



INTERNATIONAL COLLEGE

**PRE-SCHOOL
AIN AAR**

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

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INTERNATIONAL COLLEGE
Pre-School
Letter to Parents

Dear Parents,

Welcome to International College. We look forward to working with you and your children.

We are pleased to have you as partners throughout this academic year. Together we are able to create a suitable, enriching, learning environment to maximize students' accomplishment. Your participation in upholding procedures, rules, regulations and expectations listed in the Handbook will help us to achieve this goal.

The Handbook is a written compilation of the practices and policies that have been successfully developed 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.

Please follow these simple suggestions:

1. Comply with school policies and respect school practices.
2. Discuss your child's progress with the teachers, during the weekly period assigned for that purpose. **Those meetings are held by appointment only.**
3. 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.**
4. Follow up on school assignments. Check MOODLE and the website regularly.
5. Read to and with your child.
6. Encourage your child to read a variety of books often.
7. Encourage your child to play educational games.
8. Supervise your child's media involvement, such as TV and Internet use.

Read the handbook carefully and discuss it with your child.

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

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For the Faculty and Staff,

Lina Mouchantaf, Director

September 2018

GUIDING STATEMENTS

Vision

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

Mission

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

Objectives

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

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

Academically

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

Technologically

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

Ethically

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

Socially

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

Aesthetically

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

Physically

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

Global Citizenship

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

A globally minded person:

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

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

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

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

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

June 2018

International College

Vision

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

Mission

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

Objectifs

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

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

Académiquement

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

Technologiquement

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

Ethiquement

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

Socialement

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

Esthétiquement

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

Physiquement

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

Citoyenneté mondiale

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

Une personne dotée d'un esprit universel:

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

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

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

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

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

Juin 2018

الانترناشونال كولدج

الرؤيا

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

الرسالة

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

الأهداف

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

أكاديمياً

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

تكنولوجياً

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

أخلاقياً

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

إجتماعياً

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

جماليّاً

من خلال برنامج متنوّع للفنون يُشجّع الإبداع ويحتفي بتنوّع الثّقافات.

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

العالمية المواطنة

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

إنّ المفكر العالمي:

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

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

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

هو مفكر واسع الأفق ويتقبل وجهات النظر كلّها بإنصاف وموضوعية؛

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

حزيران ٢٠١٨

Cedar Song



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

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

CHORUS

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

I. PRE-SCHOOL PHILOSOPHY

The early childhood program addresses the whole child through an integrated approach and aims to develop a close relationship between educators, parents and classmates.

The learning environment provides a warm, friendly and joyful atmosphere which advocates itself to learning through inquiry.

All content is taught using the target languages of Arabic, English and French and works within the PYP curricular framework.

The preschool staff aims to stimulate the learning of concepts, skills, attitudes and content, while simultaneously nurturing the development of the language skills.

The staff believes that children learn best through play-oriented activities during which they use concrete, multi-sensory experiences. Classroom play stimulates inquiry and presents challenges and opportunities to learn about the world in which children live. Moreover, it builds concepts and improves problem-solving skills.

Teaching and learning are based on ideas, perceptions, beliefs and matters raised by the students.

II. ACADEMIC PROGRAM

Parents form a partnership with the school sharing the responsibilities of helping students develop cognitively, creatively, emotionally, physically and socially with proper attitudes and behaviors, which enhance the student's total healthy development.

A. Introduction and Overview

At IC, we aim to have students with an international profile:

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

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

International Baccalaureate Organization 2013

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

At IC students will:

- Develop a deep understanding of important concepts which propel the process of inquiry. These concepts drive the units of inquiry
- Conduct research into knowledge, which has local and global significance
- Acquire and practices a range of essential skills
- Be encouraged to develop positive attitudes towards learning, the environment and other people
- Have the opportunity for involvement in responsible action and social service

B. GENERAL REGULATIONS: Primary Years Programme

Article 1. Scope

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

Article 2. Role and responsibilities of schools

- 2.1. In addition to the articles in these General regulations: Primary Years Programme (hereinafter "general regulations"), schools must comply with the Rules for IB World Schools: Primary Years Programme, available in a separate document.
- 2.2. Because the IB Organization is not a teaching institution and does not provide teaching services to students, the PYP is implemented and taught by

IB World Schools. The schools are entirely independent from the IB Organization and are solely responsible for the implementation and quality of teaching of the PYP.

- 2.3. Schools are responsible for informing legal guardians regarding the general characteristics of the PYP and how the school implements it.
- 2.4. The IB Organization cannot guarantee that a school will remain capable and willing to implement the PYP. Consequently, schools bear sole responsibility towards students and legal guardians if, for any reason, a school's authorization to implement the PYP is withdrawn by the IB Organization or a school decides to terminate its authorization.
- 2.5. Schools must implement the programme in an inclusive manner, so that all students in all grade/year levels in the school, or in the primary section of a school, are engaged with the PYP.
- 2.6. Schools must implement the PYP in line with conditions stated in the following publications: Programme standards and practices, Making the PYP happen: A curriculum framework for international primary education, Making the PYP happen: Pedagogical leadership in a PYP school and the current PYP Coordinator's handbook, the procedures manual issued by the IB Organization for schools.
- 2.7. Schools must implement teaching and learning in the PYP predominantly in the context of transdisciplinary themes.
- 2.8. Schools must implement teaching and learning in the PYP through the pedagogy of inquiry that promotes the construction of meaning by students.
- 2.9. Schools must provide instruction in the learning of a language other than the principal language of instruction of the school from at least the age of seven.
- 2.10. Schools carry out all teaching and assessment alone, without any intervention or supervision from the IB Organization. This includes the assessment of each student's development in the areas described in the IB learner profile and of each student's learning as demonstrated during the PYP exhibition in the final year of the programme.
- 2.11. The IB Organization does not award any form of diploma or certificate of merit in connection with the PYP and permits recognition only of a student's participation in the programme, for which purpose it makes available to schools an optional PYP "Certificate of participation", which they may choose to issue to their students in the final year of the PYP following the exhibition.

Article 3. Students and their legal guardian(s)

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

Article 4. Equal opportunities statement

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

Article 5. Property and copyright in materials produced by students

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

Article 6. Use of student data

- a. "Student data" under these *Rules for IB World Schools: Primary Years Programme* is any information or data relating to a student that can identify the student or make the student identifiable, whether by itself or in combination with other information, such as name, address, email addresses, date of birth, phone

numbers, financial information, assessment results, materials, image, voice, and/or mental and physical health information.

- b. The IB Organization operates globally and is subject to a variety of legal requirements about personal data, personal information and privacy, so it manages the protection of student data on a global basis. Schools are based all over the world and are subject to data protection and privacy laws and regulations regarding student data in their respective countries. Each school hereby represents and warrants to the IB Organization that it complies with the applicable data protection and privacy laws in its respective country with respect to student data, and will fully cooperate with the IB Organization in complying with any such laws.
- c. The IB Organization shall not be responsible for schools' compliance with any data protection or privacy law applicable to them, and schools undertake to hold the IB Organization harmless with regard to any legal action taken by students, their legal guardians or other third parties with respect to any data protection or privacy law.
- d. Each school hereby represents and warrants to the IB Organization that any collection, processing and/or sharing of student data with the IB Organization is done in accordance with all data protection and privacy laws that may be applicable to them. To the extent required under data protection or privacy law applicable to them, each school undertakes to seek express consent from students and/or their legal guardians for processing of student data for the purposes listed in article 6.1(f) below.
- e. Each school hereby undertakes, to the extent required under the applicable law of its respective country, to only use or process the student data as necessary for the purpose for which it was collected as defined in article 6.1(f) below. Each school further hereby undertakes that, to the extent required under applicable law, they have implemented appropriate technical and organizational measures to protect student data against unauthorized or unlawful processing and against accidental loss, destruction, damage, alteration or disclosure, and that they have taken reasonable measures to ensure the reliability of, and compliance by, any employees who have access to student data.
- f. Student data may be used for the following purposes:
 - to provide PYP support and services for the student and school, including website services and online forums
 - research and statistical analysis related to the IB Organization's mission, including research on assessments and results and the effectiveness of the PYP
 - advertising and promotional purposes for the IB Organization (such as student and/or alumni networks and social media platforms)
 - educational, training, commercial and other compatible purposes
 - to engage in and process transactions with the student or school

- to fulfill statutory, regulatory, reporting and/or legal obligations.
- g. To the extent required under data protection or privacy law applicable to them, schools undertake to fully and duly inform, and obtain the consent of, each student and/or their legal guardian, that the schools and/or the IB Organization may transfer student data outside of the country in which it was initially collected and to a country which may not have sufficient and adequate or comparable levels of data protection, in some cases to third parties, for the purposes discussed above. To the extent required under applicable law, the schools shall inform students about third parties to whom their student data may be transferred. With regard to the IB Organization, such third parties include schools, institutions of higher education (such as colleges and universities or governmental authorities, ministries and departments of education, service providers (such as third-party vendors) and other contractors of the IB Organization. Each school shall ensure that any transfers are done in compliance with requirements governing international and onward data transfers. Each school represents and warrants to the IB Organization that any student data transferred to the IB Organization by the school may be further transferred as described above without violating the privacy or data protection rights of any students.
- h. Students or their legal guardians may inquire as to the nature of the student data processed about him or her by their school to the extent permitted under data protection or privacy law applicable to the student and their respective school. Each school undertakes that a student or their legal guardian may direct their requests to the school in accordance with local legal requirements. In the event that the IB Organization receives a request regarding student data from a student or their legal guardian, each school undertakes to provide the IB Organization with full cooperation and assistance.

Article 7. Governing law

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

Article 8. Arbitration

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

Article 9. Entry into force and transitory rules

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

C. PROGRAM OF STUDY

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

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

1. KNOWLEDGE

The transdisciplinary themes listed below are the framework for the pre-school integrated curriculum. They are:

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

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

- **LANGUAGES:**

- **اللغة العربية وأهدافها**

تتبع المدرسة الابتدائية مبدأ الوحدة اللغوية المتكاملة حيث تترابط فروع اللغة لتشمل المهارات السمعية والمحادثة والقراءة والكتابة وكل فرع يدعم الفروع الأخرى.

الأهداف التي نرمي لتحقيقها هي توفير المعارف والمهارات والمفاهيم الأساسية وإكساب التلميذ القدرة على التحليل والتواصل اللغوي فهما وقراءة وتعبيراً "خطياً" وشفوياً" بطلاقة وبلغة فصلى مع التحفيز على المطالعة والتفكير الناقد.

- **English Language**

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

- **French Language**

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

- **MATHEMATICS:**

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

The curriculum consists of the following areas:

a. Content Strands:

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

b. Process Strands:

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

- **SCIENCE:**

Science is a body of collected knowledge that explains the world around us. Science is viewed as a set of processes and skills useful in acquiring knowledge, understanding of concepts, and information. Science is organized into four strands:

1) Living things:

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

2) Materials and matter:

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

3) Earth and space:

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

4) Forces and Energy:

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

• SOCIAL STUDIES:

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

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

• PERSONAL, SOCIAL AND PHYSICAL EDUCATION:

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

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

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

- **ADDITIONAL LANGUAGE:**

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

- **ARTS:**

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

2. CONCEPTS

- **FORM:** What is it like?

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

- **FUNCTION:** How does it work?

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

- **CAUSATION:** Why is it the way it is?

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

- **CHANGE:** How does it change?

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

- **CONNECTION:** How is it connected to other things?

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

- **PERSPECTIVE:** What are the other points of view?

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

- **RESPONSIBILITY:** What is our responsibility?

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

- **REFLECTION:** How do we know?

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

3. TRANSDISCIPLINARY SKILLS

- **SOCIAL SKILLS:**

- Accepting responsibility
- Respecting others
- Cooperating
- Resolving conflict
- Group decision making
- Adopting a variety of group roles

- **COMMUNICATION SKILLS:**

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

- **THINKING SKILLS:**

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

- **RESEARCH SKILLS:**

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

- **SELF-MANAGEMENT SKILLS:**

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

4. ATTITUDES

- **APPRECIATION:**

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

- **COMMITMENT:**
Being committed to their own learning, persevering and showing self-discipline & responsibility.
- **CONFIDENCE:**
Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned & making appropriate decisions & choices.
- **COOPERATION:**
Cooperating, collaborating and leading or following as the situation demands.
- **CREATIVITY:**
Being creative & imaginative in their thinking and in their approach to problems & dilemmas.
- **CURIOSITY:**
Being curious about the nature of learning about the world, its people & cultures.
- **EMPATHY:**
Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
- **ENTHUSIASM:**
Enjoying learning and willingly putting the effort into the process.
- **INDEPENDENCE:**
Thinking & acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.
- **INTEGRITY:**
Being honest and demonstrating a considered sense of fairness.
- **RESPECT:**
Respecting themselves, others and the world around them.
- **TOLERANCE:**
Being sensitive about differences and diversity in the world and being responsive to the needs of others.

5. ACTION

- **Service:**
 - to family (at home)
 - to fellow students (in classroom, hallways & playground)
 - to faculty, staff & to community
- **Effective action:**
 - should be modeled by the adults in the school community—the action in which schools may engage will be based on the needs of the school community and the local community
 - should be voluntary and involve students in exercising their own initiative

- is best grounded in the students' concrete experiences
- is most beneficial to the students when they are able to witness the outcomes
- usually begins in a small way and arises from genuine concern and commitment
- should include anticipation of consequences, and accepting of responsibility
- may require appropriate adult support in order to facilitate students' efforts and to provide them with alternatives and choices

D. Library

The pre-school 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 pre-school 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

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

1. Librarians will contact those students who have items borrowed from the library and ask the student to return these items.
2. 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.
3. 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.

E. Curricular Activities

During the academic year students are involved in numerous curricular activities. These are an integral part of the school program and they play an essential role in reinforcing the curricular objectives. These activities and celebrations, such as Founders' Day, Independence Day, Arbor Day, and National Reading Week help students relate to the larger community and learn about special occasions connected to national/international life. End of year music presentations, art exhibitions, and visits to theaters, aid in developing the students' cultural taste and refine their talents and character. Other curricular activities such as field trips, book fairs and visits to historical sites, broaden students' minds by enhancing their knowledge and extending their intellectual horizons.

III. NON ACADEMIC PROGRAM

A. POLICIES

1. Admission

The selection of candidates for admission to International College is based on academic qualification. The major entry levels for new students are: Nursery/Petite Section; First Intermediate [grade 6] /6^{ème} (Middle School level); 10th Grade in the College Preparatory (High School) Program and First Secondary [grade 10]/Seconde in the Secondary School. A few vacancies may be available at other levels, depending on attrition.

Students will be assessed on the basis of their previous academic achievement and school recommendation, as well as the scores obtained on the I.C. Entrance Examinations. These exams cover reading and language arts skills, computation and problem-solving skills in Mathematics, as well as general science skills in Physics, Chemistry, and Biology in the upper cycles. Pre-School applicants are admitted on the basis of a qualifying interview. In addition, children enrolled in Preschool must be potty trained before attending school. Admission and continued enrollment is subject to this requirement. The school's administration at its discretion, shall be the final authority in such cases.

I.C. does not accommodate boarding students.

Age Limits

Applicants to the nursery level must be three years of age on September 30 of the academic year for which they are applying.

Applicants to the KGI level must be four years of age on September 30 of the academic year for which they are applying.

Inquiries about admission to International College should be made in January of each year (see below).

Acceptance and Waiting Lists

Most vacancies are only confirmed after the re-enrollment process that is completed in June. Up till that time most applicants are placed on the waiting list of each school at I.C.

- I.C. has limited resources to accommodate students with minor learning or physical disabilities.
- Every new student is charged a once-only, nonrefundable development fee.

Contact Details:

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

- Pre-School, including grades Nursery (Petite Section), Kindergarten One (Moyenne Section), and Kindergarten Two (Grande Section) contact the pre-

school Director's office at either the Ras Beriut or Ain Aar location, whichever campus you are interested in. Ras Beirut: +961 1 360837 ext 111 or kzaouk@ic.edu.lb / Ain Aar : +961 3 212900 ext 515 or ymaroun@ic.edu.lb

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

2. Assessment

a) Rationale

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

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

b) 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.

c) Why assess students' performance

1. Purpose

The purposes of assessment are the following:

- To promote student learning by
 - Assessing prior knowledge
 - Planning the learning process to meet individual or group needs
 - Making decisions about subsequent teaching and learning practices
 - Engaging students in assessment and reflection 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.

2. Principles

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

It allows

- the students to:
 - Have standards that are known and understood in advance
 - Analyze their learning and understand what needs to be improved
 - Demonstrate the range of their understanding, knowledge, and skills
 - Apply, synthesize and evaluate their learning
 - Highlight their strengths and demonstrate mastery and expertise
 - Be reflective and become involved in self and peer evaluation
 - Become responsible for their own learning
 - Identify personal goals
- the teacher to:
 - Identify what is worth knowing and assess it
 - Plan and incorporate a variety of instructional methodologies
 - Plan and incorporate different assessment strategies, techniques, and tools within the learning process using both formal and informal opportunities
 - Give all pupils the opportunity to demonstrate what they know, understand or can do
 - Take into account that students learn differently, and that each has a unique learning style
 - Produce evidence that can be reported and understood by students, parents, teachers, administrators and others
 - Use scoring that is both holistic and analytical
 - Analyze assessment data in order to evaluate and modify the program
 - Implement student promotion policies

d) When and how to assess?

1. Establishing essential agreements

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

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

2. Strategies

Assessment of students can be formative or summative.

Strategies include:

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

3. Tools and methods

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

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

e) Reporting

1. Criteria

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

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

2. Types of reporting

Reporting takes place through conferences and written documents.

a) Conferences

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

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

b) The written report

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

3. Language

Introduction

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

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

a) 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. The learning of languages promotes international mindedness. All teachers at International College are language teachers.

b) 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.

c) Principles

The following principles guide the IC Language Policy.

1. English, French, and Arabic are the main languages at IC, and students are selected on their ability to function in these languages.
2. Acquisition of more than one language empowers students to become citizens of the world and to grow beyond their own culture.
3. The language policy is based on a carefully defined scope and sequence framework covering knowledge, competencies, attitudes, concepts, and action.
4. Language learning and teaching are based on the principle that assessment guides instruction.
5. Language learning and teaching are based on engaging students in a variety of authentic experiences connected to real life situations.

6. Language learning and teaching use a variety of resources in a rich, collaborative, organized, and risk-free environment.
7. Penmanship, presentation skills and ICT are fundamental principles.
8. Language learning and teaching are transdisciplinary, cutting across subjects and disciplines.
9. The knowledge of and the ability to teach in/the language of instruction is fundamental to professionalism.
10. School staff members are expected to model effective language skills.

d) Practices

The following practices reflect the IC Language Policy.

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

e) Assessment

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

4. Harassment and Bullying

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

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

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

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

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

5. Use of Photos and Videos of Students in School Publications

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

Instagram account. Wherever possible, students will be photographed with their peers in a group, rather than individually. Official accounts are:

- Facebook: @InternationalCollegeLB
- Instagram: @internationalcollegelb
- Twitter: @IC_Lebanon
- YouTube: ICLebanon
- LinkedIn: International College

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

6. Environmental Policy

General aims and philosophy of the policy:

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

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

The management and maintenance of the school environment must

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

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

Specific Policy Aims:

Implementing and monitoring:

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

Curriculum aims:

All programs implemented at IC (French Program, IB DP, Lebanese Program, IB PYP) will address the following objectives:

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

Litter:

Our school community should:

- Ensure that litter clearing is everyone's responsibility.
- Regard littering as a violation of our environmental code of ethics.

Waste Minimization and Disposal:

Our school community should:

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

Energy:

Our school community should:

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

Water:

Our school community should:

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

Transport:

Our school community should:

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

School Grounds and Buildings:

Our school community should:

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

Healthy Living:

Our school community should:

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

7. Discipline

Discipline with dignity, is important for developing and promoting responsible citizens. In maintaining discipline, teachers must have all the support they need from the parents. Students at school are taught to live harmoniously with each other. They are guided to develop respect, self-discipline, sympathy kindness, and courtesy.

Students are expected to follow the discipline policy and the standards for behavior set by the College. Students, who have difficulty abiding by the policy and standards for behavior, will first be asked to confer with their advisor. If a student still has difficulty following the expectations, another conference with parents in the presence of the advisor and the director will take place. In each conference appropriate alternative behaviors will be recommended.

8. Homework

Homework is not required in 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 items that are studied in class. Parental support and help is appreciated when such assignments are given.

9. 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 yearlong 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.

10. 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, NESAC, and IB PYP. There are in-service days (as well as Wednesday afternoons) throughout the academic year designated for this purpose. When in-service days are held during regular school days, the administration ensures that classes are covered and learning is not disrupted.

11. School Bus Safety Rules

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

- 1) Be polite to the driver and supervisor. Respect, cooperate and follow the directions of the driver and supervisor at all times.
- 2) Remain seated at all times and face the front of the bus.
- 3) Heads, arms, and legs, must be kept inside the bus and out of the aisles at all times.
- 4) Avoid fighting, bullying, or harassment of any kind.
- 5) Be courteous to the other students. All are expected to refrain from the use of profane/ obscene language and /or gestures.
- 6) Speak in a soft voice while riding the bus. Loud talking or other noise can distract the bus driver and is not allowed.
- 7) Refrain from littering, graffiti, or any other act of vandalism.
- 8) Refrain from eating, drinking, or chewing gum on the bus.
- 9) Avoid bringing anything alive or dangerous (such as glass containers, sharp objects) on the bus.
- 10) Keep passage ways clear - books or bags are tripping hazards and can block the way in an emergency.
- 11) 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.

N. B.

- **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 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.**

12. Security

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 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 will be checked by the security officers.

13. Special Arabic

Special Arabic does not apply at the pre-school.

International College serves the community by providing its students with appropriate programs in accordance with its mission. In that respect, all students enrolled in the preschool will be required to learn Arabic. In case Arabic is not the mother tongue of the student, special provisions will be made to help all students acquire the necessary skills to follow regular classes.

The Administration would like to inform the parents about the policy concerning the Special Arabic Program:

- a. Students joining the College at any level will be required to learn Arabic.
- b. Students with an exemption from the Lebanese Program may join the Special Arabic Program if their level of Arabic does not permit them to follow the regular class. Placement in a class will be determined according to criteria set by the school.
- c. The official exemption issued by the Ministry of Education should be submitted to the school director before the end of June for it to be effective during the

following academic year. Exemptions obtained during a school year cannot be acted upon automatically.

- d. The school will decide the proper level of instruction in the Special Arabic program. Students joining the College at the Preschool or Lower Elementary should ultimately be able to join the regular program at the Middle School level or to reach the advanced level of the Special Arabic Program at upper levels.
- e. Students previously enrolled in the Lebanese program should not assume that, upon obtaining an exemption from Arabic from the Ministry of Education, they are automatically admitted to the College Preparatory Program. The College reserves the right to accept students to the CPP based on their performance and on vacancies available at the different levels.
- f. Students who sat for the Lebanese Brevet Exams and wish to shift to another program upon joining the secondary school will have to abide by the school's policy concerning the learning of the Arabic language. More specifically students who join the:
 - *French Baccalaureate Program* or *College Preparatory (High School) Program* will continue to learn the Arabic Language according to a program designed by the Arabic Department at the Secondary School.
 - *International Baccalaureate Program* will design their program of studies based on policies set by the International Baccalaureate Organization

14. Student Support

a. The administration recognizes the importance of having an up-to-date special education program, with a sufficient number of trained personnel, to assist students for whom such support is professionally judged to be necessary and useful. I.C. within its resources will do its best to promote excellence in special education, as with all other I.C. programs.

b. I.C. administrators and faculty acknowledge their obligation to identify students with special needs as early in their education as possible, and to work conscientiously with such students and their families to assist them to succeed academically and socially at I.C. When it is determined, after taking into account all relevant circumstances that I.C. is no longer the right school for the student, I.C. administrators and faculty members will work with the parents and the student to identify educational or training alternatives. The objective is to be as helpful and as compassionate as possible, to the students and their families, in the sometimes-difficult transition to a new setting.

c. I.C. faculty members and administrators appreciate that each student has distinct strengths and weaknesses, and it is their responsibility to develop the potential of each student to the fullest, within the perimeter of I.C.'s standards.

d. Because I.C. offers a challenging academic program, and will continue to do so, it enrolls students who are expected to perform well, including by conventional measures, through the full duration of their education.

e. The indefinite retention of a student whose record of performance shows that he or she cannot keep pace does not serve, generally, any positive purpose in a competitive environment such as I.C.'s, and, it may even be harmful to the student.

f. It is incumbent on I.C. administration and faculty to render full and honest judgment to parents about the capability of individual students to keep pace and benefit from the progressively challenging program at I.C.

g. It is the expectation of the faculty and administrators that each student enrolled will be able to keep pace with the I.C. program. Beyond the lower levels, it is expected that a student with an earlier identified difficulty will have received adequate remediation or have developed sufficient alternative learning and coping strategies so that he or she will be able to advance successfully with his or her class.

Job description of the counselor at the preschool

Pre-school counselor is a professional educator with a mental health perspective who works with students, parents and staff to help determine and improve the child's well-being. Our work facilitates social skills and development of one's personality with the ultimate aim of enhancing the educational and psycho-social development of children.

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

- Observe students as required and as needed.
- Present advisory sessions addressing: Social skills, behavior issues, personality and emotional development.
- Provide a safe, supportive learning environment.
- Work with teachers, school employees and parents to improve the mental and emotional development of students in coordination with the Director.
- Offer professional workshops to parents.
- Work closely with all school student support personnel.
- Keep a thorough, comprehensive and confidential record of each student/group of students consulted.
- Assist with interviewing children for admission.
- Collaborate with outside specialists.
- Attend class meetings as appropriate or as needed.
- Hold regular meetings with the Director.

15. Students' Expectations

a. Appearance

I.C has no school uniform. However student's clothing should be practical, decent, and neat. **Fancy clothing and appearance that distract and interfere with classroom work are discouraged.**

Please note the following:

- Girls and boys' stomachs and backs must be covered at all times. Inappropriate clothes such as tight pants or short skirts, tank tops; torn jeans and jewelry are forbidden.
- Boys and girls must wear their pants at the waist.
- Shoes that stay secured on the feet are necessary to ensure safety when students move around in the school building. We recommend closed shoes for safety.
- Hair should be well groomed and nails clean and trimmed. Hair coloring is unacceptable.
- A complete extra set of clothes is required for students in nursery, KGI, and KGII.

b. Responsibility

Students are responsible for their own behavior therefore they should:

- Control their behavior and be held accountable for it.
- Be competent in making wise decisions.
- Be in control of making choices within an acceptable range.
- Be responsible for what happens as a result of the choices they make.
- Follow rules of conduct and play.
- Respect the school environment, taking responsibility for keeping it clean.
- Contribute to conserving resources by:
 - Reducing.
 - Reusing.
 - Recycling material.
- Use courteous language at all times.
- Speak in reasonable voice tones.
- Respect teachers and all other school personnel.
- Follow playground procedures.

Students should:

- Keep the playground clean.
- Use the restroom and drinking fountain during recess.
- Remain in their assigned area.
- Properly use approved PE and playground equipment.
- Display good sportsmanship and positive social attitudes at all times.
- Refer to the teacher on duty when necessary.

Students should not bring:

- **Gum, carbonated canned drinks, glass containers.**
- **Electronic equipment (radios, Walkman-type personal stereos, game boy-type portable video games, mobile phones, etc.).**
- **Personal play/sports equipment (toys, collectible cards, skateboards, etc.)**
- **Hazardous items e.g. matches, knives or blades.**
- **Other learning distracters.**

B. PROCEDURES

1. Absence Policy.

- a. Regular attendance is required for promotion. Prolonged absence will jeopardize meeting the requirements set per each grade. Appropriate measures will be decided upon in case of prolonged absence.
- b. Parents need to 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.
- c. After an absence due to illness, parents must submit an official medical report stating the specific illness and its duration.
- d. **Every effort should be made to have medical and dental appointments tended after school hours.**
- e. In case of prolonged absence, parents need to follow up with classroom teacher to receive home assignments to cover up for the child's missed class work. Communication with teachers will happen through Moodle or through an

assigned meeting. Please contact the office in the morning to arrange the pick-up of assignments at the end of the school day. **It is strictly forbidden to disturb teachers during class hours.**

2. Arrival / Dismissal

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.

- ♦ **Arrival:** All students should be in school no later than 7:35 am.
- ♦ **Dismissal:** Dismissal of students is at 1:00 pm daily for Nursery/PS classes; for KGI/MS and KGII/GS dismissal is at 2:10 pm every day and at 1:00 pm on Wednesdays.

N.B: 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.

3. Authorization to Pick up Students / Change of Routine

Change of usual routine (leaving school with a friend, not taking the bus, etc...): In case of emergency that needs for a change in your child's daily routine, **please inform the office by sending a signed note.**
Email messages and phone calls will not be accepted.

4. Birthday Parties

Birthday parties are allowed at the Pre-School only. Such events are allowed to be celebrated in class for the child to be aware of time and growth and to enjoy this special moments in a simple way. Provision for such an event has to be arranged with the teacher(s) in advance. NO CIRCULATION OF GIFTS IS ALLOWED UNDER ANY CIRCUMSTANCES. Should a gift be sent, please let it be in the form of an educational game or book for the students to use in class. **We apologize for returning gifts sent to each individual student.** No balloons, costumes, accessories, or special entertainment are allowed. Siblings may not leave their class to attend birthday celebrations.

The school advises you to prepare simple cakes without sugar frosting or cream, or food colorants to insure a balanced diet for your children. Candles are not allowed. Parents may take a few photos for personal memories. **Class photos are not be shared on social media.**

5. Bringing Money to School

Students are discouraged from bringing money to school unless they are requested to do so. Should there be a need for collecting money; parents are then notified through an official written memo.

6. Change of Address

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

7. Gifts

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

8. Health Services

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

- The preventive aspect involves keeping and updating a file for each student.
- The curative aspect involves taking care of 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 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.

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

9. 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.

10. 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 workbooks and notebooks. Should you lose anything, please check promptly with the school office.

11. 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.

12. Lost and Found Items

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 the lost items in the school office.

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

14. Parents' Involvement

Parental involvement in the school is a privilege for parents and benefits the students' social and academic growth. Parents may assist on a monthly, bimonthly or weekly basis, depending on the school's needs. Parents are encouraged to participate in the parent involvement program in coordination with the classroom teacher. During their involvement in school activities, parents are advised to take advantage of their time by spending it with the students through activities and interactions. They are to refrain from taking photos or using cell phones. It is strictly forbidden to share any class photo on social media.

15. Recesses

Two recesses are scheduled daily. Snacks are provided for Pre-school students.

16. Reporting

a. Progress Reports

Formal reporting to parents takes place three times a year:

1. January: a written report and meetings with all parents.
2. March: a report and conference using portfolios.
3. July: Final written report.

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

Promotional decisions for each student will be included in the final report. Photocopies of all documented meetings with parents and all formal Progress Reports are placed in the student's file in the office for future reference.

b. Parent-Teacher Meetings

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

- i. A general parent orientation meeting is held at the beginning of the academic year.
- ii. **Weekly meetings are held to discuss students' continuous progress. Please call the office for an appointment.**

17. School Schedule

Office hours:

Monday through Friday 7:30 a.m. - 3:30 p.m.

Infirmery hours:

Monday through Friday 7:30 a.m. - 3:30 p.m.

Library hours:

Monday through Friday 7:30 a.m. - 2:00 p.m.

Students' hours:

Nursery:

Monday through Friday 7:40 a.m. - 1:00 p.m.

KGI & KGII

Monday, Tuesday, Thursday, Friday: 7:40 a.m. - 2:10 p.m.
Wednesdays: 7:40 a.m. - 1:00 p.m.

18. Snack

Healthy snacks are provided by the school. Parents need to inform the school office, in writing, of allergies to any food item.

19. Tardiness

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

- a. Classes start punctually at the assigned times (7:40 am). Students are expected to attend all classes in full.
- b. Teachers will record student's 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.
- A fourth occurrence will subject the student to a written warning.
- If tardiness continues, more than four times, the parents will be called for a meeting with the student's advisor.
- If the lateness reoccurs, the parents will be called for a meeting with the student's advisor and the director.
- Action for any further occurrences will be decided upon by the school's administration.

20. 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.

21. Questionnaires

Quality control depends upon reliable data from a variety of sources especially parents. That is why, parents receive a questionnaire and are requested to seriously study it. This will allow 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 the students. We urge you to read it carefully, fill it out completely and send it back to the office.

22. Updating Students' Files

At the beginning of the year, parents are asked to fill out numerous forms such as medical, general information and others, 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.

C. STUDENT SERVICES

1. Communicating with Parents

a. Correspondence

Letters and circulars (hard or electronic format) are means of communication with parents. We expect parents to read the contents carefully and to follow up promptly with any requirements. Such letters and circulars are usually sent with students or posted on MOODLE and/or the website. **Please check that your children deliver these to you promptly, and in the case of letters, that they do so without opening envelopes. Kindly check MOODLE and the website regularly.**

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

b. School Calendar

I.C. provides parents with a yearly calendar that indicates the dates of upcoming holidays, vacations and activities (check last page).

c. Parents' Monthly Bulletin

A Parents' Monthly Bulletin will be posted on the website.

d. Website:

IC has a website www.ic.edu.lb, where all announcements related to school are posted. Please check it regularly for updates, information, or emergency measures.

2. Financial Aid

The College has established a Financial Aid Fund. Aid 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.

3. Health Service

Please refer to Health Services under Procedures.

4. Transportation

Please refer to School Bus Safety Rules under Policies.

5. Final Thoughts

There are many things that you can do to help make school a wonderful experience

for your children. Read some of the ideas listed below, and do not be overwhelmed or feel you that you have to do everything. Choose one or two things to begin with and add others as you feel comfortable doing so.

1. Read daily to your child. Take your child to visit bookstores and the National Libraries. Let your child see you enjoying reading your own books.
2. Talk with your child and listen to what he/she has to say. Show interest, ask questions, answer your child's questions simply and directly and give praise and encouragement when appropriate. Play puzzles and games together.
3. Make your child feel important at home and provide a quiet, well-lit place to read.
4. Teach your child the correct names of people and things.
5. Train your child to follow home rules and regulations in order to be easier for him/her to apply them at school (i.e. positive work habits, speaking politely to everyone, observing manners, asking for help when needed, etc...)
6. Help your child to be on time.
7. Help your child follow the bus rules and respect the environment.
8. Control and limit the use of computers, I-pads, and television.

**SPEND QUALITY TIME AT HOME, SCHOOL AND AROUND THE COMMUNITY!
RIDE A BIKE, TAKE A WALK, AND TAKE A TRIP. ..HAVE FUN TOGETHER!**

IV-Students, Parents, and Employees' Rights and Responsibilities

Student Honor Code

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

Honesty

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

Respect

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

Responsibility

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

Compassion

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

Code of Conduct for Parents

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

this code of conduct further clarifies expectations intended to ensure an orderly, respectful, and secure educational environment.

Addendum (Parent Code of Conduct)

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

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

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

Code of Conduct for Employees

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

Observance of Lebanese Laws and IC Policies

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

Professional Expectations

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

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

Non Secular or Partisan Political Activities

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

Conflict of Interest

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

Confidentiality of information

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

be in their use, custody or charge, shall be and remain the property of IC and shall immediately be returned to IC upon termination of employment.

Employee Dress Code

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

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

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

Drug-Free Workplace

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

Smoke-Free Campus

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

Harassment and Bullying

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

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

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

- Disrespectful Behavior: Actions that are rude, unpleasant, inappropriate and unprofessional. Behavior that causes hurt feelings and distress and disturbs or offends others.
- Physical: hitting, pushing, tripping, spitting on others.
- Verbal: teasing using offensive names, ridiculing, spreading rumors. (Oral and written on electronic sites such as Facebook).

- Non-verbal: writing offensive notes or graffiti about others, rude gestures or abuse of the honor of a person through the use of Internet or SMS messaging.
- Extortion: threatening to take someone's possessions, food or money.
- Property: stealing, hiding, damaging or destroying property.
- Gendered Bullying: bullying based on gender or the enforcement of gender-role expectations.
- Sectarian Bullying: bullying based on religion or sect.
- Sexual Harassment: Unwelcomed sexual advances, requests for sexual favors, or other favors, or other verbal, non-verbal, or physical conduct of a sexual nature.

Technology Use by Employees

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

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

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

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

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

- Soliciting for commercial ventures, religious or political causes, outside organizations, or other non-job related solicitations
- Creating or sending any offensive or disruptive messages. The use of the College systems is subject to IC's Harassment Policy.
- Sending or receiving copyrighted materials, proprietary financial information, or similar materials without prior authorization.
- Downloading software not approved by IC's technology department.

- Accessing or using confidential or personal information without authorization.
- Accessing or downloading inappropriate websites, such as pornography or gambling.
- Spending inappropriate amounts of IC time using the Internet or e-mail that are non-job related or interfere with job duties.
- Obtaining personal financial gain.
- Fraud and conflict of interest.
- Any employee who violates this policy or uses the electronic communication systems for improper purposes may be subject to discipline, up to and including termination.

Gifts

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

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



We acknowledge receipt of the 2018-2019 student handbook.

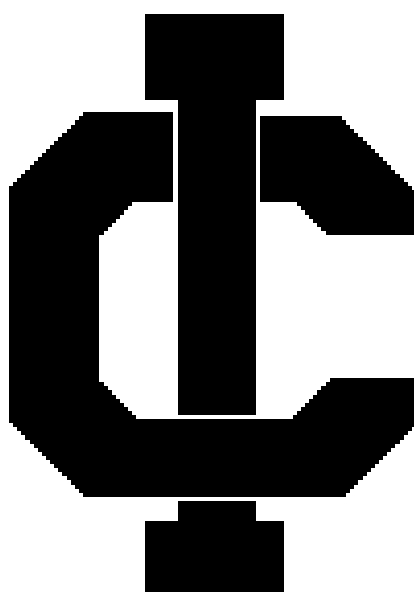
Student Name

Signature

Parent/ Guardian Name

Signature

Date



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