



PARENT HANDBOOK
INTERNATIONAL COLLEGE

ACADEMIC YEAR 2019-2020

ELEMENTARY SCHOOL

AIN AAR CAMPUS

Table Of Contents

LETTER TO PARENTS	4
IC SCHOOL CALENDAR	6
LINK TO CURRENT CALENDAR-	6
School Calendar 2019-2020	6
Cedar Song	7
Guiding Statements	8
Academic Program	9
Overview	9
برنامج اللغة العربية	9
Programme Français	9
Le Programme primaire (PP) de l'IB	14
PYP	14
Curriculum Information Guides	15
Grade 1	15
Grade 2	15
Grade 3	15
Grade 4	15
Grade 5	15
Academic Policies and Procedures	16
Academic Promotion Requirements	16
Assessment	17
Definition	17
Rationale	17
Reporting	19
Language	20
Philosophy	21
Rationale	21
Principles	21
Practices	22
Assessment	22
Special Arabic	23
Home Learning Policy	24
Private Tutoring	24

Overview of the Student Support Services	24
General Policies and Procedures	28
Arrival/Dismissal Procedures	28
Security and Safety Rules	29
Absence Policy	29
Tardiness	29
Questionnaires	30
Authorization to Pick up Students / Change of Routine	30
Updating Student Files/Change of Address	30
Visiting During School Hours	31
Family Engagement	31
Chain of Communication	32
Professional Development Service	32
Healthy Eating	33
No Nuts Policy	33
Birthday Policy	33
Gifts	33
Identification of Students' Belongings	33
Lost and Found	34
Toys at School	34
Instructional Materials	34
Tuition Fees	34
Environmental Policy	34
Student Services	35
ID Cards	35
Library	35
Health Services	36
Financial Support	37
Bus Policy	37
Behavior Management Policy and Procedure	39
Rationale	39
Rights & Responsibilities	39
Students' Rights & Responsibilities	40
Teacher's Rights & Responsibilities	41
Parent's Rights & Responsibilities	41
Student Behavior Expectations	42
Community Agreements- Positive Consequences	42
Final Thoughts	46

Appendices	48
Appendix A: Academic Honesty Policy	48
Appendix B: Acceptable Use Policy in Technology (AUPT)	48
Appendix C: Assessment Policy	48
Appendix D: Bring Your Own Device Policy (BYOD)	48
Appendix E: Employee Code of Conduct	48
Appendix F: Environmental Policy	48
Appendix G: Harassment and Bullying Policy	48
Appendix H: Language Policy	48
Appendix I: Parent Code of Conduct	48
Appendix J: Privacy Policy	48
Appendix K: Responsible Digital Citizenship Policy	48
Appendix L: Student Accident Insurance Policy 2019-2020	48
Appendix M: Student Honor Code	48

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, rules, regulations, and expectations listed in the handbook will help us achieve this development.

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 a sound, educational environment.

Our Recommendations:

- Comply with school policies and respect school practices.
- Discuss your child's progress with teachers during the weekly period assigned for this purpose. These meetings are held by appointment only.
- Check with the office concerning appointments, picking up your children prior to dismissal time, picking up homework, and any other important matter and never disturb the educational process in the classroom.
- Follow up on school assignments.
- Read to and with your child.
- Encourage your child to read widely and daily.
- Check MOODLE or your child's agenda (grades 4 & 5) for homework assignments.
- Set a routine for completing home learning.
- Encourage your child to play educational games.
- Monitor your child's media involvement, such as TV and the Internet.
- Spend time appreciating and taking care of the environment.
- Review with your child the responsible digital Citizenship contract.

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.

For the Faculty and Staff,

François Richard

Director Upper Elementary

Lina Mouchantaf

Director Lower Elementary

Contact Information:

Phone Numbers: 04-914471 / 04-914472
04-914473/ 04-911246 / 04-911247

Fax Number: 04-928468 / 04-928470

E-mail Addresses:

Upper Elementary:

François Richard, Director Upper Elementary
Jean Christophe Breillard, Assistant Director
Jaana Lundholm, Assistant to the Director
Maya Karam, Assistant to the Director

frichard@ic.edu.lb
jcbreillard@ic.edu.lb
jlundholm@ic.edu.lb
mkaram@ic.edu.lb

Lower Elementary:

Lina Mouchantaf, Director Lower Elementary
Carole Katrib, Assistant to the Director

lmouchantaf@ic.edu.lb
ckatrib@ic.edu.lb

Website: www.ic.edu.lb



IC SCHOOL CALENDAR

LINK TO CURRENT CALENDAR-

[School Calendar 2019-2020](#)

Cedar Song



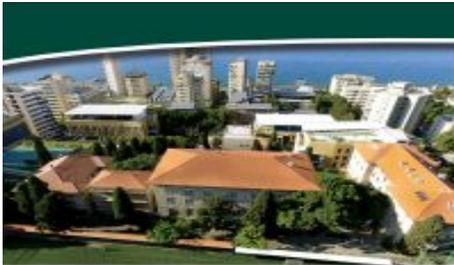
Stop! For the hours are flying,
Short are the college days,
Join in a song together
To our Alma Mater praise.
Sing of the love we bear her,
Sing of the days gone by,
Sing of the dear days passing,
Sing to a future high-Hurrah!

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.

Guiding Statements



International College
إنترناشونال كوليدج



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.

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 International. 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.

الرؤية

تسعى مدرسة الإنترناشونال كوليدج (إي سي) إلى تمكين متعلمي اليوم ليصبحوا مواطنين قياديين في المجتمع العالمي مستقبلاً.

الرسالة

تطمح مدرسة الإنترناشونال كوليدج إلى تمكين متعلميها من الأخذ بزمام المبادرة والتحمي بتفكير نقدي كي يصبحوا نماذج يُحتذى بها في مجتمع عالمي. يهدف منهج المدرسة إلى التفوق على جميع الأصدقاء ويتشجع على بناء الشخصية المتكاملة للمتعلمين. يتكسب خريجو المدرسة الثقة بأنفسهم ويطورون قدراتهم لحل المشاكل واتخاذ القرارات، بالإضافة إلى الإتيان بالثبات والمسؤولية تجاه المجتمع والبيئة، كما يتكسبون الوعي لفهم طبيعة الترابط المتشعب في مجتمعتنا العالمي واحترامها.

الأهداف

توفر مدرسة الإنترناشونال كوليدج لتعلميها بيئة آمنة يتخون فيها الشجاعة والاهتمام الشخصية التي تكسبهم فكراً دولياً والتي تعزز الفضول الفكري، وقابلية التكيف، والتواصل الفعال، والتعبير الطلاق، والقدرة على التعاطف مع الآخرين، وبناء المجتمع، والمواطنة السوية، وتقدير التنوع الحضاري.

تهدف مدرسة الإنترناشونال كوليدج إلى إرشاد متعلميها نحو تطوير تلك القدرات والأساليب:

أكاديمياً

من خلال تحفيز القدرات الفردية والإلتزام بمفهوم التعلم المستمر وذلك نتيجة تبنى منهج متوازن وديق يدرس باللغات الثلاث، ويسعى إلى التفوق في البكالوريا اللبنانية والبكالوريا الفرنسية والبكالوريا الدولية والمنهج التحضيري للجامعة.

تكنولوجياً

من خلال برنامج تكنولوجياً متقدم يمتدح العلوم والتكنولوجيا والهندسة والفنون والرياضيات والثقافة الإعلامية، بالإضافة إلى تنمية المواطنة الرقمية السوية، وتحضير الطلاب لعالم رقمي تنافسي.

أخلاقياً

من خلال تعزيز مبادئ المسؤولية الاجتماعية، والتنمية المستدامة، والاستقامة وخدمة المجتمع، واحترام الفروقات الفردية والحفاظ على البيئة.

اجتماعياً

من خلال ممارسة أنشطة المناهج الدراسية والأنشطة الخارجية التي تُعنى الوعي الوطني والعالمي وتُعزز روح القيادة وروح الفريق الواحد وتلتزم العدل، والاحترام والتعاطف مع الآخر، وتحتج على الاندماج بالتحكم.

جماعياً

من خلال برنامج متنوع للفنون يُشجع الإبداع ويحمي يتنوع الثقافات.

جسدياً

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

المواطنة العالمية

يشتمل تعريف الإنترناشونال كوليدج (إي سي) للمواطنة العالمية: مبادئ المدرسة وإرشاداتها المتبعة، بالإضافة إلى ملف تعريف المتعلم في برنامج البكالوريا الدولية (إي سي). يرى المفكرون ذوو التوجه العالمي أنفسهم متصّلين بمجتمع عالمي متعدد الثقافات ويُظهرون مواقف وتصرفات أشخاص ذوي تفكير عالمي.

- إن الفكر العالمي:
- يتقبل التنوع ويُظهر التسامح والاحترام والتفاهم والتعاطف تجاه الآخر ويُقدر من ينتمي إلى ثقافة أو عرق أو دين مختلف ومن يتمتع بقرارات بدنية وعقلية مختلفة ومن يتحدر من مذهب آخر أو بيئة أخرى.
- هو مفكر مستعد 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 كلها بإنصاف وموضوعية،
- يسعى لفهم الأحداث والقضايا الحالية، ويجهد لفهم تأثيرها على المجتمعات في جميع أنحاء العالم.

Academic Program

Overview

برنامج اللغة العربية

إنَّ المرحلة الابتدائية/ التكميلية هي مرحلة أساسية قائمة بذاتها تؤسِّس لمراحل التعليم اللاحقة. يراعي منهاج اللغة العربية في هذه المرحلة، المبادئ الأساسية للمناهج التربوية الوطنية اللبنانية. يقوم منهاج اللغة العربية على المبادئ التربوية الحديثة والتي تتجسّد في برامج وأنشطة وطرائق تدريس مناسبة تساهم في إثناء المتعلّم إنماءً شاملاً من النواحي: الجسدية، العاطفية، الاجتماعية، والذهنية، حيث يكون المتعلّم محور العملية التربوية برمتها. يوفرّ المنهاج للمتعلّم المساحة المناسبة لاكتساب المهارات والكفايات اللغوية المختلفة من خلال أساليب ناشطة؛ كالاستماع والمحادثة والقراءة والكتابة بهدف التفاعل مع النصوص المدروسة ومع عناصر البيئة المحيطة به، بالإضافة إلى التكنولوجيا وما تتضمنه من تقنيات المعلومات والاتصالات. يتمّ تحديد الهدف النهائيّ الاندماجيّ لكلّ مجال تشقّق منه الكفايات المطلوب اكتسابها بعد تحديد مراحل الكفاية، ومحتواها، والأنشطة المساعدة لها، ضمن إطار القوالب التربوية والتعليمية الحديثة؛ مثلاً: ATL (مقاربة - تعليم - تعلّم) وغيرها؛ والتي تساعد على النماء المتكامل للمتعلّم الذي لا يتعلّم محتوى المادة وحسب، بل يطورّ مهاراته ويتعلّم أن يكون باحثاً ناشطاً، يعرف كيفية اكتساب المعارف والمعلومات من مصادر مختلفة، وتوظيفها بطرق وأساليب متنوعة.

Programme Français

Les programmes d'enseignement français ont défini des cycles d'apprentissage qui fixent des compétences à atteindre à la fin d'un cycle. En acceptant que chaque enfant puisse apprendre à son propre rythme, il valide progressivement les compétences à atteindre dans les principaux domaines d'apprentissage. Des compétences qui peuvent être en cours d'acquisition, atteintes ou dépassées, suivant chaque enfant et suivant chaque période de sa scolarité. Les programmes définissent pour l'école élémentaire 2 cycles distincts :

- Le cycle 2, cycle des apprentissages fondamentaux qui regroupe les classes du CP, CE1 et CE2
- Le cycle 3, cycle de consolidation qui regroupe les classes du CM1, CM2 et 6e

Le cycle 2 : du CP au CE2

Apprendre à l'école, c'est interroger le monde. C'est aussi acquérir des langages spécifiques, acquisitions pour lesquelles le simple fait de grandir ne suffit pas. Au cycle 2, tous les enseignements interrogent le monde. **La maîtrise des langages, et notamment de la langue française, est centrale. Au cycle 2, l'acquisition des savoirs fondamentaux (lire, écrire, compter, respecter autrui) est la priorité.** L'enseignement doit être particulièrement structuré et explicite. Il s'agit de donner du sens aux apprentissages mais il faut aussi les envisager dans leur progressivité. La classe s'organise donc autour de reprises constantes des connaissances en cours d'acquisition et d'une différenciation des apprentissages. Il

s'agit aussi de prendre en compte les besoins éducatifs particuliers de certains élèves qui nécessitent des aménagements pédagogiques appropriés. **Au cycle 2, le sens et l'automatisation se construisent simultanément.** La compréhension est indispensable à l'élaboration de savoirs solides que les élèves pourront réinvestir et l'automatisation de certains savoir-faire est le moyen de libérer des ressources cognitives pour qu'ils puissent accéder à des opérations plus élaborées et à la compréhension.

Tous les enseignements sont concernés. En mathématiques par exemple, comprendre les différentes opérations est indispensable à l'élaboration de ces savoirs que les élèves réinvestissent. En parallèle, des connaissances immédiatement disponibles (comme les résultats des tables de multiplication) améliorent considérablement les capacités de « calcul intelligent », où les élèves comprennent ce qu'ils font et pourquoi ils le font. En questionnement du monde, la construction des repères temporels répond à la même logique : leur compréhension liée à un apprentissage explicite permet progressivement de les utiliser spontanément.

Au cycle 2, la construction de l'automatisation et du sens constituent deux dimensions nécessaires à la maîtrise de la langue. La maîtrise de l'ensemble des correspondances graphèmes-phonèmes, qui va des lettres ou groupes de lettres vers les sons et réciproquement, est un enjeu essentiel de l'apprentissage du français. La lecture fluide, qui doit être acquise au CP, est la condition indispensable à la bonne compréhension des textes. Le travail de lecture est constamment mené en lien avec l'écriture et progressivement avec le vocabulaire, la grammaire et l'orthographe. La langue est un outil au service de tous les apprentissages. **La polyvalence des professeurs permet de favoriser les croisements entre les domaines d'enseignement, avec des retours réguliers sur les apprentissages fondamentaux.** Elle permet d'élaborer des projets où les élèves s'emparent de la langue française comme outil de communication, d'abord à l'oral puis à l'écrit, avec de véritables destinataires, en rendant compte de visites, d'expériences, de recherches.

Au cycle 2, on articule le concret et l'abstrait. Observer et agir, manipuler, expérimenter, toutes ces activités mènent à la représentation, qu'elle soit analogique (dessins, images, schématisations) ou symbolique, abstraite (nombres, concepts). **Au cycle 2, l'oral et l'écrit sont en décalage important.** Ce qu'un élève est capable de comprendre et de produire à l'oral est d'un niveau très supérieur à ce qu'il est capable de comprendre et de produire à l'écrit. Mais l'oral et l'écrit sont très liés et, dès le CP, les élèves ont accès à des écrits, en production et en lecture. Le décalage entre oral et écrit est particulièrement important dans l'apprentissage des langues vivantes.

Au cycle 2, les connaissances intuitives tiennent encore une place centrale.

En dehors de l'école, dans leurs familles ou ailleurs, les enfants acquièrent des connaissances dans de nombreux domaines : social (règles, conventions, usages), physique (connaissance de son corps, des mouvements), de la langue orale et de la culture. Ces connaissances contribuent aux fondements des apprentissages. L'élève est encouragé à comprendre ce qu'il sait et sait faire ainsi qu'à utiliser sa réflexion lors des temps d'apprentissage.

Au cycle 2, on apprend à réaliser les activités scolaires fondamentales que l'on retrouve dans plusieurs enseignements et qu'on retrouvera tout au cours de la scolarité :

résoudre un problème, lire et comprendre un document, rédiger un texte, créer ou concevoir un objet. Les liens entre ces diverses activités scolaires fondamentales seront mis en évidence par les professeurs qui en souligneront les analogies, par exemple : résoudre un problème mathématique, mettre en œuvre une démarche d'investigation en sciences, comprendre et interpréter un texte en français, recevoir une œuvre en arts.

Au cycle 2, on apprend à justifier de façon rationnelle. Les élèves, dans le contexte d'une activité, savent la réaliser mais aussi expliquer pourquoi et comment ils l'ont réalisée. Ils apprennent à justifier leurs réponses et leurs démarches. Ceci permet aux élèves de mettre en doute, de critiquer ce qu'ils ont fait, mais aussi d'apprécier ce qui a été fait par eux-mêmes ou par autrui. L'éducation aux médias et à l'information permet de préparer l'exercice du jugement et de développer l'esprit critique.

Le cycle 3 : du CE2 à la classe de 6e

Le cycle 3 relie les deux dernières années de l'école primaire et la première année du collège, dans un souci renforcé de continuité pédagogique et de cohérence des apprentissages au service de l'acquisition du socle commun de connaissances, de compétences et de culture.

Ce cycle a une double responsabilité : consolider l'acquisition des savoirs fondamentaux (lire, écrire, compter, respecter autrui) qui ont été engagés au cycle 2 et qui conditionnent les apprentissages ultérieurs ; permettre une meilleure transition entre l'école primaire et le collège en assurant une continuité et une progressivité entre les trois années du cycle. Le programme fixe les attendus de fin de cycle et précise les compétences et connaissances travaillées. L'enseignement doit être structuré, progressif et explicite. Les modalités d'apprentissages doivent être différenciées selon le rythme d'acquisition des élèves afin de favoriser leur réussite. Pour certains enseignements, le programme fournit des repères de programmation afin de faciliter la répartition des thèmes d'enseignement entre les trois années du cycle, cette répartition pouvant être aménagée en fonction du projet pédagogique du cycle ou de conditions spécifiques (classes à plusieurs niveaux, notamment).

La classe de 6e occupe une place particulière dans le cycle : elle permet aux élèves de s'adapter au rythme, à l'organisation pédagogique et au cadre de vie du collège tout en se situant dans la continuité des apprentissages engagés au CM1 et au CM2. Ce programme de cycle 3 permet ainsi une entrée progressive et naturelle dans les savoirs constitués des disciplines mais aussi dans leurs langages, leurs démarches et leurs méthodes spécifiques. Pris en charge à l'école par un même professeur polyvalent qui peut ainsi travailler à des acquisitions communes à plusieurs enseignements et établir des liens entre les différents domaines du socle commun, l'enseignement de ces savoirs constitués est assuré en 6e par plusieurs professeurs spécialistes de leur discipline qui contribuent collectivement, grâce à des thématiques communes et aux liens établis entre les disciplines, à l'acquisition des compétences définies par le socle.

Cycle de consolidation, le cycle 3 a tout d'abord pour objectif de stabiliser et d'affermir pour tous les élèves les apprentissages fondamentaux engagés dans le cycle 2. Le cycle 2 a permis l'acquisition de la lecture et de l'écriture de la langue française. Le cycle 3 doit consolider ces acquisitions afin de les mettre au service des autres apprentissages dans une utilisation large et diversifiée de la lecture et de l'écriture. Le langage oral, qui conditionne également l'ensemble des apprentissages, continue à faire l'objet d'une attention constante et d'un travail spécifique. De manière générale, la maîtrise de la langue reste un objectif central du cycle 3 qui doit assurer à tous les élèves une autonomie suffisante en lecture et écriture pour aborder le cycle 4 avec les acquis nécessaires à la poursuite de la scolarité.

En ce qui concerne les langages scientifiques, le cycle 3 poursuit la construction des nombres entiers et de leur système de désignation, notamment pour les grands nombres. Il introduit la connaissance des fractions et des nombres décimaux. Les quatre opérations sur les nombres, sans négliger la mémorisation de faits numériques et l'automatisation de procédures de calcul, sont travaillées tout au long du cycle. **Les notions mathématiques étudiées prendront tout leur sens dans la résolution de problèmes qui justifie leur acquisition.** Le cycle 3 installe également tous les éléments qui permettent de décrire, observer, caractériser les objets qui nous entourent : formes géométriques, attributs caractéristiques, grandeurs attachées, nombres et unités qui permettent d'exprimer ces grandeurs. D'une façon plus spécifique, l'élève acquiert les bases de langages scientifiques qui lui permettent de formuler et de résoudre des problèmes, de traiter des données. Il est formé à utiliser des représentations variées d'objets, d'expériences, de phénomènes naturels (schémas, dessins d'observation, maquettes, etc.) et à organiser des données de nature variée à l'aide de tableaux, graphiques ou diagrammes qu'il est capable de produire et d'exploiter.

Dans le domaine des arts, en arts plastiques ainsi qu'en éducation musicale, le cycle 3 marque le passage d'activités servant principalement

des objectifs d'expression, à l'investigation progressive par l'élève, à travers une pratique réelle, des moyens, des techniques et des démarches de la création artistique. Les élèves apprennent à maîtriser les codes des langages artistiques étudiés et développent ainsi une capacité accrue d'attention et de sensibilité aux productions. Ils rencontrent les acteurs de la création et en découvrent les lieux. L'acquisition d'une culture artistique diversifiée et structurée est renforcée au cycle 3 par l'introduction d'un enseignement d'histoire des arts, transversal aux différents enseignements. L'éducation physique et sportive occupe une place originale où le corps, la motricité, l'action et l'engagement de soi sont au cœur des apprentissages et assure une contribution essentielle à l'éducation à la santé. Par la confrontation à des problèmes moteurs variés et la rencontre avec les autres, dans différents jeux et activités physiques et sportives, les élèves poursuivent au cycle 3 l'exploration de leurs possibilités motrices et renforcent leurs premières compétences. Pour tous ces langages, les élèves sont encouragés à s'exprimer et à communiquer. Ils sont capables de réfléchir sur le choix et l'utilisation de ceux-ci.

La langue française devient un objet d'observation, de comparaison et de réflexion. Les élèves acquièrent la capacité de raisonner sur la langue et d'appliquer ces raisonnements sur l'orthographe, la grammaire, le lexique. Ils deviennent également conscients des moyens à mettre en œuvre pour résoudre des problèmes. Les stratégies utilisées pour comprendre leur sont enseignées explicitement et ils développent des capacités métacognitives qui leur permettent de choisir les méthodes de travail les plus appropriées. Les élèves se familiarisent avec différentes sources documentaires, apprennent à chercher des informations et à interroger l'origine et la pertinence de ces informations dans l'univers du numérique. Le traitement et l'appropriation de ces informations font l'objet d'un apprentissage spécifique, en lien avec le développement des compétences de lecture et d'écriture. En gagnant en aisance et en assurance et en devenant capables de réfléchir aux méthodes pour apprendre et réaliser les tâches qui leur sont demandées, les élèves acquièrent une autonomie et organisent mieux leur travail personnel.

Le cycle 2 a permis une première étape d'acquisition de connaissances qui se poursuit au cycle 3 avec l'entrée dans les différents champs disciplinaires. Ainsi, l'histoire et la géographie les rendent conscients de leur inscription dans le temps long de l'humanité comme dans les différents espaces qu'ils habitent. Les élèves découvrent comment la démarche historique permet d'apporter des réponses aux interrogations et apprennent à distinguer histoire et fiction. La géographie leur permet de passer progressivement d'une représentation personnelle et affective des espaces à une connaissance plus objective du monde en élargissant leur horizon et en questionnant les relations des individus et des sociétés avec les lieux à différentes échelles.

L'enseignement des sciences et de la technologie au cycle 3 a pour objectif de faire acquérir aux élèves une première culture scientifique et technique indispensable à la description et la compréhension du monde et des grands défis de l'humanité. Les élèves apprennent à adopter une approche rationnelle du monde en proposant des explications et des solutions à des problèmes d'ordre scientifique et technique. Les situations où ils mobilisent savoirs et savoir-faire pour mener une tâche complexe sont introduites progressivement. Dans le domaine des arts, de l'éducation physique et sportive et de la littérature, les élèves sont amenés à découvrir et fréquenter un nombre significatif d'œuvres et à relier production et réception des œuvres.

Le cycle 3 développe et structure ainsi la capacité des élèves à situer ce qu'ils pratiquent et à se situer par rapport aux productions des artistes. Il garantit l'acquisition d'une culture commune, physique, sportive et artistique. De manière plus générale au cycle 3, les élèves accèdent à une réflexion plus abstraite qui favorise le raisonnement et sa mise en œuvre dans des tâches plus complexes. Ils sont incités à agir de manière responsable et à coopérer à travers la réalisation de projets, à créer et à produire un nombre significatif d'écrits, à mener à bien des réalisations de tous ordres. L'éducation aux médias et à l'information mise en place depuis le cycle 2 permet de familiariser les élèves avec une démarche de questionnement dans les différents champs du savoir. Ils sont conduits à développer le sens de l'observation, la curiosité, l'esprit critique et, de manière plus générale, l'autonomie de la pensée.

Le Programme primaire (PP) de l'IB

Ce programme est proposé aux enfants âgés de 3 à 12 ans. Il stimule les élèves et les encourage à devenir des apprenants altruistes et actifs tout au long de leur vie. Le cadre transdisciplinaire du PP est fondé sur la recherche. Il invite les élèves à penser par eux-mêmes et à prendre en charge leur propre apprentissage en explorant des questions d'envergure mondiale ou locale ainsi que des situations ancrées dans des contextes concrets.

Source [PYP Programme](#)

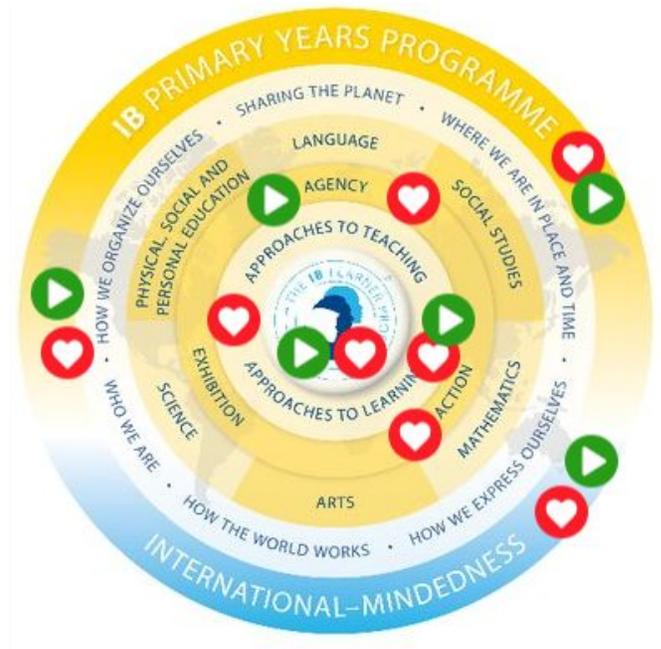
Pour plus de renseignements sur le PYP, veuillez consulter le site officiel du Baccalauréat International – www.IBO.Org

PYP

The IB Primary Years Program (PYP) for children aged 3 - 12 nurtures and develops young students as caring, active participants in a lifelong journey of learning. Through its inquiry-led, transdisciplinary framework, the PYP challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts.

Source [PYP Program](#)

To learn more about the PYP visit the International Baccalaureate official website at IBO.Org



Press on the link to take you to the interactive image [PYP Wheel](#)

Curriculum Information Guides

Grade 1	CP
Grade 2	CE1
Grade 3	CE2
Grade 4	CM1
Grade 5	CM2

Academic Policies and Procedures

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 expectations.

Promotion to the next level is contingent upon the successful completion of 3 out of 4 main disciplines: Units of inquiry (Science and Social Studies), Arabic, Mathematics and English.

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:

- Placed on academic probation, or
- Required to repeat if age permits, or
- 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.

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 the summer work is incomplete, he/she will be placed on academic probation.

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 student:

- Has not repeated a class before
- Has a clear disciplinary record
- Is age appropriate

Assessment

Definition

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

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 account of the results of assessment
- Contributes to the efficiency of the program,
- Drives future decisions.

Why Assess Students' Performance?

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 on their learning

To provide information on student learning by:

- Assessing a student's acquisition of understanding, skills, and attitudes
- 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 grades, narratives, reporting, and scores.

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 or groups
- 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.

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 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

It allows 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

When and How to Assess?

Establishing Essential Agreements

It is essential that each grade level or department within each school establishes 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.

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
-

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

Reporting

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

Types of Reporting

Reporting takes place through conferences and written documents.

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

The Written Report

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

Language

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.

Philosophy

Language is fundamental to learning, thinking, learning 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. Learning languages promotes international mindedness. All teachers at International College are language teachers.

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.

Principles

The following principles guide the IC Language Policy.

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

Practices

The following practices reflect the IC Language Policy.

- 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.
- Teachers and librarians work cooperatively to provide ongoing instruction regarding the location and appropriate use of information from varied reference materials.
- Students write in many different text forms in order to narrate, recount, process, report, explain and expose
- Students learn the conventions of the language, including correct usage, grammatical correctness, spelling, punctuation, and capitalization, through listening, speaking, reading, writing, viewing and presenting.
- Penmanship, presentation skills and ICT are fundamental practices.
- 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.
- All students, individually and in various groups, read and respond in a variety of ways to literary works.
- 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.

Assessment

- Language assessment is in alignment with the IC assessment policy.
- 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...
- 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.
- 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.

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

- Students joining the College at any level will be required to learn Arabic.
- 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.
- 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.
- 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.
- 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.
- 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.

Home Learning Policy

Home Learning is not required at the pre-school. Parents are encouraged to read to and with their children on a regular basis. Students might be asked to investigate and look for specific learnings that are covered in class. Parental support and help is appreciated when such assignments are given.

Private Tutoring

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:

- To cover material a student has missed due to a long absence from school.
- In exceptional cases, to fill specific gaps that student 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 a student should discuss the advisability of it with the subject teacher and the school director before making final arrangements. In all cases, the director must be informed of teachers undertaking private tutoring assignments and of the names of students involved.

Overview of the Student Support Services

The Student Support Team (SST) engages in a strength-based problem-solving process designed to provide support to both students experiencing difficulties in the classroom and their teachers. These difficulties can be academic or behavioral in nature. Through collaboration and research, the SST can identify solutions or interventions to address academic, behavioral or social difficulties in order to improve student performance. In other words, the Student Support Team (SST) works to identify students with needs and quickly implement strategies to eliminate roadblocks to their school success. The SST at IC brings the counselors and the learning support teachers under one umbrella for more efficient coordination of problem solving. Initial referrals of concern regarding students are channeled to the team for review. As a team, we analyze data and select alternative strategies to assist students. Parent engagement is essential. For the SST efforts to result in

successful outcomes for the student, a collaborative relationship must be developed between the team at school and the parents. Input from parents ensures that the support team has a more complete profile of the student.

When a student makes enough progress and/or modifications are no longer needed, the SST may release the student from the process. Records of the SST activity are part of the student's permanent record and thus should follow the student as he/she progresses through the educational system. However, this record is separate from the student's evaluation and reporting record. It remains confidential, accessible only to the Student Support Team, and never shared with the outside community. At any time during this process, if the team has enough evidence that the student has needs beyond what the school can provide, the team, in consultation with the parents, determine whether community resources are necessary such as off campus psychologists, therapists... etc. SST is not designed or intended as a commitment for special education services. Support from the SST occurs under the premise that the student's challenges if supported appropriately will not hinder him/her from accessing the mainstream curriculum offered. Membership of the team may vary depending on the considerations or needs of the student; however, the pedagogical leadership team and the referring teacher or teachers must attend the SST meetings. Parents should be given an opportunity to attend some of the meetings as well.

The SST process should include the following steps:

- Identification of learning, behavior and/or social-emotional problems.
- Evaluation of data.
- Development of an action plan.
- Implementation of the action plan.
- Follow-up and support.
- Continuous monitoring
-

In general, the Student Support Team Roles and Responsibilities include:

- Collecting current student work samples and data
- Gathering student profile data
- Completing the SST Referral Form and providing documentation of previous interventions for the student
- Implementing interventions and track student progress
- Collaborating with other team members
- Sharing and discussing teaching strategies to help struggling students
- Providing additional student information or data
- Implementing interventions and tracking student progress

Student Support Team Frequently Asked Questions:

- Who may request assistance from the SST?

The expertise of the SST is for the benefit of the entire school. Any unresolved problem that impedes learning may merit a request to SST by a teacher, administrator, parent, or student. However, the decision to apply the SST process is made by the team after careful consideration of the student's needs.
- What happens when SST addresses a problem?

A brainstorming and research process is used to generate recommendations for solving the problem. These recommendations are documented in SST records and given to a teacher to implement with the student. The team then meets periodically to review the student's progress and determine the need for further intervention.
- How long is the SST strategy implemented?

This depends on the specific problem. Student progress must be monitored to determine whether a particular strategy or intervention has been successful. The length of time the strategy is implemented is dependent upon the student's response to the intervention. The team then determines whether to continue with the same interventions, formulate new strategies, or explore other options. Some cases are of short duration, yet some at-risk students may be followed by SST for their entire school year.
- Should the SST refer students for a hearing/vision screening?

Yes. A request for testing by the school nurse which includes a hearing and vision screening is an initial step of the referral process. This is a safety precaution; hearing or vision problems should be ruled out since neither of these have such a profound impact on a student's learning.
- What other types of evaluation should be used as part of the SST process?

Existing standardized test results and other assessment results and anecdotal information should be used as much as possible. Other sources of data include report cards, attendance records, behavior logs and benchmark results. Decisions of whether or not to refer a student for further evaluation should be discussed by the team and should involve the parents.
- Can the SST refer students for evaluation or special education consideration?

Yes, but only after several important decision criteria are met including, a) reasonable classroom interventions of sufficient duration have been carefully attempted, without success; and b) the cause of the problem is suspected to be a disability or needs that cannot be resolved without specially designed instruction/outside support.
- What factors impact the effectiveness of SST?

The single most important factor in the degree of success experienced by the SST is the attitude with which school personnel and parents

view the process. It is most effective when it is looked upon as a team process for supporting the teacher and student.

- Must parents give consent for a SST meeting?
Parents must be invited to at least the initial SST meeting. Their consent is required, and they need to sign the necessary documents that then allow us to start the process. Every effort should be made to help parents view the student support team process in a positive light and to understand that this process is not a special education placement but rather support for their child.
- Is parental consent required for screenings and evaluations?
Consent is required for any screening or evaluation in which a student is singled out from his peers. Hearing and vision screenings given to every student in a particular grade do not require consent and can be used as part of the SST process.

General Policies and Procedures

Arrival/Dismissal Procedures

School Hours

Nursery/PS

Everyday 7:40 am- 1:00 pm

KGI/MS and KGII/GS

Monday, Tuesday, Thursday and Friday

7:40 am to 2:10 pm

Wednesday 7:40 am- 1:00 pm

Arrival Procedures- All Grade Levels

Arrival and dismissal will take place from the preschool terrace. Parents are not allowed to accompany their children to their classrooms. In case of early pick up, parents are requested to follow the procedures through the office. Parents are not allowed to disturb classes during the school day.

More Information

- Parents are responsible for their children's arrival to school on time as well as picking them up promptly at dismissal time.
- I.C. is not responsible for students arriving earlier than 7:30 a.m. or staying on campus after classes unless they are participating in the activities program or using the library.
- Students are not allowed to use school playgrounds after school hours unless they obtain written approval from the director or are participating in a school-sanctioned activity.

Further Requests

- Accept to comply with any responsible request from a school employee in the performance of his or her duty.
- Do not threaten or approach any student, staff or faculty member in an abusive or intimidating manner.
- We ask that you always show gratitude to our helpers and security members, and model this in front of your children.

Security and Safety Rules

Students, parents and other visitors have access to the College through the gate of the pre-school or the main entrance of the elementary and middle schools. All College gates are manned by security-gate-men/women who are entitled to check the identity card of every incoming person.

Security is a top priority at IC. 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 submit a valid identification card with a photo to the guard stationed at the gate. In exchange for the I.D. card, the visitor will receive a laminated "IC VISITOR" card which he/she is to wear at all times. Before the visitor receives the VISITOR card, he/she must sign in at the guard table on a sheet. Visitors are required to wear this card while on campus. This procedure is to be followed at all gates.

Packages and bags may be checked by the security officers.

Absence Policy

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.

Parents need to call the school between 7:30 and 8:00 in the morning if your child is absent/or late. For prolonged absence, please send a note to the office.

After an absence due to illness, parents must submit an official medical report stating the specific illness and its duration. Every effort should be made to have medical and dental appointments tended after school hours.

In case of prolonged absence, parents need to follow up with the classroom teacher to receive home learning to cover up for the child's missed class learning.

Communication with teachers will happen through Moodle or through an assigned meeting. It is strictly forbidden to disturb teachers during class hours.

Tardiness

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

- Classes start punctually at the assigned times (7:40 am). Students are expected to attend all classes in full.
- Teachers will record students' lateness and notify the administration.

The following measures are taken whenever a student arrives late to class at any time during the day:

The parents of the student who is late 3 times will be notified.

If tardiness continues, more than four times, the parents will be called for a meeting with the student's teacher.

If the lateness reoccurs, the parents will be called for a meeting with a member of the leadership team.

Action for any further occurrences will be decided upon by the school's administration.

Questionnaires

Quality control depends upon reliable data from a variety of sources, especially parents. With that in mind, parents may sometimes be asked to fill in a questionnaire/survey. This allows us to reflect on our work, to continue do what we do best, to evaluate the program, and to make suitable changes to meet the needs of our students. When that happens, we urge you to take the time to read them carefully and answer them as accurately as possible.

Authorization to Pick up Students / Change of Routine

All changes to scheduled pick up routines (leaving school with a friend, not taking the bus...) require a Moodle message (Dismissal/Sortie Questionnaire) prior to 12:00 pm. Telephone calls and emails will not be accepted except for emergencies. This is a serious safety issue and part of our school policy, so we would appreciate your cooperation.

Updating Student Files/Change of Address

At the beginning of the year, parents are asked to fill out numerous forms, such as the medical form and contact details, to update each student's file. We urge you to fill 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.

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

Visiting During School Hours

While we would love to open our doors to all guests and all parents who would like to come to school when it's in session, the reality is IC delivers a well-rounded, pre-planned curriculum that requires students' continuous attention and engagement. Parents in the building can disrupt the learning and may cause distress to the other children whose parents cannot come to school. With that in mind, parents are asked to visit classrooms only when they have been invited to. Any other visits that are student-related during the day, like early pick-up, items drop-offs etc., must go through the office.

Family Engagement

Research shows that parents' early involvement with their child's education plays an integral part in their all-around development, and it is closely linked to improved student behavior, higher academic achievement, and enhanced social skills. There are many ways for you to be involved at the elementary and your feedback is always appreciated and encouraged at every level.

Communications channels and Parental Engagement Opportunities include:

1. **Moodle for Communication**- Circulars, parent letters, theme overviews, information on field trips, events and activities, all to be posted on Moodle on a regular basis. You will receive email notifications routinely.
2. **Coffee Mornings**, several coffee mornings will be held during the year, and are usually led by a member of our leadership team or a guest speaker from within the community. Everyone is welcome and there is always coffee and cake. Various topics are shared and discussed every time.
3. **Joining Hands/Parent Involvement Program** We invite you to become an active member of our community by volunteering in your child's classroom and throughout the school. These opportunities may range from reading a story to having a major impact in unique events/projects.

4. **End of Unit Presentation** which would walk you through a whole unit of inquiry that the children have explored.

5. **Weekly Parent-Teacher Assigned Meetings.** These are pre-set weekly meetings available for you to discuss any concerns you may have. All you need to do is call the school and book.

6. **Parent Teacher Progress Meetings.** These are reserved for reporting periods to discuss your child's progress and achievement. Twice a year.

7. **IC Ain Aar Instagram Pages** will serve as a sneak peek into our classrooms throughout the day. Live posts by the leadership team while walking through the hallways.

Chain of Communication

Effective partnerships are based on a two-way communication, mutual trust, respect and shared responsibility for the education of the children. With that in mind, please consider the following recommendation when you face any problems or have any concerns. We recommend that you always start the line of communication with the teacher or staff member concerned. If not resolved, we recommend that you bring it up to the Assistant Director. If you're still not satisfied with the way your concern was handled, or if your problem was not resolved, our Director has an open-door policy for the school community.



Professional Development Service

Professional development has been one of I.C.'s priorities in recent years. Teachers are given opportunities to attend a variety of workshops locally at universities, cultural centers, institutions etc. and international conferences abroad such as ECIS, NESAs, 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.

Healthy Eating

In line with our PYP transdisciplinary theme, Sharing the Planet, and to shed more light on our Active Living strand in PSPE, we, at IC, promote “healthy living”, “eating sustainably” and “maintaining a balanced diet”. To build the blocks for healthy eating early on, we have partnered with a family-focused caterer to provide breakfast and fruit snacks for all our children at preschool. With that we would make sure all children are eating together and establishing healthy eating habits early on.

No Nuts Policy

Preschool is a completely nut free zone.

The school policy dictates that children are not allowed to bring any food to school. Any food brought into school by the parents, whether bought or homemade, to share as part of a party celebration or cooking class, must have a written list of ingredients. Please make sure that the items to be used do not contain nuts, nut products or traces of nuts.

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

Birthday Policy

Birthday celebrations are allowed at the Preschool only.

Gifts

Gifts to school personnel are discouraged by the school administration. There is a general feeling that this may create competition among students. Gifts of symbolic value from students may be accepted.

Identification of Students' Belongings

It is very important that all the students' belongings be clearly marked with their full name. Such belongings include snack bags, book bags, pencil cases, coats, jackets, P.E. outfits, in addition to notebooks and story books. Should you lose anything, please check promptly with the school office. We keep a lost and found app updated

Lost and Found

Students are responsible to report all missing items to their teachers. All items found on campus are brought to the office. The 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. Parents are encouraged to check for lost items in the school office/lost and found app.

Toys at School

Bringing a toy to school is reserved only for Show and Tell days. We cannot be held responsible for lost or damaged toys/items.

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 fee will be estimated for the use of such materials and you will be billed for them with the tuition fees.

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 three 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.

Environmental 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.

Link to [Environmental Policy](#)

Student Services

ID Cards

All students are issued picture ID cards in September. Parents are required to finalize the re-enrollment procedures and then check with the office to have the ID card issued.

Library

The preschool library is central to the life of the school, supporting classroom learning, and also helping students to become life-long readers. All students will make regular use of the library, in ways that are appropriate to their age and to their levels of academic and social development. When students begin to borrow library books and materials, parents are asked to help their children handle the books with care, and to return them promptly. Of course, mistakes do happen and from time to time, library books may be lost, damaged, or destroyed. If a lost book cannot be found, or is too badly damaged to be used by others, parents will be asked to replace or pay for the book. The librarian will contact the parents of the student and work with them to resolve the specific problem.

In addition to the preschool librarian, the Head Librarian at the Library Media Center (LMC), Ras Beirut campus, is always available to answer any questions that parents may have about their children and the library.

Library Check-Out Procedure for Students Leaving IC

Students who have indicated they are not returning to school the next year:

- Librarians will contact those students who have items borrowed from the library and ask the student to return these items.
- The Librarian will send to the office the names of students who have not returned the items to the library. The students on this list will not receive their grades until the item(s) are returned and all financial obligations to the library are cleared.
- When the items are returned, the librarian will give the student a clearance/ check out slip indicating that the student has taken care of his/her responsibilities to the school library.

Health Services

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

- The preventive aspect involves keeping and updating a file for each student.
- The curative aspect involves taking care of illnesses and accidents. Sick students are sent to the infirmary for treatment. The Nurse checks the files for allergies etc. before deciding on appropriate medication. If the student is sick and needs further treatment, the parents are contacted immediately. In the case of a minor accident, the parents are notified either by phone and/or by a memo describing what happened and the measures which were taken. Major accidents that require hospitalizations are dealt with according to the seriousness of the situation. Parents are notified at once and asked to accompany their children to the hospital for treatment. If the accident is serious and the student requires immediate hospitalization, IC 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 educational facet. Both, the doctor and the nurse are involved in class visitations, assemblies on hygiene, health issues etc. and on disseminating information regarding current health practices.

Please note these additional health measures:

- All students are covered by a 24-hour 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, a student should submit a report from a medical doctor to the office documenting the illness or injury.
- At the beginning of the school year, each student must submit a medical record signed by a physician.
- If a student has a medical condition requiring specific medication, the nurse should be notified of this in writing.

Please keep your child home if he/she has:

- Fever, vomiting, or diarrhea during the previous 24-hour period.
- Heavy nasal discharge.
- Constant cough.

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

Financial Support

The College has established a Financial Support Fund. Support is awarded on the basis of need, academic achievement, and behavior. Students in the elementary, middle and secondary schools are eligible for scholarships. No more than two students of one family will be awarded scholarships. Please note that applications for financial aid will be available in the school offices after the second semester fee statements have been issued. At the pre-school, applications may be picked up for students at the KGII/GS level who will join the Elementary School the following academic year

Bus Policy

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 International College Bus Service's Safety Rules.

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

- Be polite to the driver and supervisor. Respect, cooperate and follow the directions of the driver and supervisor at all times.
- Remain seated at all times and face the front of the bus.
- Heads, arms and legs, must be kept inside the bus and out of the aisles at all times.
- Avoid fighting, bullying, or harassment of any kind.
- Be courteous to the other students. All are expected to refrain from the use of profane/ obscene language and /or gestures.
- Speak in a soft voice while riding the bus. Loud talking or other noise can distract the bus driver and is not allowed.
- Refrain from littering, graffiti, or any other act of vandalism.
- Refrain from eating, drinking, or chewing gum on the bus.

- Avoid bringing anything alive or dangerous (such as glass containers, sharp objects) on the bus.
- Keep passageways clear - books or bags are tripping hazards and can block the way in an emergency.
- Wait for the bus to stop completely before getting up from their seat. Then, walk to the front door and exit.

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. Such measures are considered severe and these 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.

Additional Information

- Bus-riders can use one address only. The bus service is unable to accept summer as well as winter addresses.
- Bus-riders may use a different bus line than the one assigned, provided there is a written note signed by a parent and there is a place on the bus.
- 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.

Behavior Management Policy and Procedure

This "Behavior Management Guidelines" should be read in conjunction with the IC Guiding Statements, the Student Honor Code, the Parent Code of Conduct, the Child Protection Policy, Harassment and Bullying Policy, the Responsible Digital Citizenship Contracts, the AUPT Policy, the BYOD Policy, the Privacy Policy, and any other relevant policy and based on IC Policy Manual and the Behavior Management Policy and Procedure, Employee Code of Conduct.

Rationale

Introduction

The International College is committed to maintaining an environment where teaching, learning, and personal growth can take place in a safe and positive community which encourages each student to do his/her best in all his/her endeavors in order to reach his/her full potential. The School strives to promote honesty, respect, responsibility, empathy and trust.

Aims

The aim of the Behavior Management policy is to create responsible self – disciplined students able to balance between self-fulfillment and responsible behavior toward others.

Principles

Principles that guide the Behavior Management policy are:

- Discipline with dignity
- Positive communication and reinforcement
- Preventive vs punitive
- Fairness
- Mutual respect

Rights & Responsibilities

At IC students' enjoy the rights to:

Students are expected to accept responsibility for their own actions. It is expected that they will be honest and will demonstrate basic respect for the dignity and rights of others including rights of person, expression, and property.

The relationship between rights and responsibilities is pivotal to behavior expectations. It's necessary for all to uphold and honor their responsibilities to preserve rights for everyone.

Student's Rights & Responsibilities

At IC, students' enjoy the rights to:

- Learn, work and socialize in a friendly, safe and supportive environment with dignity, fairness and respect without discrimination with respect to race, gender, national origin, religion or individual differences.
- Feel valued, respected and to be listened to.
- Be empowered to work toward academic, personal and social growth.
- Express ideas and opinions appropriately with due respect for others.
- Be fully informed and understand School's essential agreements and behavior expectations.
- Choose a class representative and/or run for student's elections. (for elementary school only)

Students are expected to:

- Respect the opinions and rights of others.
- Develop positive courteous and respectful relationships without discrimination with respect to race, gender, national origin, religion or individual differences.
- Be accountable for their own behavior and demonstrate honesty and integrity.
- Be aware of their personal actions and their effect on the overall school community.
- Be active learners and allow other students to learn in a safe and productive environment.
- Attend classes, activities and events punctually and regularly.
- Respect personal belongings, others' belongings and School property.
- Keep campus clean and contribute to the implementation IC environment policy.
- Understand, respect and honor school's essential agreements and expectations including but not limited to: harassment, cyberbullying, safety and security, cheating and plagiarism, technology and cellphone use, dress code and use of IC's names in social media.
- Accept the decisions and actions taken by the school.

Teacher's Rights & Responsibilities

At IC, teachers enjoy the rights to:

- Teach in a friendly, safe and satisfying school environment
- Receive respect with no discrimination in respect to differences
- Be supported by the whole school community

Teacher's are expected to:

- Support students in the learning process and promote each student as a valued member of IC community
- Maintain professionalism as IC model courtesy, trust, caring, respect and fairness
- Foster positive, respectful and appropriate communication and relationships with students, parents and other staff
- Be consistent in the implementation of the policies of the school, set responsible and reasonable limits and make fair judgments

At IC, parents enjoy the rights to:

- Feel welcome and know that their children are working, learning and socializing in a friendly, safe and supportive school
- Be listened to with respect and consideration
- Participate actively as members of the school community

Parent's Rights & Responsibilities

Parents are expected to:

- Support their children in their learning across all programs
- Inform the school of circumstances that may impact on the students' progress and behavior
- Work as partners with all school personnel using appropriate problem-solving processes
- Model courtesy, trust, caring, and respect
- Understand, respect and support the school community's rules, regulations, requirements and expectations and accept the decisions and actions taken by the school

Student Behavior Expectations

IC teachers, staff and administration are responsible for enforcing a fair, and consistent discipline procedures. The entire community is engaged in teaching,

modeling and practicing appropriate behaviors that promote a safe and caring school environment.

As a school, we expect our students to conduct themselves in a way to bring credit to themselves, their families and their school. Students will demonstrate positive examples of behavior expectations in action. IC values positive feedback and recognition for students who follow the behavior expectations regularly.

Students who have difficulty in meeting these expectations will be subject to disciplinary consequences depending on the level of infractions and previous record of violations, within the context of their social and emotional development stage.

Emphasis of consequences will be on educating students regarding responsibilities, personal choices and accountability and not on punishment.

A positive and continuous communication between parents, teachers and school administration is key to a positive school environment.

If a student needs assistance in meeting the expectations, he/she will first meet with the teacher concerned, the counselor, and/or a member of the leadership team. The student will review expectations for appropriate behavior, develop an action plan, and may be asked to fulfil an appropriate consequence. If the incident is repetitive and/or more serious, the student’s parents will be contacted and the disciplinary procedure followed.

Community Agreements- Positive Consequences

Examples of Positive Behaviors in Action

<p>Responsibility to OTHERS:</p> <ul style="list-style-type: none"> - Respecting others - Listening to others - Praising others/Encouraging others - Helping others - Welcoming and caring for new students - Following acceptable use policy when using technology - Reporting bullying/protecting others 	<p>Examples of Positive Consequences</p> <ul style="list-style-type: none"> - Complimentary notes to the student from students/teachers/director - Complimentary notes home to parents from teachers/director - Community-wide recognition (Assemblies)
<p>Responsibility to SELF:</p> <ul style="list-style-type: none"> - Being honest 	<p>Examples of Positive Consequences</p> <ul style="list-style-type: none"> - Complimentary notes to the student from students/teachers/director

<ul style="list-style-type: none"> - Independently dressing/undressing/personal hygiene - Understanding and applying body safety rules - Being principled when conflicts arise - Practicing self-control - Following acceptable use policy when using technology - Reporting bullying 	<ul style="list-style-type: none"> - Complimentary notes home to parents from teachers/director - Community-wide recognition (Assemblies)
<p>Responsibility to ENVIRONMENT:</p> <ul style="list-style-type: none"> - Hanging backpack in appropriate place - Keeping the school environment tidy - Picking up litter - Reporting damage in bathroom, to landscape, facilities and/or equipment - Recycling/Reusing - Saving Energy/Water 	<p>Examples of Positive Consequences</p> <ul style="list-style-type: none"> - Complimentary notes to the student from students/teachers/director - Complimentary notes home to parents from teachers/director - Community-wide recognition (Assemblies)
<p>Responsibility to LEARNING:</p> <ul style="list-style-type: none"> - Demonstrating appropriate behavior in classrooms (listening, taking turns...) - Demonstrating appropriate behavior outside of classrooms (sharing, taking turns...) - Demonstrating appropriate use of technology 	<p>Examples of Positive Consequences</p> <ul style="list-style-type: none"> - Complimentary notes to the student from students/teachers/director - Complimentary notes home to parents from teachers/director - Community-wide recognition (Assemblies)

Inappropriate Behaviors

Below are examples of behaviors that violate Students’ Rights and Responsibilities and the Elementary School’s Behavior Expectations. These behaviors require disciplinary procedures outlined below.

Examples of Inappropriate Behavior

Responsibility to OTHERS:

- Physical Harm (pushing, shoving, hitting, fighting, rough play, biting, scratching, tripping, throwing objects, using/possessing objects that could cause serious injury)
- Emotional Harm (teasing, name calling, verbal harassment, purposeful humiliation, insulting comments about intelligence, size, ability, race, color, religion, ethnicity, gender, profanity, gossiping, exclusion of others from games, conversations, intimidation, bullying, abusive behavior, cyber-bullying, being dishonest or stealing)

*Note: Any of the mentioned behaviors that are considered bullying due to repetition and intent as well as those which could cause serious injury will be treated as severe

Responsibilities to SELF:

- Plagiarism/cheating
- Inappropriate dress
- Disrupting class
- Rude and disrespectful behavior
- Refraining from telling the truth
- Playing with unsafe tools
- Disrespecting body safety rules (showing private parts, taking clothes off...)

Responsibilities to ENVIRONMENT:

- Damaging property (breaking toys, tearing books...)
- Writing on objects
- Defacing bathroom or other areas in school
- Destroying landscape
- Purposely mishandling equipment in order to break
- Hiding or purposefully taking objects that belong to the school or others
- Littering

Responsibility to LEARNING:

- Disrupting the learning process (side talks, interrupting...)
- Being late
- Not respecting one's work and the work of others
- Not following classroom agreements
- Bringing games/toys or electronic equipment that are not permitted in the school or not permitted to be used during school hours.

Community Agreements – Restorative Consequences:

Disciplinary procedures are consistent throughout the Preschool. For instance, when our agreements are broken, there is a progressive set of consequences and/or procedures that are followed to create a safe learning environment. In such instances, the school's faculty and administration will rely upon our disciplinary guidelines to help promote discussion and reflection about alternative positive behaviors. It is our goal to empower our students to learn from mistakes in order to make better decisions in the future, as well as to teach them a sense of responsibility for their own behavior. Based on the inappropriate behaviors, the following courses of action can be expected:

Level One- Disciplinary Infractions (occasionally repeated behavior)

Teacher intervenes directly with student by doing any of the following:

- A verbal reminder of the expected behavior
- Discussing and reflecting on what happened
- Reminding them of essential agreements
- Reading a book about the subject at hand
- Encouraging the children to use their words when having a disagreement
- Helping children in their attempts to settle their own disputes.
- A community service assignment (help a teacher or a friend) with choices.
- Preparing a reflection sheet to fill out (signed by both teacher and student)
- A loss of privilege related to the misbehavior.
- Email to parents

Level Two- Disciplinary Infractions (consistently recurring behavior)

Teachers, Assistant Director, and/or Director intervenes directly with student and informs parents. The incident is documented.

Level Three- Disciplinary Infractions (severe/dangerous incidents) –

The student is referred to the Assistant Director and/or Director. Parents are called for a meeting with the Director, Assistant Director, Teacher(s), and Counselor. The meeting is documented. The student may be invited to join the meeting to agree on future actions.

For repeated minor incidents or a severe incident, a student may be suspended at the Director's discretion. Suspension is a serious consequence intended to signal possible permanent removal from the

community should disciplinary problems persist. Suspensions may be in-school or out-of-school.

Final Thoughts

Building emotional health and resilience is critical to optimize learning and growth, as well as to help make school a wonderful experience for your children. Here are some things that you can do. Choose one or two things to begin with and add others as you feel more comfortable doing so.

- Read daily with your children. Take them to visit bookstores and the National Libraries. Have your child see you enjoying reading your own books. Foster a love for reading. Together, build your home library one treasured book at a time.
- Spend quality time with your children. Have one-on-one time, play puzzles, games and riddles together.
- Make time to explore Lebanon over the weekends and vacations.
- Talk with your children and listen to what they have to say. Show interest, ask questions, answer their questions simply and honestly. Praise, cheer, inspire and support whenever appropriate.
- Help your children feel important at home and provide a quiet, well-lit place to read.
- Establish routines, and help your children follow your home essential agreements in order to be easier for them to apply them at school (i.e. positive work habits, speaking politely to everyone, observing manners, asking for help when needed, etc...). Make sure they're getting enough sleep.
- Help your children to be punctual and respect time by coming to school on time.
- Help your children follow the bus rules and respect the environment.
- Take control of and limit screen time (TV, I-Pad, computer games).
- Teach your child to be responsible and independent. Have them help with home chores (make their beds, set the table, clean up, ...) and provide opportunities for them to do things independently (dress, undress on their own, ask for help at a restaurant, initiate conversations)
- Stick to your principles. It's Ok to say NO! When it is against your values, beliefs and principles, just say no. Children build resilience when they don't get everything they want.
- Delay gratification, model gratitude, nurture thankfulness and foster kindness.

Spend time exploring your neighborhood and the community around you! Ride a bike, take a walk, laugh...HAVE FUN TOGETHER!

Policy Links

[Academic Honesty Policy](#)

[Acceptable Use Policy in Technology](#)

[Assessment Policy](#)

[Bring Your Own Device Policy \(BYOD\)](#)

[Child Protection Policy](#)

[Employee Code of Conduct](#)

[Environmental Policy](#)

[Harassment and Bullying Policy](#)

[Language Policy](#)

[Parent Code of Conduct](#)

[Privacy Policy](#)

[Responsible Digital Citizenship Policy](#)

[Student Accident Insurance Policy 2019-2020](#)

[Student Honor Code](#)