized knowledge requirements and to needs and interests of students.

In this interaction process, the main agent is learner, who is accompanied, helped and guided by the entire school community, being **the teacher the main facilitator guide**, whose role of teacher and educator grants the privilege of being a "person trainer".

We use the method of active pedagogy and learning by doing, in which the student participates in his/her development, and assumes progressively, through personal experiences, visions and findings, the

responsibility of formation.

The participation principle of all agents involved in the educational process, is another key part of our curricular option. Students and their parents, teachers and school staff are associated, and they mutually reinforce the achievement of such purposes.

By focusing on students, transversal components are incorporated into the curriculum, but they do not precisely belong to one or other area of knowledge. Such components are organized based on the person, in a process of increasing integration, which encompasses the cognitive and affective development, self-understanding, society understanding and moral and social formation. They are cultural elements, whose meanings are relevant for the educative community and the society in general, as well as for students to build a life project. For example, the development of social skills, education for affectivity and sexuality, education for environment care, education for democracy and respect of human rights, and ethical formation, among others.

PROGRAMS AND STUDY PLAN

Study programs contemplate Full School Day in Playgroup and Pre-School Education. Similarly, they contemplate a Full School Day in all primary and secondary education cycles, with diversification of hours dedicated to classes, complementary subjects and free choice activities. They are subscribed to the Official matrix given by the Ministry of Education (MINEDUC).

Study Plans

The school welcomes ministerial study plans and programs.

As stated in its Mission and Vision, learning of English language is reinforced in Playgroup, pre-school and primary education, especially in the first and second grade, where they are taught with a bilingual program. In the secondary education, English instruction is rigorous, in order to obtain the desired academic excellence, since, today more than ever, it is essential learning this language as a fundamental tool in a globalized world. To reach this purpose, The Southland School has the necessary infrastructure for developing communication and understanding skills in interactive work laboratories. Besides, the school is oriented to work in the technological area, looking for projects and TICs development. Another emphasis is on sport as a physical activity needed for living conditions.

Study Plans for Pre-School, Primary and Secondary Education are in line with Supreme Decrees issued by the MINEDUC.

Cycles – Grades	Study Plan Date and No.	Evaluation Regulation Date and No.
Pre-School	289/2001	-
1 st -2 nd Primary Grade	2960/2012	511/1997107-2003 Y 158/99
3 rd -4 th Primary Grade	2960/2012	511/1997
5 th Primary Grade	2960/2012	511/1997
6 th Primary Grade	2960/2012	511/1997
7 th Primary Grade	1363/2011	511/1997
8 th Primary Grade	1363/2011	511/1997
I Secondary Grade	1358/2011	112/1999
II Secondary Grade	1358/2011	112/1999
III Secondary Grade	27/2001-102/2002-459/2002	83/2001
IV Secondary Grade	27/2001-102/2002-459/2002	83/2001

Evaluation

The educative process lived in The Southland School is object of a permanent reflection. This seeks the continuous improvement of results obtained and elements that are favorable or unfavorable for such achievements.

This ongoing reflection and valuation process seeks to obtain significant information about learning and growth of students; about the institution operation and the achievement of its major objects and principles; about the educational environment, about people performance in their respective work and tasks; about the quality of materials, means and tools used; about work methodologies in the classroom, as well as about the adequacy and relevance of objectives and contents.

All this is for evolving at a personal and community level, in the calling to serve others and giving effective quality results.

Considering age, skills, interests and development level of each student, all evaluative practices facilitate the pedagogical relationship and the interaction type and quality of people involved. All these practices permit teachers and students knowing, accepting, and valuing themselves, encouraging critical consciousness to understand and assume personal growth.

In a Humanist curriculum centered on the person, the evaluation of the teaching-learning process is cyclic, continuous, planned, systematic and inherent to each of the actors involved. Basically, this curriculum tends to facilitate self-evaluation, and allows students to identify their achievements and failures, and even more, the reason of 'those achievements' and 'those failures' for assuming new strategies and getting the expected learning at each level.

For the teacher, the positive attitude consists of recognizing and encouraging a student for the effort made, or encouraging internally the reflection about deficient aspects or gaps detected for producing this necessary reflection. The teacher asks appropriate questions, proposes new perspectives, provides necessary information and suggests considerations from other points of view. The careful way to ask of the teacher may direct the need for more demanding decisions and commitments.

The evaluation of learnings will be understood as the evaluation referring to criteria. This means that each student is compared to the objectives proposed for him/her and not for his/her mates. This permits to observe the participation style of each person and recognize different changes that occur in it and through this learning process.

The evaluation process results referring to criteria, makes it possible not only the analysis of a student's performance, but the examination of methodologies, techniques, materials, evaluation means, and whether objects respond or not to orientations and final purposes intended.

Thus, the evaluation makes not only reference to the achievement of objectives, but it must question pertinence and validity of these and of the means used, having final purposes as a reference point.

Depending on time and intention by which the evaluation is made, this may have a diagnostic, formative or summative function, and although this may be totally applied, they are strongly identified in each one of their steps: the diagnostic evaluation, as an analogy to the context and previous experiences (student's personal history); the formative evaluation, as an analogy to a critical reflection (achievements and non-achievements of school work), and the summative evaluation (qualifications), as an analogy to action and evaluation that impels student to progress and review learnings again.

Evaluation data compiling is made through evaluation procedures such as: individual and collective written tests, brief individual interrogations, individual interviews in depth, oral and written presentations of students, observations, which are directed spontaneously or in a guided way by the teacher, self-evaluation guidelines, research works and others.

CYCLES ORGANIZATION

1. BILINGUAL INITIAL CYCLE

1.1 PLAYGROUP

We have created a Play Group based on the various needs of parents. This is part of The Southland School, and this section operates in the pre-school sector of the establishment.

It is a warm place, where all needs of 3 to 4 age toddlers are covered in charge of Nursery Educators. Its main objective is to encourage children through creation occasions, in spaces open to curiosity, as well as promoting their independence and autonomy by teaching activities and a bilingual education.

1.2 PRE-SCHOOL CYCLE

The Pre-School educational cycle comprises 4 to 6 years-old children from pre-kinder and kinder, respectively, who are helped by nursery educators and assistants. For this cycle, we use a cognitive curriculum, which is performed integrally, favoring the social, emotional and physical development in an environment suitable for interacting with other children and opening curiosity spaces. All this takes place in a bilingual environment, where they receive all contents according to their ages in a ludic way, to positively develop maturity and personality, as well as the respect for the individuality of other children.

In the Pre-School grade, a daily routine is carried out to permit children locating in a space and respecting the individual and groupal work. The educator makes activities oriented to develop the cognitive and language areas, with obligatory special classes of art, music, computing and physical education delivered by specialized professionals.

The Pre-School grade takes place in a sector that is especially designed, safe and protected.

2. FIRST BILINGUAL PRIMARY CYCLE

It includes 1st to 4th Primary Grade.

This cycle intends to build a rich and conscious multi-relationships of students with people and environment. It fits well to physical and psychological characteristics of children under these ages and provides an array of techniques and practical means, such as the pedagogical process guideline.

‘Day Organization’ includes different personal formation moments to ensure teaching-learning process individualization and socialization that, thanks to an ongoing reflection, helps the student to conquest self-autonomy through all his/her potentialities.

For some special formation sectors and/or sub-sectors, classes can be imparted by specialized teachers. The cycle work is basically globalized, and is in charge of a teacher as long as possible.

However, teachers from First to Fourth Primary Grade consider the ‘Curricular Programming of First Cycle’ as a guide to sort the time from different formation sectors and/or sub-sectors.

2.1 FIRST BILINGUAL SUB-CYCLE

It is the 1st and 2nd Primary Grade Level. Children at this age are characterized by a better mastery of his motor skills. Concepts are concrete, intuitive, global, sub-divided, labile and indeterminate. Their social development permits them joining more and more "secondary groups," with classmates or groups of friends in a bilingual environment.

Expected achievements at these levels:

Social area.

It is expected that a student will achieve an affective and quiet incorporation into the school system, with confidence in his/her capacity to learn and interact with others, a work capacity towards certain goals, and a capacity to receive and follow instructions.

Cognitive area.

It is expected that a student will achieve an efficient and secured literacy process; a capacity to compare, quantify and seriate, as well as a capacity to express his/her closer reality and make a reflection about it: family, school, city, neighborhood and nation.

Physical area

It helps a student to know his/her body and stimulates psychomotor skills and self-control, as an important basis for the development of different capacities.

Artistic area

It is expected a harmonious development of expression and a beauty sensitivity capacity in: plastic arts, crafts and musical expression.

Religious area

The child will be invited to identify and live Humanist-Christian attitudes and values.

2.2 SECOND BILINGUAL SUB-CYCLE

It is the the 3rd and 4th Primary Grade Level.

It is a dynamic continuation process of the first one, which deepens the progression that has already begun. Child's thought orientation at these educational levels continues to be essentially concrete, but less rapid and more detached from the direct perception. The student is capable of reasoning and understanding objectively, but within the limits of concretion. The physical development will continue in a sense of accuracy and resistance that will be reflected in the team games and competitions organized. The student will also mark his/her social stadium. The curiosity and interest of the child will become insatiable in a rich a diverse world.

Expected achievements at these levels:

Social field

It is expected that the child will consolidate some aspects lived in the pre-school education. It is very important that boys and girls learn how to interact in a world different from the family, so that they learn to live together with their peers and tutors, begin to respect rules, and distinguish the own from strange.

Cognitive field

Emphasis will be placed on fundamental objects development of language: speaking, listening, reading and writing; on the capacity of comprehensive reading and the acquisition of a correct spelling and calligraphy; on the informative, formative and instrumental objectives; on the utilitarian-practical study of mathematics and on the initiation and progressive deepening of arithmetic operations and their application to problems resolution. Emphasis will be also placed on an ever more necessary skill to observe and explain natural and cultural phenomena, according to the level of development.

Physical field

It will continue to develop self-control and consolidating psychomotor skills.

Artistic field

It will continue to develop the expression and sensitivity capacity.

Religious field

The child will be invited to identify and live Humanist-Christian attitudes and values.

3. SECOND PRIMARY CYCLE

It is the Fifth to Eight Primary Grade Level that are divided into two sub-cycles:

It helps to focus better pedagogical and personal development problems of students.

Now, the child face the task of knowing more specifically the various disciplines in a progressive way, which knowledge is more defined by -and associated to- a great number of teachers and different views and/or approaches.

3.1 FIRST BILINGUAL SUB-CYCLE

It is the 5th and 6th Primary Grade Level.

The object is enriching the interdisciplinary work and promoting the educative relationship, to facilitate personal growth. This makes it possible to provide continuity with the process lived in the First Cycle. To do so, the School chooses to have a grade head teacher that encourages learning through thematic areas for many hours.

Expected achievements at these levels:**Social area.**

At this age, the child has a curious, critical and creative thinking and lives greater realism; is easily influenced and has low persistence; identifies with valuable people for him/her and grants them authority; lives in constant contradictions: security and insecurity, need and rejection of affection, activity and leisure; is practical and concrete, although ventures abstractions; requires a constant social self-reaffirmation; experiences certain negative feelings of aggressiveness or rejection, and at the same time begins to open to a world of values and moral judgment.

By taking advantage of these features, this sub-cycle stimulates team work, personal accompaniment, socialized expression of feelings, goals and frustrations, identification of a friendly, fair and comprehensive teacher, who is organized and demanding, and knows how to be with them in games and conversations.

Cognitive area

It seeks the development of strategies, skills and intellectual capacities, such as: reading comprehension; texts production; approach and resolution of problems; capacity to speak and summarize; capacity to observe and criticize; capacity to listen, pay attention, interrogate, questioning; habit of persistent work.

Religious area

The child will be invited to identify and live Christian-Humanist values.

3.2 SECOND SUB-CYCLE.

It is the 7th and 8th Primary Grade Level.

It pretends to project abilities and skills already proposed in precedent grades, assuming that students begin to open to new possibilities and development tasks. Some of these tasks are: critical and formal thinking; the definition of more precise surroundings in his/her reality; a less protected exposure to environmental stimuli; a more object relationship with social demands; a growing autonomy; the need to be accepted as sexed beings who are able to love; a lability in interests that pushes them to find diverse experiences and models. This addresses possibilities and tasks to open the complex young age.

Here, the student interacts with many teachers, who help him/her to consolidate the achievement of final objects in our primary education: Self-control and positive attitude towards life and work; work habits and personal study; self-regulation and sociability; acceptable level of learning in fundamental contents; development of skills, intellectual capacities and cognitive strategies.

The student is induced to experience achievements in intellectual, physical, artistic, social, religious and affective areas. Thus, self-confidence and the desire of projecting effort in successive stages will increase.

In this prospective, the student will be invited to systematize, conceptualize, and master certain issues and fundamental techniques. In short, student will be invited to note the achievements of his/her process and to assume that is completing a stage of education. Through a process of vocational guidance, the student will be helped to know his/her potentialities and to choose, together with his/her family, the best options for the future.

4. SECONDARY EDUCATION

It includes I to IV grade of Secondary Education in its Scientific-Humanistic modality.

Most of its graduates wish to continue their secondary studies normally, to make their contributions to the country and to the world of culture, development, politics, arts, science, research, and participate in this dynamic together with other men and women.

4.1 I AND II SECONDARY GRADE

The process of intellectual and affective maturation triggered in previous years, continues demonstrating the differences of pace in development. Some students will have already achieved a capacity of analysis, abstraction and autonomy, while some others will need still to be reinforced in the acquisition of habits and techniques that permit them adequating their behavior and performance for the demands of this new school stage.

Student and family must achieve personal realism, overcome problems at school, which sometimes derives from childhood, deal with confidence the secondary education, and know and accept their own possibilities and limitations to orient their educative process properly.

He or she makes progress in self-acceptance and formulates far-reaching goals, being always aware of his/her personal reality.

He or she generates social relationships of good quality with his/her peers and teachers and consolidates learning strategies. By clearly rising freedom during this stage, the student interacts within a framework of authority and clear rules to be respected for a solid character's formation. All this, always in a climate of dialog and active exploration of values underlying those rules.

4.2 III AND IV SECONDARY GRADE

The student keeps on expressing preferences, and chooses experiences within a certain limit that guides these options.

At this stage, there are more general rules and a wider place for style differences, always within a context of respect for the authority and adhesion to the fundamental values of the School.

This is complemented by an academic approach based on teaching quality and on student's responsibility, who displays all his/her resources and potentialities.

The methodological strategies vary in each discipline consolidated, according to their respective demands.

Team work acquires great importance. In addition, the respectful dialog among peers and between young people and teachers is indispensable for achieving a person-centered approach.

OUR PROPOSAL OF INTEGRATION

To provide those children and young people with Special Educational Needs (SEN) the access to a formal education, is a task of every one of us as members of a society working for equality. This is why as a school, we welcome and accept diversity through our integration project, which wants to be a space that contributes to inclusion and education as a right for everyone.

a) SCHOOL INTEGRATION OPTIONS

Option 1: Transitional SEN: The student attends all the activities of an ordinary grade. He or she has the support of a female tutor in some subjects and has psycho-pedagogical assistance for a few hours (4 as maximum) in the 'Resources Room'. The student follows the grade curriculum, having a differentiated evaluation defined by the school only.

Option 2: Permanent SEN: The student attends all the activities of an ordinary grade, except those areas or sub-sectors that require greater support, which should be carried out in the 'Resources Classroom'. A female tutor accompanies student during the entire day almost, and receives curricular adaptations and modifications of evaluation instruments.

b) GENERAL ASSUMPTIONS

Specialists that participate in the project of integration:

- Teachers.
- School Specialists (Female Psychologist and Psycho-Pedagogist).
- External Specialists (Male and female Speech Therapists and Psychologists; Female Differential Educators, and Male and Female Psycho-Pedagogists, among others).

Project's infrastructure:

- Classrooms
- Resources Room
- Multi-Purpose Room

Timetables:

They will be defined for each student, prior coordination between teachers and specialists, according to the work modality.

Number of students per grade, who are subjected to integration:

With the purpose of safeguarding the quality of education offered to students, we will integrate a maximum of two students per grade. However, in exceptional cases that require the integration of more than two students, the corresponding sectors will review the situation.

General Organization of the Integration Project

Our integration project shall be ruled by the Primary and Secondary Study Plans and Programs, with adaptations to the SEN required by students, which will be in charge of the subject teacher and will have the support of the Guidance Department through female external specialists and/or tutors.

Once students have graduated from the 8th primary grade, they will have the opportunity to continue secondary studies, provided that there are appropriate conditions and minimum egress requirements. If not, guardians will be guided to incorporate these students into other educative options.

Because of the condition of bilingual school, the school will not have a project of integration from pre-school to 6th primary grade.

c) DIAGNOSES INCLUDED IN OUR PROJECT OF INTEGRATION.

In every project of integration is essential to delimit and specify what diagnoses will be addressed, thus defining the necessary specialists, teachers training, the implementation of physical spaces and material resources, with the purpose of making a conscious work that is directed to provide effective educative responses full of enriching experiences for our students.

Diagnoses included are:

1. Intellectual disability: Normal, slow intellectual capacity
2. Disorders in relationship and communication capacities: Asperger Syndrome
3. Language specific disorders: LSD Disorders
4. Development Disharmonies
5. Motor Disabilities: Mild Motor Disorders

d) INTEGRATION STUDENT'S PROFILE

- Presents a defined diagnosis in our integration project.
- Has autonomy in daily work, both inside and outside the classroom. Otherwise, there will be a female tutor accompanying his/her learning process.
- Has an active participation in school's activities.
- Is interested and motivated to learn.
- Has appropriate relationship with their peers and teachers.
- Has an attitude that keeps within a school context.
- Has the support of external specialists with a pharmacological treatment controlled.

- Attends permanently medical checks, conducting a biannual and/or annual update on reports and certificates.
- Has permanent family support and commitment with the educational process and school's actions, to execute them in the best way.

e) GUIDANCE DEPARTMENT

It is responsible for leading the integration project, organizing, coordinating and monitoring the work of internal and external specialists (male and female speech therapists, psychologists and psycho-pedagogists, among others). They treat and support, during the school day, those students incorporated into our integration project. Its mission is supporting all educational community members in the dimensions of Special Educational Needs.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are all those that are intended to complement the Learning-Teaching Process, allowing the male and female student to make a good use of free time. They collaborate in student's integral and harmonious development, to explore different talents and interests.

Extracurricular Activities contribute as a line of action to each one of the Pillars from our school. Sport, artistic, cultural, leisure and social activities are contemplated.

IEP STRATEGIC OBJECTIVES

- Position the School as the best academic and formative alternative of the commune and in the area.
- Develop identity with the School and Education Project principles of its entire school community.
- Promote and generates a confidence climate that allow us to get to know and respect each other and assume the responsibility for other's life, creating various instance of accompaniment and participation.
- Engage families in the human formation of our students, participating in activities offered by the school.
- Generate formation and coexistence spaces, where commitment and trust among the various segments of the Educational Community increase to create a sense of co-responsibility and belonging in school.
- Promote a dialog and a critical, creative and proactive communication with each of the entities, for developing ongoing evaluation instances.
- Develop a solid human formation that permits our students acquiring skills and abilities; values and attitudes to live and build their life project.
- Promote significant learning experiences by intentional, dynamic, participatory and reflexive activities that are designed mainly to meet the individual differences of learners.
- Project a quality education, according to individual skills of students.

Lines of Action

- The Educative Community will implement various strategies that promote effective communication to achieve a climate of confidence (Teachers Council, student-teacher interviews, workshops for parents, among others.)
- The Educative Community will socialize and internalize the IEP to get an identity and belonging sense of all members, consolidating and generating support networks.
- The School will promote and enhance the collaborative work among the various community sectors.
- The diverse areas will promote a significant quality teaching-learning process that responds to the specific demands of a globalized world.
- The educational community will develop a permanent evaluation process, to achieve educative quality and satisfaction.
- Carry out a systematic value formation program for learners with information for parents and guardians.
- Promote and respect diversity in such a way that it is possible the original and creative expression of each one of us and that no one feels marginalized.
- Encourage solidarity for the solution of common problems, and for the collaboration with the most destitutes.
- Encourage students to pursuit human existence meaning.
- Create a true human Community that is able to unify the openness to transcendence and the assimilation of culture.
- Promote action and social commitment groups.
- Guide and accompany young people on the discovery and realization of a life project that is realistic and open to our neighbors.

Internal Regulations

Coexistence and evaluation regulations constitute the IEP, since they are closely related to formation and learning as a regulatory entity of this labor.

Internal Regulations of School Coexistence

Create a safe and positive environment that highlights our fundamental values. The School will apply its Internal and School Coexistence Regulation, which must be followed in all of its parts, to ensure the proper functioning of our school community.

The School fulfils its commitment to the extent that, principals, teachers, students and parents or guardians, work together on a basis of continuous trust and cooperation, by which they ensure relationships harmony in the educative community. Provisions of the Internal Regulation must support such collaboration all the time, to contribute with an internal education.

Management Plan for a Good School Coexistence and its Respective Committee

- School Violence Protocol: Adult to Child – Child to Child or between peers.
- Bullying Prevention Protocol
- Protocol in case of a student pregnancy

Regulation on School Evaluation and Promotion

According to standards established in evaluation regulations N° 511/97, No. 112/99 and N°83/01, the following has been set out in the present attached document:

Regulation on Evaluation: It outlines specific evaluation characters inside the School. Regulations are integral part of the IEP, and they are understood as known by all members of the school community. They receive regulations, when enrolling their children at school.

Integral School Safety Plan and its respective committee.

- Regulation on Study Tours
- Regulation on Pedagogical Outings

Broadcast this Institutional Education Project, IEP, on all the actors of the educational process.
Note for all legal and administrative purposes.

MAKE NOTE, REGISTER AND COMMUNICATE.

Distribution:

Board of Principals – Administration	1cc.
Principal	1cc.
Academic Coordination – Technical and Pedagogical Unit	1cc.
Inspectorate-General	1cc.
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