



**INTERNATIONAL COLLEGE**

**ELEMENTARY SCHOOL  
RAS BEIRUT CAMPUS**

**PARENTS' HANDBOOK  
ACADEMIC YEAR 2018-2019**

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## Letter to Parents

Dear Parents,

Greetings from the I.C. Elementary School faculty and staff. We look forward to working with you and your children.

Parents and school faculty and staff are partners in creating a positive, enriching learning environment to help children develop. The following procedures, regulations, and expectations listed in the handbook will help us achieve this goal.

The handbook is a written compilation of the procedures, practices, and policies that have been developed through successful usage over a number of years. Its purpose is to serve as a reference for you throughout the year so that you will be able to assist your child in creating and enjoying a positive and productive environment.

**We kindly encourage you to please follow the recommendations listed below.**

- a. Follow school policies and respect school practices.
- b. Discuss your child's progress with teachers during the weekly period assigned for this purpose. These meetings are held by appointment only requested by teacher or parent.
- c. Check with the office concerning appointments, picking up your children prior to dismissal time, picking up homework, and any other important matter. We ask that you never disturb the educational process in the classroom.
- d. Follow up on your child's school assignments.
- e. Read to and with your child.
- f. Encourage your child to read widely and daily.
- g. Check your child's on line communication for home learning and class news daily.
- h. Set a routine for completing home learning.
- i. Encourage your child to play educational games.
- j. Monitor your child's media involvement, such as TV, the Internet and Social Media
- k. Spend time appreciating and taking care of the environment.
- l. Review and sign the Responsible Digital Citizenship Contract. (Grade 3-5)
- m. Sign the last page and return it to school by October 30

Please read the handbook carefully and discuss it with your child.

We hope you will find it useful. Please feel free to contact us if you have any questions.

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September 2018

## **GUIDING STATEMENTS**

### **Vision**

The vision of International College (IC) is to empower learners of today to be global citizen leaders of tomorrow.

### **Mission**

The mission of International College is to empower learners to take initiative, think critically, and serve as role models in a global society. The curriculum aims for excellence at all levels and embraces the education of the whole person. Graduates of IC will have developed self-confidence, problem-solving and decision-making abilities as well as self-discipline, social and environmental responsibility, and an awareness of and respect for the connected nature of our global community.

### **Objectives**

The objective of International College is to provide a safe and secure environment where learners develop personal qualities and skills leading to international mindedness, intellectual curiosity, adaptability, effective communication, creative expression, compassion, community building, responsible citizenship, and an appreciation for cultural diversity.

IC aims to guide our learners to develop these abilities and attitudes:

#### **Academically**

Through developing individual potential and a commitment to life-long learning as a result of a balanced and rigorous program in three languages that strives for excellence in the Lebanese Baccalaureate, the French Baccalaureate, the International Baccalaureate, and the College Preparatory Program.

#### **Technologically**

Through an innovative learner-driven technology program that promotes STEAM (Sciences, Technology, Engineering, the Arts and Mathematics), media literacy, and responsible digital citizenship, and prepares learners for a competitive digital world.

#### **Ethically**

Through the promotion of the values of social responsibility, sustainability, integrity, community service and respect for both individual differences and the environment.

#### **Socially**

Through intra-and extra-curricular activities that develop civic and global awareness, leadership, team spirit, and a commitment to respect, empathy, justice, and social inclusion.

#### **Aesthetically**

Through a diverse arts program that promotes creativity and celebrates cultural diversity.

#### **Physically**

Through physical education and athletics programs that promote sportsmanship, teamwork, and healthy living.

## **Global Citizenship**

IC's definition of Global Citizenship incorporates the principles of IC's Guiding Statements and the IB Learner Profile. Globally-minded people see themselves as connected to an intercultural global community and demonstrate the attitudes as well as the actions of an internationally-minded person.

A globally minded person:

Embraces diversity and demonstrates tolerance, respect, understanding, empathy and consideration towards those from different cultures, races, religions, physical and mental abilities, ideologies, and backgrounds;

Is willing to learn from different cultures and take action to facilitate cooperation at all levels;

Treats others equally and is willing to work cooperatively with peoples of diverse cultures, belief systems and ideologies;

Is broad-minded and considers, with fairness and sensitivity, all points of view;

Seeks to understand current events and issues and their impact upon societies worldwide.

June 2018

# **International College**

## **Vision**

La vision de l'International College (IC) est de permettre aux apprenants d'aujourd'hui de devenir des leaders et des citoyens du monde de demain.

## **Mission**

La mission de l'International College est de permettre aux apprenants de prendre des initiatives, de réfléchir de manière critique et de servir de modèles dans une société mondiale. Le programme vise l'excellence à tous les niveaux et inclut l'éducation de toute la personne. Les diplômés de l'IC auront développé des capacités de confiance en soi, de résolution de problèmes et de prise de décision, ainsi que l'autodiscipline, la responsabilité sociale et environnementale, la conscience et le respect de la nature connectée de notre communauté mondiale.

## **Objectifs**

L'objectif de l'International College est de garantir un environnement sûr et sécurisé où les apprenants développent des qualités personnelles et des compétences menant à l'esprit universel, la curiosité intellectuelle, l'adaptabilité, la communication efficace, l'expression créative, la compassion, la construction d'une communauté, la citoyenneté responsable et la diversité culturelle.

L'IC vise à aider nos apprenants à développer ces capacités et ces attitudes:

### **Académiquement**

En développant les capacités de chacun et en incitant chacun à apprendre tout au long de la vie grâce à un programme équilibré et rigoureux en trois langues qui vise l'excellence au baccalauréat libanais, au baccalauréat français, au baccalauréat international et au programme préparatoire au collège (CPP).

### **Technologiquement**

Grâce à un programme technologique novateur centré sur les apprenants qui a pour objectif de promouvoir l'approche STEAM (sciences, technologie, ingénierie, arts et mathématiques), l'éducation aux médias et la citoyenneté numérique responsable, et prépare les apprenants à un monde numérique compétitif.

### **Ethiquement**

Par la promotion des valeurs de responsabilité sociale, de développement durable, d'intégrité, de service social et communautaire et de respect des différences individuelles et de l'environnement.

### **Socialement**

Avec des programmes d'activités scolaires et périscolaires développant la conscience civique et universelle, le leadership, l'esprit d'équipe et un engagement envers le respect, l'empathie, la justice et l'inclusion sociale.

## **Esthétiquement**

Grâce à un programme artistique diversifié qui favorise la créativité et célèbre la diversité culturelle.

## **Physiquement**

Grâce à des programmes d'éducation physique et d'athlétisme qui valorisent l'esprit sportif, l'esprit d'équipe et un mode de vie sain.

## **Citoyenneté mondiale**

La définition de l'IC de la citoyenneté mondiale intègre les principes des Missions de l'IC et le Profil de l'apprenant du Baccalauréat Internationale. Les personnes à l'esprit universel se sentent reliées à une communauté internationale interculturelle. Ces personnes agissent comme des individus à la conscience internationale.

Une personne dotée d'un esprit universel:

Embrasse la diversité et fait preuve de tolérance, de respect, de compréhension, d'empathie et de considération envers les personnes de différentes cultures, races, religions, capacités physiques et mentales, idéologies et origines;

Apprend volontiers de différentes cultures et agit pour faciliter la coopération à tous les niveaux;

Traite autrui avec équité et manifeste la volonté de travailler en coopération avec des peuples de cultures, de systèmes de croyances et d'idéologies divers;

Fait preuve d'ouverture d'esprit et prend en compte, avec justice et sensibilité, tous les points de vue;

Cherche à comprendre les événements et les problèmes actuels ainsi que leur impact sur les sociétés du monde entier.

Juin 2018



## الانترناشونال كولدج

### الرؤيا

تسعى مدرسة الانترناشونال كولدج (الأي سي) إلى تمكين متعلمي اليوم ليكونوا مواطنين قياديين في المجتمع العالمي مستقبلاً.

### الرسالة

تطمح مدرسة الانترناشونال كولدج إلى تمكين متعلميها من الأخذ بزمام المبادرة والتّحليّ بتفكير نقديّ كي يصبحوا نماذج يُحتذى بها في مجتمع عالمي. يهدف منهج المدرسة إلى التّفوّق على جميع الأصعدة ويشجّع على بناء الشّخصيّة المتكاملة للمتعلّمين. يكتسب خريجو المدرسة الثّقة بأنفسهم ويطوّرون قدراتهم لحلّ المشاكل واتّخاذ القرارات، بالإضافة إلى الانضباط الذاتيّ والمسؤوليّة تجاه المجتمع والبيئة، كما يكتسبون الوعي لفهم طبيعة الترابط المتشعّب في مجتمعنا العالميّ واحترامها.

### الأهداف

توفّر مدرسة الانترناشونال كولدج لمتعلميها بيئة آمنة ينمّون فيها السّمات والمهارات الشّخصيّة التي تكسبهم فكراً دولياً والتي تعزّز الفضول الفكريّ، وقابليّة التكيف، والتّواصل الفعّال، والتّعبير الخلاق، والقدرة على التّعاطف مع الآخرين، وبناء المجتمع، والمواطنة المسؤولة، وتقدير التّنوّع الحضاريّ. تهدف مدرسة الانترناشونال كولدج إلى إرشاد متعلميها نحو تطوير تلك القدرات والأساليب:

#### أكاديمياً

من خلال تحفيز القدرات الفرديّة والإلتزام بمفهوم التّعلّم المستمرّ وذلك نتيجة تبنيّ منهج متوازن ودقيق يدرّس باللّغات الثلاث، ويسعى إلى التّفوّق في البكالوريا اللّبنانية والبكالوريا الفرنسيّة والبكالوريا الدّوليّة والمنهج التّحضيريّ للجامعة.

#### تكنولوجياً

من خلال برنامج تكنولوجيّ تفاعليّ مبتكر، يشجّع العلوم والتّكنولوجيا والهندسة والفنون والرياضيّات والثّقافة الإعلاميّة، بالإضافة إلى تنمية المواطننة الرّقميّة المسؤولة، وتحضير الطّلاب لعالم رقميّ تنافسيّ.

#### أخلاقياً

من خلال تعزيز مبادئ المسؤوليّة الإجماعيّة، والتنمية المستدامة، والاستقامة، وخدمة المجتمع، واحترام الفروقات الفرديّة والحفاظ على البيئة.

#### إجتماعياً

من خلال ممارسة أنشطة المناهج الدّراسيّة والأنشطة الخارجيّة التي تُنمّي الوعي الوطنيّ والعالميّ وتُعزّز روح القيادة وروح الفريق الواحد وتلتزم العدل، والاحترام والتّعاطف مع الآخر، وتحتّ على الاندماج بالمجتمع.

#### جماليّاً

من خلال برنامج متنوّع للفنون يُشجّع الإبداع ويحتفي بتنوّع الثّقافات.

من خلال برامج للتربية البدنية والرياضية تعزز الروح الرياضية والعمل الجماعي وتسعى إلى نمط حياة صحي.

## العالمية المواطنة

يتضمن تعريف الإنترناشونال كولدج (الأي سي) للمواطنة العالمية، مبادئ المدرسة وإرشاداتها المتبعة، بالإضافة إلى ملف تعريف المتعلم في برنامج البكالوريا الدولية (أي بي). يرى المفكرون ذوو التوجه العالمي أنفسهم متصلين بمجتمع عالمي متعدد الثقافات ويظهرون مواقف وتصرفات أشخاص ذوي تفكير عالمي.

إنّ المفكر العالمي:

يتقبل التنوع ويظهر التسامح والاحترام والتفاهم والتعاطف تجاه الآخر ويقدر من ينتمي إلى ثقافة أو عرق أو دين مختلف ومن يتمتع بقدرات بدنية وعقلية مختلفة ومن يتحدر من مذهب آخر أو بيئة أخرى؛

هو مفكر مستعدّ للتعلم من ثقافات مختلفة وحاضر لاتخاذ إجراءات لتسهيل التعاون على جميع المستويات؛

يعامل الآخرين بالتساوي ويرغب العمل والتعاون مع شعوب من ثقافات، أنظمة، معتقدات وأيديولوجيات مختلفة؛

هو مفكر واسع الأفق ويتقبل وجهات النظر كلّها بإنصاف وموضوعية؛

يسعى لفهم الأحداث والقضايا الحالية، ويجهد لفهم تأثيرها على المجتمعات في جميع أنحاء العالم.

حزيران ٢٠١٨

## **CEDAR SONG**



Stop! For the hours are flying,  
Short are the college days,  
Join in a song together  
To our Alma Mater praise.  
Sing of the love we bear her,  
Sing of the days gone by,  
Sing of the dear days passing,  
Sing to a future high-Hurrah!

Pure as the snows of the mountains,  
Deep as the purple sea,  
Clear as the crystal fountain,  
Cedar-strong our love shall be,  
Come true sons of the college,  
Come, for the time's not long.  
Rest from your search for knowledge,  
Join in a loyal song-Hurrah!

### **CHORUS**

Sing to our Alma Mater,  
Queen of the East is she  
First in the heart's devotion,  
All our praise to thee, I.C.

## **I. ELEMENTARY SCHOOL PHILOSOPHY**

The Elementary School educates children ages six through eleven. The school provides a safe, welcoming environment that fosters a love of learning through a student focused, inquiry based approach to teaching and learning.

The philosophy of instruction addresses the whole child. Learning focuses on connecting the various disciplines: languages, mathematics, science, social studies, personal and social education, physical education and creative arts- including music, drama and visual arts.

To make learning relevant, engaging, meaningful, and challenging, children are encouraged to learn by inquiring, questioning, exploring and doing. Children are also invited to be creative and use their imagination. Different approaches are used to reach the widest range of individuals. The teacher acts as a guide/facilitator to help students discover and understand concepts, principles and generalizations.

The ultimate goal of education at the Elementary School is to help children become internationally minded individuals who are compassionate, caring, empathetic, responsible, and knowledgeable. The aim is to develop risk-takers (courageous), children with life-long learning skills like critical thinking and problem solving and character traits such as integrity, commitment, good citizenship, and international mindedness. Self-awareness is promoted through questioning, exploring, reflecting and self-assessment.

Open communication and cooperation among educators, parents and students are essential elements. As partners, both parents and educators endeavor to help children reach their true potential and to aim for personal excellence.

## II. ACADEMIC PROGRAM

Parents are partners with the school in the responsibilities of helping students develop socially, emotionally, physically, and intellectually with proper attitudes and behaviors which enhance the student's total development.

### A. INTRODUCTION AND OVERVIEW

At I.C., we aim to have students with an international profile:

IB learner profile
<i>The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.</i>
<i>IB learners strive to be:</i>
<b>Inquirers</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b> We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-minded</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Caring</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Risk-takers/ Courageous</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Balanced</b> We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>Reflective</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

International Baccalaureate Organization 2013

The I.C. curriculum is a transdisciplinary curriculum, which draws the individual disciplines together into a coherent whole, while preserving the essence of each subject.

At I.C. students will:

- Develop a deep understanding of important concepts which propel the process of inquiry. These concepts drive the units of inquiry
- Conduct research into knowledge, which has local and global significance
- Acquire and practice a range of essential skills

- Be encouraged to develop positive attitudes towards learning, the environment and other people
- Have the opportunity for involvement in responsible action and social service

## **B. GENERAL REGULATIONS: Primary Years Programme**

### **Article 1. Scope**

- 1.1. International Baccalaureate Organization (hereinafter together with its affiliates “IB Organization”) is a foundation that has developed and offers four programmes of international education: the Primary Years Programme (“PYP”), the Middle Years Programme (“MYP”), the Diploma Programme (“DP”) and the International Baccalaureate Career-related Certificate (“IBCC”). It authorizes schools (known as IB World Schools and hereinafter “schools”) to offer one or more of these programmes to their students (hereinafter “candidates”).
- 1.2. This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offer the PYP and is intended for schools, students and their legal guardians. When used herein the term “legal guardians” encompasses parents and individuals with guardianship of any student enrolled by the school in the PYP.
- 1.3. The IB Organization has established a curriculum framework, as well as standards, practices and requirements for the implementation of the PYP, which is an inclusive programme aimed at students in the 3–12 age range.
- 1.4. These regulations are intended as guidance for schools about their roles and responsibilities, and as information for students and legal guardians about the IB Organization and the PYP.

### **Article 2. Role and responsibilities of schools**

- 2.1. In addition to the articles in these General regulations: Primary Years Programme (hereinafter “general regulations”), schools must comply with the Rules for IB World Schools: Primary Years Programme, available in a separate document.
- 2.2. Because the IB Organization is not a teaching institution and does not provide teaching services to students, the PYP is implemented and taught by IB World Schools. The schools are entirely independent from the IB Organization and are solely responsible for the implementation and quality of teaching of the PYP.
- 2.3. Schools are responsible for informing legal guardians regarding the general characteristics of the PYP and how the school implements it.
- 2.4. The IB Organization cannot guarantee that a school will remain capable and willing to implement the PYP. Consequently, schools bear sole responsibility towards students and legal guardians if, for any reason, a school’s authorization to implement the PYP is withdrawn by the IB Organization or a school decides to terminate its authorization.
- 2.5. Schools must implement the programme in an inclusive manner, so that all students in all grade/year levels in the school, or in the primary section of a school, are engaged with the PYP.

- 2.6. Schools must implement the PYP in line with conditions stated in the following publications: Programme standards and practices, Making the PYP happen: A curriculum framework for international primary education, Making the PYP happen: Pedagogical leadership in a PYP school and the current PYP Coordinator's handbook, the procedures manual issued by the IB Organization for schools.
- 2.7. Schools must implement teaching and learning in the PYP predominantly in the context of transdisciplinary themes.
- 2.8. Schools must implement teaching and learning in the PYP through the pedagogy of inquiry that promotes the construction of meaning by students.
- 2.9. Schools must provide instruction in the learning of a language other than the principal language of instruction of the school from at least the age of seven.
- 2.10. Schools carry out all teaching and assessment alone, without any intervention or supervision from the IB Organization. This includes the assessment of each student's development in the areas described in the IB learner profile and of each student's learning as demonstrated during the PYP exhibition in the final year of the programme.
- 2.11. The IB Organization does not award any form of diploma or certificate of merit in connection with the PYP and permits recognition only of a student's participation in the programme, for which purpose it makes available to schools an optional PYP "Certificate of participation", which they may choose to issue to their students in the final year of the PYP following the exhibition

### **Article 3. Students and their legal guardian(s)**

Except where provided otherwise in these general regulations, students and their legal guardian(s) must use the school's PYP coordinator as the intermediary for any communication with the IB Organization. If either a student or his/her legal guardian(s) has a question about the general characteristics of the PYP, its administration or how the school implements it, they are advised to raise the matter with the school's PYP coordinator.

### **Article 4. Equal opportunities statement**

It is the practice of the IB Organization to make its programmes available to all students from IB World Schools. No student will be excluded by the IB Organization on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.

### **Article 5. Property and copyright in materials produced by students**

- 5.1. Students produce materials in a variety of forms during the course of their schoolwork. These materials (hereinafter "materials") include all forms of written work, audio and visual materials and, in certain cases, materials containing images of the students. From

time to time, the IB Organization may ask schools for samples of these materials to use for educational, training, commercial and/or promotional purposes relating to the IB Organization's activities, or to those related activities of which it approves.

- 5.2. Upon students entering the PYP, schools are expected to ask legal guardians to indicate in writing whether they agree to their child's materials being submitted to the IB Organization from time to time for educational, training and/or promotional purposes relating to the IB Organization's activities, or to those related activities of which it approves.
- 5.3. By providing written consent to schools, legal guardians are granting the IB Organization a non-exclusive, charge-free, worldwide license, for the duration of the statutory copyright protection, to reproduce submitted materials in any medium for the uses outlined in article 5.1.
- 5.4. Where the IB Organization uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and will, in most cases, anonymize them before publication in print or in electronic form. If the purpose of the publication is to focus on work of a particularly high standard, then the student and school may be identified. In such case, the IB Organization shall inform the school beforehand and the school shall inform the student.

#### **Article 6. Use of student data**

- a. "Student data" under these *Rules for IB World Schools: Primary Years Programme* is any information or data relating to a student that can identify the student or make the student identifiable, whether by itself or in combination with other information, such as name, address, email addresses, date of birth, phone numbers, financial information, assessment results, materials, image, voice, and/or mental and physical health information.
- b. The IB Organization operates globally and is subject to a variety of legal requirements about personal data, personal information and privacy, so it manages the protection of student data on a global basis. Schools are based all over the world and are subject to data protection and privacy laws and regulations regarding student data in their respective countries. Each school hereby represents and warrants to the IB Organization that it complies with the applicable data protection and privacy laws in its respective country with respect to student data, and will fully cooperate with the IB Organization in complying with any such laws.
- c. The IB Organization shall not be responsible for schools' compliance with any data protection or privacy law applicable to them, and schools undertake to hold the IB Organization harmless with regard to any legal action taken by students, their legal guardians or other third parties with respect to any data protection or privacy law.
- d. Each school hereby represents and warrants to the IB Organization that any collection, processing and/or sharing of student data with the IB Organization is done in accordance with all data protection and privacy laws that may be applicable to them. To the extent required under data protection or privacy law applicable to them, each school undertakes to seek express consent from students and/or their legal guardians for processing of student data for the purposes listed in article 6.1(f) below.



- e. Each school hereby undertakes, to the extent required under the applicable law of its respective country, to only use or process the student data as necessary for the purpose for which it was collected as defined in article 6.1(f) below. Each school further hereby undertakes that, to the extent required under applicable law, they have implemented appropriate technical and organizational measures to protect student data against unauthorized or unlawful processing and against accidental loss, destruction, damage, alteration or disclosure, and that they have taken reasonable measures to ensure the reliability of, and compliance by, any employees who have access to student data.
- f. Student data may be used for the following purposes:
- to provide PYP support and services for the student and school, including website services and online forums
  - research and statistical analysis related to the IB Organization's mission, including research on assessments and results and the effectiveness of the PYP
  - advertising and promotional purposes for the IB Organization (such as student and/or alumni networks and social media platforms)
  - educational, training, commercial and other compatible purposes
  - to engage in and process transactions with the student or school
  - to fulfill statutory, regulatory, reporting and/or legal obligations.
- g. To the extent required under data protection or privacy law applicable to them, schools undertake to fully and duly inform, and obtain the consent of, each student and/or their legal guardian, that the schools and/or the IB Organization may transfer student data outside of the country in which it was initially collected and to a country which may not have sufficient and adequate or comparable levels of data protection, in some cases to third parties, for the purposes discussed above. To the extent required under applicable law, the schools shall inform students about third parties to whom their student data may be transferred. With regard to the IB Organization, such third parties include schools, institutions of higher education (such as colleges and universities or governmental authorities, ministries and departments of education, service providers (such as third-party vendors) and other contractors of the IB Organization. Each school shall ensure that any transfers are done in compliance with requirements governing international and onward data transfers. Each school represents and warrants to the IB Organization that any student data transferred to the IB Organization by the school may be further transferred as described above without violating the privacy or data protection rights of any students.
- h. Students or their legal guardians may inquire as to the nature of the student data processed about him or her by their school to the extent permitted under data protection or privacy law applicable to the student and their respective school. Each school undertakes that a student or their legal guardian may direct their requests to the school in accordance with local legal requirements. In the event that the IB Organization receives a request regarding student data from a student or their legal guardian, each school undertakes to provide the IB Organization with full cooperation and assistance.

### **Article 7. Governing law**

These general regulations and all other procedures relating to the PYP shall be governed by and construed in accordance with the laws of Switzerland without reference to its conflict of laws or similar provisions that would mandate or permit application of the substantive law of any other jurisdiction.

### **Article 8. Arbitration**

Any dispute, controversy or claim arising out of, or in relation to, these general regulations, including the interpretation, validity, breach or termination thereof, shall be finally settled by arbitration by the Geneva Chamber of Commerce in accordance with the Swiss Rules of International Arbitration of the Swiss Chambers' Arbitration Institution ("Rules") in force on the date when the notice of arbitration is submitted in accordance with such Rules. The number of arbitrators shall be one, the seat of the arbitration shall be Geneva and the arbitral proceedings shall be conducted in English. The parties hereby agree to use information technology systems and electronic communications to the extent permitted in conducting any arbitral proceedings.

### **Article 9. Entry into force and transitory rules**

This version of *General regulations: Primary Years Programme* shall enter into force on 1 September 2014 for PYP schools whose school year begins in August/September, or on 1 January 2015 for PYP schools whose school year begins in January/February. The IB Organization may amend these general regulations from time to time.

## **C. PROGRAM OF STUDY**

The Elementary curriculum focuses on global education of the student through an integrated curriculum. Activities are designed to provide students with opportunities to practice constructive habits of thinking and reasoning that will serve as a foundation for learning and will increase the transfer of knowledge between all disciplines.

The Elementary Curriculum provides for:

- Grade appropriate acquisition of concepts and skills.
- Instructional methodologies consistent with the developmental levels, learning styles, knowledge, and needs.
- A range of ongoing assessment techniques to assess acquisition of concepts, knowledge, attitudes and skills.
- A learning environment appropriate to enhance the student's self-worth.
- The development of the whole child: the social, emotional, physical and cultural needs.

The written curriculum is divided into five essential elements: knowledge, concepts, skills, attitudes and action. Below is a preview of the five essential elements:

### **1. KNOWLEDGE**

**The transdisciplinary themes listed below are the frame work for the elementary integrated curriculum. They are:**

- **Who we are**

- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

The following content areas are covered in the above transdisciplinary themes:

• **LANGUAGES:**

○ اللغة العربية وأهدافها

تتبع المدرسة الابتدائية مبدأ الوحدة اللغوية المتكاملة حيث تترابط فروع اللغة لتشمل المهارات السمعية والمحادثة والقراءة والكتابة وكل فرع يدعم الفروع الأخرى. الأهداف التي نرمي لتحقيقها هي توفير المعارف والمهارات والمفاهيم الأساسية وإكساب التلميذ القدرة على التحليل والتواصل اللغوي فهما وقراءة وتعبيراً "خطياً" وشفوياً" بطلاقة وبلغة فصلى مع التحفيز على المطالعة والتفكير الناقد.

○ **English Language**

Language is fundamental to learning, thinking and communicating, and permeates the whole curriculum. It is necessary not only to learn language, but also learn about language and through language. Learning best takes place in authentic contexts, and literature plays a special role in enabling this to happen. The strands of **oral**, **written** and **visual communication** are learned across and throughout the subject areas. Each aspect is only relevant to the whole.

○ **French Language**

Fondamentale pour l'apprentissage, la réflexion et la communication, la langue est omniprésente dans l'ensemble du programme. Il est nécessaire non seulement de l'apprendre, mais également de l'étudier et de l'utiliser pour étudier. L'apprentissage est le plus réussi lorsqu'il a lieu dans des contextes authentiques et la littérature joue un rôle important car elle contribue à créer ce genre de contextes. Les domaines de la **communication orale**, de la **communication écrite** et de la **communication visuelle** sont abordés aux niveaux disciplinaire et transdisciplinaire. Chacun n'est pertinent que par rapport à l'ensemble.

• **MATHEMATICS:**

The mathematics program takes the students through the concrete (manipulative stage) pictorial (visualization stage) and progresses to the abstract (symbolic stage) to acquire new concepts. It builds on familiar experiences to enhance understanding and promotes critical thinking. The students gain mathematical language and skills making connections between concepts and processes.

The curriculum consists of the following areas:

a. **Content Strands:**

○ **Number:**

- understand numbers
- ways of representing numbers
- relationships among numbers

- meanings of operations
- computing fluently
- making reasonable estimates
- **Pattern and Function:**
  - understand patterns
  - relations and functions
  - represent and analyze mathematical situations using symbols
- **Shape and Space:**
  - recognize regular geometric shapes
  - acquire their names and basic characteristics
  - connect geometry to everyday situations
  - describe the world in an orderly manner
- **Measurement:**
  - understand the attributes of objects
  - decide on the units, systems and processes of measurement
  - apply appropriate measuring instruments, such as clocks, calendars, scales, rulers, meter sticks, etc.
- **Data handling:**
  - collect, organize and display relevant data to predict, analyze and evaluate predictions

**b. Process Strands:**

- Problem solving
- Reasoning and proof
- Communication
- Connection
- Representation

**• SCIENCE:**

In science, students engage in the process skills by collecting, observing, measuring, recording and presenting data. They explore the properties of objects, the concept of change, patterns in the natural and man-made worlds and living and non-living properties thus helping them relate the relevance of the scientific concepts and skills to their learning. Science is a body of collected knowledge that explains the world around us. Science is viewed as a set of processes and skills useful in acquiring knowledge, understanding of concepts, and information. Science is organized into four strands:

○ **Living things:**

The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

○ **Materials and matter:**

The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

○ **Earth and space:**

The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet.

○ **Forces and energy:**

The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

## • INFORMATION AND COMMUNICATION TECHNOLOGIES

Information technology introduces students to computer literacy. The program focuses on typing skills and word processing. Students apply computer skills to their daily learning. The students will also use the internet as a source of information and research. The computer is used as a learning tool and the focus is to integrate the computer throughout the curriculum.

## • SOCIAL STUDIES:

In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity and develops an understanding of a rapidly changing world. Through social studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their community. Social studies is organized into five strands:

- **Social organization and culture:** The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.
- **Continuity and change through time:** The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.
- **Human and natural environments:** The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.
- **Resources and the environment:** The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

## • PERSONAL, SOCIAL AND PHYSICAL EDUCATION:

PSPE is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellbeing. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle. The knowledge component of PSPE is arranged into three strands: **identity, active living and interaction.**

The area of personal, social and physical development enables the students to enhance their self-image, to assist in gaining functional knowledge and skills for living and working at school and in their community, and to promote the development of personal responsibility for safe and healthy behavior.

The teachers are directly involved in the developmental growth of the students. Each teacher is responsible for helping the students deal with everyday problems of growing up. Students throughout the day get to explore their personal interests and goals to ensure effective academic, social, and personal development.

Personal, social and physical education is focused on the whole child and taught in order to enhance learning and develop a positive moral culture and the values and standards of the I.C. mission. Students will strive toward developing the qualities and traits of the PYP student profile: Inquirer, thinker, communicator, risk-taker, knowledgeable, principled, caring, open-minded, well-balanced, and reflective. (PYP Personal, social and physical)

### • **ADDITIONAL LANGUAGE:**

Throughout the elementary school years, all students learn a third language: French in the English section and English in the French section.

### • **ARTS:**

Arts are a mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies. The arts is a medium of inquiry which provides opportunity for learning, communication and expression. Learning about and through arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions. The *responding* and *creating* strands are linked in an ongoing and reflexive relationship. Students are encouraged to reflect continually upon their work throughout the process of creating. Arts are identified as **dance, drama, music and visual arts.**

## 2. CONCEPTS

### • **FORM:** What is it like?

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

### • **FUNCTION:** How does it work?

The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

### • **CAUSATION:** Why is it like it is?

The understanding that things do not just happen, that there are causal relationships at work and that actions have consequences.

### • **CHANGE:** How is it changing?

The understanding that change is the process of movement from one state to another. It is universal and inevitable.

### • **CONNECTION:** How is it connected to other things?

The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

### • **PERSPECTIVE:** What are the points of view?

The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.

### • **RESPONSIBILITY:** What is our responsibility?

The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.

### • **REFLECTION:** How do we know?

The understanding that there are different ways of knowing and that it is important to reflect on our own conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.

## 3. TRANSDISCIPLINARY SKILLS

### • **SOCIAL SKILLS:**

Accepting responsibility  
Respecting others  
Cooperating  
Resolving conflict  
Group decision making

Adopting a variety of group roles

- **COMMUNICATION SKILLS:**

- Listening
- Speaking
- Reading
- Writing
- Viewing
- Presenting
- Non-verbal communication

- **THINKING SKILLS:**

- Acquisition of knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Dialectical thought
- Metacognition

- **RESEARCH SKILLS:**

- Formulating questions
- Observing
- Planning
- Collecting data
- Recording data
- Organizing data
- Interpreting data
- Presenting research findings

- **SELF-MANAGEMENT SKILLS:**

- Gross motor skills
- Fine motor skills
- Spatial awareness
- Organization
- Time management
- Safety
- Healthy lifestyle
- Codes of behavior
- Informed choices

#### 4. **ATTITUDES**

- **APPRECIATION:**

- Appreciating the wonder & beauty of the world and its people.

- **COMMITMENT:**

- Being committed to their own learning, persevering and showing self-discipline & responsibility.

- **CONFIDENCE:**

Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned & making appropriate decisions & choices.

- **COOPERATION:**  
Cooperating, collaborating and leading or following as the situation demands.
- **CREATIVITY:**  
Being creative & imaginative in their thinking and in their approach to problems & dilemmas.
- **CURIOSITY:**  
Being curious about the nature of learning about the world, its people & cultures.
- **EMPATHY:**  
Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
- **ENTHUSIASM:**  
Enjoying learning and willingly putting the effort into the process.
- **INDEPENDENCE:**  
Thinking & acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.
- **INTEGRITY:**  
Being honest and demonstrating a considered sense of fairness.
- **RESPECT:**  
Respecting themselves, others and the world around them.
- **TOLERANCE:**  
Being sensitive about differences and diversity in the world and being responsive to the needs of others.

## 5. ACTION

- **Service:**
  - to family (at home)
  - to fellow students (in classroom, hallways & playground)
  - to faculty, staff & to community
- **Effective action:**
  - should be modeled by the adults in the school community—the action in which schools may engage will be based on the needs of the school community and the local community
  - should be voluntary and involve students in exercising their own initiative
  - is best grounded in the students' concrete experiences
  - is most beneficial to the students when they are able to witness the outcomes
  - usually begins in a small way and arises from genuine concern and commitment
  - should include anticipation of consequences, and accepting of responsibility



- may require appropriate adult support in order to facilitate students' efforts and to provide them with alternatives and choices

#### **D. LIBRARY**

The library is central to the life of the school by supporting classroom learning, as well as helping students to become life-long readers. All students make regular use of the library in ways that are appropriate to their age and levels of academic and social development. When students begin to borrow library books and materials, parents are asked to help their child to remember how to handle the books with care and to return them promptly. If a book is overdue and not returned on time, the student will be charged 500LL/day. After 10 school days, the book will be considered lost and the student will be asked to pay for it. If the book is too badly damaged to be used by others, parents are asked to replace or pay for the book (depending on whether it was purchased locally, or imported, or whether the book is still available from the publisher, etc.). The librarians or classroom teachers will contact the parents of the students via Moodle and work with them to resolve the specific problem.

All libraries of the school have a strict no food or drink policy to protect the library materials. All library users carrying food/and or drinks, other than water, with them will be asked to eat/drink it outside or place it somewhere (classroom) before entering the library.

The library has a limited number of computers and Ipads for student use. The *IT Acceptable Use Policy* that has been established by IC also applies in the library.

#### ***Library Check-Out Procedure for Students Leaving IC***

A student who is leaving IC must return all library books prior to getting his/her end of year report card. All fines must be paid as well.

#### **E. CURRICULAR ACTIVITIES**

During the academic year students are involved in numerous curricular activities. These activities are an integral part of the school program and play an essential role in reinforcing the curricular objectives. These activities and celebrations, such as Founders' Day, International Day, Independence Day, Arbor Day, National Reading Week, Positive Citizenship Week, IC Green Week and educational outings, help students relate to the larger community and learn about special occasions related to national/international life. Music presentations, art exhibitions, and visits to theaters, etc. aid in developing the students' cultural knowledge and appreciation for the arts. Other curricular activities such as field trips, book fairs and visits to historical sites help broaden students' minds by enhancing their knowledge, extending their intellectual horizons and helping them make conceptual connections.

### III. NON ACADEMIC PROGRAM

#### A. POLICIES

##### 1. Academic Promotion Requirements

Students throughout the school are eligible for promotion if they have regular attendance and a clear disciplinary record. They should also fulfill the additional promotion requirements, master the developmentally appropriate requirements for their class and meet grade level expectation. Promotion to the next level is contingent upon the successful completion of 3 out of the 4 main disciplines: Units of inquiry (Science and Social Studies), Arabic, Mathematics, and English.

##### a. Academic Probation

The School requires that students maintain minimum promotional requirements at all times during the academic year. If a student fails to meet these requirements, he/she will be;

1. placed on academic probation, or
2. required to repeat if age permits, or
3. asked to withdraw.

Students on academic probation for two consecutive years will be required to repeat their class or withdraw from the College. Make ups are not allowed.

##### b. Make-up Exams and Summer Work

Students who fail to fulfill the promotion requirements are entitled to make-up exams if they fail in one major subject. If the student fails the make-up exam or his/her Summer Work is incomplete, he/she will be placed on academic probation.

##### c. Repeating a Class

Students who fail to fulfill the promotion requirements may be allowed to repeat a class if the administration believes the student will benefit from repeating.

Retention will only be considered if the child:

1. Has not repeated a class before.
2. Has a clear disciplinary record.
3. Is age appropriate.

##### 2. Admission Policy

The Admissions Committee is guided by a policy that selects academically qualified students depending on available vacancies. Admission to the school is decided by the admissions committee in each school.

Students are selected with the understanding that they would be able to develop proficiency in English, French and Arabic\*.

<p><i>The College admits students from many countries without regard to race, religion, color, gender, nationality, or political affiliation.</i></p>
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*Stated below are the criteria for admission:*

##### a. Vacancies:

Major entry levels for new students are:

Nursery and Petite Section, First Intermediate and Sixième, Fifth (Secondary) and Seconde.

Applicants to other classes will be considered only in case of vacancies.

**b. Academic Standing:**

Students are selected on the basis of their previous academic achievement and school recommendation, as well as the results obtained on the I.C. Entrance Exams. Pre-School applicants are admitted only on the basis of a qualifying interview.

**c. Age Limits:**

By September 30 of the academic year, applicants to the Nursery/Petite Section level must be three years of age.

The final selection of any applicant is carried out **by the Admissions Committee of each school.**

**d. Acceptance and Waiting Lists**

I.C. only offers places when it knows that a place will be available. Inquiries about admission to International College should be made in January of each year. Most vacancies are only confirmed after the re-enrollment process that is completed in June. Up until that time, most applicants are placed on the waiting list of each school at I.C. Main entry levels for new students are Nursery, First Intermediate, Fifth (Secondary), and the IB program.

- I.C. has limited resources to accommodate students with minor learning or physical disabilities.
- Inquiries about admission to International College should be made in January of each year.
- Every new student is charged a once-only, non-refundable development fee.
- *Students coming to the non-Lebanese Baccalaureate program in grades 10-12 are not required to study Arabic if they have an exemption from the Lebanese Ministry of Education.*

**ADMISSIONS**

For information on admissions, applications, entrance requirements, or withdrawal from International College, please contact the following:

-Grades 1-12, (CP-Terminale) including all elementary, middle and secondary schools, contact the IC's Admissions Office at +961 1 360 754 or [sgerges@ic.edu.lb](mailto:sgerges@ic.edu.lb)

-Pre-School, including grades Nursery (Petite Section), Kindergarten One (Moyenne Section), and Kindergarten Two (Grand Section) contact the pre-school Director's office at either the Ras Beriut or Ain Aar location, whichever campus you are interested in. Ras Beirut: +961 1 360837 ext 111 or [kzaouk@ic.edu.lb](mailto:kzaouk@ic.edu.lb) / Ain Aar : +961 3 212900 ext 515 or [ymaroun@ic.edu.lb](mailto:ymaroun@ic.edu.lb)

**3. Assessment Policy****a. Rationale**

The IC Assessment Policy aims for consistency with its mission of academic excellence through the education of the whole person. It is a major component of the learning/teaching process. It ensures the coherence of assessment practices at the different schools and provides a supportive and positive mechanism that

- Involves students in their own learning,
- Reports students' progress and achievement,
- Allows teachers to adjust their teaching to take into account the results of pre-assessment,
- Contributes to the efficiency of the program, and
- Drives future decisions.

## **b. Definition**

Assessment is the gathering, analysis and reporting of evidence about student performance. It identifies student knowledge, understanding, competence, utilization in a real world setting, and attitudes, at different stages in the learning process.

## **c. Why assess students' performance**

### **1. Purpose**

The purposes of assessment are the following:

- To promote student learning by
  - Assessing prior knowledge
  - Planning the learning process to meet individual or group needs
  - Making decisions about subsequent teaching and learning practices
  - Engaging students in assessment and reflection of their learning
- To provide information on student learning by
  - Assessing a student's acquisition of understanding of concepts, skills, attitudes, knowledge and action
  - Collecting examples of work and performance
  - Interpreting statistics based on standards, benchmarks and /or rubrics
  - Studying and analyzing test results
  - Utilizing a variety of measures such as, narratives, reporting, and level of achievement.
- To contribute to the effectiveness of the program by
  - Matching student performance to the school's standards and specific expectations
  - Comparing results of different classes, groups, schools
  - Informing stakeholders: students, parents, teachers, other institutions...
- To review the curriculum and instructional practices in light of students' performance.
- To make decisions regarding promotion and retention.

### **2. Principles**

Effective assessment provides evidence of achievement and takes into consideration student potential and ability as well as motivating elements that will enable students to learn. It should be ongoing and reflect an understanding of learning as multidimensional and depicting performance over time.

It allows

- the students to:
  - Have standards that are known and understood in advance
  - Analyze their learning and understand what needs to be improved
  - Demonstrate the range of their understanding, knowledge, and skills
  - Apply, synthesize and evaluate their learning
  - Highlight their strengths and demonstrate mastery and expertise
  - Be reflective and become involved in self and peer evaluation
  - Become responsible for their own learning
  - Identify personal goals
- the teacher to:
  - Identify what is worth knowing and assess it

- Plan and incorporate a variety of instructional methodologies
- Plan and incorporate different assessment strategies, techniques, and tools within the learning process using both formal and informal opportunities
- Give all pupils the opportunity to demonstrate what they know, understand or can do
- Take into account that students learn differently, and that each has a unique learning style
- Produce evidence that can be reported and understood by students, parents, teachers, administrators and others
- Use scoring that is both holistic and analytical
- Analyze assessment data in order to evaluate and modify the program
- Implement student promotion policies

**d. When and how to assess?**

**1. Establishing essential agreements**

It is essential that each grade level or department within each school establish essential agreements on assessment that are in alignment with the College policy on assessment. Essential agreements should be reached collaboratively and should be few in number, concisely written, refer to how something is done, be binding to all teachers and reviewed regularly.

*Each school will include the essential agreements within its own action plan.*

**2. Strategies**

Assessment of students can be formative or summative.

Strategies include:

- Observations
- Open-ended tasks
- Performance assessments
- Process focused assessments
- Tests and quizzes
- External exams

**3. Tools and methods**

The above strategies can be put into practice using the following:

- Anecdotal records
- Benchmarks/examples
- Checklists
- Continuums
- Rubrics/assessment lists
- Performance tasks
- Portfolios
- Projects
- Reports
- Presentations
- Models
- Journals and logs
- Interdisciplinary projects

## **e. Reporting**

### **1. Criteria**

Reporting is communicating to others the knowledge gained from assessing student learning. Effective reporting should include parents, students and teachers in the process. The information reported should:

- Provide meaningful information
- Focus on strengths and achievement
- Describe the student achievements based on stated standards and outcomes
- Be based on purposeful assessment.
- Be free of jargon and complex technical language
- Be fair, clear, comprehensive and accurate
- Serve as a guideline for improvement

### **2. Types of reporting**

Reporting takes place through conferences and written documents.

#### **a. Conferences**

Conferences take place regularly. There are several kinds of conferences involving teachers, parents, students, and administration, including:

- Teacher-student conferences
- Teacher-parent conferences
- Student led conferences
- Three way conferences

#### **b. The Written Report**

The written reports are sent home at set times of the year.

## **4. Language Policy**

### **a. Introduction**

The support for language opportunities starts at home but beginning with the first few years of school until graduation, language plays a central role in the learning and achievement of students. A school with an articulated Language Policy across the curriculum is more likely to gain a pervasive institutional understanding of its responsibilities to its language learning community.

The Language Policy is an action statement, which informs how students at IC, learn language, about language and through language. It provides a common understanding of aims and objectives of language learning and teaching and stresses the transdisciplinary nature of language learning. Thus, the purpose of a Language Policy at IC is to have a common stand on the learning and teaching of language and the language of instruction.

### **b. Philosophy**

Language is fundamental to learning, thinking, inquiring and communicating, and it permeates the entire curriculum. It is a medium of inquiry and central to students' intellectual, social, and emotional development. We believe students learn language, about language and through language in authentic contexts. The learning of languages promotes international mindedness. All teachers at International College are language teachers.

### **c. Rationale**

Language is an essential tool for learning across the curriculum.

Students learn language, learn through language, and learn about language in an environment that supports inquiry: exploring concepts, solving problems, organizing information, sharing thoughts and discoveries, formulating hypotheses, as well as explaining ideas and different points of view. All students should have an opportunity to study Arabic in addition to the language of instruction as well as a third language.

### **d. Principles**

**The following principles guide the IC Language Policy.**

1. English, French, and Arabic are the main languages at IC, and students are selected on their ability to function in these languages.
2. Acquisition of more than one language empowers students to become citizens of the world and to grow beyond their own culture.
3. The language policy is based on a carefully defined scope and sequence framework covering knowledge, competencies, attitudes, concepts, and action.
4. Language learning and teaching are based on the principle that assessment guides instruction.
5. Language learning and teaching are based on engaging students in a variety of authentic experiences connected to real life situations.
6. Language learning and teaching use a variety of resources in a rich, collaborative, organized, and risk-free environment.
7. Penmanship, presentation skills and ICT are fundamental principles.
8. Language learning and teaching are transdisciplinary, cutting across subjects and disciplines.
9. The knowledge of and the ability to teach in/the language of instruction is fundamental to professionalism.
10. School staff members are expected to model effective language skills.

### **e. Practices**

**The following practices reflect the IC Language Policy.**

1. Students participate in a variety of authentic activities specifically designed to give them the experiences and knowledge they will need to become effective listeners, speakers, readers, and writers.
2. Teachers and librarians work cooperatively to provide ongoing instruction regarding the location and appropriate use of information from varied reference materials.
3. Students write in many different text forms in order to narrate, recount, process, report, explain and expose
4. Students learn the conventions of the language, including correct usage, grammatical correctness, spelling, punctuation, and capitalization, through listening, speaking, reading, writing, viewing and presenting.
5. Penmanship, presentation skills and ICT are fundamental practices.
6. Students become aware that writing is a means of clarifying thinking and that it is a process which embodies several stages, including prewriting, drafting, receiving responses, revising, editing, and post writing activities including evaluation.
7. All students, individually and in various groups, read and respond in a variety of ways to literary works.
8. The language curriculum at IC is aligned with all the programs offered including: Lebanese Baccalaureate, Baccalauréat français, International Baccalaureate, and College Preparatory Program. Scope and sequence documents are developed for

English/ French as a language of instruction, French/ English as a second or other language, Special Arabic as a heritage or foreign language, Regular Arabic as a main language in the official Lebanese curriculum.

#### **f. Assessment**

1. Language assessment is in alignment with the IC assessment policy.
2. The scope of every language and the sequence of concepts and competencies will be assessed according to grade-level standards and expectations using international documents such as “le socle commun”, PYP scope and sequence, the European framework etc...
3. Language assessment should make use of numerous strategies and tools (Appendix attached). It is formative and summative and is both a process and a product.
4. Assessment tasks should be as close as possible to real life tasks. They should be informative, integral to the curriculum, developmentally and culturally appropriate, recognize self-evaluation and invite active collaboration and be on-going.

### **5. Discipline Policy**

Discipline with dignity is important for the school to discharge its primary responsibility of developing and promoting responsible citizens. In maintaining discipline, teachers must have all the support they need from the parents in addition to the support they have from the school administration.

#### **a. HARASSMENT AND BULLYING**

The College does not tolerate bullying or harassment and will take strict disciplinary measures to ensure a safe environment for all of its students and school personnel. All members of the school community are committed to ensuring a safe and supportive environment that fosters learning based on the core values of integrity, compassion, respect for individual differences, and cooperation.

Bullying and harassment are acts of aggression with the intent to cause embarrassment, pain or discomfort to another. Bullying usually involves an abuse or an imbalance of power. Individuals or groups may be involved.

Bullying and harassment can take many forms, all of which will cause distress and are the most common form of violence experienced by young people. Examples of bullying and harassment include:

- a.** Disrespectful Behavior: Actions that are rude, unpleasant, inappropriate and unprofessional. Behavior that causes hurt feelings and distress and disturbs or offends others.
- b.** Physical: hitting, pushing, tripping, spitting on others.
- c.** Verbal: teasing using offensive names, ridiculing, spreading rumors. (Oral and written on electronic sites such as Facebook).
- d.** Non-verbal: writing offensive notes or graffiti about others, rude gestures or abuse of the honor of a person through the use of Internet or SMS messaging.
- e.** Extortion: threatening to take someone's possessions, food or money.
- f.** Property: stealing, hiding, damaging or destroying property.
- g.** Gendered Bullying: bullying based on gender or the enforcement of gender-role expectations.
- h.** Sexual Harassment: Unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, non-verbal, or physical conduct of a sexual nature.



## **All the above applies to the use of all electronic media.**

### **b. Disciplinary Procedure**

Students at school are expected to live harmoniously with one another. They are guided to develop respect, empathy, and kindness. The following general rules and responsibilities are to be observed:

#### **c. General Rules:**

1. Students will play and work in the areas assigned to them.
2. Students are not allowed to bring their own toys, balls, or games to school. The teacher will grant permission if the toy/game has an educational purpose.
3. Cooperative play is encouraged; rough play is strictly prohibited.
4. The use of abusive language is not allowed and will be handled firmly.
5. Students are expected to maintain cleanliness and tidiness throughout the school facilities.
6. Students are expected to take care of school property. If a student is involved in vandalism, he/she will be required to pay his/her share for the vandalized item.
7. Students are not allowed to leave the campus during the school day. In case of an emergency, a student is allowed to leave the campus only if accompanied by his/her parents or designated person.
8. Students should leave the bathrooms in the condition in which they would like to find them.
9. Students should not bring cell phones to school. (\* If an exception occurs, permission from the director is required).
10. Students are expected to be polite and respectful to all.

#### **d. Students' Responsibilities**

Students are expected to:

1. Follow the school rules and regulations on all school issues, such as arrival time, bus behavior, dress code, and respect for the environment.
2. Have good study skills and work habits.
3. Speak politely to everyone at all times.
4. Display good manners at all times.
5. Ask an adult for assistance when another student is causing a problem and will not stop when requested politely to do so – e.g. "Please stop" or "Please do not ..."  
**At I.C. we do not treat unkindness with unkindness.**
6. Contribute to conserving resources by respecting, rethinking, reducing, reusing, and recycling (5 R's)

Students who have difficulty abiding by the rules and standards of behavior set by the school will follow **the disciplinary procedure** specified here:

1. The student will be referred to the advisor for a conference.
2. If misbehavior continues, the parents will be invited for a conference with the advisor/teacher.
3. If misbehavior continues, the parents will be invited for a conference with the advisor in the presence of the Director. Appropriate behavior will be discussed, and a plan of action will be set for the student to follow.
4. If, in spite of the above, the student still cannot abide by the set standards, a letter will go home as a first warning. Another letter will follow if the student cannot refrain from acting inappropriately, and he/she will be placed on Disciplinary Probation.

5. Any student placed on disciplinary probation for two consecutive years will be asked to withdraw, regardless of academic achievement.
6. Measures such as suspension from school for a few days or expulsion will be used if unacceptable behavior is extremely serious or persists.

## **6. Environmental Policy**

### **General aims and philosophy of the policy:**

Education for sustainable development should enable the school community to develop a life ethic that values all people and the natural environment. The implementation of this policy should therefore contribute to and support the provision of a pleasant and socially responsible environment.

In line with its Guiding Statements, International College assumes a firm obligation towards the environment. Through a curriculum that incorporates the essentials of environmental education, the school provides its students with the knowledge, skills, ethics, and behaviors to develop a commitment to sustainable development at a personal, local, national, and global level.

The management and maintenance of the school environment must 1) provide an example to the community of how to respect and care for the environment as well as 2) demonstrate that the school values and recognizes the needs of the constituents. Students and the wider school community should be involved in the development and management of the school grounds. The school will be proactive and provide the resources necessary to implement this policy. The school appreciates that the initial high costs will result in substantial savings both financially and environmentally in the long run.

The school has a duty to prepare future generations with the knowledge and skills to manage the world's resources wisely. Through our actions, we should develop good habits and behavior patterns so that every member of the school community is equipped with the skills and knowledge necessary to contribute to a sustainable future. This policy aims to ensure that the school's sites and curriculum promote a commitment to sustainable development.

### **Specific Policy Aims:**

Implementing and monitoring:

- Administrators, Environmental Committee Members, Student Council, Physical Plant Representative, Faculty, Staff, Parent Committee Members will seek input and work collaboratively with other environmentally conscious organizations.

### **Curriculum aims:**

All programs implemented at IC (French Program, IBPYP, Lebanese Program, IBDP) will address the following objectives:

- Develop knowledge and understanding of the natural processes that take place, both within and outside the school environment.
- Understand how life is dependent on the environment.
- Understand how past actions and decisions have affected the present environment.
- Know that what we do will affect others in the future and realize the importance of effective action to the environment
- Develop a Code of Ethics that stresses the importance of respect for all life.

### **Litter:**

Our school community should:

- Ensure that litter clearing is everyone's responsibility.

- Regard littering as a violation of our environmental code of ethics.

### **Waste Minimization and Disposal:**

Our school community should:

- Raise awareness of what the school can do to minimize waste going to landfills
- Reduce waste by purchasing less single-use disposable items and recycled materials, and by relying more on technology
- Contribute to the recycling process.
- Ensure proper disposal of chemical wastes.

### **Energy:**

Our school community should:

- Monitor energy consumption by tracking the school's use of gas, electricity or oil regularly
- Establish partnerships with energy providers who support effective energy saving measures.
- Consider using alternative sources of energy such as solar power.
- Ensure all future new buildings and refurbishment building works conform to the highest environmental standards.

### **Water:**

Our school community should:

- Monitor water use.
- Raise awareness that conserving water is vital to our future.
- Establish and encourage simple actions that can cut down on water use substantially.
- Establish an infra structure for effective water conservation.

### **Transport:**

Our school community should:

- Raise awareness about the impact of transportation on the environment and on people's health.
- Implement an effective awareness program on road safety for pupils.
- Encourage and support alternative means of transportation (i.e., carpooling, busing, walking)

### **School Grounds and Buildings:**

Our school community should:

- Maintain/develop the grounds as a place for aesthetic experiences, teaching and learning opportunities and recreational purposes
- Maintain/develop green spaces throughout the campuses.
- Ensure that learning environments are safe and pollution free.

### **Healthy Living:**

Our school community should:

- Aim to be a healthy school by promoting positive attitudes and practices associated with issues of exercise, diet and the aesthetic quality of the school and its grounds
- Show zero tolerance towards unethical behavior (i.e., bullying) risky practices (i.e., drugs) and anti-environmental practices (i.e., littering)

### **References:**

<http://www.city.waltham.ma.us/SCHOOL/webpage/EMS/EM.htm>

[http://www.philipmorant.essex.sch.uk/school/Parents/Policies/\\_pdf/Environmental%20Policy%20Nov%2006.pdf](http://www.philipmorant.essex.sch.uk/school/Parents/Policies/_pdf/Environmental%20Policy%20Nov%2006.pdf)

<http://www.horrabridgeprimary.devon.sch.uk/docs/policies/School%20Environment%20Policy%20version%201.pdf>

## **7. Dress Code**

Students' clothing should be practical, decent and neat. Fancy clothing that draws attention and interferes with classroom work is unacceptable.

Please note the following:

1. I.C. athletic suits (summer & winter) will be required for physical education and will be available for sale at the I.C. Book Store. These must be worn on the assigned day(s).
2. All clothes must be labeled with the student's name.
3. Girls'/boys' stomachs must be covered at all times. Inappropriate clothes such as tight and short "shorts" or skirts, tank tops, torn jeans and jewelry are not allowed.
4. Boys and girls must wear their pants at the waist.
5. Shoes that stay securely on feet are necessary to ensure safety when students move around in the school building. We recommend closed shoes for safety.
6. Hair is to be well groomed. Hair coloring is unacceptable.
7. Body tattoos are not allowed.

## **8. Home Learning**

As a general rule, it is advisable that students do their daily learning at school where the teachers can guide the practice. However, home learning is given to reinforce knowledge, concept and skills already taught. During weekends and vacations, limited amounts of home learning may be assigned. The time required to accomplish it varies according to each student's pace of work and level of performance. A home learning procedure will be presented to you at the beginning of the academic year. Daily reading and regular journal writing are encouraged at all levels.

## **9. IT and the Internet**

### **Acceptable Use Policy in Information and Communication Technology (ICT)**

International College provides access to ICT for supporting and extending the educational process, engaging in collaborative work, and obtaining creating and disseminating information. I.C. wishes to encourage the growth of ICT skills among the students, and realizes that success with projects of personal interest develops skills that will ultimately improve learning at I.C. The primary purpose of ICT hardware and software is to meet educational goals, so computers are not generally available for entertainment or private communications.

I.C. is an American registered organization and Lebanon is also a signatory of the International Copyright Convention; therefore, software piracy is not tolerated at I.C... The programs on I.C. computers are licensed and may not be copied. There may be exceptions for donations of unused copyright software and in the use of freeware, demo versions and shareware, but private software brought from home may not be installed on I.C. computers. Each user's data files are personal creations and represent a considerable value in time; they must be respected.

All users need to keep in mind that many people share College equipment. Individual work habits on networked computers affect the ability of others to work productively. I.C.'s computers have been carefully set up for shared use, with network administration, antivirus, security, backup and data logging programs in use. Users should not attempt to interfere with these programs or disregard procedures established for the maintenance of the I.C. network. No one may attempt to gain access to parts of the network or to files they are not authorized to use.

The normal conventions of courtesy and respect for privacy, and common sense rules for personal safety, apply to electronic communications just as to written or verbal ones. Internet access adds numerous educational benefits, but it is recognized that there is material on the Internet that is illegal, false or inappropriate for use in a school. Users at I.C. are expected to avoid any such sites

and are advised not to reveal personal information over the Internet. The I.C. website is a major publication that contains information from and for the entire College Community. It will be maintained in a way that reflects credit on our goals and achievements.

## **Internet Acceptable Use Policy**

### **Purpose Statement**

International College provides access to the Internet as one means of fulfilling its mission to inform, educate, entertain, and culturally enrich students and staff. All Internet resources are provided equally to all users, with the understanding that it is the individual user's responsibility to demonstrate judgment, respect for others, and appropriate conduct while using the Internet. Internet computers will not be used for illegal activity, to access illegal activity, to access illegal materials, or to access materials that by local community standards would be considered obscene.

Teachers are authorized to take prompt and appropriate action to enforce the rules of conduct (listed below) and /or to prohibit Internet use by persons who fail to comply with the Internet Acceptable Use Policy as stated or implied herein.

International College supports the right and responsibility of parents to direct the use of the Internet by their own students.

### **Rules of Conduct**

1. Internet computers will not be used for illegal activity, to access illegal materials, or to access materials that by local community standards would be considered obscene.
2. Teachers may limit use of computer equipment as and when needed.
3. Installation, downloading, or modification of software is prohibited.
4. Users will respect copyright laws and licensing agreements.
5. Users will not make any attempt to gain unauthorized access to restricted files or networks, or to damage or modify computer equipment or software.
6. Users must end their session and leave the terminal when asked to do so by the teacher.
7. Users will respect the privacy of other users, and will refrain from attempting to view or read material being used by others.
8. By mutual agreement, two persons may share one access session as long as their behavior or conversation does not disturb other users.

### **Termination or prohibition of user access**

Teachers are authorized to terminate any user's access session, or to prohibit a user from subsequent access sessions for up to two weeks, if they have cause to believe that the user has failed to comply with the Internet Acceptable Use Policy and/or Rules of Conduct.

Internet users whose access session has been terminated or prohibited will be given information concerning the process to protest the action and/or request that Internet access privileges be reinstated. Temporary or permanent denial of Internet privileges at International College will be enforced.

I.C. students are expected to abide by the above policy. Any student who violates any term of this policy will be subjected to severe disciplinary actions.

## **10. Private Tutoring Policy**

In general, I.C. discourages private tutoring. Students are admitted to I.C. on the basis of their ability and, ordinarily, whatever remedial assistance a student needs should be provided in the classroom.

However, there are two cases where private tutoring may be necessary:

1. To cover material a student has missed due to a long absence from school.
2. In exceptional cases, to fill specific gaps that students may have in prerequisite knowledge.

In both instances tutoring should be for a relatively short period of time. Semester or year-long tutoring should not be necessary. Only in unusual cases, with the approval of the administration, may a teacher tutor a member of his/her class.

Parents considering private tutoring for their child should check with the classroom teacher and the school director before making final arrangements. Special forms available at the office should be completed by all those concerned.

In all cases, the director's office must be involved and informed of the names of students involved and their tutors.

## **11. Professional Development Service**

Professional development has always been one of I.C.'s priorities. Teachers are given opportunities to attend a variety of workshops locally at universities, cultural centers, institutions etc. and international conferences abroad such as ECIS, NESAC, and IB, PYP. There are in-service days (as well as Wednesday afternoons) throughout the academic year designated for this purpose. When in service days are held during regular school days, the administration ensures that classes are covered and learning is not disrupted.

## **12. Security**

Security is a top priority at I.C. The College has adopted a variety of security measures to ensure the safety of your child.

ALL visitors (this means everyone who is not a student/faculty/staff member) will be required to wear their child's ID or submit a valid personal identification card with a photo to the security guard stationed at the gate. In exchange for the personal ID card, the visitor will receive a laminated "I.C. VISITOR" card which he/she is to wear at all times. Before the visitor receives the VISITOR card, he/she must sign in with the guard. Visitors are required to wear this card while on campus.

This procedure is to be followed at all gates.

Deliveries containing packages or bags will be checked by the security officers.

Other security measures will be implemented as per need.

## **13. School Bus Safety Rules**

Riding the school bus is a privilege. Our responsibility is to take students safely to school and return them safely home after school is dismissed. **To help us accomplish this task, we believe it is important for both students and parents to review the International College, Bus Service Safety Rules.**

Students are expected to conduct themselves in a proper manner and respect all conduct and road safety rules from the time they leave their homes to the time they arrive at school and back again. All expectations of proper behavior on campus extend to buses. It is the driver and supervisor's responsibility to maintain a calm, safe, and respectful environment at all times.

Students are expected to:

1. Wear the seat belt at all times.
2. Be polite to the driver and supervisor. Respect, cooperate and follow the directions of the driver and supervisor at all times.
3. Remain seated at all times and face the front of the bus.
4. Keep heads, arms, legs, inside the bus and out of the passageways at all times.
5. Refrain from fighting. Bullying or harassment of any kind is prohibited.
6. Be courteous to the other students. All are expected to refrain from the use of profane/obscene language and or gestures.
7. Speak in a quiet voice while riding the bus. Loud talking or other noise can distract the bus driver and this can be dangerous.
8. Refrain from littering, graffiti, or any other act of vandalism.
9. Refrain from eating, or chewing gum on the bus.
10. Avoid bringing anything alive or dangerous (such as glass containers, sharp objects) on the bus.
11. Keep passageway clear – books or bags are tripping hazards and can block the way in an emergency.
12. Wait for the bus to stop completely before getting up from the seat, then walk to the front door and exit.
13. Refrain from bringing cell phones or other electronic devices on the bus.

**N.B.**

- Bus-riders can use one address only. The bus service is unable to accept summer as well as winter addresses
- In case an adult is not waiting to receive the student, he/she will be returned to campus. Parents are to pick students up from the school office.
- Non bus-riders may not use the bus
- Buses are regularly checked and serviced

*Any action that provides a distraction to the driver is considered a safety hazard and is grounds for disciplinary action. Any student found vandalizing or meddling with the bus equipment or committing an offense will be subject to automatic referral to the Disciplinary Committee. Severe measures may result in suspension from the bus or from school.*

*If a student is expelled from the school bus, the student will no longer be allowed to use this service for the balance of the year or the coming school year(s). Bus fees are not refundable if a student is suspended or expelled.*

#### **14. Special Arabic**

International College serves the community by providing its students with appropriate programs in accordance with its mission. In that respect, the Administration would like to inform the parents about the policy concerning the Special Arabic Program.

- a. Students joining the College at any level will be required to learn Arabic.
- b. Students with an exemption from the Lebanese Program may join the Special Arabic Program if their level of Arabic does not permit them to follow the regular class. Placement in a class will be determined according to criteria set by the school.
- c. The official exemption issued by the Ministry of Education should be submitted to the school director before the end of June for it to be effective during the following academic year. Exemptions obtained during a school year cannot be acted upon automatically.
- d. **The school will decide the proper level of instruction in the Special Arabic program. Students joining the College at the Preschool or Lower Elementary should ultimately be**

**able to join the regular program at the Middle School level or to reach the advanced level of the Special Arabic Program at upper levels.**

- e. Students previously enrolled in the Lebanese Program should not assume that, upon obtaining an exemption from Arabic from the Ministry of Education, they are automatically admitted to the College Preparatory Program. The College reserves the right to accept students to the CPP based on their performance and on vacancies available at the different levels.
- f. Students who sat for the Lebanese Brevet Exams and wish to shift to another program upon joining the secondary school will have to abide by the school's policy concerning the learning of the Arabic language. More specifically students who join the
  - French Baccalaureate Program or College Preparatory (High School) Program will continue to learn the Arabic Language according to a program designed by the Arabic Department at the Secondary School.
  - International Baccalaureate Diploma Program will design their program of studies based on policies set by the International Baccalaureate Organization.
  - Students who obtain an exemption from Arabic after grade 2 at the Elementary will be considered Special Arabic students in the regular class unless special circumstances prevail.

## **15. Student Support Services**

- a. The administration recognizes the importance of having an up-to-date Special Educational Needs (SEN) program, with a sufficient number of trained personnel, to assist students as the need arises. I.C. will do its best within its resources to promote excellence in Special Educational Needs (SEN) as in all other I.C. programs.
- b. I.C. administrators and faculty acknowledge their obligation to identify students with need of learning support early in their education and to work conscientiously with such students and their families to assist them in succeeding academically and socially at I.C. When it is determined, after taking into account all relevant circumstances that I.C. is no longer the right school for the student, I.C. administrators and faculty members will work with the parents and the student to identify educational or training alternatives. The objective is to be as helpful and as compassionate to the student and his/her family in the difficult transition to a new setting.
- c. I.C. faculty members and administrators appreciate that each student has distinct strengths and needs, and it is their responsibility to develop the potential of each student to the fullest, within the parameter of I.C.'s standards.
- d. Because I.C. offers a challenging academic program, it enrolls students who are expected to perform well, through the full duration of their education.
- e. It is incumbent on I.C. administration and faculty to render full and honest judgment to parents about the capability of individual students in keeping pace and benefiting from the progressively more challenging program at I.C.
- f. It is the expectation of the faculty and administrators that each student enrolled will be able to keep pace with the I.C. program. Beyond the lower levels, it is expected that a student with an earlier identified social or academic problem will have received adequate remediation or have developed sufficient alternative learning and coping strategies so that he or she will be able to advance successfully with his or her class.



#### **g. Job Description of Counsellor:**

##### **Elementary Counseling Department**

Comprehensive developmental school counseling programs provide education, prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement.

The elementary years are a time when students start to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family.

Accordingly, at IC, the role of the counselor in the Elementary School will provide the following, according to the student's age and grade level following the PYP philosophy:

- Detect a student in distress
- Psycho-socio-emotional support
- Individual and/or group counseling
- Crisis intervention
- Assist students during transitions
- Accommodation/differentiation to students in need of academic and social support
- Advisory sessions related to area of unit or to address a certain topic (Anger Management, Changing Families, Friendship, Grief, Self-Esteem, Social Skills)
- Peer education/ Peer support (Peer Buddies, Circle of Friends, etc.)
- Bullying prevention
- Prevention and awareness regarding safety (personal, physical, internet, hygiene, emotional, healthy lifestyle)
- Workshops to parents and teachers
- Referrals
- Collaboration with outside specialists

#### **16. No Nuts and Sesame Policy**

**The Elementary School is a completely “nut free” and “Sesame free” zone.**

The school policy dictates that children are not allowed to bring nuts or food containing nuts to school. Any food brought into school by the parents, either bought or homemade, to share as part of a party celebration, bake sale or cooking class must have a written list of ingredients. Please make sure you read labels to ensure that the items used do not contain nuts, nut products or traces of nuts. The school nurse will be asked to check the food items and verify if someone in a class may be at risk if exposed to certain ingredients.

Please take note that when a child with a nut allergy is exposed to nuts this could be fatal. We are depending on your cooperation with this matter.

#### **B. PROCEDURES**

##### **1. Absence and Illness.**

- a. Regular attendance is required for promotion. Prolonged absence will jeopardize meeting the requirements set per each grade. Appropriate measures will be decided upon in case of prolonged absence.
- b. Parents need to supply the school with a note for each day their child is absent.**
- c. After an absence due to illness, parents must submit an official medical report stating the specific illness and its duration.
- d. Every effort should be made to have medical and dental appointments tended to after school hours.**
- e. Parents are responsible for all the academic work that their children have missed during their absence. Please verify your child's Moodle to check for daily assignments. In some cases, please contact the office in the morning to request assignments and arrange the pick-up at the end of the school day. Kindly do not disturb teachers in their classes.

## **2. Arrival, Dismissal**

### **a. Arrival**

- All students should be in school no later than 7:30 a.m.
- All students should wait for the bell in the assigned playgrounds.
- Parents are kindly requested not to walk their children to the classrooms.

### **b. Dismissal**

- Bus riders will head towards their designated areas.
- Non bus-riders will head towards their assigned areas.
- Parents picking up their children are kindly requested:
  - Not to double park and to leave the crossing area vehicle free.
  - Not to go inside the building to pick-up their children.
  - To go to the designated pick up area.
  - To wear their child's ID.

### N.B:

- **Parents are responsible for their children's arrival to school on time as well as for picking them up promptly at dismissal time.**
- I.C. is not responsible for students arriving earlier than 7:15 a.m. or staying on campus after 2:25 p.m. unless they are participating in the activities program, using the library or have specific permission.
- Students are not allowed to use school playgrounds after school hours unless they obtain written approval from the director, are participating in a school-sanctioned activity or are supervised by their parents or designated adult.
- The office must be informed via Moodle prior to 10:00 am of any changes in routine dismissal procedures.

**Change of usual routine: (leaving school with a friend, not taking the bus, etc.)** In order to better organize dismissal procedures and to address your requests promptly, please make sure to fill the "Dismissal" questionnaire available on the "ES-RB-HS" Moodle course before 10:00 am.

**Please note that written notes, email messages (not through Moodle) and phone calls will not be accepted except in the case of unexpected emergencies.**

## **3. Birthday Parties**

**Once a month the teacher MAY decide to have something special (but simple) in class to acknowledge the birthdays for that month. No circulation of gifts is allowed. Distributing**

**birthday invitations at school will only be allowed if this includes all class members. Parents are not allowed to attend birthday celebrations in class.**

#### **4. Change of Address**

Please notify the school immediately whenever there is a change in your address or telephone number.

#### **5. Forgotten Items at Home**

Parents are urged to help their children develop good organizational skills and routines. In case a school item is forgotten at home, parents are requested to leave it in the school office and **not interrupt the classes**. This service is to be used on a minimal basis. Students who repeatedly forget items at home will be denied the above service. If items are forgotten at school, you may pick them up any time until 3:30 p.m. daily.

#### **6. Gifts**

**Gifts to school personnel are discouraged by the school administration. There is a general feeling that this may create competition among students. However, should you wish to show your appreciation to a faculty or staff member, I.C. welcomes contributions to the Financial Aid fund in the name of the teacher or staff member you wish to honor.**

#### **7. Health Services**

A full time nurse and a part time physician run the Elementary School infirmary. Their work focuses on preventive, curative and educative matters.

- The preventive aspect involves keeping and updating a file for each student.
- The curative aspect involves taking care of illness and accidents. Sick students are reported to the infirmary for treatment. The Nurse checks the files for allergies etc. before deciding on appropriate care. If the student is sick and needs further treatment, the parents are contacted immediately for further measures. In case of a minor accident, the parents are notified either on the phone and or by a memo describing what happened and the measures taken. **Major accidents that require hospitalizations are dealt with depending on the seriousness of the situation.** Parents are notified at once and asked to accompany their child to the hospital for treatment. If the accident is so serious that the student requires immediate hospitalization, I.C. personnel will take the student to the hospital and the parents are asked to meet them there.
- Besides the preventive and curative measures, the infirmary offers an educative facet. Both, the doctor and the nurse are involved in class visitations, assemblies on hygiene, health issues etc. and on disseminating information on current health practices.

**Please note these additional health measures:**

- All school students are covered by an accident insurance policy.
- The nurse keeps a daily log on all matters. Please contact the infirmary for any clarification.
- After a prolonged absence due to illness, the student should submit a sick report from a medical doctor to the office.
- Each year, every student must submit a medical record signed by a physician.
- If the student is on specific medication, the nurse must be notified in writing.

**Please keep your child home if he/she has:**

- Fever or has had one during the previous 24-hour period.

- A heavy nasal discharge.
- A constant cough.
- Symptoms of a possible communicable disease. (These are usually lice, sniffles, reddened eyes, sore throat, headache and abdominal pain plus fever). **Please notify the school at once if your child does have a communicable disease so other parents can be notified immediately.**

**NB:**

**Parents are responsible for securing class work and/or home learning assignments during the student's absence. Please check Moodle and/or contact the office in the morning to request such assignments. Please arrange for their collection at the end of the school day from the office. Kindly do not disturb teachers in their classes.**

### **8. Identification Cards**

All students are issued pictured ID cards in September. Parents are required to finalize the reenrollment procedures and then check with the office to have the ID card issued. ID cards are to be worn daily by the person designated to pick up your child.

### **9. Identification of Items**

It is very important that all student belongings be clearly marked with a full name. Such belongings include snack bags, book bags, pencil cases, coats, jackets, P.E. outfits, in addition to workbooks and notebooks. Should you lose anything, please check promptly with the school office.

### **10. Instructional Materials**

The school supplies all students with their instructional materials at the beginning of the school year. Workbooks, notebooks, etc. are the property of the students. Textbooks and audiovisual materials are the property of the school. Parents are expected to pay or replace lost items that are the property of the school. A nominal fee will be estimated for the loss of such materials and you will be billed for them with the second semester fees.

### **11. Lost and Found Items**

Students are to report all missing items to their teachers. All items found on campus are brought to the IC security, lost and found. Students are encouraged to turn in to the office anything they find on the grounds. The school is not responsible for anything left behind after school hours and during weekends. The school is also not responsible for any lost valuable items brought to school (i.e. jewelry, ET items, money etc...)

### **12. Money at School**

Students are discouraged from bringing money to school unless there is a particular reason. Should there be a need for collecting/spending money; parents are then notified through an official memo.

### **13. Parent Involvement**

Parental involvement in the school may benefit the student's social, emotional and academic growth. Parents are invited to assist depending on the school's needs. Parents are encouraged to participate in activities that take place on both campuses. Involvement via request or involvement via volunteering is open to consideration.

## 14. Photos

International College has a proud history (dating back to 1891) of providing its students with the best education and overall experience possible. Each year the school is happy to highlight this success on a variety of platforms for both the school community as well as the general public. Through the Communications Office, news, videos and images of activities and events across both campuses will be highlighted regularly. Such activities may include, but not be limited to, athletic competitions, team photos, music and drama productions, sustainability initiatives, classroom activities, group and individual projects, and recognition of students for their exceptional talents, achievements, and awards. Images of school students may be used in school print and electronic publications (such as newsletters, yearbooks and brochures). Additionally, images may feature on the school website and on any of IC's official social media platforms or the relevant Director's school Instagram account. Wherever possible, students will be photographed with their peers in a group, rather than individually. Official accounts are:

- Facebook: @InternationalCollegeLB
- Instagram: @internationalcollegelb
- Twitter: @IC\_Lebanon
- YouTube: ICLebanon
- LinkedIn: International College

Unless otherwise stated in writing and submitted to the school Director each school year, parents and/or legal guardians authorize IC to use digital images of students for the above purposes. International College will avoid the use of personal information which, in the school's determination, represents a privacy or security issue.

## 15. Recesses

Two recesses are scheduled daily; except on Wednesday, when there is only one recess. Parents are kindly requested to provide their children **with healthy snacks** (preferably a sandwich and/or a fruit). **Chewing gum, popcorn, chocolate, and candy are not allowed. We are also a nut free school. \* "Garbage less" lunches are also a high priority. Tupperware and reusable, water bottles can help in this area. Please do not use tin foil, saran wrap etc.**

## 16. Reporting

### a. Progress Reports

Formal reporting to parents takes place three times a year:

**First Reporting:** A written report and meetings with all parents. **Second Reporting:** Oral report and conference using portfolios. **Third Reporting:** Final written report.

Students are assessed according to what they know, understand, feel, who they are and what they can do at different stages in the learning process.

Promotional decisions for each student will be included in the final report. Photocopies of all documented meetings with parents and all formal Progress Reports are placed in the student's file in the office for future reference. The file is moved from one school to the next as the student is promoted.

### b. Parent-Teacher Meetings

Parent-teacher meetings are held throughout the year. They fall into two categories:

- 1- A general orientation meeting is held at the beginning of the academic year.
- 2- **Weekly meetings to discuss student continuous progress are possible. These meetings are by appointment only.** (Teacher or parent may request a meeting)

## 17. School Schedule

<b>Office hours:</b>	Monday through Friday	7:30 a.m. – 3:30 p.m.
<b>Infirmiry hours:</b>	Monday through Friday	7:30 a.m. – 3:30 p.m.
<b>Library hours:</b>	Monday through Friday	7:30 a.m. – 3:30 p.m.
<b>Classes:</b>	Monday, Tuesday, Thursday, Friday	7:40 – 2:15 p.m.
	Wednesday	7:40 – 1:00 p.m.

## 18. Tardiness

Parents are responsible to see that their children arrive on time. Please note the following points:

- a. Classes start punctually at the assigned time (7:40 am). Students are expected to attend all classes in full.
- b. Teachers will record student's tardiness and notify the administration.  
The following measures are taken whenever a student arrives late to class at any time during the day:
  - After being late **3 times**, the parents of the student will be notified.
  - A fourth occurrence will subject the student to a written warning.
  - If the student continues to be late, more than four times, the parents will be called for a meeting with the student's advisor.
  - If the tardiness reoccurs, the parents will be called for a meeting with the student's advisor and the director.
  - Action for any further occurrences will be decided upon by the school's administration.

## 19. Tuition Fees

The I.C. Business Office is in charge of handling all transactions connected with school fees. Please note that fees for each academic year are payable in two installments or through other arrangements with the Business Office. Students are not permitted to join classes at the beginning of a semester unless arrangements for the payment of fees have been completed within the deadlines announced by the College. Checks should be made payable to International College. No refunds can be made to students who withdraw from the College for any reason after the beginning of a semester. \* Transfer of funds is possible.

## 20. Questionnaires

Quality control depends upon reliable data from a variety of sources especially parents. That is why, parent input is requested. This will allow us to reflect on our work, to continue to do what we do best, to evaluate the program, and to make suitable changes to meet the needs of the students. We urge you to send your comments to the office.

## 21. Updating the Students' Files

At the beginning of the year, parents are asked to fill out numerous forms such as medical, biography, etc., to update each student's file. We urge you to fill in these forms and return them no later than the end of October. The administration has the right to ask you not to send your child to school after the above mentioned date until these forms are returned.

## **C. STUDENT SERVICES**

### **1. Extra-curricular Activities**

A wonderful variety of Extra-curricular Activities will be offered to all students. Examples of these activities include: football, basketball, swimming, gymnastics, drama, science, folk dancing, choir, art, chess etc.

- Students may participate in one activity only. (exceptions to be discussed with the Administration)
- A letter will go to parents regarding enrollment and registration in October and February.

### **2. Communicating with Parents**

#### **a. Correspondence**

Letters, circulars, emails, SMS, IC App, are our means of communication with parents. We expect parents to read the contents carefully and follow up promptly on any requirements. **At the Elementary School, circulars will be placed on the IC Website, IC App and/or Elementary School Moodle unless a signature is required. Please check the IC Website, IC App and your child's Moodle on a regular basis. New daily posts will be completed by the teacher prior to 3:30 each day.**

In case you have a question or a query, please contact your child's teacher via Moodle. The teacher will respond to you within 24 hours during the work week. We ask that you not call the teachers on their cell phone or at their home number. If there is an emergency, please call the school directly. Thank you for your support and cooperation. We look forward to continuing our open and positive communication with you.

#### **b. School Calendar**

I.C. provides parents with a yearly calendar that indicates the dates of upcoming holidays, vacations and activities. In addition, reminders will be placed on the IC Website.

\* N.B. Tentative holiday!

#### **c. Class Newsletters**

A class newsletter will be posted on Moodle at the beginning of every unit of inquiry.

#### **d. Website**

I.C. has a website [www.ic.edu.lb](http://www.ic.edu.lb) . All announcements will be posted on the web. Please check it regularly for updates, information, or emergency measures.

### **3. Financial Aid**

The College has established a Financial Aid Fund. Aid is awarded on the basis of need, academic achievement, and behavior. Grades 1 through Grade 12 students are eligible if they are not new students. No more than two students of one family will be awarded financial aid. **Please take note that you will be notified when applications for financial aid will be available in the school offices.**

#### **4. Health Services**

Please refer to Health Services under Procedures

#### **5. Transportation**

Please refer to School Bus Safety Rules under Policies.

#### **6. Final Thoughts**

There are many things that you can do to help make school and learning a wonderful experience for your children. Read some of the ideas listed below, but do not be overwhelmed or feel that you have to do everything. Choose one or two things to begin with and add others as you feel comfortable doing so.

- a. Read daily to your child. Take your child to visit bookstores and the National Libraries. Let your child see you enjoying reading books.
- b. Talk with your child and listen to what he/she has to say. Show interest, ask questions, answer your child's questions, and give praise and encouragement when appropriate.
- c. Make your child feel important at home and provide a quiet, well-lit place to read and complete home learning.
- d. Train your child to follow home rules and regulations at school (i.e. positive work habits, speaking and listening politely, valuing and sharing respect, asking for help when needed, reporting a negative occurrence, etc...).
- e. Help your child to be on time.
- f. Help your child follow the bus rules and to respect the environment.
- g. Set up a program together to control the use of technology.

**ENJOY SPENDING QUALITY TIME TOGETHER AT HOME, AT SCHOOL AND  
AROUND THE COMMUNITY!**

**HAND IN HAND  
TOGETHER WE CAN.**

### **IV. Students, Parents, and Employees' Rights and Responsibilities**

#### **Student Honor Code**

International College promotes an environment of honesty, respect, responsibility and trust. It encourages students to take pride in themselves, their talent and ability, their school, their teachers and classmates. The following are conduct and honor expectations for all IC students.

#### **Honesty**

- A commitment to truthful words and actions
- A commitment to academic honesty and integrity

#### **Respect**

- A commitment to appreciate others, their views, and values
- A commitment to honorable and respectful behavior
- Attending all classes on time, contributing positively to discussions, meeting academic deadlines, and performing to the best of one's ability
- Following school and classroom rules and procedures



## **Responsibility**

- Assuming ownership for one's work, words, deeds, and actions
- Exercising personal courage to do the "right" thing by taking action against wrongdoing, regardless of peer pressure
- Accepting accountability for one's choices

## **Compassion**

- Exhibiting kindness, caring, and a willingness to help others
- Having empathy for the feelings and emotions of others

## **Code of Conduct for Parents**

International College recognizes the importance and value of a mutually supportive relationship between the school and parents. The education of a child is best served when the school and parents share a commitment to collaboration, open lines of communication, mutual respect, and when roles, responsibilities, and expectations are clearly defined. The College reserves the prerogative to enroll students and families who fully embrace the mission, vision, policies, and procedures adopted by the College, including our commitment to diversity, respect for individual differences, and secularism. It is a further expectation that parents will address any concerns in a positive and supportive manner, avoiding public actions or criticism detrimental to the College or its employees. The addendum to this code of conduct further clarifies expectations intended to ensure an orderly, respectful, and secure educational environment.

### **Addendum (Parent Code of Conduct)**

The specifics referred to in this addendum to the Parent Code of Conduct, are representative of, but not limited to, conduct expectations for parents:

- recognize that the education of each child is the joint responsibility of the parent, student, faculty and school community
- demonstrate that both parents and the school work cooperatively in the best interest of the child
- treat members of the International College (IC) faculty, staff, security personnel and others employed by the College, in a professional and respectful manner
- exhibit a good example for students in their conduct, language and behavior while on campus or at school sponsored activities
- refrain from negative gossip or unsubstantiated criticism that disparages the reputation of the school or its employees, including on whatsapp, facebook, twitter and other social media sites
- refrain from using social media to fuel discontent or criticism of individual school employees, other parents, students, or school programs or services
- seek to clarify a child's version of events with the school's view in order avoid misunderstanding and to bring about a successful resolution to any dispute
- contact the school directly when you have a question or need clarification of a school matter rather than depending upon the interpretation of parents or other non-official school sources
- ensure that children attend school regularly and arrive to and are picked up on time
- may not threaten or approach any student, staff or faculty member in an abusive or intimidating manner
- accept to comply with any reasonable request from a school employee in the performance of his/her duties

Anyone not respecting the above guidelines may be asked to leave school premises and in some cases, may be prohibited from access to the school.

## **Code of Conduct for Employees**

The College strives to promote the highest standards of conduct and integrity. The Code of Conduct describes the professional expectations of College Employees that are consistent with the College's mission statement and ethical values which promote integrity and respect for individual difference, cultural diversity, and secularism. College Employees may refer to their direct supervisor or to HR for consultation and assistance.

### **Observance of Lebanese Laws and IC Policies**

College Employees shall observe and comply with Lebanese laws and regulations and shall not do any act which may violate, in any respect, any laws and/or regulations in Lebanon. In addition, College Employees shall abide by the policies of IC.

### **Professional Expectations**

College Employees are expected to follow general rules and guidelines during their employment, and must:

- Treat everyone with respect, patience, integrity, courtesy, dignity and consideration.
- Use positive reinforcement rather than criticism, inappropriate competition, or comparison when working with students.
- Maintain appropriate physical boundaries at all times.
- Cooperate fully and report to a school counselor any kind of abuse of students.
- Report to the relevant Director and Counselor should a student make inappropriate advances.
- Not have inappropriate physical or emotional interaction with students that can be perceived as abusive.
- Conduct all electronic communication with students and parents through official IC electronic communication accounts.
- Not be connected or linked to students through personal electronic or personal social media accounts such as WhatsApp, SnapChat, Instagram, Facebook, Twitter, personal email or similar forms of electronic or social media.
- Only use language that is contextually appropriate and culturally sensitive.
- Adhere to IC policies regarding the nonuse of tobacco or alcohol products on campus or at school sponsored activities where students are present.
- Not access, download or view inappropriate content or videos on school equipment or on IC premises.
- Not possess or be under the influence of illegal substances at any time.
- Ensure privacy of students' personal information except in appropriate school related circumstances, such as meetings with counselors, concerned parents or school Directors.

### **Non Secular or Partisan Political Activities**

International College is a secular non-political institution. As such, while on campus or at College-sponsored events, IC Employees are required not to engage in any religious or partisan political activity and to avoid endorsing or opposing religious or political parties.

### **Conflict of Interest**

A Conflict of Interest is a situation in which a faculty or staff member has a perceived, potential, or actual personal interest or benefit which may compromise their obligations to the College. Faculty and staff members shall avoid all situations in which their personal interests conflict or could be construed as being in conflict, with those of the college.

### **Confidentiality of information**

Faculty and staff shall treat all information acquired in the course of their employment as strictly confidential. All knowledge, information, and data shall not be disclosed to others or used for their own benefit or to the detriment of IC, either during or after termination of employment with the College. All literature, reports, records, files, documents and any other property belonging to IC, and which may be in their use, custody or charge, shall be and remain the property of IC and shall immediately be returned to IC upon termination of employment.

### **Employee Dress Code**

It is expected that IC Employees will dress in a professional manner and in accordance with the College's dress code. Good judgment will prevail when selecting the mode of attire for field trips and other College-related activities.

A few examples of what would be regarded as inappropriate attire for the workplace:

- Immodest necklines, torn jeans, crop tops
- Clothes made of see-through materials
- Shorts, spaghetti straps
- Tight and short dresses and skirts
- Beach slippers and flip flops

### **Drug-Free Workplace**

International College is committed to maintain a workplace free from the unlawful manufacture, use, dispensing, possession, or distribution of controlled substances. Unlawful manufacture, use, dispensing, possession, or distribution of controlled substances by College employees in the workplace is prohibited under College policy.

### **Smoke-Free Campus**

IC is a smoke-free workplace where smoking is prohibited. College Employees shall not smoke in either enclosed or outdoor areas on the IC campus.

### **Harassment and Bullying**

The College does not tolerate bullying or harassment and will take strict disciplinary measures to ensure a safe environment for all of its students and school personnel. All members of the school community are committed to ensuring a safe and supportive environment that fosters learning based on the core values of integrity, compassion, respect for individual differences, and cooperation.

Bullying and harassment are acts of aggression with the intent to cause embarrassment, pain or discomfort to another. Bullying usually involves an abuse or an imbalance of power. Individuals or groups may be involved.

Bullying and harassment can take many forms, all of which will cause distress and are the most common form of violence experienced by young people. Examples of bullying and harassment include:

- Disrespectful Behavior: Actions that are rude, unpleasant, inappropriate and unprofessional. Behavior that causes hurt feelings and distress and disturbs or offends others.
- Physical: hitting, pushing, tripping, spitting on others.

- Verbal: teasing using offensive names, ridiculing, spreading rumors. (Oral and written on electronic sites such as Facebook).
- Non-verbal: writing offensive notes or graffiti about others, rude gestures or abuse of the honor of a person through the use of Internet or SMS messaging.
- Extortion: threatening to take someone's possessions, food or money.
- Property: stealing, hiding, damaging or destroying property.
- Gendered Bullying: bullying based on gender or the enforcement of gender-role expectations.
- Sectarian Bullying: bullying based on religion or sect.
- Sexual Harassment: Unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, non-verbal, or physical conduct of a sexual nature.

### **Technology Use by Employees**

The College will assign an IC e-mail address to appropriate employee. IC discourages the use of this email for personal mail as the main purpose of the account is for College business. As such, email addresses will be published within the College and the College community in order to enhance communication with all groups.

In the case of Employees who discontinue employment from the College, their IC email address will remain active for a period of 90 days after their last day of work or until September 1st whichever comes first.

The College makes every effort to provide the best available technology to its Employees. The College has installed at substantial expense equipment such as computers, Internet access, and e-mail. This policy sets forth policies on the proper use of the computer, Internet access, and e-mail systems.

The College property, including computers, e-mail, and Internet should only be used for conducting IC business. Although IC provides certain codes to restrict access to protect these systems against unauthorized access, Employees should understand that these systems are intended for business use, and, as such, all computer information, and e-mail messages are considered IC records. No electronic communication or other data or information created, sent, received, or stored on any of IC systems is to be considered the personal, confidential, or private messages or information of any employee, regardless of its content. IC reserves the right to access, intercept, monitor, review, record, store, delete, and disclose any communications and other information created, sent, received, or stored in IC's systems.

The use of IC e-mail and the Internet is prohibited for the following:

- Soliciting for commercial ventures, religious or political causes, outside organizations, or other non-job related solicitations
- Creating or sending any offensive or disruptive messages. The use of the College systems is subject to IC's Harassment Policy.
- Sending or receiving copyrighted materials, proprietary financial information, or similar materials without prior authorization.
- Downloading software not approved by IC's technology department.
- Accessing or using confidential or personal information without authorization.
- Accessing or downloading inappropriate websites, such as pornography or gambling.
- Spending inappropriate amounts of IC time using the Internet or e-mail that are non-job related or interfere with job duties.
- Obtaining personal financial gain.
- Fraud and conflict of interest.

- Any employee who violates this policy or uses the electronic communication systems for improper purposes may be subject to discipline, up to and including termination.

### **Gifts**

Faculty and staff shall not accept or solicit any gifts or benefits for themselves that might be interpreted as an attempt to compromise or influence them in carrying out their duties. Gifts of symbolic value from students may be accepted.

*Any action inconsistent with the above may result in disciplinary action up to and including termination of appointment at the International College.*

# INTERNATIONAL COLLEGE

## ELEMENTARY SCHOOL

### Responsible Digital Citizenship Contract



### My Rules for Internet Safety and Digital Citizenship

#### I agree that

- **I will never give out private information**, such as my last name, my address, my password, my telephone number, or my parents' work addresses or telephone numbers on the Internet.
- **I will never give out the address or telephone number** of my school on the Internet without first asking an adult's permission.
- **I understand which sites I can visit** and which ones are off-limits.
- **I will tell an adult right away** if something comes up on the screen that makes me feel uncomfortable or that I know is wrong.
- **I will never agree to meet in person** with anyone I meet online.
- **I will never e-mail a person or post any pictures** of myself or my classmates without an adult's permission.
- **I will tell an adult** if I get an inappropriate electronic (Facebook/What's App...) message from anyone.

- **I will remember that going online** on the Internet is like going out in public, so all the safety rules I already know apply here as well.
- **I will never download from unknown sources or websites** I don't trust (ie pictures, freeware, shareware, or tests)
- **I know that plagiarism** is considered cheating and pirating music, movies, and games is stealing. I will site all my sources.
- **I will never open e-mail attachments from an unknown person or company;** nor respond to spam or junk mail.
- **I will not lie about my age to join any website.** I understand that the rules are designed to help keep me safe.
- **I will be a responsible citizen** and will not do anything that hurts others (swearing, insulting, making fun of someone).
- **I know the Internet is a useful tool,** and I will always use it responsibly.
- **I will follow these same rules when I am at home,** in school, at the library, or at a friend's house. I know there are consequences for not following these rules (i.e. loss of technology privilege)

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(Student signs here)

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(Parent/Guardian signs here)

Date: \_\_\_\_\_

**References:**

- Calgary Board of Education. (2013) *Digital Citizenship*.
- International College Acceptable Use Policy. (2014). International College.
- Ribble, M. (2014). Nine Themes of Digital Citizenship.
- Whitehead, B.M., Jensen, D. & Bosche, F. (2013). *Planning for technology: A guide for school administrators, technology coordinators and curriculum leaders*. (2<sup>nd</sup> ed.).



We acknowledge receipt of the 2018-2019 student handbook.

\_\_\_\_\_  
Student Name

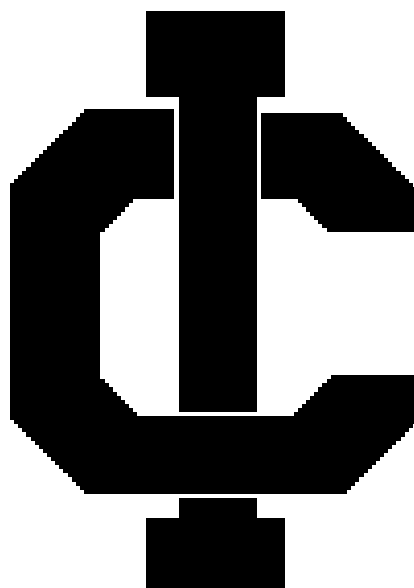
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Parent/ Guardian Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date





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International College  
PO Box: 113-5373  
Postal Code: 1107-2020  
Beirut, Lebanon.

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