

Welcome back STUDENTS!

Not only are the teachers learning this month, but so are the students of selected classes, including the Brevet. So nice to see them all back!!■



Classes Begin!!



Classes (K-12) began on September 18 and the IC administrators organized a series of sessions to welcome students and the community, including the new president Don Bergman. Parent orientation sessions were detailed and informative on both campuses, Ain Aar and Ras Beirut.■

AA Assembly with Dr. Bergman

Students of Ain Aar attended an assembly arranged by the director Diana Abu Lebde where she hosted President Don Bergman in the Auditorium on Friday October 10, 2014.■



Physical Plant team briefs Senior Administration

Physical Plant Superintendent Shukri Habib and engineer Rola Rahal shared with the IC Executive Committee an update on air conditioning and drinking water conditions. Directors tasted water samples from every building in the school and approved the taste.■



Social Entrepreneurship Workshop for Teachers

Educational Technology and Social Entrepreneurship expert Julie Lindsay came to Lebanon to conduct intensive workshops with teachers and leaders to address IC's commitment to Social Entrepreneurship as a strategy to develop the College's core vision: global citizen leaders. The teachers went through design thinking to learn how to Care, Share, and Impact.■



Social Entrepreneurship Workshop for Students

Social entrepreneurship consultant Dr. Julie Lindsay came all the way from Australia to train IC students and faculty in how to implement Social Entrepreneurship. She spent two full days on campus conducting intensive hands-on workshops.■



Levantine Music Workshop

Global citizens cherish their culture! Music department attended a Levantine music workshop to strengthen the traditional heritage curriculum at IC. ■



PYP in cooperation workshops!!



IC hosted three workshops in cooperation with the IB. Guests from several schools in Lebanon and even a school from Iran attended the 3 - day sessions run by Mrs. Maalouf, Miss Mouchantaf and Ms. Haj Ismail. ■





The SVP meets Elementary School faculty to launch the year

The Ras Beirut elementary school director, Julia Kozak, and the faculty welcomed Senior Vice President Mishka Mourani to their first meeting of the year. A lively discussion took place about how to measure the implementation of IC's guiding statements. ■



Athletic Department Workshop!!



Head of Athletics Tarek Mousally invited AUB's Tarek Gherbal to address the IC Athletics department on the subject of emergencies on the field including SCA (sudden cardiac arrest). Doctoral candidate Gherbal presented a most informative workshop to the IC PE teachers and coaches. ■

Welcome IB class of 2015!



IB 2 students start their year working on their extended essays. ■

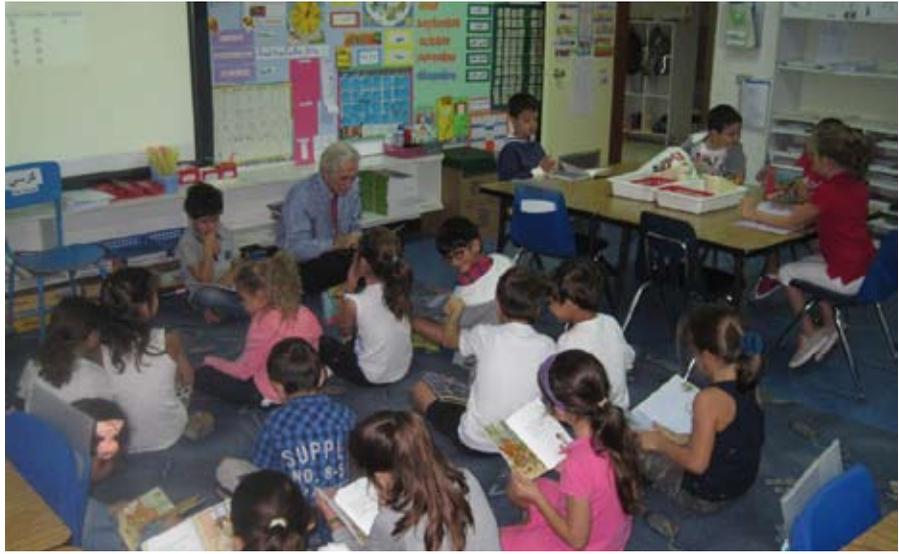
School Starts for Parents too!

Not only did school start for our students on September 18th, but for our parents too at the Lower School in Ain Aar. During the past month, parents have been in and out of school for many diverse occasions. Classroom visits on September 17th were the first formal encounter between children, parents and teachers for this new academic year. Next came Parents' orientation sessions with the director first then the teachers. These sessions allowed parents to become better acquainted with their children's curriculum, daily routines and the highlights of their days as well as the school's vision and mission and its main goals. It also provided the opportunity for teachers, parents and administration to put their hands together for the benefit of their children. ■



Visit of president

September 30 was an interesting morning for the students of Grade 1 at IC Ain Aar. Once the silent reading was done, the students started reviewing the letters in Arabic and sorting books in alphabetical order when a man came in. He introduced himself as the “New President of IC, Dr. Don Bergman”. Students bombarded him with questions pouring out all the knowledge they had acquired through their inquiry journey at IC. Since he did not know Arabic, the students explained the activity they were doing and they even pronounced the letters correctly, showing what good communicators they are. The president described to them his role as the head of the school’s community; which matches the first trans-disciplinary theme they were working on: “How We



Organize Ourselves”. The grade I students noticed the connection with the visit and the unit of inquiry; on the other hand, they showed respect, open mindedness and care, especially when they approached him and said goodbye with a friendly handshake. ■

Middle School Honor Boys Choir

Seventeen boys from the Middle school participated in the European Honor Boys Choir Festival that took place at the American British international School in Rome. They had intensive daily training to get ready for the festival. The repertoire included songs in Italian, English, French, Latin, Zambian, and South African languages. In Rome they visited the Colyseum, the Trevi fountain, the Vatican and got to eat fabulous pizzas and gelati, and trained to produce a professional concert at St. Paul’s Church. There were 28 different nationalities in that choir. 60 boys who did not know each other left four days later having made many friends that they will always remember. ■





Holly Jobe, former ISTE President, visits IC

Last month IC hosted educational technology consultant and former President of the INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE) Holly Jobe, who met with technology facilitators and the senior leadership team, and ran workshops on transforming teaching strategies with technology. In the workshop with facilitators, Holly focused on coaching strategies using the SAMR model (Substitute, Augment, Modify, Redefine) created by Dr. Ruben Puentedura. The SAMR model is graphically presented in the chart below. It can be used to substitute old tools with new digital ones, to augment learning by adding technology that provide functional improvement to the previous curriculum, reaching a point where modification is required to allow significant task

redesign, and finally technology redefines new tasks that were previously inconceivable in the old curriculum. The workshop also used role-play scenarios in which facilitators had a chance to identify strategies to help teachers in technology integration. Dr. Jobe explained about the range of use of technology and provided strategies to avoid traditional didactic teaching and embrace constructivist teaching using real world authentic problems that address higher order thinking skills including analysis, evaluation, and creation of new technology-rich products and solutions. With the IC leadership team, Holly discussed ISTE's Essential Conditions for creating a



sound technology integration environment at school. They include: Shared Vision, Empowered Leaders, Implementation Planning, Consistent and Adequate Funding, Equitable Access, Skilled Personnel, Ongoing Professional Learning, Technical Support, Curriculum Framework, Student-Centered Learning, Assessment and Evaluation, Engaged Communities, Support Policies, and Supportive External Context. ■

Ward in World Taekwondo Championship

This year, Baku, Azerbaijan hosted the 1st WTF World Cadet Taekwondo Championships in July at the National Gymnastic Arena. This inaugural cadet championship, which is for the youth aged between 12 and 14, has drawn 574 athletes and 286 officials from 65 countries on a registration basis. A total of 60 international referees officiated at the event. The event featured 10 male and 10 female weight categories.

Ward SALMAN from IC RAS Beirut, (now 3eme) was selected to represent Lebanon. Selection was based on qualification in competitions at the National level. Ward's qualification and participation is a record for Lebanon.

"I am happy to see that we can now offer young athletes a championship at a world level that will give them the necessary championships experience to start a career in taekwondo and to prepare them for junior- and senior-level competition," said WTF President Chungwon Chou. Congratulations Ward, IC athletes are a pride to our community. ■



Art Exhibition

On September 17th, students of IB1, accompanied by their art instructor Samia Nasr Boulad, visited an art exhibition in Gemeyzeh at Villa Paradiso.

“Unsaid, Unheard, Untitled” is set up in an old home and the artworks are molded to this setting. The viewer knows what room he/she is walking into despite the scarcity of furniture.

The exhibit incorporates works of several Lebanese artists Nadim Asfar, George Awdeh, Rana Eid, Dima Hajar, Randa Mirza, and Lara Tabet, all sending one specific message about misery, cruelty, and poverty in this world. It deals with the parts of life that no one talks about or even acknowledges. It delves into taboo subjects such as sexuality, home



abuse of maids, the mistreatment of workers or “shagheele”, individual feelings, and corruption. The pieces vary from videos to photographs to water pipes and soundtrack. One impressive artwork “The Voice of the Invisibles”, by Charbel Samuel Aoun, is a wall that has been completely covered with

old ringing telephones connected with wires. Picking up one, the viewer will hear someone talking, as though oblivious that he/she is being heard. A “voice” talks of its sadness, secrets, and personal life. (From Farouk Grissom’s report, IB1)■

Publivores ou consommateurs raisonnables?



Les annonces publicitaires servent à attirer l’attention des consommateurs afin de les convaincre d’acheter un produit sur le marché.

Par exemple, les publicités de chocolat ont opté pour la couleur marron afin d’évoquer le goût exquis du chocolat. La plupart des publicités véhicule un message attrayant qui valorise le produit et rehausse l’image de la marque. Tout ceci pour inciter le public à une plus grande consommation et augmenter le volume des ventes. Nous sommes tous des publivores mais nous devons être suffisamment intelligents pour ne pas tomber dans le piège des publicités qui nous poussent à dépenser notre argent d’une manière irraisonnable. Soyons réfléchis et essayons de comprendre le vrai enjeu des marques pour devenir de meilleurs consommateurs. M Itani-CM2A.■

Une leçon en plein air

Une leçon en plein air, voilà ce que les jeunes élèves souhaitent le plus! On attend impatiemment le moment de sortir. Puisque le changement d'environnement élargit la palette des impressions et des expériences sensorielles, motive les enfants et stimule leur réflexion, nous avons pris le pli en CE1C de quitter très souvent notre environnement familier pour découvrir et travailler dans d'autres recoins charmants du nouveau bâtiment de l'école élémentaire, ce qui constitue un enrichissement et un goût exceptionnel à l'apprentissage du français, notamment celui de la lecture.

Ainsi, par ce déplacement motivant, on génère de nouveaux défis passionnants et on assouvit le besoin naturel de mouvement, tout en



favorisant le plaisir de lire chez les enfants et de voyager dans leur monde chimérique.■

Sortie orphelinat CM1A et Grade 4A

C'est avec enthousiasme et curiosité que les élèves de CM1A et de Grade 4A de l'école élémentaire se sont rendus le 20 octobre, à l'orphelinat de « Dar El Aytam » à Jnah, dans le cadre du thème « Comment nous nous organisons », dont l'idée maîtresse se résume sur le rôle important que jouent les organisations sociales afin d'améliorer les conditions de vie des individus dans le besoin.

Sur place, nos élèves ont visité l'école et les dortoirs et ont partagé une activité ludique et éducative ainsi qu'un goûter avec un autre jeune enfant. Nos élèves ont réalisé que beaucoup de petits êtres comme eux ne



connaissent pas leurs parents ou n'en ont pas, n'ont comme toit ou famille que les murs et les éducateurs de cette institution, ce qui les a évidemment beaucoup touchés.

Durant cette unité de recherche, après avoir pris conscience des nombreux besoins dans la société et de l'importance des ONG pour répondre à ces derniers, les enfants de CM1 et de Grade 4 ressentent actuellement beaucoup de compassion envers les plus démunis et réfléchissent de plus en plus à leur responsabilité dans la société en tant qu'individus altruistes. Beaucoup d'entre eux ont d'ailleurs pris l'initiative d'organiser et de préparer à l'IC une grande vente d'objets fabriqués par eux-mêmes ainsi que de la nourriture dans le but d'aider une ONG.■

I.C.'s Guiding Statements Made Simple

«A lady's hair is her crowning glory" is a saying all over the world. How does one explain a woman who chooses to cut her hair off – and not for the purposes of fashion? This is exactly what an Elementary teacher and her daughters proceeded to do. Why? The explanation is simple- they donated it to St. Jude's Cancer Center. A lady's hair might be her crowning glory, however it's true glory is helping a child who is dealing with cancer if only through a simple offering of hope and love.■



La BCD de l'école élémentaire de Ras Beyrouth est un lieu de rencontre

L'association Libanaise des Bibliothèques avec la BCD de l'école élémentaire ont invité quinze documentalistes de différentes écoles à une journée porte ouverte. Le but de cette rencontre était de partager les idées afin de promouvoir la lecture chez les jeunes d'aujourd'hui. Plusieurs points importants ont été soulevés durant cette réunion : le besoin d'instaurer un plan de formation qui ne cible pas seulement la promotion de la lecture chez les élèves mais aussi leur donner le savoir nécessaire qui les aide à utiliser la BCD comme un lieu de recherches et une source d'informations.■



Food Group Research

Ras Beirut Second grade is currently inquiring into the central idea, "different lifestyles can be achieved by making personal choices." After learning that there are different food groups, each team was sent off to research and create a presentation. In 2C, students used a variety of websites to conduct their research. Students independently navigated the internet to discover more about grains, proteins, dairy, vegetables, and fruit. They took detailed notes and worked together to display their findings on a poster. Students spent time perfecting their presentations and confidently presented to the class. One student said, "It was great sharing all about the food groups with our classmates!"■



All about My "Selfie"!



It is well acknowledged that a selfie is a self-shot photo, usually taken with a mobile phone and posted online. All kinds of people – from kids, grownups, and celebrities – are taking advantage of smart phone camera technology and different photo editing apps to not only show others what they are up to, but also to look perfect while doing it. But who said that selfies are to be displayed only on social media such as Facebook, Instagram, and WhatsApp? On the first day of school, Ras Beirut Grade 2B grabbed Mr. Alan's phone, and took a selfie. They used the "selfie" picture to write a brief description about themselves: what they like, what they dislike, their favorite subject, the PYP profile attributes, etc. This back-to-school engagement culminated in a bulletin board display, and will result in an "awesome" end-of-year memory. ■

Spending Our Early Mornings Building a Community

In Grade 4A, we start out every morning sitting together in a circle as a group, greeting each other, and sharing news or information about the day ahead. We began with a simple greeting – a handshake, a smile, and a good morning – but we have since added more complex greetings to the mix. We have greeted in a variety of different languages, including Tagalog so that we could say good morning to Maria, the woman who cleans our room. We have attached descriptive adjectives to our names. As the year progresses, these greetings will become more like group activities, engaging the students by creating a strong sense of community and fun to begin the day.

Every student is able to feel noticed and welcomed from the moment school starts, and the dependable structure provides a safe place to share or talk about



issues that might come up in the class. On some days, we might share about different strategies for multiplication. On others, we might address a social concern that is weighing on everyone's

mind. Whatever the agenda, we are building a community, and learning to operate in a tight knit group like this is a wonderful way to learn how to operate in the larger world. ■

Prezi technology

On October 24, 3C went on a learning journey. Directly linking their unit of inquiry – Who we are – to their activity, they undertook a tour of the Ras Beirut campus, interviewing various members of the IC community in order to ascertain their rights and responsibilities. In the process of interviewing teachers, students, staff and parents, they learned how each member of the community holds a responsibility for keeping IC the

great institution that it is. Indeed, the students' right to a wonderful education at IC would not be possible if each member did not fulfill his or her responsibility. Back in class and at home, 3C have been applying their new learning to their everyday engagements. The students are checking the class Prezi for the "in action" videos of the interviews and for "flipped classroom" learning experiences! ■

« Écrire, c'est une manière de vivre. » Gustave Flaubert

Les moyens de communication actuels sont essentiellement basés sur l'oral et non sur l'écriture. Rares sont les jeunes qui lisent ou écrivent. Ce constat nous amène à proposer des ateliers pour réconcilier ces jeunes avec la langue française, la poésie, la lecture de façon ludique et différentes du système scolaire.

Il faut oser écrire. En chacun d'entre nous sommeille un poète et grâce aux ateliers d'écriture il est possible de le faire surgir à l'aide d'outils imaginatifs.

Pour cela des ateliers d'écriture animés par la conteuse « Marie-Noël JappyFahed » sont mis en place en classe de CM1. Ces ateliers suscitent et sollicitent la créativité de nos jeunes apprenants, le désir de créer des textes, de transmettre leur propre message sans avoir peur de commettre des

erreurs, de réveiller le goût pour la littérature et travailler sur la prise de confiance en soi-même tout en étant auteur de ses propres mots. En participant à ce projet intitulé « poètes ensemble, athlètes tous ensemble » une course sera organisée au jardin des pins qui réunira

tous les enfants ayant participé aux ateliers d'écriture et en un 3ème temps un rassemblement de poèmes écrits par les étudiants sera mis en place dans l'objectif d'avoir un recueil de poésie au profit des enfants défavorisés. ■



Progress of Curriculum Mapping at IC

On October 1, members of the Atlas Core Leadership Team held a day-long meeting at the ERC with Atlas representative Miguel Rodriguez, who had traveled to Lebanon to meet with us and other Atlas schools in the region. ERC Director Mahmud Shihab, Curriculum Coordinators Connie Hadba, Elie Hayek and Dagher Mehanna along with Preschool Director Ghada Maalouf discussed the progress with our curriculum mapping program and what needs to be accomplished before introducing it to all departments and levels later this academic year.

The team members will be working with department heads across the school to collect data, evaluate progress in each department, and create exemplary curriculum units for reference in the program. The ERC will work separately with each department and program to set a roadmap for curriculum mapping within each department. Training will be offered to each department to help all users learn the program and input their course information when the system is ready later in the school year. ■



Art for a cause



Students in grades 3/CE2 and 4/CM1 took up the challenge to find a creative way to add a sign of Peace and Love to the “Runner” logo of the Lebanese Marathon. Following the spirit of a true marathon runner-dedicated, committed, responsible, and determined, each student put his/her best “foot” forward. Imagination and creativity provided the perfect mix. The children used their hands covered in red paint to the heartfelt red of the Lebanese flag. Peace was depicted in the body of the “runner” through a patchwork of Lebanese army uniform patterns. As a pledge and commitment to “The Peace We Run For”, all students signed their work of art.

The students’ creation was exhibited in “Zeitouna Bay from October 16-18 and will all be on display during the Beirut Marathon held Sunday, November 9.

As they explained, “For the Positive Running Energy exhibition titled PEACE & LOVE, International College students pay tribute to their country and to its brave Lebanese army, protectors of the land. This is how the idea of mixing the Lebanese Flag and the pattern on our soldiers’ uniforms as well as students’ signatures calling for peace and love came to mind when designing the sculpture.” ■

Ain Aar Athletic program

The Ain Aar Athletic program is growing year by year, many thanks to the opportunities offered by the provision of the football pitch, four years ago. 60% of all the Middle School students take part in the Athletic Program. The Ain Aar program comprises football teams from Gr6/6eme through brevet, and a Middle School girls’ football team, which has grown from 8 players to 24 over the course of the past year. The Track & Field team at the Middle School has 44 enthusiastic and hardworking athletes. Basketball has been a sport, which has not attracted any players for years at Ain Aar, but even that sport has got its renaissance, to our delight. Now we have a committed and talented lower Middle School boys’ team. A Middle School Volleyball team is also in the process of being formed, which is another welcome addition to the Ain Aar program.



The elementary children also have the opportunity to become Cougars in Gr3/CE2. On Saturdays, GrIII/CE2 through GrV/CM2 are offered football practices by level and the day ends with the very popular Track & Field practice session for 32 students. In all, 40% of the students in GrIII/CE2 through

GrV/CM2 take part in the Athletic Program.

This expansion would not have been possible had we not had committed people, who are not only coaches but educators: Roy Najm (Head Coach), Jad Habib, Assad Hajj, Christeena Bado and Bassel Haddad. ■



Challenge 20/20

«**C**onnecting schools to solve global issues”: grade four students led by Mrs. Anne Bechara have been participating in this annual International project for the last three years. Challenge 20/20 brings together schools from the United States with schools in other countries. The aim is to conduct research and collaborate together to identify local solutions to one of 20 global problems. This past academic year, Grade four students were lucky enough to be partnered with not one but two schools in the US, the Swain School in Pennsylvania and Patton School in Illinois. The classes were divided into three groups, the cause group, the effect group and the solution finders. In collaboration with their Art teacher Miss Maya Tabbara, the students were able to design posters to raise awareness, build displays to show effects and create solutions to solve global warming



issues. The hard work, creativity and love for challenge made students participation in this 20/20 Challenge, authentic and left unforgettable memories. ■

Sometimes all it takes is a problem!

On October 23rd, our grade 3 students at Ain Aar started their second PE period this year. Quick reviews of the essential agreements as well as the rules of the game to be played “catch the bean bag”, the teachers assigned a number to each student, and then it all started!

Ms. Nivine started calling numbers. Total confusion: “what was my number in the game?” “I cannot remember my number”...

Time to stop the game and gather to reflect: “we were excited to start the game and we forgot our numbers, because we were not paying attention” “Can the teacher remember 26 numbers?”

They all concluded: “it is true that it is our right to play, but also it is our responsibility to remember our numbers”.

What is the solution? 10 minutes are left!!! They decided to go back to their group, agree together on their numbers to gain time and start!

Well, in 10 minutes they did so and everybody played!■



Des notes accordées en CE2 !



Etablir des accords essentiels en début d’année est nécessaire pour créer un environnement propice à l’apprentissage et une communauté dont les membres savent collaborer efficacement. Dans la classe de musique, c’est pareil ! Cependant, les accords essentiels établis sont accrochés sur la porte de la salle sous forme de notes musicales.■

Safety in Action



It was the middle of October. The day was sunny and clear. More than seven hundred elementary students heard the call..... Fire! Remembering “safety first”, all seven hundred plus students filed out of the elementary school in so many different directions, it could have created chaos. But instead, we had the best quiet drill we have ever had since moving into the elementary buildings. It was amazing to see the control and the principled behavior that was followed during the beginning, middle and end of the practice drill. This feat was repeated a few weeks later with a combination earthquake drill/fire drill. Again, the quiet control displayed by all students was clearly a result of following the Boy Scout motto, “Always be prepared”. ■

L’alphabet en action!

Les élèves de la grande section C à Ain Aar commencent à explorer les lettres. Pour se préparer à écrire, la motricité globale précède la motricité fine. Chaque élève aura la possibilité de découvrir avec son corps les 26 lettres de l’alphabet, seul ou bien avec l’aide d’autres camarades de classe.

Et voilà que ça commence avec la lettre A avec son corps mais pas tout seul. On coopère, on planifie et on essaie de former la lettre ensemble. ■



Social Games in KGI



During the unit “Who we are”, students of KGI Red (RB) learned many social games like cards, picture and number dominos...etc. They interacted, understood their roles in the games, waited for their turns and resolved conflicts. They helped each other learn the rules. These interactions allowed their relationships to develop, while their reflections solidified their conceptual understanding of Causation, Responsibility and Reflection which are the key concepts in the unit. ■

La sécurité et l'organisation

Dans le cadre du thème transdisciplinaire « Comment nous nous organisons », avec pour idée maîtresse « Les systèmes sont établis pour l'organisation et la sécurité de la communauté », les enfants de G.S. et KGII ont assisté à une présentation de Kunhadi, sur la sécurité routière. Ils ont été très intéressés, ils ont posé beaucoup de questions et ils ont bien compris comment on peut vivre sans danger. On ne s'assoit pas devant dans la voiture, mais bien derrière avec sa ceinture de sécurité, on ne passe pas sa tête ou sa main par la fenêtre.

Ils réfléchissent à différents systèmes qu'ils peuvent rencontrer autour d'eux (restaurant, supermarché, parking de l'école...).

Ils explorent aussi d'autres lieux, ils s'amuse avec les blocs et construisent des endroits organisés et bien sécurisés (ville, école, hôpital...)

Ils comprennent aussi que bien souvent ces systèmes regroupent la sécurité et l'organisation, comme par exemple l'exercice de l'alarme au feu.■



La rentrée chez les petits

En septembre, c'est la grande nouveauté pour votre enfant. Un nouveau lieu auquel il doit s'adapter, de nouveaux visages, une organisation particulière et bien sûr plein de copains et de copines. Quelle chance d'avoir tous ces amis du même âge. Il va apprendre à jouer avec les autres, à partager les jouets et à faire mille activités.

Peut-être avons-nous eu quelques pleurs les premiers jours ! Maintenant, ils arrivent avec un joli sourire....

Le lundi matin, quel plaisir d'apprendre l'hymne national libanais et l'hymne de l'école. Tous ces petits chantent avec beaucoup de conviction et de sérieux. Réalisent-ils le symbole de ces chansons ? Mais oui, ils semblent concentrés.

Toute cette équipe sympathique (maîtresse et enfants) se construit petit à petit pour passer une année ensemble qui sera pleine de plaisir et de découvertes.■





Orientation

Over the last two weeks, the college counseling office has hosted representatives from universities both locally and internationally.

On October the 13th, the office hosted a representative from NYU, during the lunch hour. Grade 12 students attended the session and learned about NYU and its campuses in New York City, Shanghai, and Abu Dhabi. Students asked questions about the application process, student life at the different campuses, and how they could use their university education in the future.

On October 14th, IC hosted Ms. Nadine Naffah from the AUB admissions office in the Irani Auditorium. All grade 12 students attended to learn about the AUB application and admissions process. Ms. Naffah answered many questions for students intending on applying for early admission and students were given applications to begin working on. Later that afternoon, students visited the

Faculty of Agriculture and Food Sciences at AUB to learn about majors offered there.

Students gathered on a Saturday morning, October 18th, for a session on applications to US colleges. Ms. Randa Soubaih led the students in establishing their Common App accounts and provided answers to questions students had about applying. Students worked all morning on their applications and left with many resources for successfully applying to United States universities.

On Monday, October 20th, representatives from seven Canadian universities set up booths in the secondary school library to talk individually with students interested in applying to college in Canada. Students were provided with information on the application system in Ontario, as well as information on how to obtain a student visa should they decide to attend university in Canada.

Students had the opportunity to learn about both AUB and Sciences

Po on October 21st. During their advisory period, students attended sessions by Lynn Berbary, a representative from AUB's nursing program, and representatives from AUB's math and computer science programs. During the lunch hour, students attended a session about Sciences Po in France and the LIFE scholarship, which is offered to Lebanese students who are going into fields related to finance. Students learned about the application process to these universities and the specifics of degrees offered.

Finally, the College Counselor, Randa Soubaih, visited St Mark's School near Boston to learn about the school and its counseling processes. We are eagerly awaiting a visit from St. Mark's in the near future! ■

