



# **Preschool Students / Parents Manual 2025/2026**

# **TABLE OF CONTENTS**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>SCHOOL PHILOSOPHY AND OBJECTIVES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Page<br/>1-3</b> |
| <ul style="list-style-type: none"><li>• School Mission</li><li>• School Vision</li><li>• IB Statement</li><li>• Motto</li><li>• School Beliefs</li><li>• Objectives (Last revised September 2025)<ul style="list-style-type: none"><li>➤ Holistic Approach</li><li>➤ Curriculum Delivery</li><li>➤ Child-Centered School</li><li>➤ School Improvement<ul style="list-style-type: none"><li>✓ School Community</li><li>✓ School Properties and Finances</li></ul></li></ul></li><li>• Learning Definition and Objectives</li></ul> |                     |
| <b>WELCOME TO LWIS-CiS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>4</b>            |
| <b>PRESCHOOL PHILOSOPHY</b> (Last revised September 2025)                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                     |
| <b>PRESCHOOL TIPS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>6-7</b>          |
| <ul style="list-style-type: none"><li>• Preparing Your Child for School</li><li>• Helping the Child Learn</li><li>• Celebrating Learning with Student-Led Portfolios</li><li>• The Very First Day</li></ul>                                                                                                                                                                                                                                                                                                                       |                     |
| <b>CHILD PROTECTION POLICY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>8-10</b>         |
| <b>SCHOOL RULES, REGULATIONS AND DISCIPLINE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>11</b>           |
| <ul style="list-style-type: none"><li>• <b>Academic Rules and Regulations</b><ul style="list-style-type: none"><li>➤ Arrival at School/ Departure from School</li><li>➤ School Hours</li><li>➤ Progress Report</li><li>➤ Homework</li></ul></li></ul>                                                                                                                                                                                                                                                                             |                     |

- **Non-Academic Rules and Regulations**

**11-15**

- School Uniform
- Clothing
- Health
- Personal Hygiene
- Medication
- School Items
- Recess
- Accidents
- Insurance
- Late Arrival / Absences
- Students' Pick-ups
- Visitors
- Lost and Found
- Jewelry/Toys
- Earthquake, Fire and Lockdown
- Disciplinary Rules and Procedures
  - Definition
  - Changes
  - Illness
  - Positive Guidance

**STUDENT ACTIVITIES AND OTHER SERVICES**

**16-18**

- Food and Meals
- Parent/Teacher Conference
- Academic Open House
- Parent Volunteer's Activities
- Quiet Time
- Outdoor Play
- School Policies Covering Transportation
- Code of conduct on the school buses
- Birthdays
- Field Trips
- Holidays
- Parent/Teacher Communication

## **SCHOOL PHILOSOPHY AND OBJECTIVES**

### **SCHOOL MISSION**

The mission of LWIS-City International School is to create a nurturing environment where students, faculty, and families work together to develop academic excellence, ethical behavior, and personal responsibility.

Guided by our values, Respect, Responsibility, and Relationship, and by the promotion of lifelong learning, LWIS-City International School will honor the special gifts in every child and support all learners.

Within the safe and flexible learning environment, our mission culminates in guiding children toward achieving their maximum potential and becoming meaningful contributors to an ever-diverse international society.

To achieve this, we offer a diverse and challenging curriculum with multi-level standards and a wide variety of choices, delivered by a qualified and experienced staff that leads by example.

### **SCHOOL VISION**

The vision of LWIS-City International School is to cater to all learners regardless of their social, ethnic, or academic backgrounds or abilities.

Our goal is to motivate students to become independent, analytical thinkers, problem solvers, inquirers, responsible, ethical adults, good communicators, reflective and technologically able researchers.

We also aim for our graduates to be self-confident, tolerant, and productive members of society.

### **IB MISSION STATEMENT**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **MOTTO**

***WHERE EVERY CHILD IS A CORNERSTONE OF OUR SCHOOL.***

### **SCHOOL BELIEFS**

- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Each individual is worthy of praise, encouragement, respect, and the opportunity to be challenged to full potential.
- Since all students can learn in a safe and nurturing environment conducive to learning, the school setting should be child centered.
- Curriculum and instructional practices should incorporate and implement a variety of instructional levels, settings, multiple intelligence theories, and learning activities to accommodate differences in learning styles for both regular and special education students.
- The values of human diversity and cultural heritage in the global world must be fully appreciated.
- Developing good character is essential for building citizenship, responsibility, positive relationships, and respect for one's self and others.
- Students must be prepared for future endeavors through the proper use of technology and appropriate research tools.
- The staff's commitment to professional growth facilitates meeting the needs of our students.

## OBJECTIVES

The objective of the school is to equip learners with the following traits (Portrait of a Graduate):

1. Agile Thinker
2. Confident Communicator
3. Self-Directed / Independent Learner
4. Action - Oriented Researcher (Committed Researcher)
5. Globally Minded Citizen (Principled and Global citizen)

These traits are achieved through:

### 1. Holistic Approach

- Provide a convenient and healthy environment to achieve academic success.
- Provide a supportive environment that helps develop the emotional aspect in a child.
- Develop social skills that enhance democratic, confident, and respectable attitudes in the community.
- Respect each other's diversity in a multicultural environment.
- Ensure the development of human values in our students.

### 2. Curriculum Delivery

- Provide a flexible program that caters to all students according to their level and ability.
- Offer an academic curriculum that fulfills Lebanese, American and IB PYP programs.
- Encourage environmental awareness to preserve our natural and physical resources.
  - Ensure the acquisition of various skills in order to sustain survival and development in the 21<sup>st</sup> Century.
  - Provide a career guidance program that facilitates students' choices of professions.
  - Update textbooks and resource materials continuously.
  - Promote critical and analytical thinking throughout the curriculum.
  - Promote inquiry and reflective thinking throughout the curriculum.

### 3. Child-Centered School

- Ensure that students are actively involved in the learning process.
- Offer English as a Second Language (ESL) for non- English speakers.
- Provide in and out of class special need programs for students with learning difficulties.
- Provide support lessons for students with gaps in education.
- Provide extra and challenging materials for gifted students.
- Involve students in publishing their news and events.
- Include students while implementing and reviewing school policy.
- Encourage students to achieve their maximum potential by providing them with an appropriately challenging curriculum.

### 4. School Improvement

- School Community
  - Seek and maintain high academic standards.
  - Revise continuously the curriculum and policy to provide the maximum chance for student learning.
  - Involve teaching and support staff in training and development programs.
  - Strive to provide optimal work conditions for personnel.
  - Foster communication with parent(s)/guardian and staff.
  - Encourage parent(s)/guardian involvement in school life.
- School Properties and Finances
  - Plan to continuously make the school property safe, healthy, and appropriate for optimal curriculum delivery.
  - Plan and control the budget for optimal use and development for the school.

## **LEARNING DEFINITION AND OBJECTIVES**

Learning is a lifelong process of understanding concepts, acquiring knowledge and transdisciplinary skills, and transforming them into a lasting impact on the learner's behavior and attitude.

We aim for our learner to be ethical, moral, empathetic, an analytical and logical thinker, inquirer, problem solver, risk taker, entrepreneur, independent and reflective self-learner, and internationally-minded citizen.

Learning is delivered in a safe, supportive, respectful, challenging, and rewarding environment of equal opportunities through experimenting, investigating, collaborating, reflecting, sharing, experiencing, and training.

The effect of learning is measured by a variety of formative and summative assessments, using qualitative and quantitative criteria.

## **WELCOME TO LWIS- CITY INTERNATIONAL SCHOOL**

LWIS-City International School welcomes all parents/guardians at our Pre-school Department. We are looking forward to working with you hand in hand, to ensure a successful and enjoyable school year for your child/ward. Backed by a fabulous team of staff, we are able to offer your children/wards an innovative program where we encourage the development of your children's/wards' self-esteem, nurture their confidence in themselves and their own abilities, and sustain the independence that will build the foundation for the rest of their life journey.

An enrichment program, added to its engaging activities, is thoroughly tailored to the particular needs and interests of all learners, in a respectful differentiated approach.

The purpose of this document is to inform you about school procedures that have been established to create a well-organized learning environment for our young learners.

## **PRESCHOOL PHILOSOPHY**

LWIS-CiS embraces a child-centered philosophy that promotes creative thinking and lifelong learning. At LWIS-CiS Preschool, we embrace the IB Primary Years Programme (PYP) Early Years philosophy, recognizing that play is the central mode of learning for young children. We believe that children are capable, curious, and active participants in their own learning journey. Through play-based, inquiry-driven experiences, they develop the foundations of conceptual understanding, social connection, and self-expression.

Our preschool environment is warm, safe, and stimulating, where every child feels a sense of belonging. We value the holistic development of learners—cognitive, emotional, social, and physical—and nurture their natural disposition to wonder, explore, and create.

We aim to:

- Honor each child's uniqueness by providing children with opportunities to express themselves and work to the best of their abilities.
- Foster curiosity, creativity, and problem-solving through authentic inquiry and play.
- Support the development of the POG dispositions and IB Learner Profile attributes from the earliest years, encouraging children to be agile thinkers, confident communicators, globally minded citizens, action-oriented researchers, and self-directed learners as well as caring, principled, open-minded, reflective, balanced, knowledgeable, thinkers, inquirers, risk-takers, and communicators.
- Build respect for diversity, empathy, and collaboration as essential parts of learning.
- Partner with families to create a consistent, caring, and joyful learning experience.

At LWIS-CiS Preschool, we believe that through play, relationships, and inquiry, children embark on their lifelong journey as confident, compassionate, and knowledgeable lifelong learners who contribute meaningfully to their world.

## CURRICULUM

LWIS-CiS Preschool curriculum is guided by the IB PYP Early Years framework, providing children with meaningful, connected learning experiences that develop both skills and understanding. Learning is transdisciplinary, concept-driven, and play-based, ensuring that children learn in ways that are engaging, relevant, challenging, and significant.

Our curriculum focuses on the following areas of development:

- Language Development (Arabic, English, and early French)
- Early Mathematical Thinking
- Science and Exploration of the Natural World
- Social Studies and Understanding Communities
- Transdisciplinary Units of Inquiry
- Arts (visual arts, music, drama, and movement)
- Physical Development and Well-being
- Personal, Social, and Emotional Growth
- Approaches to Learning (ATL) skills—thinking, communication, self-management, research, and social skills
- Mindfulness and Emotional Awareness

### On Action

At LWIS-CiS Preschool, we believe that learning leads to action. Even our youngest learners show action in simple yet meaningful ways—through sharing, caring for others, expressing their ideas, and making responsible choices. These small actions are powerful steps in helping children understand that they can make a difference.

### On Agency

We empower our preschoolers with voice, choice, and ownership. This means that they have opportunities to share their ideas, make decisions in their learning, and take pride in their discoveries. By nurturing agency from the earliest years, we help children grow into confident, independent, and responsible learners.

### On the Learning Community

We see our preschool as a community of learners where children, families, and facilitators learn and grow together. By working in partnership, we create a consistent and joyful environment that celebrates every child's journey.

### On Assessment

In the preschool years, assessment is gentle, ongoing, and based on daily observations of each child's learning. Rather than tests, we focus on capturing moments of growth, reflection, and curiosity. This approach allows us to truly understand each child's development and celebrate the learner's progress over time.



## PRESCHOOL TIPS

### Preparing Your Child/Ward for School

All children are different and unique; some are naturally much more independent than others. Helping your child/ward to be as independent as possible before he/she goes to school is important. Independence develops confidence, and a child who is independent and confident will deal with school life better than a child who has to depend on someone else for his/her everyday need.

Here are some tips you can use before your child/ward begins school. Some of them might seem very simple, but being able to do the simple things will give your child/ward some of the confidence he/she needs.

- Make sure that your child/ward can dress himself/herself on his/her own. Expect him/her to do it regularly from an early age. Make it easy; avoid fancy buckles, belts, laces, etc... Velcro fastening shoes and elasticized trousers and skirts make life much easier.
- Make sure that everything is labeled clearly so that your child/ward can recognize it. Name tags written in easily legible script are advised. This will help your child/ward recognize his/her own name, and belongings.
- Make sure that your child/ward can ask to go to the bathroom, and is able to express his needs.
- Make sure that your child/ward can use the bathroom correctly and wash and dry his/her own hands.
- Encourage and explain “sharing” and “taking turns.”
- Encourage your child/ward to tidy up after himself/herself.
- Encourage your child/ward to respect and care for books.
- Encourage your child/ward to respect the property of others.
- Acknowledge appropriate behavior through reasonable clear consequences.

### Helping the Child Learn

Play is an essential tool for learning and children learn best through playful, engaging, interactive, inquisitive experiences.

Many of the activities below can be learned both at home and at the playgroup/nursery. This will ensure the acquisition of social skills, sharing, and teamwork, playing together, cooperating, making friends and building character.

A socially withdrawn child who finds it difficult to share and make friends is often an unhappy child. However, here are some things you can do, to foster your child early years.

- Describe everyday objects and state events as they occur. Talk about things as much as you can.
- Listen to what your child/ward has to say and respond to it.
- Keep clear expectations.
- Show your child/ward that you are listening by sometimes stopping what you are doing. The fact that an adult will care and listen to what a child has to say builds up his/her confidence and self-esteem.
- Encourage your child/ward to listen to you, keep eye contact.
- Stress on a greener Community and Go Green.
- Give your child/ward lots of chances to use scrap paper, crayons, pencils and paint. It is the most important way by which children develop the skills of writing. It may look like scribble to us, but it is your child as an emergent writer. Encourage a correct pencil grip, regardless of whether he/she is left-handed or right-handed.
- Buy some blunt-ended scissors and let your child/ward cut up strips of paper and material to help with eye/hand coordination.
- Snuggle up together with your child/ward with a picture or storybook. Read together daily.
- Do as much counting as you can. There are masses of opportunities at home to help your child/ward get used to numbers. Count the stairs on the way to bed, count out ingredients going into your cooking, count the flowers in a vase, and count the cans on a shelf at the supermarket.
- Take time to express ideas and be creative. Don't be reluctant at getting messy.
- Promote inquisitive activities together to discover the world.
- Engage through open-ended questions and reflect upon.

## **Celebrate Learning with Student-Led Portfolios**

Student–Led Conferences are conducted by our young learners in the presence of their parents. Every learner will be presenting his/her learning through his/her own personal portfolio, reflecting and building upon his progress, discussing and receiving multiple feedbacks, and sharing learning impacts. Student-Led Conferences offer an extremely valuable opportunity for learners to share their knowledge and acknowledge their strengths as well as face their challenges and grow through it all. Children will be engaged in understanding and taking ownership of their own learning, reaching their own targets, and taking pride in their achievements.

## **The Very First Day**

### **The following would make your child's/ward's life easier:**

- Stay calm! Do whatever you have to do, but try to stay as calm as you can.
- Get up early to ensure there is no rush or panic to get to school on time.
- Do not force your child/ward to have breakfast if he/she is too excited to eat; he/she will only feel ill or be sick.
- Talk about the day as positively as you can but be sympathetic to the kinds of emotions your child/ward might be feeling. Respect his fears or jitter and comfort him.
- Try to arrive with just enough time to get the feel of things without having to wait around too long. Do not arrive late avoid any pressures.
- Give your child/ward a hug and a kiss a little before school starts. Avoid giving him/her a goodbye cuddle at the very last second.
- Help him feel confident that he/she will have a wonderful safe day.
- Go home and have a very pleasant day. Trust that your child/ward will be having a happy time – he/she usually does!

### **Some books to share with your child/ward at the beginning of the year are:**

- Ned by Celina Young. Published by Walker Books
- What Will Mommy Do While I'm at School by Dolores Johnson. Published by Macmillan/McGraw/Hill
- Will I Have a Friend? by Miriam Cohen. Published by Macmillan/McGraw/Hill
- My Teacher by James Ransom
- The Kissing Hand by Andrew Penn
- First Day of School Series
- Stick and Stone by Beth Ferry

## CHILD PROTECTION POLICY

This policy was established and adopted in November 2022 by LWIS-City International School (LWIS-CiS) in partnership with himaya and will be reviewed on a biannual basis, unless there is a need for an immediate change in policy.

Himaya is a Lebanese non-governmental organization founded in 2009 and dedicated to protecting children from all forms of abuse. It operates across the Lebanese territory and offers services that cover a large spectrum of intervention: prevention, psychosocial follow-up, raising awareness about child abuse, advocacy, capacity building, research and development.

### Acronyms

**CPP** – Child Protection Policy

**SOP** – Standard Operating Procedures for the Protection of Juveniles in Lebanon

**CPO** – Child Protection Officer

**CPC** – Child Protection Committee

**CRC** – [UN] Convention on the Rights of the Child

**MoSA** – Ministry of Social Affairs

### Definitions

- Child
- Child Protection
- Child Abuse and Neglect
- Suspicion of Child Abuse
- Imminent Risk
- Potential Risk

#### → **Child**

For the purpose of this document, a “child” is defined as anyone under the age of 18, in line with the **UN Convention on the Rights of the Child and Lebanese Law 422**, or older in case they are still students at LWIS-CiS.

#### → **Child Protection**

The processes involved in consideration, assessment and planning of required action, together with the actions themselves, where there are concerns that a child may be at risk of harm from abuse, neglect or exploitation.

#### → **Child Abuse and Neglect**

Refers to all forms of physical and emotional ill treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child’s health, development or dignity.

#### → **Suspicion of Child Abuse**

Any event or occurrence that leads to any doubt of an abusive situation. Suspensions do not need to be verified by the reporter nor justified by proof before they are reported; doubt is sufficient to inform an authority.

#### → **Imminent Risk**

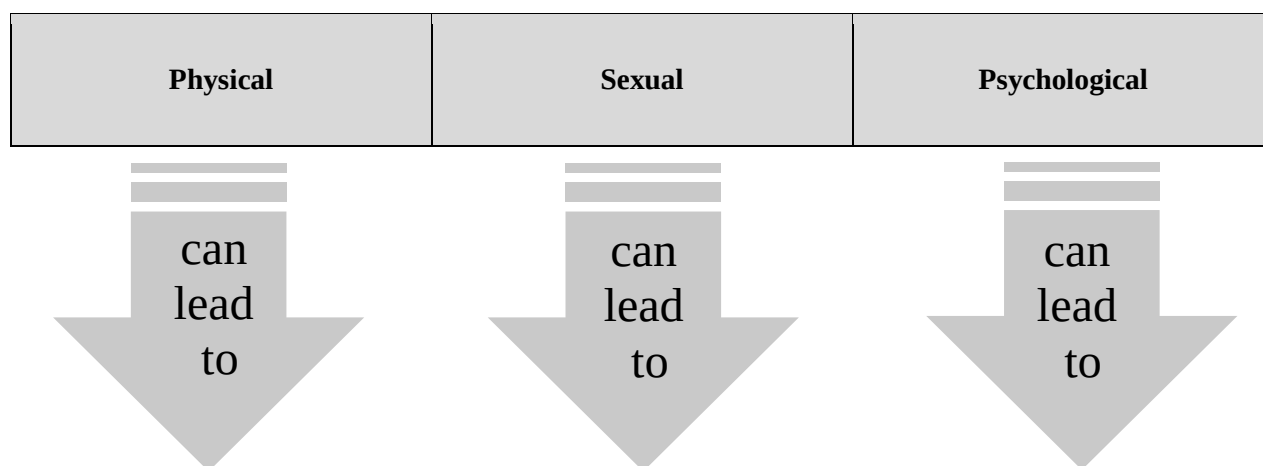
All forms of abuse, threats or other circumstances endangering the safety and development of a child that require immediate judicial measures to prevent serious harm. These cases are the responsibility of the Ministry of Justice (Standard Operating Procedures for the Protection of Juveniles in Lebanon– SOP).

#### → **Potential Risk**

Threats that can affect the development and safety of a child but do not require immediate judicial measures. These cases are the responsibility of the Ministry of Social Affairs and partner child protection organizations. (Standard Operating Procedures for the Protection of Juveniles in Lebanon– SOP).

## **Types of Abuse**

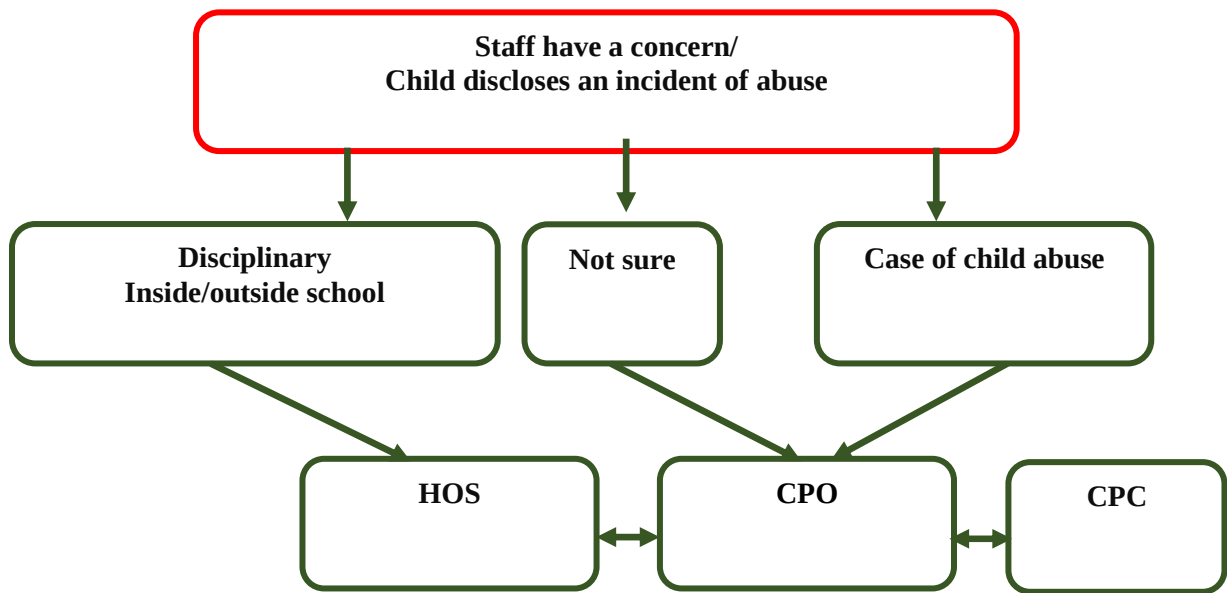
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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Physical</u></b><br><br>Non-accidental physical injury to the child often resulting in physical impairment of the child. Examples include striking, kicking, burning, shaking or biting the child.       | <b><u>Neglect</u></b><br><br>The ongoing failure– to meet the child basic needs (food, clothing, shelter, medical care, education, emotional support and supervision) to the degree that the child’s health, safety, and wellbeing are threatened with harm.    |
| <b><u>Sexual</u></b><br><br>Sexual abuse refers to any form of sexual activity or act with a child by an adult or by another child who is in a position of responsibility, trust, or authority over the child. | <b><u>Psychological</u></b><br><br>A pattern of aggressive and negative interaction with a child, which includes attitudes, behaviors, or hostile speech, and can seriously interfere with a child’s cognitive, emotional, psychological or social development. |



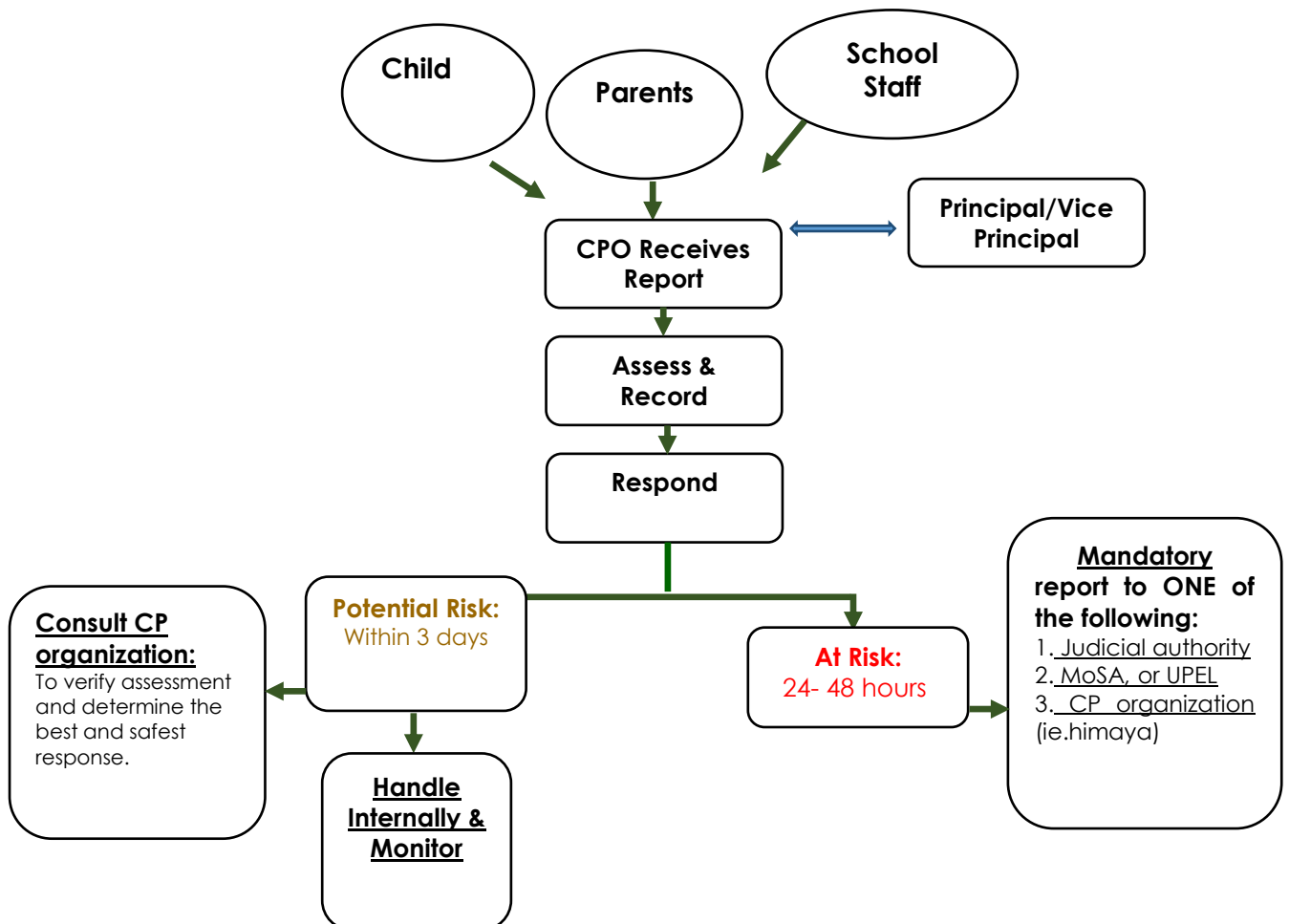
## **Bullying**

The recurrent use of intimidation or coercion unto a peer. It’s a form of aggressive behavior that is characterized by the existence of a power imbalance, hostile intent and recurrent behavior.

### Disclosure of Abuse - Referral Map:



### **Appendix 1: LWIS-CiS's Referral Pathway and Procedure**



## **SCHOOL RULES, REGULATIONS AND DISCIPLINE**

School rules are intended to ensure the safety and welfare of pupils and the smooth functioning of the school community; however, the following is not an exhaustive listing of all the situations and circumstances that may arise which would then be handled on individual basis. Some measures to be taken are counseling, assigned tasks, community service, removal from classes, detention, suspension, and expulsion.

### **ACADEMIC RULES AND REGULATIONS**

#### **Arrival at School/Departure from School**

Children are expected to arrive shortly before classes begin at 7:50 a.m. and to be picked up from school no later than their designated departure times. In compliance with the school's insurance conditions, we are unable to have pre-school students on school grounds before 7:30 a.m. or after 2:15 p.m., unless otherwise stated.

#### **School Hours**

School hours for the whole school:

- |                                        |                       |
|----------------------------------------|-----------------------|
| • Monday, Tuesday, Thursday and Friday | 7:50 a.m. - 2:15 p.m. |
| • Wednesday                            | 7:50 a.m. – 1:15 p.m. |

#### **Progress Report**

- Written progress reports are given to parents/guardians three times a year.
- Winter Open House is held mid-year to share teaching and learning.
- A student-led conference is conducted during the last term.

#### **Homework**

Your child/ward may bring simple homework from school which might include a drawing, a project, reading or writing. Please show your appreciation and find time to help your child/ward. Homework will give you a clear idea of what is being taught in class.

### **NON-ACADEMIC RULES AND REGULATIONS**

#### **School Uniform**

All students are required to wear their school uniform which is purchased and distributed at the school on specific school days.

#### **Clothing**

Preschool students are required to wear comfortable shoes suitable for outdoor play.

Parents/Guardians of preschoolers are asked to provide a complete set of clothing for their children/wards in case of accidents. All items must be labeled with the child's/ward's name and class.

## Health

This policy is in place to minimize communicable infections at the school. In order to keep your child/ward as healthy as possible, we ask you to ensure that these policies are closely followed:

- A record of all immunization must be on file and reported to the office whenever changes are made.
- A child/ward will be observed upon arrival and will not be permitted to stay if any symptoms of illness are shown. That includes fever, eye infections like red eye, nausea, diarrhea, head lice, skin problems, or any communicable disease, such as chicken pox, measles, etc...
- A doctor's note will be needed after five consecutive days of absence or upon return from an infective ailment.
- If a child/ward becomes ill at school, he/she is attended to by our school nurse who will contact the parent(s)/guardian in case the child/ward needs to be picked up, for his own wellbeing.

## Personal Hygiene

- The student is expected to wear clean and appropriate uniform for school and during outings and PE periods.
- The student's fingernails need to be cleanly cut and without any nail polish.
- The student's hair should be well groomed and pulled away from the face.

## Medication

We recommend that medication not be administered at school. However, if any medication must be administered, the following regulations apply:

- All medications (whether prescription, over – the- counter, or herbal remedies) must be in the original container and clearly labeled with your child's name and dosage.
- Prescription and time period between dosages.
- Medication must be turned over to teacher/ nurse at arrival time for safekeeping.
- **Staff cannot administer any medication, including Tylenol/Panadol and cough syrup, without a parent or guardian's written consent. Verbal consent is not sufficient.**

Medication can be administered by the school nurse if it is prescribed by a doctor with a signed note by the parent(s)/guardian stating explicit instructions for dosage and time. If the doctor recommends an over-the-counter medication, a signed note from the parent(s)/guardian must accompany the medication. If the medication is liquid, please place the bottle in a plastic bag and label it with your child's/ward's name, the required administration times, and the exact dosage of the medication

## School Items

Please mark your child's name on all items that he or she may bring to school, including shoes, coat, hat, mittens, snack box, ties, sweaters, and pants. This is the very best way to ensure that lost items find their way back home.

## Recess

All children participate in supervised outdoor playtime, LWIS- CiS kindergarten playground is located at the south end of the school building, but kindergarten students also make use of the adjoining field, and the outdoor classroom. Young learners go outside for recess in all but the most extreme weather conditions.

## Accidents

In the event of a minor accident at school, children are treated for cuts and scratches by the school nurse. If a more serious accident occurs, parent(s)/guardian are notified immediately and emergency care is sought by the school at once. An accident report must be filled in and a copy of the report will be sent to the parent(s)/guardian.

## Insurance

The school has an insurance policy that covers accidents occurring on school grounds, during field trips, and within the school time frame only.

**Late Arrival**

If a child/ward is late to school, parent(s)/guardian are requested to take him/her to the preschool office where he/she will be escorted to his/her class by the school personnel.

**Absence**

Please call the school if your child is going to be absent for any reason. If your child will have a planned absence (such as a dentist appointment or a family vacation), please inform your child's teacher in person, or if you are taking your child out of the school during the day, please sign your child out at the office.

Medical reports should be submitted after 3 days absence.

Consistent school attendance has a significant positive effect on children's progress, confidence, and comfort in the classroom environment. Please help us by making school attendance a priority for your family. The most important thing you can do to support your child's learning is to ensure they arrive at school on time each day, after a good night's sleep and a good breakfast.

**Students' Pick-ups**

**No child will be permitted to leave school with a person NOT authorized by a parent/guardian to pick up the child. It is the parent's/guardian's responsibility to inform the school of any changes in the names of authorized persons. Photo identification/official identification and notification will be requested by the school before the child is released.**

**Visitors**

All visitors are welcome to the school, provided they have made prior arrangements to do so. Visitors/Parents/Guardians must check in at the security office immediately and wear visitor's pass.

**Lost and Found**

The school cannot be responsible for misplaced, stolen, or lost items and clothing although maximum efforts are put to prevent any losses. Any item found and not claimed is deposited in our Lost and Found box, and it will be disposed of charitably at the end of each school year.

**Jewelry/Toys**

For the safety of your children/wards, wearing jewelry is not allowed and the same is applied to bringing toys or items of value from home, unless otherwise agreed upon. Guns, war toys, sharp toys, or other toys of violence and destruction are strictly prohibited.

Children are not allowed to bring money to school unless requested by the school. In that case, money must be put in an envelope and placed in the child's agenda.

**Earthquake, Fire and Lockdown**

The school has a published emergency evacuation plan. It is placed on the school's building entrances, and as well, on each of the floors. The school conducts regular and random emergency evacuation drills throughout the year.

In case of the unlikely event of an emergency:

- **Do not panic.**
- **Move quickly and quietly, with no fuss**
- **Do exactly what any teacher tells you to, without lingering or hesitating**

Earthquake:

- Get under your desk immediately, OR under the doorway arch, OR in the corner of the room.
- Do not run outside. If already outside and you feel the ground move, stand clear of any building which may collapse.

Fire:

- When you hear the continuous sound of the siren, move quickly and smartly to your closest exit.
- Do not panic or push; keep to the rail side of the staircase, holding the rail.
- Follow the evacuation plan.
- Everybody must evacuate the school buildings and not return until given the "All Clear."

Fire drills will be carried out occasionally. The first two will be announced beforehand.

Lockdown:

- When you hear the continuous sound of the pulsatory bell, followed by teacher's instructions, move quickly and smartly to your closest exit.
- Do not panic or push; keep to the rail side of the staircase, holding the rail.
- Follow the lockdown plan.



## **Disciplinary Rules and Procedures**

### Definition

We believe that children have the right to positive guidance by supportive adults who provide opportunities that optimize growth and development within a safe and healthy environment.

Our Behavior Management Policy is a written procedure for monitoring the behavior management practices of employees and volunteers who provide care and/or guidance at the school.

The above policy is implemented through the following:

- Preventive measures
- Conflict resolution
- Restraints, Holding/Removal

### **Changes**

Children are very sensitive to changes in their routines. It is very helpful for teachers to know about any of the following:

- A new nanny, or change to childcare arrangements
- A parent who is out of town/ newborn baby
- A planned extended absence from school
- Any notable changes to your child's or family's routine

For your Childs' safety, it is **mandatory** that teachers be informed of any of the following:

- How to reach you during the school day
- Please notify school of any updated contact numbers
- If someone different is dropping off or picking up your child
- If your child is going to someone else's home after school
- If there are changes to your child's medical file (i.e. allergies)
- If there are changes to your child's personal file (i.e. change of address or phone number)

### **Illness**

Please help everyone to stay healthy by keeping your child at home if he or she is not well. If you are unsure about whether your child is well enough to be at school, please on the side of caution and keep them at home for the day. In addition to the risk of contagion, have trouble concentrating on school activities, and struggle to participate appropriately in classroom routines. **if your child requires medication (including Advil or Tylenol) to manage symptoms or keep a fever down, they are not well enough to be in the classroom.**

On a related note, if your child becomes ill at school, we will move him or her to a supervised isolated area (the nurse's room) and you will be contacted.

Please notify the school in the event that your child contracts a communicable disease.

### **Positive Guidance**

| <b>Do's</b>                                                                                                                             | <b>Don'ts</b>                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Praise, reward and encourage the child. Show love respect and dignity.</li></ul>                | <ul style="list-style-type: none"><li>• Spank, shake, pinch, push, pull, slap or otherwise physically punish the child.</li></ul>                                 |
| <ul style="list-style-type: none"><li>• Reason with and set limits for the child.</li></ul>                                             | <ul style="list-style-type: none"><li>• Make fun of, threaten, make sarcastic remarks about, use profanity with, or otherwise verbally abuse the child.</li></ul> |
| <ul style="list-style-type: none"><li>• Model appropriate behavior for the child.</li></ul>                                             | <ul style="list-style-type: none"><li>• Shame or punish the child when bathroom accidents occur.</li></ul>                                                        |
| <ul style="list-style-type: none"><li>• Modify the classroom environment in an attempt to prevent problems before they occur.</li></ul> | <ul style="list-style-type: none"><li>• Deny food or rest as punishment.</li></ul>                                                                                |
| <ul style="list-style-type: none"><li>• Listen to the child.</li></ul>                                                                  | <ul style="list-style-type: none"><li>• Relate discipline to eating, resting, or sleeping.</li></ul>                                                              |
| <ul style="list-style-type: none"><li>• Provide the child with alternatives for inappropriate behavior.</li></ul>                       | <ul style="list-style-type: none"><li>• Leave the child alone, unattended, or without supervision.</li></ul>                                                      |
| <ul style="list-style-type: none"><li>• Provide the child with natural and logical consequences for his/her behavior.</li></ul>         | <ul style="list-style-type: none"><li>• Allow discipline of child by child.</li></ul>                                                                             |
| <ul style="list-style-type: none"><li>• Respect the child's needs, desires, and feelings.</li></ul>                                     | <ul style="list-style-type: none"><li>• Criticize, make fun of, or otherwise belittle the child.</li></ul>                                                        |

## STUDENT ACTIVITIES AND OTHER SERVICES

### **Food or Meals**

The school offers every preschooler a nutritious breakfast which is included in the school fees.

The cafeteria offers daily hot meals for lunch as mentioned on the monthly menu. Please check with our school accountant after receiving the monthly menu.

Junk food, such as chips, candy, gum, fizzy drinks, etc.... will be confiscated and returned to parent(s)/guardian.

### **Parent/Teacher Conference**

Parent/Teacher conferences are scheduled three times per year. Parent(s)/guardian who wish to discuss their child's/ward's program or any other concern are asked to make arrangements for a conference with the program coordinator/homeroom teacher.

### **Academic Open House**

Each fall, teachers invite parents/guardians to attend an academic open house. This event provides an opportunity for teachers to provide an overview of their program and answer general questions about the curriculum.

### **Parent Volunteer's Activities**

LWIS-CiS seeks parents'/guardians' involvement in enriching students' learning experience. The more parents/guardians participate, the more the preschool becomes a better place for our learners to be. Parents/guardians are encouraged to be as active as possible in all events and activities, from bake sales to celebrations and ceremonies, to class participation throughout our Parent Involvement Program PIP.

### **Quiet Time**

KG1 students have daily rest time during which they are encouraged to enjoy quietly soft music or story time.

### **Outdoor Play**

Outdoor play is an important part of the child's daily well being. Parents/guardians must remember to dress the children/wards appropriately, keeping in mind weather conditions.

### **Field Trips**

Out of the school walls experiences where young learners will connect with the outdoors, interact with the world around them, learn to investigate, inquire and appreciate Mother Nature, different cultures and the environment.

## SCHOOL POLICIES COVERING TRANSPORTATION

**N.B. A parent/guardian can only ask permission for his/her child/ward and not for another even if authorized to do so by the others' parent/guardian.**

### **Transportation**

#### **1. Prearrangement or Unexpected Emergency**

In case your child/ward is not leaving by bus on a certain day because of a pre-arrangement or unexpected emergency, and in order not to delay the departure of the school bus, you are kindly requested to send a written note to the head of section informing him/her accordingly and providing the name of person picking up the student plus his telephone number. The note should be sent on the morning of the same day the latest. Any note during the day will not be accepted.

N.B. A parent/guardian can only ask permission for his/her child/ward and not for another even if authorized to do so by the others' parent/guardian.

#### **2. Different pick up or drop off address (temporary)**

In case you wish your child/ward to be picked up from, or dropped off at, a different address than the regular address, you are kindly requested to send a note to the head of section with the following details to enable the school to provide your child/ward with safe transportation: reason for change of address, clear address directions, name and phone number of contact at the address, name of the adult at drop off (in case of younger students).

If the reason is considered valid, the change does not affect the bus schedule, the address is within the bus's coverage area, and there are available places, then the head of section will approve the change and inform you accordingly. If any of the above conditions is not met, the request will be declined and the head of section will inform you accordingly.

#### **3. Change in address (permanent)**

In case of permanent change in address, you are kindly requested to send the full address to the school administration ahead of time to enable the school to provide your child/ward with safe transportation. If the address is within the bus's coverage area and there are available places, the school will approve the change and inform you accordingly. If any of the above conditions is not met, the request will be declined and the school will inform you accordingly.

- The school makes available buses to all parts of Beirut and its suburbs as requested by parent(s)/guardian.
- Parents/guardians have the options of either enrolling their child/ward on a school bus for which a fee is required, drop off and pick up their child/ward themselves, or allow their child/ward to transport themselves to and from school. The school does not provide any parking space.
- Students enrolled on the school bus will be informed of pick-up time, as buses cannot wait. Any student who is late for pick-up will be left behind and the parent(s)/guardian will be expected to provide transportation.
- Likewise, parent(s)/guardian will be called to pick up his/her child/ward after school in case the student was late to board the bus for departure from school.
- A bus assistant is assigned to accompany students to and from school.
- Parent(s)/guardian are urged to have an adult waiting to receive their child/ward on time.
- Parents/guardians can request from the school permission for their child/ward to use other means of transportation on certain days, at their responsibility.
- Permission for students using a bus other than the designated one will only be granted depending on the situation and availability of space on the bus. Request must be made by parent(s)/guardian beforehand.
- Students enrolled on the school bus have to abide by the Code of Conduct for the use of a school bus.

## **Code of conduct on the school buses**

Every student is expected to:

- Be seated with the seat belt on throughout the trip, to and from school
- Communicate with others on the bus in normal tone and pitch
- Keep safe and avoid putting any part of his/her body out of the window
- Avoid communication with anyone outside the school bus
- Show a high degree of civil behavior towards others on the bus and outside the bus
- Avoid communication with the bus driver
- Avoid eating/drinking on the school bus
- Keep the bus clean; not throw any litter out of the window

In the event a parent/guardian wishes to change his/her child's/ward's daily bus routine for any reason (e.g. board a different bus, accompany a friend home, etc...), the parent/guardian has to notify the school in writing 24 hours prior to the routine change.

## **Birthdays**

Since birthdays are important to children, the school celebrates each child's birthday and encourages him/her to share and celebrate it with his/her friends. Parents/guardians may only bring a simple cake and juice, but they need to book the date with the teacher beforehand.

## **Field Trips**

Field trips are planned throughout the year and are related to ongoing educational topics. Parents/guardians will receive all the necessary information about each scheduled trip with a permission slip to sign.

## **Holidays**

The school has a set calendar that takes into consideration national holidays. This calendar is distributed during the first week of school and posted all year round on the school website, the parent bulletin board in the main office, and on the preschool information board.

## **Parent/Teacher Communication**

- Agendas: Please check your child's/ward's agenda every day for messages.
- Website: Please check the school's website ([www.cisdowntown.edu.lb](http://www.cisdowntown.edu.lb)) for the monthly gazette, photos, important events and announcements.
- Phone Calls: Teachers will call parents/guardians for any concerns and/or clarifications needed. Parents/Guardians may contact teachers through the school office during school hours.
- iCare application to be downloaded

**Be supportive of your child's efforts at all times. Show him how proud you are. Enhance his Inquiry Base Learning.**