

# Faculty and Staff, Preschool, Elementary, Middle, and Senior School Handbook

*Welcome to the first Electronic and  
Green School in Lebanon!*



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## A Message from the Principal

LWIS- Adma International School (LWIS -AIS), a Member of the **Learner's World International School (LWIS) network**, embraces a Learner Centered Philosophy. We promote holistic development by integrating Peace Education, (Democracy and Citizenship, Human Rights, Conflict Resolution, Environmental Education, Health and Safety, and Service Learning) within all aspects of the school. LWIS-AiS utilizes differentiated learning in order to accommodate students' diverse learning profiles, interest, and readiness. We believe all children have the right to learn and are capable of learning.

LWIS-AiS teachers strive to create a safe and nurturing environment by emphasizing rights and responsibilities and by modeling school values. They also do their best to support challenged students and enrich gifted and talented ones. They utilize diverse teaching, learning, and assessment strategies which include interactive technology, cooperative learning, inquiry learning, differentiated learning, independent learning, projects, portfolios, case studies, centers, themes, community service, fieldtrips, lab work, and hands-on activities.

Additionally, we have become the First Green School in Lebanon. **Green-** because the school is free of mercury, since all bulbs have been replaced by led lights. Water is heated through solar panels and lights and some of the electrical equipment are driven by solar energy. Green, because all heaters have reflectors to maximize the use of energy. Air conditions and refrigerators are technically equipped to reduce use of energy. We are green because diesel use will be reduced to a minimum and that we are recycling paper, aluminum, glass, and plastic in addition to maximizing the use of non-recyclable items. **Electronic-** because of use of interactive technology and internet in every classroom as well as E-books, laptops, and iPads by students.

We encourage parents to be partners in the learning process. We believe they have the right and responsibility to play a part in their children's education. Your active involvement is a key element in helping them become successful students and well balanced human beings.

We help learners see mistakes as learning opportunities and learning as an educational journey. Along the way, we expect each student to exercise his/her right, be respectful, feel respected, have fun, and learn. We believe the outcome of their journey will develop graduates who are effective leaders, Peace Education endorsers, good communicators, diversity celebrators, critical thinkers, problem solvers, creative researchers, team players, academic achievers, knowledgeable individuals, and self-reflectors.

Join the journey and experience the LWIS-AiS difference.

Sincerely,  
Dr. Nabil A. Husni



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## LWIS - AiS Vision, Mission, and Values

### Vision:

LWIS-AiS, Home of Peace Education, will set the pace for a holistic learner-centered education.

### Mission:

LWIS-AiS promotes life-long learning through Peace Education, professional development, and facilitated classrooms that utilize differentiation, inquiry, cooperative learning, and interactive technology.

We endorse a partnership where students, parents, staff, and community members work together in a safe and nurturing environment to develop higher order thinking, academic excellence, ethical behavior, and personal growth.

We honor the gift and support the need of every child. We also empower learners to become active and innovative contributors to an ever-diverse international and multicultural society.

### Values:

<b>P</b> erseverance	Ability to achieve goals and overcome hurdles persistently and continuously through intrinsic motivation
<b>A</b> gility	Ability to anticipate change and act quickly and pro-actively
<b>C</b> larity	Ability to communicate honestly and transparently free of ambiguity
<b>E</b> mpathy	Ability to recognize and understand others' feelings, emotions, and thoughts
<b>R</b> espect	Ability to treat self and others with dignity and courtesy

### **Educational Objectives**

We offer an educational journey whereby students embrace their rights and responsibilities and have fun. We believe the journey will develop graduates who are effective leaders, Peace Education endorsers, good communicators, diversity celebrators, critical thinkers, problem solvers, creative researchers, team players, academic achievers, knowledgeable individuals, and self-reflectors.



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**Rationale and Beliefs**

In order to meet the evolving needs of the 21<sup>st</sup> century, LWIS graduates will benefit from a unique holistic education based on differentiated instruction, catering to each individual’s character and ability. Throughout their time at our schools, learners will be armed with state of the art technological skills and well developed communication tools that are vital for the successful integration of any individual into the job market and society of today and tomorrow. LWIS-AiS will adhere to the following core beliefs:

- Each learner is a valued individual with unique personal, social, academic, and cognitive needs that will be addressed and developed through holistic education.
- Each individual is worthy of praise, encouragement, respect, and the opportunity to be challenged to his/her full potential while being held accountable for his/her actions.
- A learner-centered education is achieved in a safe and nurturing environment that is conducive to learning.
- Teaching, learning, and assessment practices should incorporate and implement a variety of multi-level courses in addition to a wide range of strategies that accommodate diverse multiple intelligences and learning styles encompassing mainstream and special education learners.
- Glocal communities celebrate and appreciate diverse cultural heritage and personal values.
- The development of good character is essential for building citizenship, responsibility, positive relationships, and respect for one’s self and others.
- The use of technology, effective communication, and research tools are vital in preparing our learners for future endeavors.
- The needs of our learners can only be met through commitment to linking on a regular basis, teaching, and assessment strategies, learner’s achievements/needs, and professional development.
- The use of **Peace Education\*** is an essential part of our holistic learner-centered philosophy.

Peace Education	A concept that is defined as humanizing the process of education through its components: Democracy, Citizenship, Human Rights, Conflict Resolution, Environmental Education, Health and Safety, and Service Learning.
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## Our Understanding of Holistic Education

### **Academic Development:**

We provide diverse and dynamic academic curricula, guided by high standards, where all learners, young and adult, are actively engaged to reach their maximum potential. We are committed to developing the abilities of all our learners, young and adult, honoring their different learning styles, multiple intelligences, and cultural backgrounds. Our curricula are project and research-based, and they integrate technology.

### **Cognitive Development:**

We provide a learning experience where learners can experiment with academic, personal, and social problem-solving, and exercise rational and creative thinking, develop into critical thinkers, and acquire the knowledge and skills to become independent life-long learners. Our emphasis is on teaching learners to translate real-life solutions into concept models, obtain solutions, and then translate those back into the context of the real-life application. The ongoing traditional and authentic assessments integrated in our curricula measure learners' understanding and help us cater to their needs.

### **Personal and Social Development:**

We provide an educational experience where every learner is supported and guided to become a confident and responsible leader and a decision-maker, and where every learner will develop a healthy social system based on respect and appreciation of others. This system includes acquiring the knowledge, attitudes, and skills to lead an active, productive, and healthy lifestyle.

### **Aesthetic Development:**

We provide an educational experience where our learners will develop a personal appreciation for the different forms of art including music, fine arts, and literature. Our learners will be motivated and encouraged to experiment with and develop their own artistic talents.

### **Moral Development:**

We provide an educational experience where learners can develop into “glocal” citizens who are aware of, understand, accept, and respect the differences in others. Our learners will develop into free and responsible individuals, who respect the freedom of others and promote fairness and equality.



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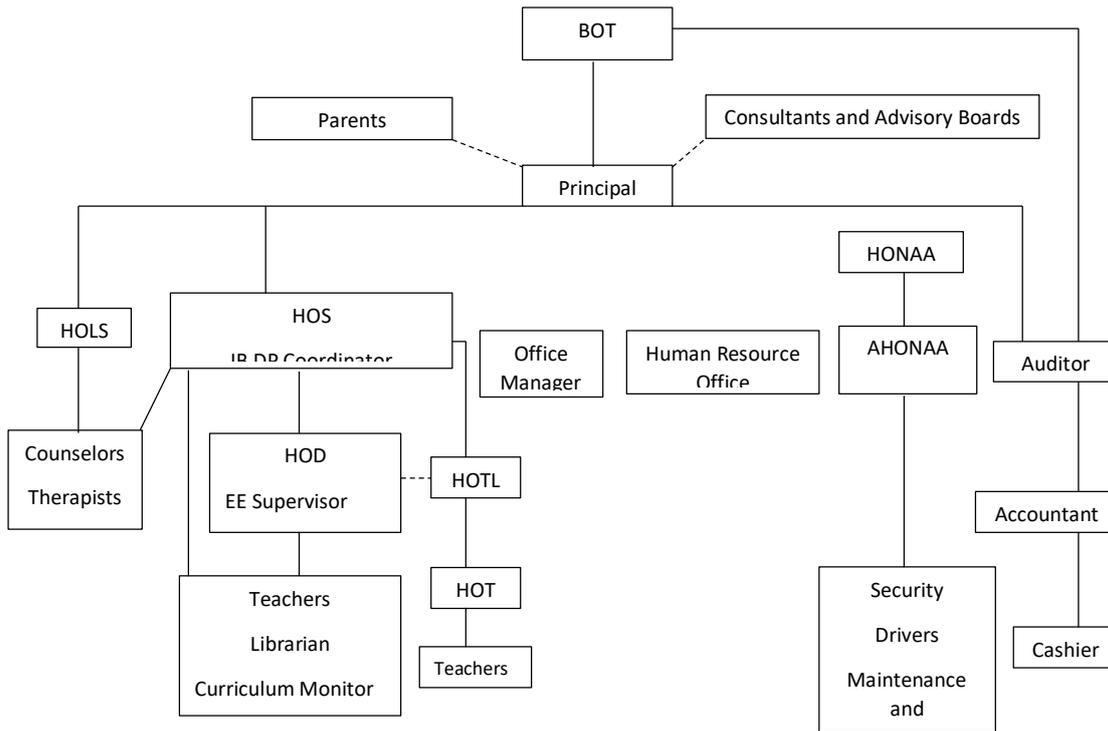
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### Organizational Structure



- AHONAA: Associate Head of Non-academic Affairs
- EE Supervisor: Extended Essay Supervisor
- HOD: Head of Department
- HOLS: Head of Learning Support
- HONAA: Head of Non-academic Affairs
- HOT: Head of Team
- HOS: Head of Section
- HOTL: Head of Teaching and Learning
- IB DP Coordinator: International Baccalaureate Diploma Programme Coordinator

**Note: In the absence of the Principal, the Head of the Senior School section will serve as an acting Principal of the Upper Campus and the Head of Preschool and Elementary will serve as the acting Principal of the Lower Campus.**



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## The School Environment and Key Information

### Environment

LWIS-AiS is located at an altitude of 570 meters above the sea in Fatka, Lebanon, adjoining the Mar Nuhra Monastery. We take pride in our physical environment. It is a unique place surrounded by beautiful greenery and overlooking the Mediterranean Sea.

### Faculty and Staff

LWIS-AiS employs professional teachers and staff members who have been chosen for their creativity, energy, and willingness to learn and develop. The LWIS-AiS faculty are dedicated individuals who believe in the learner-centered system of education. An ongoing professional development program is set for all staff. It includes regularly scheduled workshops and seminars on teaching methodology, curriculum design, Peace Education, and other topics related to improving the staff's ability to maximize student learning and wellbeing. Names of teachers and class schedules will be posted on e-school at the beginning of the academic year.

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### Student Council

In Grades 1-12, the Student Council is self-governing, with Grade 12 actively playing a major leadership role. The Student Council provides opportunities for students to develop leadership and communication skills. The outreach programs in the Elementary, Middle, and Senior School enable students to be active participants in the decision making process in order to feel integrated in their school community. Community outreach is an additional purpose for council activities. The student council also plans and coordinates fundraising activities between students and school personnel.

### E-Books and Consumables

Being the first electronic school, we utilize E-books from G1 to G12; all E-books are installed at the beginning of the school year. G1 to G12 students are required to have laptops and have access to the internet at home. Copy books are supplied by the school at the beginning of the year. The cost of the E-books and notebooks is included within the registration fee.

### Fees and Financial Responsibility

Please see the Office Manager in our Administration office for a detailed handout.

### Internet Code of Ethics

- All use of the Internet must be in support of education and research; **chatting is strictly prohibited.**
- Users shall not intentionally seek information leading to passwords belonging to other users, or misrepresent other users on the Internet.



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- No use of the Internet shall serve to disrupt the use of the network by others; hardware or software shall not be destroyed, modified, or abused in any way.
- Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are prohibited.
- Use of the Internet to access or process pornographic material or inappropriate text files is prohibited.
- No inappropriate images or text should be saved on laptops.

### **Cubbies and Lockers**

**Cubbies are provided for all students from KG1 through KG3. Students should follow these guidelines regarding their cubbies:**

- **Cubbies should be kept neat and tidy.**
  - **No personal items should be stored in cubbies to prevent items from becoming lost.**
- Students in Grades 5 through 12 are issued lockers. They need to provide their own locks and/or keys. Students should follow these guidelines regarding their lockers:
- All students in Middle and Senior School must have locks in order to be given the privilege of having a locker. Students who do not purchase a lock within the first week of school will be issued one from the school and charged for the cost of the lock.
  - Students must not write or decorate the outside of the lockers.
  - Students should leave valuables at home or give them to the school administration at the beginning of the day and collect them at the end of the school day.
  - Lockers should be kept neat and must be cleaned out completely at the end of the school year.
  - Students will be charged for any damage.
  - Although we respect the privacy of every student, the school reserves the right to search lockers and/or school bags if it is deemed necessary by the school administration to ensure the well-being of the student population.

### **Change of Telephone Number/ Address/ or Email**

By October of every year, a pre-typed registration form will be sent to all parents to confirm all information related to family status, email, and/ or contacts. If any of the above changes occur during the academic year, please notify the office directly in writing.

### **Health and Food Services**

Part of our health education program is to provide our students with food services that enhance health education guidelines. We plan to offer nutritious, healthy, and tasty food selections. Our concern resides not only with the consumers "our students" but as well by researching the suppliers we contract to make sure we are serving the best quality product. The variety of food served is well studied to balance the meals in a way where all components of the food pyramid are served on a daily basis, in addition to ensuring cooked meals are served which contain grains, dairy products, pasta, meat, and chicken. The service area is adequate for serving and follows the hygienic standards required by the Ministry of Health. The sitting area is cozy, warm, and well lit to provide the students with a pleasant and positive surrounding. The hours of operation start as early as 7:30am to serve early breakfast and end at 3:15pm for the afternoon snack before after school activities begin in order to make sure our students get enough nutritious snacks before and after hours. Nutrition education expands to the classrooms and the PSD periods to promote critical thinking that will result in the promotion and disease

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prevention caused by mishandling food. Our commitment to the child nutrition program is integrated within the health education program components of education.

**Food Services Program**

Breakfast, lunch, and afternoon snacks are available on a daily basis for all students. A monthly hot lunch menu is sent regularly to inform the parents of the meals served.



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## Preschool

The Preschool program is based on the following beliefs relating to young children, their learning, their home, and their community environments.

- Young children arrive to Preschool from diverse backgrounds and with a variety of experiences. They develop through similar stages, but at individual rates. They need differing amounts of time and support to develop common understandings. The Preschool program provides learning experiences that meet individual and group needs, interests, and developmental levels. Additional support provided to children with special education needs to help them increase their potential for learning.
- Young children are naturally curious and eager to learn. Learning is enhanced by interaction and cooperation with others, including adults and children. Through interactions, organized activities, and purposeful play in the Preschool program, children explore and experiment with their environment to add to their knowledge, learn new skills, and practice familiar ones.
- Parents are their children's first and most important teachers and play a central role in the lives of their children. When children begin Preschool, parents and teachers form a partnership to support learning at home and at school. In Preschool, the values and beliefs of the home are acknowledged, and the cultural diversity of families is recognized.
- The Preschool program plays a role in the coordination of community services for young children and their families. The Preschool program provides information to parents about available community services to assist them in meeting the needs of their children.

### How do young children develop?

Young children are developing socially, physically, cognitively, creatively, and emotionally. All these areas are related to and dependent on one another. The early year of a child's development is a time of rapid intellectual growth and development. The development of the cognitive is influenced by social, physical, creative, and emotional growth. The Preschool program provides learning experiences that meet the developmental needs of all children. Children move through similar stages, but with their own pattern and at their own rate of development and learning.

The following descriptions of developmental characteristics are typical of most, but not all, children in Preschool.



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## Our Understanding of Holistic Education:

### Social Development

Preschool children are becoming more socially oriented and are making friends with children of their own age, although these friendships may change frequently. They are learning to share, cooperate, and play in groups. They are increasing their awareness of a variety of social behaviors and situations, such as being friends, taking turns, being fair, solving problems, negotiating, and solving conflicts.

### Physical Development

Preschool children have better control of their large muscles than of their small muscles, and continue to develop abilities such as running, hopping, climbing, balancing, and jumping. They may have some difficulty manipulating small materials, such as writing tools, scissors, and shoelaces. They are increasing their ability to control and coordinate movements, such as throwing, kicking, and catching a ball. They are learning to use all of their senses, but their vision and hearing are not yet fully developed. Children of this age are full of energy. They tire easily but recover quickly. Sitting still for long periods of time is difficult, so they need a balance of active and quiet times.

### Cognitive Development

Preschool children are gaining knowledge of objects, relationships, and events in their immediate experience by doing, observing, imitating, and exploring. They are developing fundamental thinking skills related to their direct experiences, but their reasoning, memory, and problem-solving skills are still limited. They are beginning to plan and think ahead, but often think and act in the here-and-now. They still view things mainly from their own perspective, but are becoming more able to understand the views of others. They are developing the ability to pay attention for longer periods of time, and their memory is increasing. Young children's hearing and speaking vocabularies increase rapidly, and they love to talk. They develop their ability to stay on topic, take turns, and tell stories. They ask many questions about the world around them. They experiment with the sounds of language and begin to express their ideas in pictures and writing. They develop a "sense of story" through listening, reading, and viewing.

### Creative Development

Preschool children want to express their personal ideas and feelings, and they need adults to listen and respond to them. They explore, experiment, and create using a variety of materials. Their work becomes more detailed, and they talk about what they have created. They often take part—spontaneously and imaginatively—in music, dancing, and movement. In dramatic play, young children experiment with different roles and discover new solutions to problems. The process of creating is often more important to them than the end product.



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### **Personal Development**

Personal development includes experiencing and expressing feelings, and developing independence, decision-making skills, and initiative. Preschool children display their emotions easily and visibly. They are developing the ability to understand and differentiate between their own emotions and those of others. They are learning socially appropriate ways to express their emotions. They want to do things themselves to demonstrate their growing confidence and independence. They are ready to take on more responsibilities and are developing a sense of self—a feeling of being different from others. They may also express fears and show anxiety when separated from familiar people, places, and things.

### **What do Children Learn in Preschool?**

Children begin to develop independence, initiative, decision-making ability, creativity, early literacy and numeracy skills, the ability to learn, the ability to relate to others, verbal communication skills, and feelings of self-worth! What young children learn at this stage will have a major impact on successful learning experiences in school, on personal development, and on future participation in society.

Young children begin all this important learning in a variety of environments—in their homes, in day care programs, and in the community. Children arrive in Preschool from diverse backgrounds and with a variety of experiences.

The Preschool Program Statement describes clear expectations in seven learning areas: The learning areas focus on the early learning in English language arts, Mathematics, Science, Physical Education, French, the Fine, and Performing Arts. They provide a transition to the subject area expectations of elementary schooling. Early learning in information and communication technology is included in instructional activities.

### **Early Literacy**

Language is the basis of all communication. Language learning is an active process that begins at birth and continues throughout life. Children learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense and order of their world.

Early literacy focuses on children being actively engaged in acquiring language and constructing their own understandings of how oral and written language works.

In Preschool, children participate in shared listening, reading, and viewing experiences using such as picture books, fairy tales, rhymes, stories, photographs, illustrations, and video programs. They share stories, using rhymes, symbols, pictures and drama to celebrate individual and class accomplishments. Children draw, record and tell about their own ideas and experiences and participate in class and group language activities. Children begin to use language prediction skills when stories are read aloud, and to ask questions and make comments during listening, viewing, and reading activities. They read their own names, as well as some words that have personal significance. Children categorize objects and pictures, and represent and share ideas and information about topics of interest. They form recognizable letters, print their own names, and explore and experiment with new words.

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### **Early Numeracy**

Young children are naturally curious and develop a variety of mathematical ideas before they enter Preschool. Children make sense of their environment through observations and interactions at home, in daycares, and in their community. Mathematics learning is embedded in everyday activities, such as playing, reading, beading, threading, storytelling and helping around the home. Hands on activities contribute to the development of number and spatial sense in children. Curiosity about mathematics is fostered when children are engaged in, and talking about, such activities as comparing quantities, searching for patterns, sorting objects, ordering objects, creating designs and building with blocks. Number sense is the most important foundation of numeracy. A true sense of number goes well beyond rote counting and develops when children connect numbers to their own real-life experiences. Learning to work with patterns helps children develop mathematical reasoning. Spatial sense is developed through a variety of experiences and interactions within the environment. In Preschool children explore number, patterns, and shape, and space by working with appropriate manipulatives. They learn to count and show a given number, using pictures or objects. They recognize and make patterns, and compare objects on length, weight or volume. Children sort objects by shape, color, or size and build and describe real-world objects. Positive early experiences in mathematics are as critical to child development as are early literacy experiences. Children begin to develop problem-solving skills that they will continue to develop throughout their schooling.

### **Citizenship and Identity**

Children bring their own perspectives, cultures, and experiences to the Preschool classroom. Citizenship and identity focuses on the development of a strong sense of identity, self-esteem, and belonging by Preschool children. These provide the foundations for children to become active and responsible citizens. They begin to develop their sense of identity and citizenship through active inquiry into their social, physical, cultural, and linguistic environments. In Preschool, children will explore who they are in relation to others in their world. They will be given opportunities to become aware of who they are as unique individuals and to express themselves by sharing their personal stories. Children will discover how they are connected to other people and to their communities and will be encouraged to express interest, sensitivity, and responsibility in their interactions with others.

### **Environment and Community Awareness**

Children use their five senses to explore, investigate, and describe their environment and community. Children explore the design, function, and properties of a variety of natural and manufactured materials. Using simple tools in a safe and appropriate manner, they select and work with a variety of materials to build structures. They explore scientific and aesthetic concepts using sand, water, blocks, clay, and other materials, and begin to use some technology appropriately. Children explore familiar places and things in the environment and community. They role-play familiar home and community situations and activities. They identify familiar shapes, symbols, and sounds and recognize seasonal changes in their environment and community. They recognize familiar animals in their surroundings.



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### **Personal and Social Responsibility**

This learning area focuses on the personal and social skills that are necessary for effective learning across all subject areas. It takes time to develop personal and social skills. This development occurs at different rates as a result of each child's experiences. In the Preschool program, children begin to develop and practice skills that they will continue to enhance throughout their lives. By participating actively in learning tasks, trying new things and taking risks, children begin to see themselves as capable of learning. They begin to accept rules and deal with routines in a school environment. They become more independent and learn to take some responsibility for selecting and completing learning activities. Preschool helps children learn how to work and play with others. This requires the development of many social skills. Children need to learn to express their feelings in socially acceptable ways and show respect and a positive caring attitude toward others.

### **Physical Skills and Well-being**

Physical activity is vital to all aspects of normal growth and development. Early childhood is the time to begin the development of active, healthy lifestyles. Health and life skills involve learning about the habits, behaviors, interactions and decisions related to healthy daily living and well-being. Through movement, games and activities, using a variety of equipment, children develop coordinated movement, balance, and stability. Their fine motor skills also improve. They learn to hold a writing implement and control its movements. Eye-hand coordination increases as children work with small materials such as buttons, cubes, blocks and beads. By participating in physical activities, by becoming aware of healthy food choices, and by learning to observe safety rules, children develop attitudes and practice behaviors that promote wellness and an active, healthy lifestyle.

### **Creative Expression**

Children explore and express their thoughts and feelings through visual arts, music, drama and movement. They become aware of their own imagination and creativity and that of others as they interact with a variety of materials and respond to various forms of expression. They begin to develop an appreciation of the fine arts, as they become aware of why and how ideas and feelings are communicated in many ways. By viewing and responding to natural forms, everyday objects and artworks they begin to learn about how we see and interpret visual images. Children express themselves through movement and individual and group musical activities, songs and games. They listen to and begin to appreciate a variety of musical instruments and different kinds of music. Through dramatic play and movement, children grow in self-awareness and self-confidence and develop their imaginative and creative thought.



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### Goals of the Curriculum

- To provide a positive sense of identity and emotional well being
- To develop age-appropriate language and literacy skills
- To encourage thinking, reasoning, questioning, and experimentation
- To demonstrate proper health, safety and nutritional practices.
- To respect gender, age and ethnical diversity.
- To utilize technology in the learning process.

### Classroom Learning Centers

**Writing Center:** A writing center allows preschool aged children to investigate early forms of writing - experience stories through pictures, retelling of stories, scribble writing, and book making. Materials include a wide variety of paper, pre-made blank books, crayons, markers, scissors, tracers, magazines to cut, and glue. Also included are materials to enhance fine motor development such as beads and stamps. Lace-ups and hole punchers.

**Quiet Center:** In this corner, the children have the opportunity to relax and read. This area is equipped with a comfortable reading area and a selection of books. Children who like looking through books and/or need a place to be peaceful will often seek out his/her corner. Puppets, flannel boards, and a selection of puzzles are also available.

**Computer Center:** The computer is a popular activity and provides someone to one time for children and staff. It is utilized to enhance students' gifts or assist them with routine tasks. It provides opportunities for individualized learning.

**Drama Center:** The house corner provides opportunities for make-believe and role-play. Pretending to be people in situations they've experienced helps give children a sense of the adult world. It gives them opportunities to work together, express their feelings and ideas, and use language to communicate their role and respond to others' needs and requests. Dress up clothes, dolls, stuffed animals, hats, masks, props, and puppets are things that are included here.

**Construction Center:** Preschool children use blocks to build structures that go up, out or around, and in the process deal with the spatial and structural problems of balance and enclosure. They also deal with similarities and differences and create patterns in their structures. The Construction Center provides adults with the opportunity to observe children exploring, building cooperatively, sorting, grouping, comparing, arranging objects, and role-playing. A wide variety of materials are included in this area.

**Music and Movement Center:** In this corner, equipment such as balance beams, tunnels, and musical instruments are provided to encourage exploration and development of large muscle coordination and rhythm. This is a favorite corner as it allows for physically active involvement and a release of energy.



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**Art Center:** Exploring and using art materials allow preschool children to express original ideas, improve their coordination, develop small muscle skills, and learn to recognize colors, shape design, and textures. Materials should include a wide variety of paint, collage materials, fabrics, clay cornstarch, chalk, and markers.

**Math Center:** Exploring activities through manipulative lay the groundwork for abstract concepts such as comparing, classifying, ordering, arranging pattern blocks and sequence blocks, measuring cups, playing with toy clocks and a wide variety of sorting materials.

### How do young Children Learn?

As children play, they are clarifying information, integrating ideas from previous experiences, and exploring and experimenting with their environment. Play gives children opportunities to add to their knowledge, learn new skills, and practice familiar ones. Through play, children learn to deal with their feelings, interact with others, and resolve conflicts. They develop their imagination, creativity, and ability to solve problems. Play is a valuable and important way for children to learn. It provides the opportunity for active learning and for children to master skills that will be used later in more formal study.

A sample of typical things children do when they play are listed below, to help you better understand the skills children acquire through the activities they do:

When Children Do This:	They Are Learning To:
<ul style="list-style-type: none"> <li>Put blocks in trucks and dump them out.</li> </ul>	<ul style="list-style-type: none"> <li>Understand size, weight, and number concepts like manipulating blocks etc.</li> </ul> Cognitive /Language/Physical Development
<ul style="list-style-type: none"> <li>Use blocks and wooden animals to create a zoo.</li> </ul>	<ul style="list-style-type: none"> <li>Classify, sort, manipulate, make choices, communication.</li> </ul> Language/Cognitive/Affective/development
<ul style="list-style-type: none"> <li>Balance one large block on top of another.</li> </ul>	<ul style="list-style-type: none"> <li>Observe.</li> <li>Solve problems.</li> <li>Develop hand-eye-coordination.</li> </ul> Physical/ Cognitive development
<ul style="list-style-type: none"> <li>Put on dress-up clothes.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their fine motor skills and self-help skills.</li> </ul> Affective/Physical development
<ul style="list-style-type: none"> <li>Pretend to be grown-ups.</li> </ul>	<ul style="list-style-type: none"> <li>Understand their experiences better (Abstract Thinking).</li> </ul> Language/Social/Affective development

<ul style="list-style-type: none"> <li>Put pegs in a pegboard.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate small pieces (Hand-eye coordination and Reading/Writing Readiness).</li> </ul> Physical/Language development
<ul style="list-style-type: none"> <li>Finish a puzzle.</li> </ul>	<ul style="list-style-type: none"> <li>Complete a task.</li> <li>Develop their fine motor skills.</li> <li>Manipulate puzzle pieces.</li> </ul> Physical/ Affective/ Cognitive development
<ul style="list-style-type: none"> <li>Sort pictures that are the same.</li> </ul>	<ul style="list-style-type: none"> <li>Match and classify.</li> </ul> Cognitive development
<ul style="list-style-type: none"> <li>Play with play dough.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize how materials change rolling, pressing (fine motor skills).</li> </ul> Cognitive/Physical development
<b>When Children Do This:</b>	<b>They Are Learning To:</b>
<ul style="list-style-type: none"> <li>Draw a picture.</li> </ul>	<ul style="list-style-type: none"> <li>Use symbols and express ideas (Reading/Writing Readiness).</li> </ul> Language/Physical/Aesthetic development
<ul style="list-style-type: none"> <li>Make boats sink.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize cause and effect.</li> </ul> Cognitive development
<ul style="list-style-type: none"> <li>Pour without spilling.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their fine motor skills and practice self-help skills.</li> </ul> Affective/Physical development
<ul style="list-style-type: none"> <li>Turn pages of a book from beginning to end.</li> </ul>	<ul style="list-style-type: none"> <li>Read a book from left to right (English) or right to left (Arabic) (Reading and Writing Readiness).</li> </ul> Language development
<ul style="list-style-type: none"> <li>Scribble on paper</li> </ul>	<ul style="list-style-type: none"> <li>Use writing as a means of communication (Reading and Writing).</li> </ul> Language/Physical development
<ul style="list-style-type: none"> <li>Listen to a story and talk about what happened.</li> </ul>	<ul style="list-style-type: none"> <li>Love books, recall details, and express ideas.</li> </ul> Language Development

<ul style="list-style-type: none"> <li>Prepare a recipe that calls for adding ingredients by teaspoons, cups, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Understand measurement.</li> <li>Observe changes.</li> <li>Follow directions.</li> </ul> <p>Language/Cognitive/Affective development</p>
<b>When Children Do This:</b>	<b>They are Learning To:</b>
<ul style="list-style-type: none"> <li>Create different sounds by putting more (or fewer) beans in cans and shaking them.</li> </ul>	<ul style="list-style-type: none"> <li>Explore cause and effect (Logical Thinking).</li> </ul> <p>Cognitive/Language development</p>
<ul style="list-style-type: none"> <li>Sing or do a finger play with the other children and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Participate co-operatively in a group.</li> </ul> <p>Social/Language/Affective/Aesthetic development</p>
<ul style="list-style-type: none"> <li>Find ways of moving across the carpet without their feet touching it.</li> </ul>	<ul style="list-style-type: none"> <li>Think creatively to solve problems.</li> </ul> <p>Language/Physical/Cognitive/Affective development</p>
<ul style="list-style-type: none"> <li>Try out a computer program together with another child.</li> </ul>	<ul style="list-style-type: none"> <li>Share and play co-operatively with others.</li> </ul> <p>Social/ Physical/Language/Cognitive development</p>
<ul style="list-style-type: none"> <li>Using paint and gadgets to create their own art work.</li> </ul>	<ul style="list-style-type: none"> <li>Express their ideas using art.</li> <li>Experiment using a variety of materials.</li> <li>Make choices.</li> </ul> <p>Aesthetic/ Language/Affective development</p>
<ul style="list-style-type: none"> <li>Talk about changes in plants, people and things outside as seasons change.</li> </ul>	<ul style="list-style-type: none"> <li>Sharpen observation skills.</li> <li>Communicating their findings.</li> </ul> <p>Cognitive/Language development</p>

### Helping Your Child to Learn at Home

Here are some things you can do to be more involved in your child's world at school:

- Open your child's folder daily and make sure your child does the required activities.
- There will be many opportunities for you to share a story with your child. Please take the time and read with your child and share your comments.
- Listen to what your child has to say about his/her day by using phrases like "How was your day?" It seems like you had a ..... day (depending on child's expressions) etc. "Wow! Look at all your beautiful work.... I wish I could do that... Can you show me how to do it?"
- Discuss with your child upcoming events/themes.
- Praise your child's accomplishment when he/she brings home his or her work or theme packages, keeping in mind it is the process that counts not the product.
- Display and hang your child's masterpieces and art work at home.
- Learn the songs your child has learned and join in singing.
- Set some quality time aside to play, encourage art activities, interactive games such as blocks, building toys, all sorts of manipulative, puzzles, and outdoor games.
- Encourage your child to practice self-help skills, like trying to dress alone, put on and tie shoes, put toys away, clean up.
- Make sure that computer games and television do not occupy your child's whole day.
- For ideas on activities you can share at home with your child, please consult your child's teacher (I'm sure they have a lot of creative and fun activities up their sleeves.).



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### Arrival and Departure Procedures

**1- Parking and Entrance:** Parents dropping off or picking up children are requested to use the main school entrance. Children are asked to step out of the car from the right door and not from the driver's side. Teachers will be there to assist your child. Parents may not leave their cars in this area. If they wish to do so, they should park on the side parking lane and accompany their children. Additionally, at the front of the building, parents may not park in the safety marked zones (Front of the school).

**2-Arrival/Tardiness:** Classes begin promptly at 8:00 A.M. It is extremely important that your child arrives on time. If your child arrives late, it will take longer for him/her to adjust to the routine.

**3-Departure:** Buses and cars will leave school premises at 2:50 P.M. except for Friday at 2:00 P.M. They will line up on the right side and move one vehicle at a time after the buses leave. All KG1 + KG2 parents can get their children before 2:30 P.M and after 2:55 P.M.

**When riding the bus your child needs to:**

- sit in designated seats.
- listen to the bus monitor.
- stay in his/her seat.
- talk quietly and politely.
- put the seat belt on.



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## Preschool Policies and Procedures

**Staff:** The preschool is staffed with dedicated and qualified educators and co-teachers whose primary goal is to provide your child with a nurturing and stimulating program. Each child is able to receive ample individual attention. An additional early childhood special needs coordinator, a speech therapist, a school psychologist, and a nurse are available to provide services within the preschool.

**Toilet Training:** It is important that your child is potty trained. We encourage you to dress your child in clothing that makes independent toileting more successful. However, staff members can assist with difficult snaps, belts, etc.

**Meals:** A snack is provided each morning. The hot lunch's menu for the upcoming month will be posted on the school website and on the e-school portal system. Children can choose to bring lunch from home or purchase a hot lunch from school. All lunch payments should be made at the main office (upper campus). Although children are provided with a light nutritious snack every day, parents still need to send a snack with the child on a daily basis. Do not send chocolates, chips, popcorn, candies, chewing gum, soda, and nuts to school. Chocolates also include biscuits with chocolate. If you choose not to participate in our Hot Lunch Program, please send a healthy lunch with your child which may include a sandwich, fruit, and juice. Additionally, please send a full water bottle with your child daily. We are more than happy to refill these bottles during the day, or your child may choose to buy from the cafeteria.

**Health Status:** The school nurse and staff must be alerted about any child who has a medical condition which may require immediate attention or the administration of medication. Such conditions may include food or insect sting allergies. A health form will be sent to you in order to be updated for your child's current medical status.

**Health Services:** If a child becomes ill at school, the school nurse serves as a consultant to the staff regarding medical concerns. Major cases will be referred to a hospital in coordination with parents.

**Medication:** Medication can be administered at school by the nurse, if a written prescription/note from the physician or parents is attached. All medication must be kept in the nurse's office. Please do not send medication to school with your child. If your child goes by bus, hand in a written note, along with the prescription (if available and considered a must in some cases) to the bus supervisor. If your child does not go by bus, kindly have the person driving him/her to school follow the proper procedure. Make sure you inform the school nurse if your child was given any medication in the morning before he/she comes to school. Children must remain at home for 24 hours after they have started the antibiotic and the fever is back to 37 degrees.

### Illness, special health problems, symptoms that require the students' absences and/or withdrawal from school are:

- a fever of 38 degrees or above, diarrhea, a persistent cough, vomiting, yellow or green nasal discharge or unexplained rashes. Children must remain at home until they are symptom free for 24 hours and/or has been seen by a doctor.
- conjunctivitis "pink eye," impetigo, meningitis, require a physician clearance before going back to school.
- evidence of nits and lice require the students to be nits and lice free before coming back to school and must inform the school administration as soon as the problem is detected in order to alert the staff and the parents.

- communicable diseases such as chicken pox, measles, mumps, rubella, ringworm, and others... The school administration must be informed immediately for epidemic spread and require a physician clearance before going back to school.
- special health problem that limit your child from regular activities must be reported to the school nurse in order to alter a special program to meet his/her individual needs.

**Rest time:** KG1 and KG2 children will be encouraged to participate in either a rest time or a quiet activity session in the afternoons. Rest mats are provided. However, your child might also wish to bring a small pillow and/or a favorite stuffed toy. Children will not be left to sleep beyond a 45-minute period.

**Dress:** Your child will be involved in many hands-on activities. Messy projects sometimes require a change of clothing. An extra set of labeled clothing should be left at the preschool. Children wearing sandals will not be allowed on playground equipment. Proper attire will help ensure the safety and comfort of your child. Outdoor play is very important to children. Please be sure to dress your child properly for the weather (e.g. boots, gloves, mittens, hats, etc.)

Finally, be sure to label all outerwear such as sweaters, coats, and boots. Lost and Found items are located in the lower campus school office.

**Behavior Philosophy:** This year's emphasis is on providing a positive environment where students learn responsibility and make better choices. They will be taught values, morals, and how peace education lights the way for a better world. Every month in our monthly calendar, one peace component will be highlighted. Our goal at LWIS-AiS is to help children "learn how to learn," reflect, criticize, and take the lead in becoming better and more capable learners while teachers act as facilitators.

Concerning behavior issues, students in KG1 and KG2 will be guided in making the right decisions. If they forget and make the wrong choice, they will sit and have a discussion about their behavior and how it affected others surrounding them. They will discuss with their teachers what other decisions they could have taken. Students along with the teacher who was present while the behavior occurred will sit for 5 minutes to think about the situation and the decision that could have led to a better outcome.

KG3 will follow a "Go Green" technique whereby they will all start on the color green, and gradually as the day goes they will be given reminders if needed by changing their color to yellow, then a third reminder to orange and the last reminder "red," which would mean no dot for the day and a possible time-out. After students have received 10 dots they will be given a certificate with 20 dots they will be given a certificate as well as a token; with 30 dots they will receive a small present. With our team's encouragement and praise, we are positive that students will work very hard to always "Go Green!" This is used as a catalyst to begin the motivation process while instilling within each child the value of intrinsic motivation.

**Birthdays:** Birthdays are important to children, and they like to share them with their friends. This year KG1 to KG3 will celebrate their special day with their parents. This special day is entitled, "Birthday Walk."

It's something they will remember for a long time.

Every child gets his or her own day. Parents bring a big poster filled with pictures representing all the different stages of your child's life and set it on a shelf for all the kids to see. Parents will be notified of the details at a later date.

As for the older classes, the children will have a little cake during recess if the parents wish to do so. They must call the lower campus main office, and we will schedule it.

### Parent Communication and Involvement

The primary goal of the LWIS-AiS Preschool and Elementary is to maintain close communication between home and school. An Open House is scheduled yearly to introduce parents/guardians to the staff members and our learner-centered curriculum. The classroom teacher maintains contact with parents through notes, phone conversations, a monthly newsletter, classroom activities, bulletin boards, parents/teacher conferences, e-school portal system, and report cards. Individual conferences are scheduled two times per year for students. Parents may request a conference at any time. Should the classroom teacher have a concern or question about your child, he/she will request a meeting with parents/guardians.

The LWIS-AiS Preschool welcomes parents to visit or volunteer; please let us know so we can make the necessary arrangements. Although we actively seek parent participation, we ask you to keep in mind that one of the primary purposes of any preschool program is to ease the child's transition from home to school. If your child becomes upset by your presence in the classroom, we will happily work with you to find alternative ways to volunteer.

Other involvement options might include class field trips, school events, and volunteering to read with or to students.



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## Teaching, Learning, and the Curriculum

### Definition of Learning

Learning is a holistic and continuous process, which is maximized within a caring and supportive environment and reinforced through skills, values, and strategies that impact learners to become effective leaders, Peace Education endorsers, good communicators, diversity celebrators, critical thinkers, problem solvers, creative researchers, team players, academic achievers, knowledgeable individuals, and self-reflectors.

### Using the Curriculum

English is the language of instruction for all students seeking either the American Senior School Program or the Lebanese Program. Arabic and French are introduced as early as the KG1 classes and are taught within our multi-level system where students are divided into levels ranging from beginners to advanced. The Arabic and French courses within the American High School Program are driven by the academic level of our students and not by pre-determined standards. As to the context of the curriculum, the Lebanese curriculum is determined and set by the government. The American Senior School Program is designed according to the Learner's World philosophy and is consistent with international schools adjusted to accommodate the national culture. All books with the exception of Arabic and French are purchased from the United States through well known publishers such as Houghton Mifflin and McDougal Littell.

The curriculum for Elementary and Middle School include: English, Math, SST, Science, Arabic, French, PE, Computer, Art, Music/Drama, and Martial Arts, Math Support, English Support, Religion, Personal, and Social Development.

The curriculum for Senior School include: English, Math, SST, Science, Biology, Physics, Chemistry, Arabic, French, PE, Computer, Art, Music, Drama, Personal, and Social Development. Additionally, AP courses are offered in Grade 11 and Grade 12.

In addition, elective courses are offered to Senior School students. These courses include: Business, Marketing, Economics, Psychology, Sociology, and Technology, Physics and Chemistry for non-scientific students.

It must be noted that not all elective courses are offered every year. Subjects may vary from one campus to another based on the students' needs and interests.

LWIS - AIS believes in the holistic diversity of every student. Learning is measured beyond the traditional modes of evaluation and assessment. In addition to the typical testing and

homework, we focus on encouraging our students to participate in school projects, i.e., Poetry Competition, Spelling Bee and Geocompetition as well as collaborating with international organizations such as the LAU and AUB Fairs, and the NDU Human Rights competition. Their learning is also measured through service to the community and demonstrations of their personal and social skills. The curriculum also prepares students for external examinations such as SAT I and II, MAP, AP and the Lebanese Brevet and Lebanese Baccalaureate in order to prepare our students for universities within Lebanon and abroad.

- At the beginning of each academic year, the teacher will get access to the Atlas Rubicon and will be guided on how to navigate and get access to all curricula and information. The expectation is that this document will be used to guide the teaching process.
- Revision of the document will take place with the Leadership Team. The teacher will become familiar with it to the point that it guides his/her teaching.
- Students must be provided with clear expectations regarding assessment and evaluation.
- Records of any suggested revisions to any given unit in the "reflections" section of the unit plan should be submitted to the curriculum monitor.
- Proposed changes to the curriculum take place in collaboration with the Heads of Departments. Significant changes require the Principal's approval.
- Teachers are expected to engage students in practical learning through hands-on activities, use of technology, and projects.

### Curriculum Monitoring

Meeting high standards of learning requires vigilance and accountability. LWIS - AiS has implemented a monitoring system designed to collect evidence of how we are progressing with our curriculum. The role of each of our classroom teachers in this process is to:

- provide the department head with copies of major assessments before they are used as requested.
- periodically provide work samples and major assessments as requested by his/her Head of Section and/or Head of Department.
- collaborate with colleagues on maintaining and complementing standards.
- share and analyze work samples in department or team meetings.

### Learning Support Department

The Learning Support Program at LWIS-AiS caters for students whose educational progress is being hindered by difficulty in the area of learning, behavior, or emotional development. Recognizing special needs among your students in class will be the subject of workshops and seminars you attend at LWIS-AiS. If you do think a student is in need of special assistance, speak to a counselor, the Head of the Learning Support Department or Heads of Sections. In some cases, a review will be requested by a special committee.

This committee is chaired by the Head of the Learning Support Department who is aided by an ad hoc membership he/she appoints to conduct in-depth needs assessments, diagnose learning difficulties, and recommend effective special education programs. Once a special education program has been recommended and developed for a student or group of students,

you will be expected to integrate the student's program into the regular class structure and ultimately with the inclusion of the student in the mainstream class.

### **English as a Second Language**

English language learners are students in English language schools whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in LWIS-AIS, and who may require focused educational supports to assist them in attaining proficiency in English.

These students have gaps in their language skills or are from countries where English is not the first language. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs.

The ESL Department's aim is to:

- prepare students to follow their academic study at school and beyond.
- help the students improve their scores on the English examinations such as the official exams, PSAT, SAT, and MAP.

- **Stage 1**

ESL students start their program in small classes in order to receive special attention from their teachers.

- **Stage 2**

If the subject teacher does not see improvement in the student's work, despite the refined program, the Head of Section should be made aware. At this stage, a meeting should be set up with the Head of Section, teacher, and Head of Department to decide on a plan of action.

The parents are invited to a meeting with the HOS and concerned staff member to discuss the student's difficulties. Once the parental consent is given, further support will be given.

- **Stage 3**

If the student showed improvement, then he or she will follow the mainstream program and get help during English Support Classes.

- **Stage 4**

If the student showed more improvement and his or her grades became up to the class level, then he or she will follow the mainstream class without any support. Parents should be continually updated.

### **Extra-Curricular Activities**

Our school's academic programs offer a wide variety of co-curricular activities to supplement formal learning. Students are strongly encouraged to become involved in a co-curricular program. The diversity of the co-curricular program ensures that there is something for all



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student interests and ability levels. Our students are challenged to use their recreational time in a constructive and fulfilling manner and within the general scope of goals set for the school. These include:

- the development of new skills that reflect the specific interests of individual students.
- personal and social development through the provision of experiences that enhance personal attributes such as cooperation, tolerance, self-confidence, and respect for others, as well as the environment. Further to reflect being a PACER (Perseverance, Agility, Clarity, Empathy, and Respect).
- an appreciation of multiculturalism and internationalism.
- a variety of after-school activities and clubs such as, basketball, football, dance, choir, Zumba, etc...will be offered on a regular basis.



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### Sufficiency Theory

Continuing with our philosophy of creating a learner-centered environment, we are introducing the sufficiency theory which serves the following goals:

- Closing gaps between high and low achievers
- Raising students' confidence toward subjects that they have had difficulties with up to this point

The theory combines strategies of cooperative learning and differentiation with the theory of mastery learning. It assumes that there is no strong and weak learners, but fast and slow learners. As such, all students can improve sufficiently, provided they are given the proper support, sufficient time, and the right environment.

Teachers apply the sufficiency theory by utilizing the following steps:

- 1- Give tests with learning objectives (LOs).
- 2- Return graded tests with missed LOs identified.
- 3- Group students according to the missed LOs, assuming 80 is the mastery level.

Diverse corrective measures will be used with the different groups.

- 4- Correct and return the test quickly and no later than one week.
- 5- Students scoring over 80% will either join the different groups to help or will be given an assignment of their choice related to topic (Higher order thinking is the target).
- 6- To qualify for a retake, a student should submit a paragraph to explain each missed objective plus, in case the teacher feels the need, solve a similar problem or exercise assigned by the teacher (within 3 days of corrective measures or a maximum of one week in some cases).
  - a. Usually 1 period is dedicated to corrective measures (maximum 2 periods in case test is comprehensive).
  - b. Students will engage in self-evaluation before corrective measures begin.
- 7- Retakes will be scheduled during the after school hours (3-4pm) for students scoring below 80. Students in grades 3 and 4 will retake the test within school hours.

8- Grades are based on the following:

Test	Retake test	Grade
Below 70	70-79	70
Below 70	80 & above	75
Below 70	below 70	average of test and retake test
70-80	80-89	80
70-80	less than test	no change

The 2 exceptions to the above policy are the following:

1- Students within the Lebanese program taking History, Civics, or Geography will have the chance to retake all quizzes and tests. The new grade is based on the following:

Test	Retake test	Grade
Less than 70	< 85	65
Less than 70	> 85	70



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2- Testing Arabic or English writing requires that students rewrite the essay before they can qualify for a different retake. A student scoring less than 70 on a writing piece will qualify for a retake and his/her new grade is based on the following table:

Test	Retake test	Grade
Less than 70	< 85	65
Less than 70	> 85	70



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### Promotion Policy (Grades and Homework)

Letter Grade	% Grade
A+: Outstanding	95 – 100
A: Excellent	90 – 94.99
B+: Very Good	85 – 89.99
B: Good	80 – 84.99
C+: Above Average	75 – 79.99
C: Average	70 – 74.99
D+: Satisfactory	65 – 69.99
D: Unsatisfactory	60 – 64.99
F: Failing	0 – 59.99

Each student (G3- G12) is expected to have a cumulative average of 65% or higher and 65% in each of the core subjects in order to be unconditionally promoted to the next grade. Students with a cumulative average of less than 65% or a grade of less than 65% in more than two or three core subjects must repeat the academic year. Students scoring an average of less than 65% in one or two or three of their core subjects must attend summer school and complete the program successfully in order to be promoted to the next level. Students scoring between 65% and 70% in the core subjects will be highly recommended to attend summer school.

Students in G1-G2 are assessed through different means such as theme assessments, activities, projects, and presentations. Their progress is measured continuously in all domains of learning.

#### Homework

Learning consists of many aspects including comprehension and retention. Homework is an important tool to help in the retention of information and to build good study habits. It is imperative that students spend adequate time at home doing homework in order to reinforce skills and concepts they have learned at school.

The following table represents the school's recommendation for the time an average student should spend daily doing his/her homework. Students with academic difficulties are expected to spend more time working on homework on a daily basis. Students following the Lebanese Program have to spend more time on homework during Brevet and Bacallaureate years in order to achieve acceptable results on their examinations.

KG3 – Grade Two	30 minutes
Grade Three – Grade Five	1 hour
Grade Six – Grade Eight	1 1/2 hours
Grade Nine – Grade Twelve	2 hours

The above timetable includes at least 15-30 minutes of recommended daily reading.

## Students Rights and Responsibilities

### Rights

Student's involvement in the educational process is a basis right. Active involvement includes planning and evaluation in an atmosphere of basic respect.

- I have the right to be an individual at school, free from prejudice and discrimination.
- I have a right to be respected and not physically or emotionally abused.
- I have the right to express my ideas when appropriate and be part of the development process at school.
- I have a right to a safe school.
- I have a right to tell my side of the story at the appropriate time.
- I have a right to know the school rules.

### Responsibilities

Students have a responsibility to conduct themselves in a manner that does not violate the rights of other people. They share with teachers, administrators, and support staff the responsibility of developing a climate within the school that is conducive to productive learning and living.

- I have a responsibility to be thoughtful, respectful, and courteous to others.
- I have a responsibility to take care of property.
- I have a responsibility to practice good personal hygiene.
- I have a responsibility to come to school daily on time.
- I have a responsibility to enter classrooms in an orderly way and to settle down to work immediately.
- I have a responsibility to bring my laptop, materials, and equipment to class.
- I have a responsibility to complete and hand in work by the due time.
- I have a responsibility to listen with courtesy to the views of others.
- I have a responsibility to allow others to work without being disturbed.
- I have a responsibility to know and follow the school rules.
- I have a responsibility to accept just and appropriate consequences if responsibilities are not fulfilled.
- I have a responsibility to refrain from cheating.

## Behavior and Academic Policy

### KG3-G4

LWIS- Adma International School aims to promote social, academic, and cognitive growth in order to build responsible students who will become pillars of change in society.

The purpose of setting a behavior policy is not to punish the students but to provide them with an opportunity to learn from their mistakes and behave in a more constructive manner in similar circumstances in the future. Our purpose is to instill values and build skills in order to help students develop self-discipline and self-motivation. Our teachers and administrators will listen, negotiate, support, coach, and encourage students to make the right choices.

Positive reinforcement will be used as the behavior management from KG3 to Grade 4. KG3 to grade 4 follow a Merit/Demerit technique.

On a daily basis, if all rules are followed the student earns a « Merit ».

After receiving,

15 Merits- he or she will be rewarded a token of his or her choice

30 Merits- he or she will be rewarded a small present of his or her choice.

If a rule is broken, and he or she is reminded more than once, he or she will earn a « Demerit ». After four demerits, the student will sit for a « Reflection Time » during the break time and fill out a “Think Sheet” where he or she will reflect on his or her behavior, and come up with an action plan to fix his or her behavior. After fifteen demerits, the child will stay for an « After School Personal and Social Development Session.

With our team’s encouragement and praise, we are positive that students will work very hard to always “Earn Merits”! This is used as a catalyst to begin the motivation process while instilling within each child the value of intrinsic motivation.

LWIS AIS has a set of golden rules of behavior which are aimed at promoting caring behavior, honesty, and good relationships, so that people can work together in a supportive atmosphere with the common purpose of helping everyone to learn, to be creative, to grow emotionally and physically, and to be happy.



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If a student receives a demerit more than once for any of the following offences, the consequences will be as follows.

OFFENCE	FIRST TIME	SECOND TIME	THIRD TIME
<b>COMING TO CLASS UNPREPARED (no homework)</b>	Verbal reminder. Parents will be informed.	Inform parents.  5 points will be deducted for everytime his or her work is not handed in.	Meeting with parents, HOS, relevant teacher, and student to set an action plan and sign an agreement.
<b>COMING TO CLASS UNPREPARED (books, laptop, copybooks, pencils, etc.)</b>	Verbal reminder. Parents will be informed.	Written note to parents. (sent on eschool)  Copy the written class work during recess the next day. (1 break)	Meeting with parents, HOS, relevant teacher and student. Parents will be asked to bring his or her materials, students will reflect on his or her responsibilities during an after school session.
<b>Attempting to look at other learner's test or assessment</b>	Verbal reminder and signing an agreement.	Parents will be informed. 20% of the total mark will be deducted from test or assessment.	50% deducted from the test. Meeting with the parents and the child.
<b>Mobile phones and ALL electronic devices/toys</b>	Verbal reminder. Parents will be informed.	The item will be confiscated for one day.  Parents will be informed.	The item will be confiscated for one week.  Parents will be informed.
<b>Disrespectful behaviour, language, and/or gestures towards staff and peers</b>	Two break <b>reflection sessions</b> with writing an action plan.  Parents will be informed.	After school personal and social development <b>reflection sessions</b> .  Parents will be informed.	At least one in-school <b>reflection day</b> depending on the severity of the offence.  Meeting with parents.

<p><b>Fighting /Bullying- physically, verbally, and/or cyberbullying</b></p>	<p>Parents will be informed. 3 day break reflection sessions (6 break reflection sessions) Action plan and apology letter.</p>	<p>One to two days in-school <b>reflection time</b>. Meeting with parents</p>	<p>At least one out of school <b>reflection day</b>. Registration for the next academic year will be reconsidered.</p>
<p><b>Disrupting Class</b></p>	<p>Verbal reminder.</p>	<p>One break reflection Writing an apology letter and action plan. Parents will be informed.</p>	<p>Learner will not attend the remaining time of class. Two break <b>reflection sessions</b>.. Parents will be informed. After school <b>reflection time</b> depending on the severity.</p>
<p><b>Wilfully damaging or acquiring other's property and/or the school's.</b></p>	<p>Parents will be informed. Compensation for the damages. Two break <b>reflection sessions</b>.</p>	<p>Two days break <b>reflection sessions</b> with writing an action plan. Parents will be informed. Compensation of 50\$ for the damages.</p>	<p>At least, one in-school <b>reflection day</b>. Compensation of 50% for the damages. Compensation for the damages Meeting with parents.</p>

**Important Notes :**

- If a student is not wearing his or her school uniform, he or she will be given a new one, and parents will be charged accordingly.

### Behavior and Academic Policy (G5-G12)

LWIS - Adma International School (LWIS-AIS) aims to promote social, emotional, moral, academic, and cognitive growth in order to build responsible students who will become pillars of change in society. We will utilize the 3 S's (Stay Positive, Stop Complaining, Seek Solutions) in order to help all learners become solution focused.

The purpose of setting a behavior policy is not to punish the students but to provide them with an opportunity to learn from their mistakes and behave in a more constructive manner in similar circumstances in the future. Our purpose is to instill values and build skills in order to help students develop self-discipline and self-motivation. Our teachers and administrators will use the NEST approach (Negotiation, Engagement, Support, Tolerance) to encourage students to make the right choices. If a student still chooses to engage in an unacceptable behavior, then the following statements will be in effect:

- 1- If a student wishes to use his or her laptop during break time, a written permission must be obtained from the Head of Section.
- 2- If a student is not wearing his or her school uniform, he or she will be given a new one, and parents will be charged accordingly. If a student refuses to do so, then he or she will be sent home.
- 3- If a student has any piercing on his or her lips, tongue, or eyebrows, he or she will be asked to remove it in order to stay at school.
- 4- If a student wears excessive makeup or jewelry, he or she will be asked to remove it.
- 5- If a student has an extravagant hair style or hair color, he or she will be sent home to change it.
- 6- If a student is late to class 3 or more times, he or she will stay after school to make up the missed time.
- 7- If a student is late for more than thirty minutes in the morning, he or she will have an after school personal development session.
- 8- If a student (G9 to 12) is absent more than two times per term, he or she will lose at least one point daily on the overall grade per subject assigned on that day. (3 late arrivals are equivalent to 1 absence).
- 9- If a student does not submit his or her homework, he or she will be held responsible, and 5 points will be deducted from the homework percentage.



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10- If the student comes to class without his or her laptop, charger, or copybook, then he or she will stay in class and his or her parents or guardians will be called to bring the stuff to school. Moreover, 5 points will be deducted from the homework percentage.

11- If a student chooses to bring his /her mobile to school, then he/she must give it to the Head of Section before period 1 and will collect it at the end of the day before going home. Having a phone is not allowed at school. Violating this policy will lead to confiscating the phone for at least one day and maybe permanently.

12- If a student is caught cheating on quizzes, tests or assignments, a zero will be issued. (See Academic Honesty Policy)

13- If a student is caught displaying inappropriate emotions, he or she will be reminded of appropriate behavior. In case of repetition of such behavior, parents and counselor will be informed, and actions will be taken.

14- If a student smokes at school, he or she will be sent home for at least one day. He or she might be assigned some community work instead. When coming back to school, the student has to be accompanied by his parents.

- ❖ After the first incident, he or she will prepare a project related to the disadvantages of smoking, and then present it to his classmates.
- ❖ After the second incident, he or she will have a one day in- school suspension.
- ❖ After the third incident, he or she will be sent home.

15- If a student engages in a disrespectful behavior towards another student (shouting, foul language, rude gestures, etc..), he or she may be asked to leave the class or will be sent home depending on the severity of the situation.

16- If a student leaves school premises without permission, he or she will be sent home and will not be allowed back to school without being escorted by his or her guardian.

17- If a student ditches a class, then he or she will have an after school personal development session. Students are not allowed to enter the class unless the Head of Section gives him or her a paper allowing him or her to enter.

18- If a student persistently, bullies (verbally or physically) his or her peers, he or she will complete a reflection paper formulating a solution and then will write an apology letter to the student he or she bullied. If bullying continues, then disciplinary actions will be taken depending on the severity of the situation.

19- If a student commits vandalism or theft, he or she may be suspended depending on the severity of the incident; moreover, he will be charged \$50 in addition to the cost of the broken or destroyed item. Additionally, he/she will be asked to engage in at least half a day of



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community service. The broken object will not be changed (where feasible) unless the student comes on Saturday and helps fixing or installing the new object.

20- If a student engages in violence or uses illegal weapons (gun, knives, lazer, sharp objects) or substance, he or she will be sent home for a period of time or may be expelled depending on the severity of the incident.

21- If a student activates the fire alarm without justification, he or she will be suspended for three days and will pay a \$500 penalty.

22- If a student engages in a disrespectful behavior towards a teacher or administrator, then, all of the following consequences will be in effect:

- a. The student will be kept out of class or sent home the remaining of the day.
- b. The student must remain at least 3 periods outside the disrespected teacher's classroom. The student will be given work to complete on his/her own.
- c. The student must complete a reflection paper that should include an apology and a way that he/she should have handled the situation without being disrespectful.
- d. The student must engage in at least half a day of community service outside school on Saturday or Sunday.
- e. The student must meet with the counselor and sign a behavior contract that includes an action plan and specific consequences that will take place in case the student is disrespectful again.

23- If a student has an average less than 65% in more than three subjects regardless of the percentage attained on the cumulative average or a cumulative average below 65, he or she will repeat the year. (See Assessment Procedures Handbook)

24. If a student scores less than 65% on one, two, or three subjects, he or she must attend summer school and pass in order to be promoted to the next level. (See Assessment Procedures Handbook)

25. Once a student violates other signed contracts in relation to lab, library or bus, consequences as stated on the relevant contract will apply.

26. If a student loses his or her copybook, he or she has to copy the old notes in order to get a new copybook. This should be supervised by the teacher and reported to the librarian.

**General Application:**

Repetitive negative behavior of minor offences or engagement in a major offence will necessitate referral to counseling and/or utilization of a behavior log (see attached) in

In addition to a signed contract by parents. If a student gets three or more yeses on the behavior log, he or she will have an after-school personal development session. Losing this paper will indicate lack of adherence to preparedness; therefore, the student will directly get an after school personal development session.

**Note : Ipad, Ipod, walkie-talkie, and toy weapons are not allowed at school.**



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## Parents and Community Relations

### Parents' Committee

The school cooperates with the Parents' Committee that is elected for a term of three years by all the parents of LWIS-AIS students, according to the requirements of Lebanese law. The Parents' Committee meets regularly with the Principal who welcomes discussion of all aspects of school life and recruits the participation of the Committee in programs and volunteer activities that benefit the school.

It should be noted that the Parents' Committee is not the place where parents should bring their children's individual problems at school for discussion. If a student has any individual complaint or problem at LWIS-AIS, his/her parent should address his/her teachers or the Heads of Sections first.

### Parents' Committee Activities

LWIS-AIS looks to all parents for support in enriching our students' learning experience. We encourage them to actively participate in school events and to do their part at home to ensure school policies are adhered to and supported.

### Parental Involvement

Open communication between home and school – between parents and teachers is essential to the holistic development of every student.

### Expectations of Parents

1. Support the school mission, vision, values, rules, and regulation.
2. Support the school behavior policy.
3. Communicate regularly with the school.
4. Communicate with different school constituents before making a decision.
5. Pay your fees on time.
6. Respect the process of communication within the school community.
7. Support the teacher's role.
8. Support the teacher's privacy.
9. Attend meetings and functions on a regular basis.
10. Ensure that homework is done.
11. Volunteer.
12. Regularly check website, e-school, portal system, etc.
13. Ensure that children come to school on time.
14. Homework are the responsibility of children and should not be completed by parents.
15. Spend time with your child.
17. Have discussions with your child daily.
18. Ensure the hygiene of your child.
19. Monitor bedtime, leisure time, and TV/Internet use.



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## Procedures and Policies

### School Telephone Use By Students

Students may use the school telephone for emergency only. Generally, forgotten homework, books, lunches, going to a friend, etc., are not considered an emergency.

### Student Dress Code

Students are required to wear the School Uniform unless designated otherwise. You may purchase the different items by completing the appropriate form which is available at the school's main office.

The School Uniform is comprised of:

School Jeans/Shorts  
School Sweatshirt  
School Polo Shirts (long/short sleeves)  
School Raincoat

For Physical Education:

School Jogging Suit  
School Shorts and T-shirt

### Attendance

All students are expected to be at school regularly and to be on time for all classes. This is important so that they can develop habits of punctuality, self-discipline, and responsibility. Late arrivals disrupt the class. Daily attendance is a part of the student's records and is listed by term on grade reports. Playground supervision begins at 7:45am and we urge you not to send your children to school before that time, as we cannot be responsible for their safety.

### Absences

Please call the school by 8:30am if your child is absent from school. You may call at any time the day before your child's absence. If your child will be absent from school because of travel for five (5) or more days, please contact the school office at least one (1) week before your child's departure. This will provide us with the time to prepare an Independent Study Contract for your child. This will help your child stay current with his/her class, and make this an excused absence.

### Tardiness/Late Arrival

Tardiness is disruptive to both your child and his/her class. Punctuality is a habit that needs to be established while children are young. We would appreciate your cooperation in helping our children learn this important habit. All students arriving to school after homeroom time



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(second bell) are required to stop by the administration and get a late slip. After obtaining the slip, students must go to the head of section's office. Students may be asked to stay out of class until the beginning of the second period.

### **Early Dismissal**

Students are only permitted to leave the school at the regular dismissal time. If they need to leave school before the regular dismissal time, they must bring a note from the parents upon arrival and give it to the Head of Section. Please arrange for appointments during after school hours and on Saturdays. If this is not possible and your child must be released from school, please send a note and ask that your child wait in the office at a designated time. Please bring a note/proof from the doctor or the place of appointment upon the child's return to school. All students must sign out at the administration office prior to leaving school.

### **Extra Curricular Activities**

Our school's academic programs offer a wide variety of co-curricular activities to supplement formal learning. Students are strongly encouraged to become involved in a co-curricular program. The diversity of the co-curricular program ensures that there is something for all student interests and ability levels. Our students are challenged to use their recreational time in a constructive and fulfilling manner within the general scope of goals set for the school. These include:

- The development of new skills that reflect the specific interests of individual students
- Personal and social development through the provision of experiences that enhance personal attributes such as cooperation, tolerance, self-confidence and respect for others, as well as the environment
- An appreciation of multiculturalism
- A variety of after-school activities

### **Student Sign-Out**

Release of a child from school may only be made to a parent, legal guardian or someone listed on the emergency card. Release of students to persons other than the above mentioned, may be made only with written permission from parents or legal guardians. Anyone taking a child out of school, or during regular school hours, must call the administration prior to picking up their child and sign the appropriate form upon arrival. A copy of the ID picture may be requested from the person picking up students who are not listed on the emergency card.

### **Change of Address/Telephone**

By October of the current year, a pre-typed registration form will be sent to all parents to confirm all information related to family status, address and/or contacts. If any of the above changes occur during the academic year, please notify the office directly in writing.



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### **School Visitation**

All visitors must check in at the administration office regardless of the purpose for being on campus, except in the case of gatherings and/or events organized by their child's section. Parents are always welcome to visit. If you would like to visit a classroom, please arrange this in advance by calling the head of section through the school office. All vehicles will be registered at the gate and information will be requested of drivers.

### **Lost and Found**

Students who have lost an item at school should look in the "Lost and Found" cabinet with the nurse. Parents are welcome (and urged) to check our "Lost and Found" section at any time. Please make sure you mark students' belongings with their first and last names as well as the grade to help us return the articles to the correct classroom.

### **After Hours**

The school will be closed after 4:00pm. However, if your child has forgotten any of his/her belongings; the gate keeper is authorized to open the classrooms for you and will escort you to the classroom. A form will be signed by both the student/parent and school representative on duty describing the items that were picked up.

### **Emergency Chain List**

At the beginning of every academic year, an emergency chain list will be created among parents and administration to be used ONLY in cases of extreme emergencies whereby the contacts of one parent – called the Godfather or Godmother – from each classroom will be distributed to all other parents to call in severe emergencies. The school will contact all Godfathers/Godmothers to report the situation of the students and/or any necessary information.

### **Office Hours**

The office hours are from 7:30am to 4:00pm on school days. During non-school hours, the gate keeper will take your messages.

### **Transportation**

Transportation services are provided for students registered on the bus only. All buses are attended by supervisors, and attendance is checked daily. Safety, behavior and hygiene standards are expected of drivers, supervisors and students. No one way and/or change of routing/bus services are provided.

### **Health Services**

Health Services are provided by the school nurse who serves the needs of the students. Health education is conducted throughout the year to answer student and parent concerns and to provide awareness, emotional and physical support. The services provided during the year are

covered by a pediatrician, an ophthalmologist, a nutritionist, a dentist and an educational and developmental psychologist. By October of the current year, all students are required to bring a medical update.

### **Medication**

Medication can be administered at school by the nurse, if a written prescription/note from the physician or parents is attached. All medication must be kept in the nurse's office. Please do not send medication to school with your child. If your child travels on the bus, hand in a written note, along with the prescription (if available and considered a must in some cases) to the bus supervisor. If your child does not travel on the bus, kindly have the person driving him/her to school follow the proper procedure. Make sure you inform the school nurse if your child was given any medication in the morning before he/she comes to school. Refer to the health and hygiene section for more information.

### **Medical and Out of School Appointments**

Please arrange for appointments during after school hours and on Saturdays. If this is not possible and your child must be released from school, please send a note and ask that your child wait in the office at a designated time. Please bring a note/proof from the doctor or the place of appointment upon the child's return to school. All students must sign out at the administration office prior to leaving school.

### **Drills**

Evacuation drills take place at least once a term. Instructional, non-instructional staff and the student body are trained regularly in order to follow all instructions. Any violation of the rules and regulations will not be tolerated.

### **Request of Official Documents**

All official documents needed take at least three (3) working days for processing. Make sure you notify the administration one (1) week in advance in order to proceed with the necessary arrangements.

### **Website**

The school website is updated regularly. Newsletters and other information are uploaded monthly. You may use the sections related to inquiries and comments to direct your concerns.

### **Communication with Parents**

The school will use the mobile messaging system as the quickest device for communication during emergencies, supported by a letter or note if possible.



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