



**Elementary School
Students / Parents Manual
2025/2026**

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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 programmes of international education and rigorous assessment.

These programmes 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 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 21st Century.
- Provide a career guidance program that facilitates students' choices of professions.
- Update 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.

II. ELEMENTARY SCHOOL PHILOSOPHY

LWIS-CiS embraces a child-centered philosophy that promotes creative thinking and lifelong learning.

LWIS-CiS Elementary School is a stimulating environment for learning which focuses on the development of the whole child as a productive member of society. The academic, creative, emotional, moral, social and physical needs of all children are addressed through a developmentally appropriate program.

At LWIS-CiS, we endeavor to:

- Cater for the needs of students where every child is given the opportunity to work to the best of his/her abilities
- Develop the potential of each student in an environment of cultural diversity, academic excellence, and mutual respect
- Be aware of the social, physical, and emotional needs of each individual student
- Work with home to provide a learning environment that is stable and caring
- Educate students to be respectful of and knowledgeable about their local and global environment

CURRICULUM

Our curriculum is designed to cover the Lebanese Baccalaureate Programme, IB PYP Programme, and the American High School Programme. It focuses on the following areas:

- Languages (Arabic, English and French)
- Mathematics
- Sciences
- Social Studies
- Life Skills
- Arts
- Physical Education
- Transdisciplinary Unit approach
- Music
- Mindfulness
- ICT
- Drama

STUDENT SERVICES

- ESL-English as a Second Language
- LS- Language Support
- SD- Support Department
- MS- Math Support
- AS- Arabic Support
- ASL-Arabic as a Second Language
- Developmental School Guidance and Counseling Curriculum
- Medical services
- Library and Informational Technology
- After-school activities
- Occupational, Psychomotor and Speech Therapy

III. STUDENT'S RIGHTS AND RESPONSIBILITIES

RIGHTS

Students have a right to a school atmosphere conducive to learning, which provides for the common welfare and the safety of all in the school community. They have the right to participate in the development of rules and regulations which is within the jurisdiction of local school officials.

Students have a right to protection from arbitrary and unreasonable decisions concerning the application of disciplinary measures. In cases involving suspensions and expulsions, they have a right to investigations of all facts and allegations and to the fair application of school rules and regulations.

Students have the right to be informed, in writing, of the rules which regulate behavior, as well as situations that will result in disciplinary measures, before they take effect. Students shall not be subject to corporal punishment. Students have a right to an informal hearing in all disciplinary actions, including the suspension process, and a formal hearing in the expulsion process.

Students have a right to appeal all decisions and to be informed of all appeal procedures available. Students have the right to be informed of the conditions under which they use school transportation. The operational authority for school transportation should develop and implement a code of student behavior for use on vehicles under their jurisdiction.

RESPONSIBILITIES

Students have the responsibility to be aware and respectful of the fundamental rights of others according to applicable standards of conduct or codes of behavior. Students have the responsibility to participate in the development and observance of these standards and codes.

FREEDOM OF EXPRESSION

- Rights: Students have a right to ask questions and express their ideas. This freedom of expression will be unrestricted unless it contradicts the code of conduct of the institution.
- Responsibilities: Students are responsible for the content of their expression and must ensure that such expression does not deter others from freely expressing themselves. They also have the responsibility to respect all values, traditions, and religions and avoid defacement of character in any such manner as libel, slander, obscenity, profanity, and falsehood.

COMMUNITY RESOURCES

- **General**
- Rights: Parents/Guardians have the right to be confidentially informed of available referral sources.
- Responsibilities: Parents/Guardians are responsible to seek information regarding these resources.
- **Medical**
- Rights: Parents/Guardians have the right to confidential assistance in obtaining information on medical resources.
- Responsibilities: Parents/Guardians have the responsibility to inform the school of specific medical problems affecting the student. They also have the responsibility to seek proper medical assistance.

SCHOOL DISCIPLINE

- Rights: Students have the right to:
 - participate in the development of school rules and regulations in order to provide a school atmosphere conducive to learning and to ensure the welfare and safety of the school community.
 - students protection from arbitrary and unreasonable disciplinary applications.
 - be formally informed of the rules pertaining to behavior which will result in disciplinary actions before they become effective. Students shall not be subject to corporal punishment.
 - be informed of the code of conduct required on school transportation.
- Responsibilities: Students have the responsibility to respect the rights of others according to acceptable standards of conduct.

STUDENT ACTIVITIES

- Rights: Students have the right to be involved in all student activities from planning to implementation. Activities should be the result of collaboration between students and school officials. All eligible students may participate in school activities.
- Responsibilities: In participating in school activities, students are implicitly agreeing to abide by all school rules and conditions as agreed upon in the planning of any such activity.

SCHOOL PROPERTY AND USE OF FACILITIES

- Rights: Students have the right to use all school facilities and equipment for appropriate activities.
- Responsibilities: Students have the responsibility to abide by all school rules and regulations regarding the use of facilities and equipment.

OFF-CAMPUS EVENTS

- Rights: Students have the right to be involved in all school-sponsored, off-campus activities from planning to execution.
- Responsibilities: Students must abide by all school rules and regulations regarding off-campus events.

NON-DISCRIMINATION

- Rights: All students are provided equal opportunities in school and educational activities regardless of color, national and ethnic origin, religion, sex, and ability.
- Responsibilities: It is the responsibility of the students to enhance good human relations within the school by practicing respect and responsibility in their dealings with each other and members of the school staff.

IV. 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. Suspicions 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

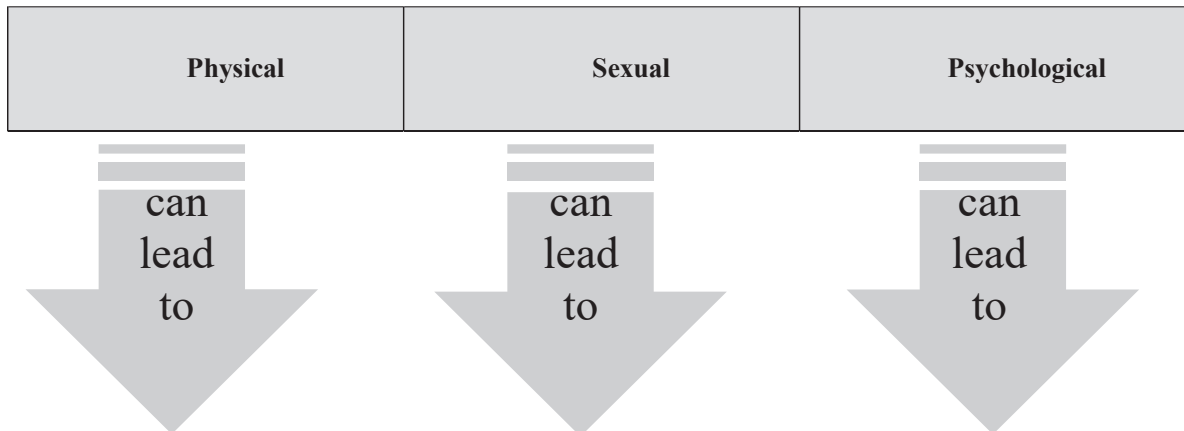
All forms of abuse, threats or other circumstances endangering the safety and development of a child that require immediate judicial measures to prevent serious harm. These cases are the responsibility of the Ministry of Justice (Standard Operating Procedures for the Protection of Juveniles in Lebanon–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

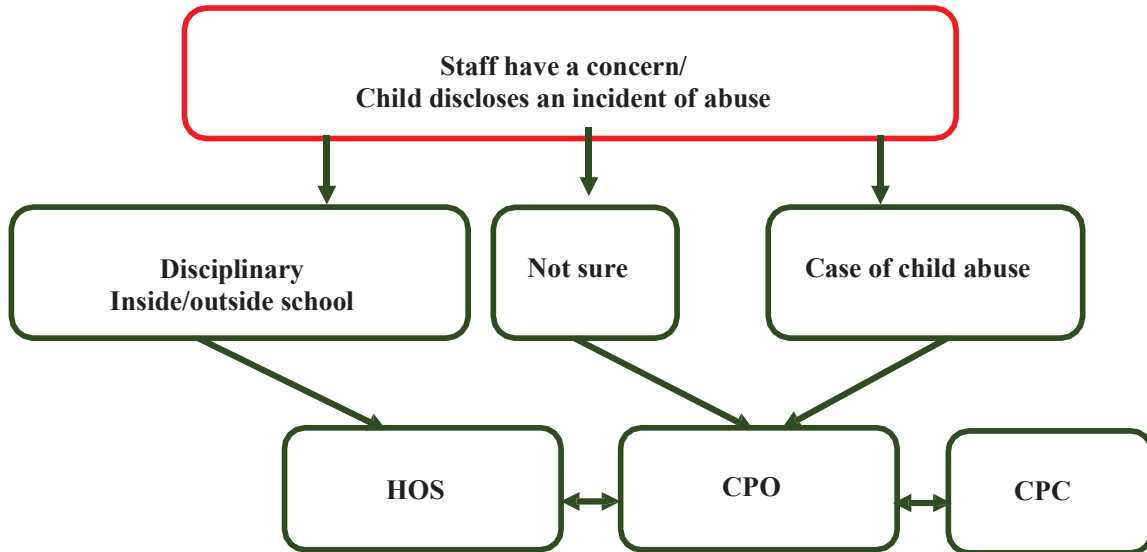
<u>Physical</u> Non-accidental physical injury to the child often resulting in physical impairment of the child. Examples include striking, kicking, burning, shaking or biting the child.	<u>Neglect</u> The ongoing failure– to meet the child basic needs (food, clothing, shelter, medical care, education, emotional support and supervision) to the degree that the child’s health, safety, and wellbeing are threatened with harm.
<u>Sexual</u> 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.	<u>Psychological</u> 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.



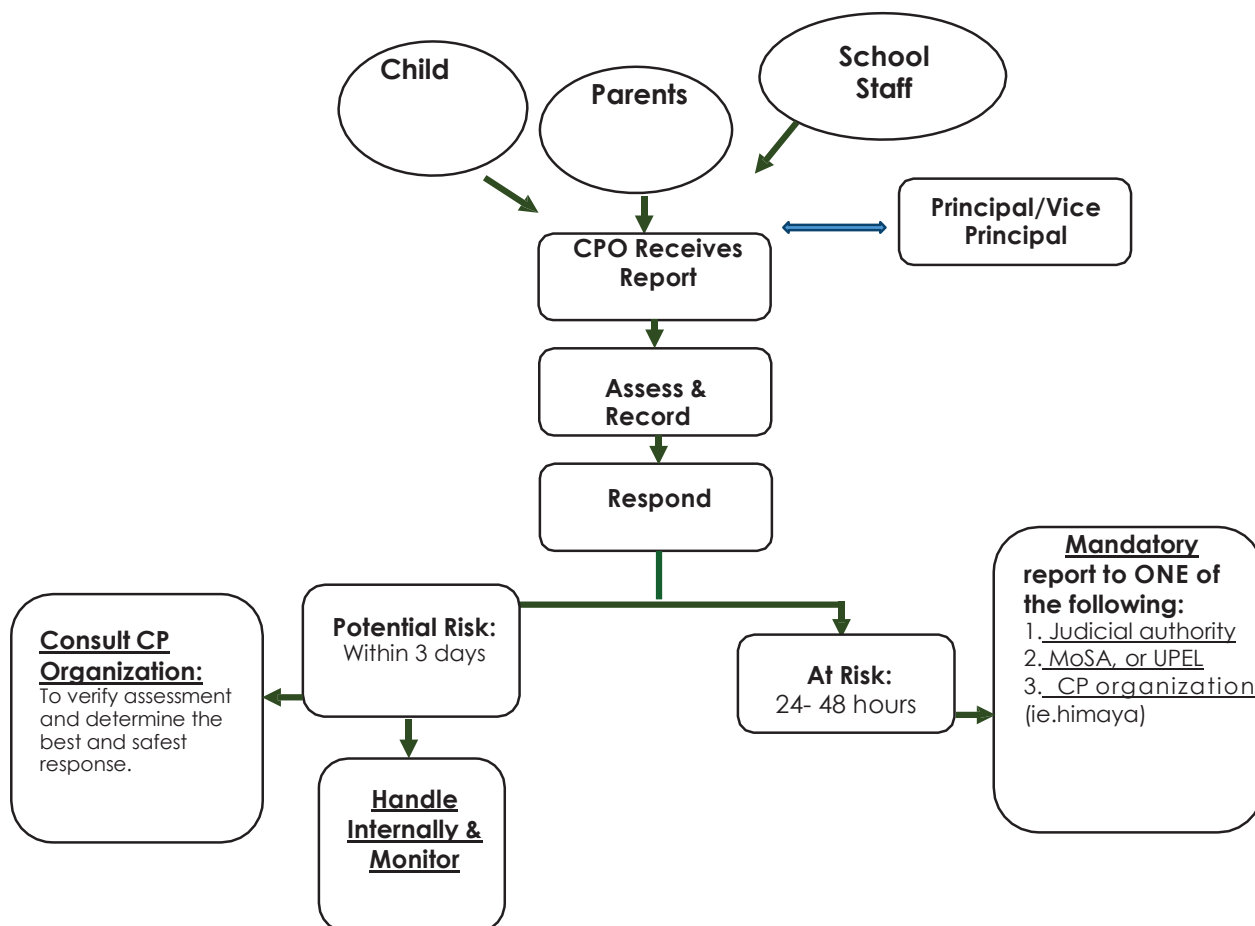
Bullying

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



V. 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

- School Hours**

Students are expected to be in school no later than 7:45a.m. and no earlier than 7:15a.m. since there is no supervision before this time. Students should proceed directly to the playground and wait for the first bell to ring. On rainy days, students are to stay under the covered area.

- Class Placement**

New students must have a passing average from their previous school. Their grade reports and recommendations will be reviewed by the administration. In addition, new applicants will go through an interview and sit for entrance exams in core subjects.

- Student Assessment Policy**

We aim for our learners to be able to evaluate their standards, set goals and strategies for improvement and evaluate their progress through self-reflection. This is done through a variety of qualitative criteria involving learners in their own self-assessment and peer assessment in addition to teacher-conducted assessment to guide students' learning.

Using various assessment methods is encouraged and required throughout the school year. Each department has a detailed distribution of assessment criteria based on standards, expectations, and practices. Learner assessment is based on all the aspects of a learner's work. Learner progress is monitored through ongoing formative assessments, including engagement in class inquiries, learning reflections, performance tasks, project-based learning, skills checks, and active participation in the learning community.

Grading System

Letter	Grade in %
A ⁺	95 – 100
A	90 – 94
B ⁺	85 – 89
B	80 – 84
C ⁺	75 – 79
C	70 – 74
D ⁺	65 – 69
D	60 – 64
E	0 – 59

Grading Scale	
A	Outstanding
B	Above Average
C	Satisfactory/Average
D	Experiencing Difficulty
E	Fail

Code for Social/ Emotional Skills	
1	Most of the Time
2	Sometimes
3	Few Times
4	Seldom

Codes for Self-Reflection		
1	Always	☺
2	Sometimes	☹
3	Rarely	☹
NA	Not Applicable	

- **Grade Reporting**

The academic year comprises three terms. Report cards will be posted on eSchool by the end of Term 1 and Term 2. Term 3 report cards will be issued to be collected by parents/guardians. The end of year grade constitutes the average of the three terms. A parent-teacher meeting is held by the end of each term. Students who need help are called for meetings.

- **SD and LS Grading**

Students in any of the above departments will be given individual progress reports which will be included with the report card.

- **Promotion Policy**

Students are promoted when they demonstrate the following:

- Consistent progress in understanding the Unit of Inquiry's central idea and lines of inquiry as well as in applying key concepts across all subject areas, and passing all major subjects- math, English and science as well as Arabic for the Lebanese system- with a minimum average grade of D
- Development of Approaches to Learning (thinking, communication, research, self-management, and social skills)
- Growth in the attributes of the IB Learner Profile

- **Awards and Certificates**

Academic and non-academic awards are granted to learners in recognition of their achievement, effort, improvement and/or good citizenship.

- **Home Learning**

- Home learning supports student agency, reflection, and real-world connections. It is about extending learning meaningfully beyond the classroom.
- The purpose is to reinforce classroom learning through inquiry, reflection, or exploration, build self-management, research, and communication skills, and involve families in the learning process in enjoyable, age-appropriate ways.
- **Students are expected to do the following:**
 1. Review and reflect on the day's learning
 2. Read independently or with family
 3. Continue personal or class-related inquiries
 4. Complete ongoing projects when needed
- Students should, on average, do the following amount of homework daily:
 - ✓ Grade 1 and Grade 2 30 – 45 minutes
 - ✓ Grade 3 to Grade 5 45 – 60 minutes

N.B. For the Lebanese Program students, 30 minutes should be added.

Teachers will assign purposeful, balanced tasks that respect students' time, well-being, and individual learning paths.

- **School Uniform Code**

- The following uniform items are available for purchase at school: **T-shirt, summer polo, winter polo, sweat-shirt, Hoody, P.E. summer suit, and track suit**
- Being in uniform means wearing the following:
 - ✓ School jeans trousers (black, dark gray, and blue), school top and trainers/decent shoes
 - ✓ School track suit and trainers
- If, during cold weather, the above items are not enough to keep the body warm, additional clothing will be allowed to be worn under the school winter polo.
- During P.E. classes, students should be dressed in P.E. uniform which means wearing the following:
 - ✓ P.E. school summer suit (school shorts and T-shirt) and trainers
 - ✓ School track suit and trainers

N.B.: All anoraks, track suit jackets, and sweat-shirts are to be labeled with the student's name.

- **General Dress Code**

- Students have the responsibility to exercise good judgment regarding their appearance at school.
- The following are some examples of inappropriate dress code:
 - ✓ Distinct makeup and nail polish (only crystal-clear nail polish is allowed)
 - ✓ Hair that is messy, untidy or dirty
 - ✓ Nose rings and all other piercings (only one pair of earrings is appropriate if it is discretely worn by girls on their ear lobes)
 - ✓ Excessive accessories
 - ✓ Clogs, beach footwear/slippers, high-heeled and noisy shoes
 - ✓ Training shoes with studs or wheels

- **Personal Hygiene**

- A student is expected to wear clean and appropriate uniform for school and during outings and PE periods.
- A student's fingernails need to be cleanly cut and without nail polish.
- A student's hair should be well groomed and pulled away from the face; hair coloring is not allowed.

- **Mobile Phones**

Possession/use of mobile phones is forbidden in school, on school buses, and during any school-sponsored activities.

- **Homeroom Teacher**

Every class has a homeroom teacher who is responsible for keeping academic and non-academic records of each student in that class. All members of the school administration, teaching staff, and parents/guardians refer to this teacher whenever the need arises.

- **Re-admission for Excused Absence**

- A student desiring an excused absence must present a note from his/her parent(s)/guardian to the Head of Section between 7:45a.m. and 8:00a.m. on the first day of return to school.
- Absence will be determined excused or unexcused by the Head of Section.
- The student is responsible for any makeup work.
- The student is responsible for all assignments during his/her absence (assignments will be posted on eSchool)
- The student might be requested to sit for makeup exams in the afternoon, if needed.
- Quizzes are not compensated for unless recommended by the coordinator or the Head of Section.

- **Signing in upon Late Arrival**

- All students are expected to be in school no later than 7:45a.m.
- A late student is to report and sign in at the supervisor's desk, where he/she will be given a late slip to present to the teacher upon entering class.
- A late student will present a note from his/her parent(s)/guardian to the supervisor. A parental note is not needed when a student is late because of a school bus or traffic delay.

- **Signing out of School During the School Day**
 - A student who needs to leave school during school hours must produce a note from his/her parent(s)/guardian stating the reason(s) for leaving school.
 - The parent(s)/guardian will be called to discuss the note.
 - A written permission will be provided by the receptionist or the supervisor, on approval from the Head of Section, which the student will hand over to the gatekeeper before leaving.
- **Students' Pick-up**
 - Only designated people have the right to pick up students from school.
 - For the security of the students, parents/guardians must notify the school in writing of any change in pickup and the note is to be delivered, by an adult, to the Head of Section at least a day before any required change in pick-up. Otherwise, students will only be released to the regular guardian.
 - Parents/Guardians will only be allowed to enter school ground for pick-up after buses depart.
- **Withdrawal from School**
 - All school accounts must be cleared before a student's withdrawal from school.
 - Books are to be returned before a student's withdrawal from school.
- **Payment**
 - Parents/Guardians should pay for activities, hot meal, registration, etc... at the school account's office.
 - Teachers and staff are not responsible for any amount of money sent with students unless otherwise specified by the school (trips, sales, etc...)
- **Emergency Leave**
 - Parents/Guardians are to notify the Head of Section of any situation necessitating emergency leave.
 - Special arrangements for makeup work will be made depending on the length of absence and circumstances.
 - Every effort will be made to accommodate the family.
- **Search**

The school retains the right to search a student when the need arises; however, the student will only be searched by a duly assigned staff member.
- **Student Visitors on Campus**
 - Students who wish to visit LWIS-CiS must have prior permission from the Head of Section.
 - Permission must be requested three days in advance and the student-host must receive the approval of each subject teacher for that day.
 - The student-host is responsible for the visitor at all times and the visitor is expected to behave appropriately while on campus.
 - The visitor must also wear appropriate clothing while visiting the campus.
- **Parent Visitors on Campus**
 - All visitors are welcome; however, for security measures, only those visitors with prior appointments will be allowed into the school premises.
 - To avoid delays, a parent visitor must make an appointment before coming to school.
 - All visitors must report to the security office and wear the visitor's pass provided by the school.

- **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

- **Definitions**

- Detention: a 60-minute session held from 1:25 p.m. till 2:25 p.m. on Wednesdays, whereby students will be assigned work to do.
- Suspension: the prohibition, by the Head of Section/Dean of Students, of a student from attending school. The student will be responsible for the work missed and will receive a zero for all graded work assigned on that day.
- Expulsion from School: barring a student from attending school indefinitely, by the disciplinary committee/ principal/ vice principal
- Disciplinary Committee: a committee headed by the Principal/Vice Principal and consisting of the Head of Section, counselor, homeroom teacher, and one or more teacher.
- Probation Sheet: a daily report given by all teachers for every class regarding the student's preparedness and conduct. Parents/Guardians have to sign and return the form every day until the school is convinced the change is permanent.

- **Complaints Procedure**

- In the event of grievance, students can complain following the below listed hierarchy:
 - ✓ Homeroom Teacher
 - ✓ Head of Section
 - ✓ Principal/Vice Principal
- Students move up the hierarchy only if they get unsatisfactory response.

- **Appeal Procedure**

Parents/Guardians have the right to appeal a disciplinary action taken against their children/wards to the Principal/Vice Principal.

• Student Behavior

ELEMENTARY RULES AND REGULATIONS		
Codes	Policies	Consequ
Playground	Students are expected to play in a safe, cooperative and non-aggressive manner	1st Offence: Teacher-student 10-minute talk/ suspension from recess 2nd Offence: Teacher-student 10-minute talk/ suspension from recess 3rd Offence: Teacher-student 10-minute talk/ suspension from recess 4th Offence: Student will be required to meet with the Head of Section and fill in a Reflection Sheet
Littering	Students are responsible for keeping their surroundings, desks, cubbies, school premises and buses clean	Student will be assigned community service during breaks
Gross Misconduct	Students are expected to behave in an ethical manner to provide a healthy atmosphere on school premises, buses, and school-sponsored activities	1st Offence: Student will receive an Incident Sheet from the Head of Section with one day suspension from school 2nd Offence: 2-3 days suspension from school 3rd Offence: Referral to the disciplinary committee
Obscenity	Students are forbidden from using obscene language in verbal, written, sign and picture forms in school, on school buses, and during all school sponsored activities	1st Offence: Referral to the counselor/ Head of Section 2nd Offence: Warning and counseling 3rd Offence: After-school detention and counseling 4th Offence: 1 day suspension from school. Parent(s)/Guardian will be called to a meeting with the Head of Section Note: In case the insult refers to a family member, suspension will be immediate and the number of days will depend on the extremity of the insult.
Making Inappropriate Jokes/Roasting /Teasing	Students are expected to use acceptable language and show empathy towards one another	1st Offence: Counseling 2nd Offence: Break Detention 3rd Offence: Warning 4th Offence: After-school Detention
Bullying, Fighting, or Threatening Behavior	Bullying, fighting, or any threatening behavior will not be tolerated on school premises, buses, and school- sponsored activities	1st Offence: After-school detention and counseling 2nd Offence: 2 days suspension. Parent(s)/Guardian will be called to a meeting with the Head of Section 3rd Offence: 3 days suspension from school. Parent(s)/Guardian will be called to a meeting with the Head of Section. 4th Offence: Referral to the Disciplinary Committee
Playing with bottle caps/paper/lunch boxes in the playground	This rule aims to prevent accidents and injuries that can occur	1st Offence: Confiscating the item and verbal warning 2nd Offence: Break detention 3rd Offence: Warning and Break detention 4th Offence: After-school Detention

Pushing/ Rough Play Rule	Learners are expected to refrain from pushing or shoving others while on school premises or during school-related activities	<u>1st Offence:</u> Verbal Warning <u>2nd Offence:</u> Break detention and Counseling <u>3rd Offence:</u> Written Warning <u>4th Offence:</u> After-school Detention
Unauthorized Items	Nuisance items like squirt guns, CD players, mobile phones, skateboards/roller blades, toys and games are not allowed on school premises, school buses, and all school-sponsored activities	<u>1st Offence:</u> Item will be confiscated for 1 week. <u>2nd Offence:</u> Item will be confiscated for the year.
Theft, Destruction of Property, and Vandalism	Students are expected to respect the possessions of others and all school property	Parent(s)/Guardian will be charged the repair or replacement costs. Privileges withdrawal/Detention/Suspension is possible, depending on the severity of the offence
Attendance	Daily attendance, including all school activities, is compulsory	In case of 4 absences per trimester for ill health, the student will need to provide a full medical diagnosis, and a medical report for any further absences; otherwise, the absence will be considered unexcused. In such cases, phone calls from parent(s)/guardian will not be accepted as an excuse for ill health. In case of travel, parent(s)/guardian are advised to use the holidays on the school calendar, avoiding days before or after the holidays, as absences on these days will be considered unexcused. For travels during school days, in case of emergency, prior arrangements must be made with the school; otherwise, absences will be automatically considered as unexcused. <u>4 Days of Unexcused Absence per Term:</u> Head of Section will contact the parent(s)/guardian <u>10 Days of Absence</u> excused or unexcused during the academic year): A reminder letter will be sent to parent(s)/guardian Note: an unexcused absence from school warrants a zero on all work done on that day, including tests. <u>20 Days of Absence</u> Upon reaching 20 days of absence, further absences will not be excused, except in cases of hospitalization of the student and death in the family (not extended family). Detention for every absence

Tardiness to School	<p>Students are expected to be on time at school</p> <p>Each tardiness warrants a late slip</p>	<p>School: Students arriving after 8:00 a.m. will be considered late.</p> <p>5 Late Slips: Head of Section will contact the parent(s)/guardian</p> <p>10 Late Slips: Student must enroll on the school bus; otherwise, when late, rules will be applied</p> <p>If a student arrives between 8:00 and 8:10 a.m., he/she will not be allowed to attend the first period. The parent(s)/guardian will be responsible for covering the missed work with the student. He/she will get a zero for tests, classwork or quizzes assigned for that period.</p> <p>If a student arrives after 8:10 a.m., he/she will not be allowed to attend the first period. The parent(s)/guardian will be responsible for covering the missed work with the student. He/she will get a zero for tests, classwork or quizzes assigned for that period. He/she will be considered absent on that day. Absence will be considered as unexcused.</p> <p>Detention for every 4 late arrivals after 8:10 a.m.</p>
Uniform	<p>Students are expected to wear appropriate school uniform at all times including field trips</p>	<p>1st Offence: A note reminding the parent(s)/guardian of the school dress code will be sent to the parent(s)/guardian through eSchool.</p> <p>2nd Offence: The student will not be allowed to attend class. Parent(s)/Guardian will be called to provide the student with proper school uniform before he/she is admitted to class. He/she will not be allowed to sit for any tests or quizzes assigned for that day. Absence will be considered as unexcused.</p>
Assignments	<p>All assignments are expected to be completed and handed in on time.</p> <p>Students who do not hand in assignments on time must fill a late assignment slip.</p>	<p>1st Offence: Assignment must be completed by the next day and signed by the parent(s)/guardian</p> <p>2nd Offence: Assignment must be completed by the next day and signed by the parent(s)/guardian</p> <p>3rd Offence: 1 academic warning</p> <p>4th Offence: 2 academic warnings. Parent(s)/Guardian will be called to a meeting with the teacher and Head of Section</p>
Chewing Gum	<p>Use of chewing gum is undesirable on school premises, buses, and school-sponsored activities.</p>	<p>Repeat offenders will be referred to the Head of Section.</p>
Projects	<p>All projects must be handed in on time</p>	<p>For every day delay, there will be a 20% deduction from the project grade</p> <p>Failure to submit the project within five school days will result in the student receiving an incomplete grade</p>
Cheating	<p>Cheating will not be tolerated</p>	<p>1st Offence: Student will receive a zero on the relevant piece of work. Parent(s)/Guardian will be formally informed</p> <p>Should the problem persist, the student must join counseling sessions</p>

Classroom Rules (Grades 1, 2, 3, 4 and 5)		<p><u>Positive reinforcement:</u></p> <p>A student will be given positive reinforcement by earning five hearts as tokens per week for desired behavior. The student can exchange those tokens for a reward of his/her choice.</p> <p>A class will be given positive reinforcement by collecting ten stars per month for collective desired behavior. These stars can be exchanged for a ten-minute activity or a full session of playing football or any other chosen sports activity.</p> <p><u>Consequences:</u></p> <p>The responsibility chart system is used when students do not abide by the class rules. The consequences are as follows:</p> <p>X: Reflection XX: Reflection XXX: Verbal warning and counseling (parent notice) XXXX: Written warning</p> <p>3 written warnings --> After school detention 5 written warnings --> After school detention 6 written warnings --> 1 day suspension (Send work to be done)</p> <p>Less than 4 warnings per trimester will not be carried over to the next trimester.</p> <p>ANY STUDENT WHO DOES NOT GET ANY WRITTEN WARNING FOR TWO CONSECUTIVE WEEKS (TEN SCHOOL DAYS) WILL BE REWARDED BY GETTING A PREVIOUS WARNING REMOVED.</p>
Behavior on Bus	Students are expected to abide by the code of conduct for the use of school bus	<p><u>1st Offence:</u> Head of section talks to the student <u>2nd Offence:</u> Parent(s)/guardian will receive a note or phone call from the Head of Section <u>3rd Offence:</u> Student will receive a bus warning <u>4th Offence:</u> Student will lose his/her right to use the bus for 1 day</p> <p>In case of serious misbehavior, the student could immediately lose the right to use the bus and the parent(s)/guardian will be immediately notified.</p>

- **THE SCHOOL IS NOT RESPONSIBLE FOR THE LOSS OF ANY ITEM.**
- **STUDENTS BREAKING SCHOOL RULES AND REGULATIONS REPEATEDLY WILL BE REQUIRED TO SEE THE COUNSELOR FOR BEHAVIOR MODIFICATION.**

N.B. MEASURES OTHER THAN THE ABOVE CAN BE TAKEN BY THE HEAD OF SECTION SHOULD THE NEED ARISE.

Student's Placement on Probation

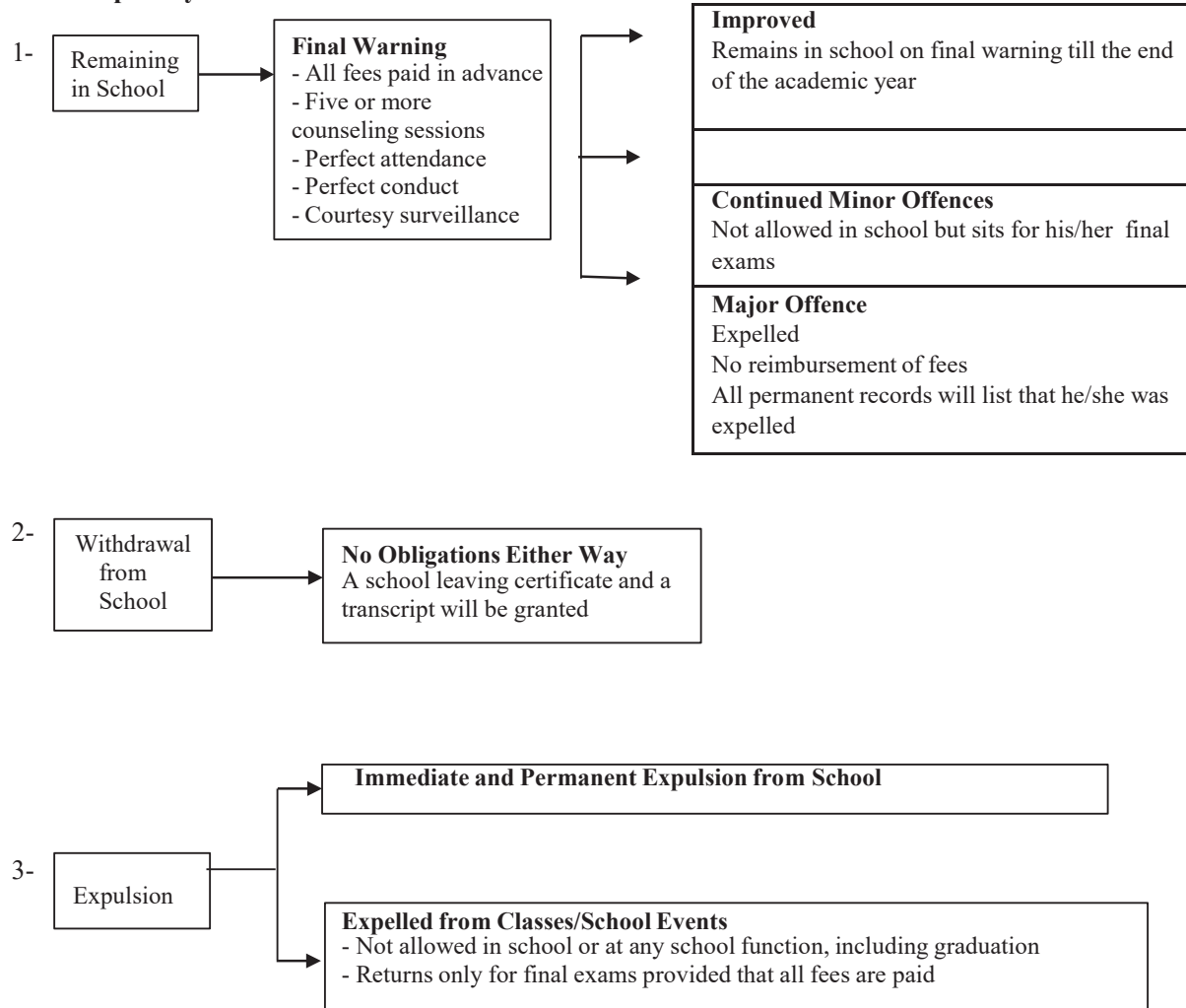
- A student with 2 detentions (8 warnings) per term must be placed on probation where he/she must follow a daily report form completed and signed by the class teacher at the end of every period. At the end of the day, the student must meet with the Head of Section for feedback and evaluation. The student should return the probation sheet signed by the parent(s)/guardian the next day.
- If a student forgets to have the probation sheet signed by his/her teachers or parent(s)/guardian, the student will receive a detention slip.
- Detention could be done on a Wednesday for 60 minutes. Alternatively, the student might be deprived from participating in in-school or out-of-school activities, including trips, etc...

Excessive Disciplinary Record

➤ A student with excessive disciplinary record will be referred to the disciplinary committee.

➤ The committee's decision will be one of the three following options:

• Disciplinary Committee Procedures



VI. CLASS REPRESENTATIVES (GRADES 3, 4 AND 5)

- To create a fair class representation, the following should be made clear regarding the election of the class representative:
 - Every class should assign one representative in the presence of the homeroom teacher by mid-November of the current year.
 - The homeroom teacher will only assign class representatives who have been elected by the absolute majority of the class.
- Class representatives will speak and act on behalf of their classmates. They will communicate their peers' thoughts, concerns, suggestions, etc...
- Class representatives will be assigned certain responsibilities by their homeroom teachers.

VII. STUDENT ACTIVITIES AND OTHER SERVICES

➤ Guidance and Counseling

The aim of the guidance department is to provide each student at LWIS-CiS with counseling, either individually or as a group during homeroom, assembly, or other appropriate times. The counseling program is designed to focus on the well-being of each student. The counseling program will provide aid and instruction to each grade level. It is a concise and development-focused program which aims at producing well-prepared students, thus offering them a smooth entrance into society.

The program also seeks to endorse and enhance the actual learning process. The goal of this program is to allow each student the opportunity to achieve success in academics as contributing members of society.

The counseling program will address two areas: Academic Development and Personal/Social Development.

• Academic Development

The counseling program introduces strategies and activities which provide support and maximize learning. These include the following:

- ✓ Using skills, knowledge, and attitudes acquired in order to learn efficiently
- ✓ Employing certain strategies to achieve success in school
- ✓ Comprehending the relationship between academics and work and life in and out of home

• Personal/Social Development

The program provides a foundation for personal and/or social growth, which will inevitably contribute to the Student's academic and career success. This includes the following:

- ✓ Confidential, individual, or small group counseling and consultations with teachers, parents/guardians, and administration that will provide the students and families with assistance
- ✓ Acquisition of certain skills and knowledge which will allow the student the ability to respect himself/herself and others
- ✓ Use of important interpersonal skills
- ✓ Understand his/her obligations as a contributing member of society

➤ Transdisciplinary Unit Approach

- ✓ The Elementary School implements a **Transdisciplinary Learning Program** that engages learners in meaningful, real-world inquiries beyond the traditional classroom setting.
- ✓ **Central ideas** are explored holistically and in authentic contexts, allowing students to make **connections across subject areas** and see learning as an integrated whole.
- ✓ Through these units, learners develop **transdisciplinary competencies**, including knowledge, skills, attitudes, and values that promote **international-mindedness, student agency**, and a lifelong love of learning.

➤ **Physical Education Program**

The aim of the Physical Education program is as follows:

- ✓ Teach students the importance of keeping fit and the exercises needed to achieve this safely.
- ✓ Teach students the importance of teamwork.
- ✓ Encourage students to play to the best of their abilities.
- ✓ If for any medical reason a student is not able to participate in physical education classes for more than one week, he/she is required to provide a note from a doctor. Students who are unable to take part in physical education classes on a given day must provide a note from the school nurse.
- ✓ As part of its Physical Education curriculum, the school introduces swimming sessions for Grades 3 and 5

➤ **Cafeteria**

- ✓ Food and drinks are available for sale in the cafeteria; Grades 2 to 5 students should have enough money with them to benefit from this service.
- ✓ Grade 1 students are not allowed to bring money to school to buy from the cafeteria. Parent(s)/guardian are expected to prepare healthy snacks and clean water bottles in a well packed lunchbox. Older siblings will not be permitted to purchase any food items for their Grade 1 siblings.
- ✓ Fizzy drinks will not be sold to Elementary School students.
- ✓ Parents/Guardians providing food for their children/wards should ensure that the packages do not include any chips, chocolate bars, gummy candies and fizzy drinks.
- Hot meals are served for all elementary learners in the cafeteria. Meals can be ordered on a weekly/monthly basis.

➤ **School-Parent/Guardian Contact**

- ✓ Strong school-parents/guardians communication is encouraged as it benefits the students.
- ✓ Parents/Guardians may contact the administration regularly to arrange for meetings with teachers.
- ✓ Regular parent-teacher conferences are scheduled during the year.
- ✓ The school issues a weekly newsletter informing parents/guardians of upcoming events of the school.
- ✓ Notes will be sent through eSchool.

➤ **Textbooks**

- ✓ The school provides the students with the required textbooks and copybooks.
- ✓ It is each student's responsibility to return the books in good condition.
- ✓ All materials will be distributed in class by the class teacher during the first week of school.

➤ **Cubbies**

Every student will be provided with a cubby which should be used to keep belongings safely.

➤ **Halls and Stairways**

- ✓ Halls and stairways should be kept clean.
- ✓ Students should not run along the hallways or up and down the stairs.
- ✓ Students should use the right-hand system while walking along the stairs and hallways.
- ✓ Passes are required when the student leaves the classroom.

➤ **Break Times**

Students should not be in the classrooms/hallways during break times, unless given permission by the Head of Section.

➤ **Library**

- ✓ The library is open daily from 7:30a.m. till 2:15p.m.
- ✓ Students can borrow books to take home for a specific period of time.
- ✓ The library also welcomes students during breaks and class time if accompanied by a teacher.

➤ **Nurse**

- ✓ A qualified nurse is on campus throughout the day.
- ✓ In the event of a suspected major injury, the nurse and the administration jointly decide whether the case calls for a hospital visit or not.
- ✓ Parents/Guardians will be informed of any treatment given to their children/wards.

➤ **Transportation**

• **School Policies Covering Transportation**

- ✓ The school makes available buses to all parts of Beirut and its suburbs as requested by parents/guardians.
- ✓ Parents/guardians have the options of either enrolling their children/wards on a school bus for which a fee is required, drop off and pick up their children/wards themselves, or allow their children/wards 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.
- ✓ In case a student was late to board the bus for departure from school, the parent(s)/guardian will be called to pick up the student after school.
- ✓ A bus assistant is assigned to accompany students to and from school.
- ✓ Parents/guardians are urged to have an adult waiting to receive their children/wards on time.
- ✓ Parents/guardians can request from the school permission for their children/wards 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. The request must be made by parents/guardians 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 and not throw any litter out of the window

➤ **After-School Activities**

- Badminton
- Tae Kwon Do
- Zumba
- Robotics
- Art
- Football
- Volleyball
- Guitar
- Basketball
- Piano

➤ **Birthdays**

Birthday invitation cards will not be distributed for students in school.

➤ **PALS (Parents Activities for Learning and Sharing)**

The Elementary School PALS Program aims at establishing interesting non-academic routes to reach parents/guardians and creating a friendly atmosphere based on communication and collaboration among LWIS-CiS community members.

- **Possible Activities**
 - ✓ Halloween
 - ✓ Independence Day ➤ Saint Barbara's Day ➤ Christmas Program ➤ Mother's Day Program
 - ✓ Valentine's Day
 - ✓ International Day
 - ✓ Snow Trip
 - ✓ Egg Hunt/ Easter Activities
 - ✓ Grade 5 Graduation
 - ✓ Assemblies
 - ✓ Reading Day
 - ✓ Field Trips
 - ✓ School at the Pool
 - ✓ Open Day
 - ✓ Math Day
 - ✓ Founder's Day
 - ✓ Camps

- **School Day**

Students are expected to be in school by 7:45a.m.

VIII. DAY PLANNER

Monday-Tuesday-Thursday-Friday		Wednesday	
First Period	07:50a.m. – 08:45a.m.	First Period	07:50a.m. – 08:45a.m.
Second Period	08:45a.m. – 09:30a.m.	Second Period	08:45a.m. – 09:30a.m.
Third Period	09:30a.m. – 10:15a.m.	Third Period	09:30a.m. – 10:15a.m.
FIRST BREAK	10:15a.m. – 10:35a.m.	FIRST BREAK	10:15a.m. – 10:35a.m.
Fourth Period	10:35a.m. – 11:20a.m.	Fourth Period	10:35a.m. – 11:20a.m.
Fifth Period	11:20a.m. – 12:05p.m.	Fifth Period	11:20a.m. – 12:05p.m.
SECOND BREAK	12:05p.m. – 12:30p.m.	SECOND BREAK	12:05 p.m.-12:30p.m.
Sixth Period	12:30p.m. – 01:15p.m.	Sixth Period	12:30p.m. – 1:25p.m.
Seventh Period	01:15p.m. – 02:10p.m.		

Last revised July 2025