

Middle & High  
School

# PARENTS HAND BOOK FOR STUDENT SUCCESS

The Lebanese Society for Education & Culture

# UNIVERSAL SCHOOL OF LEBANON

(Founded September 1999)

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*We Measure Success One Happy Learner at a Time*

## **Subject Coordinators**

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**Ziad Azar**

Arabic History, Geography, Civics

**Mireille Khalil**

# **A MESSAGE FROM THE HEAD OF SCHOOL**

*Welcome to LWIS-Universal School of Lebanon (LWIS-USL), where the journey of learning is both inspiring and continuous. At LWIS-USL, we view education as a dynamic blend of thoughtful exploration and practical experience. Our environment is designed to foster curiosity and empower students to become lifelong learners.*

*We are committed to developing a curriculum and programs that are finely tuned to each student's unique strengths and learning styles. Our approach extends beyond the classroom, involving engagement with the broader community and supporting national causes to enrich the educational experience.*

*As the leader of this vibrant and diverse school community, I take great pride in what we have achieved together. I am also deeply thankful to the parents who place their trust in us to guide their children's education. Together, we are dedicated to preparing our students for a successful future with passion and commitment.*

*Amal Farhat EL-Hassan*  
**Head of School**

# The School

The Universal School of Lebanon (USL) is a co-educational institution that prioritizes a learner-centered educational philosophy. It offers a diverse, multinational curriculum and boasts a staff, student body, range of services, and opportunities that reflect this global approach. Located in Bttram, El-Koura, North Lebanon, at an altitude of 300 meters, LWIS-USL is part of the Learners World International Schools (LWIS) network.

The school fosters an inclusive environment where students from various cultural backgrounds are encouraged to thrive both academically and personally. By being part of the LWIS network, USL benefits from a collaborative exchange of best practices, ensuring a high standard of education that prepares students for success in a globalized world.

## Mission Statement

Our mission is to provide a safe and nurturing environment where quality education lays the foundation of life-long learning through building confidence and creativity. Universal School of Lebanon promotes the use of technology to enhance active learning, with the aim of developing independent learners. Our curriculum prepares our learners to be global citizens through multicultural activities, community outreach programs and international projects. Our faculty gives each learner the opportunity to develop to his/her fullest potential.

### **Our mission at USL is strongly tied to the following beliefs:**

- ✓ We believe that student learning is the chief priority and that the child's educational program should be a shared responsibility involving the home, school, teacher, and students.
- ✓ We believe that our curriculum must be flexible, challenging, and ever changing so that each child will achieve success and satisfaction in life.
- ✓ We believe in an educational program that helps to develop the whole child in the cognitive, affective, social, aesthetic, and physical domains.
- ✓ We believe that the school should provide a safe environment and an educational program to meet the needs of each child so that he/she is encouraged to function at his/her full potential.
- ✓ We believe that each child should be provided with opportunities to establish him/herself both as an individual and a member of a group.
- ✓ We believe that educational experiences should enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and behave responsibly.
- ✓ We believe that integrating technology in a meaningful way enables students to develop information technology skills and be updated with most recent advances in computer education.

- ✓ We believe in promoting awareness at the social, environmental, and multicultural levels.

### **The school goals fall under three major categories:**

#### **The Academic Achievement Goals and Study Habits that Relate to Core and Special Courses:**

##### *The Universal School of Lebanon curriculum is designed to:*

- ✓ Furnish students with a base knowledge of facts, terms, and principles that govern the mathematical, physical, and social sciences.
- ✓ Empower students with productive and receptive English language skills with emphasis on expressive writing, public speaking, and critical strategic reading, as well as literature appreciation.
- ✓ Prepare students for SAT, IELTS, TOEFL, and IBDP exams, as well as the Lebanese Brevet and Baccalaureate Official Exams.
- ✓ Involve students in their own learning through research that leads to understand concepts, possess skills and permit them to seek resolutions to questions and issues while they construct new knowledge.
- ✓ Involve students in their own learning through use of portfolio assessments that support instructional goals and reflect change and growth over a period of time. Also, to encourage student, teacher, and parent reflection that provides continuity in education from one year to the next.
- ✓ Help students master the basic skills through active learning with special emphasis on collaborative learning models.
- ✓ Help students capture the connection between what they are learning in school and daily life experiences.
- ✓ Offer community service projects that provide the opportunity for students to learn responsibility, experience the satisfaction that comes with helping others, and to acquire new skills as young citizens.
- ✓ Integrate the use of technology throughout their learning process.

#### **The Cross-Disciplinary Processes and Abilities that Relate to the Personal Development of an individual as a Human Being:**

##### *The school curriculum is designed to allow students to:*

- ✓ Develop a positive self-image and recognize and accept one's capabilities and/or limitations.
- ✓ Develop the ability to socialize with others and have a sense of community spirit and civic responsibility.
- ✓ Develop the ability to think critically and apply the problem-solving approach in all walks of life.
- ✓ Develop good physical habits that lead to a healthy happy life.

- ✓ Develop aesthetic appreciation of nature, art, and music that advance enjoyment and life fulfillment.

### **The Cross-Disciplinary Processes and Abilities that Relate to the World of Work in the Context of the 21<sup>st</sup> Century:**

*The school curriculum is designed to enable students to:*

- ✓ Acquire, use, evaluate, maintain and apply information from various resources, such as electronic data storage systems, books, media and resourceful human beings.
- ✓ Convey effectively communications through speaking, writing, performing, or creating products, and receive communications by observing, reading, and listening, regardless of the language used.
- ✓ Generate new ideas, make the appropriate decisions, and solve problems through logical reasoning, originality, and tolerance of ambiguity.
- ✓ Display responsibility, self-esteem, self-management, personal integrity, and honesty.
- ✓ Allocate time, money, materials and other resources when conducting research, a project or a scheme.
- ✓ Work effectively in teams to successfully complete a project or any other activity.
- ✓ Appreciate own culture and cultures of others, and understand the concerns and perspectives of people from different social and educational backgrounds.

## **Admission Policy**

The Universal School of Lebanon does not discriminate against students based on race, color, nationality, ethnic origin, religion, gender, or physical ability.

Applicants are chosen based on their citizenship, academic potential in the LWIS-USL program, and their willingness to contribute to and benefit from the school community. Special consideration is given to each applicant's previous academic and non-academic performance, as reflected in their grades, placement test results, relevant government exam scores, and letters of recommendation from teachers and others who know them well.

When selecting among applicants, the school takes into account the current capacity at the appropriate grade level, as well as the student's aptitude and social/emotional maturity.

# The Academic Program

Learner's World International School-Universal School of Lebanon (LWIS-USL), Koura was founded in 1999 as a private, international, English-medium, co-educational day school (KG1 to Grade 12). The school also offers Arabic as a first and second language and French for communication purposes. LWIS-USL is learner-centered in philosophy of education and multi-national in curriculum, staff, and learners.

LWIS-USL is a member of the LWIS Network and is accredited by the New England Association of Schools and Colleges (NEASC). The school offers a tailor-made American Curriculum and is an authorized International Baccalaureate World School for the Diploma Programme (IB DP). The Lebanese Program is also on offer.

## Curriculum

The curriculum at USL focuses on building and enhancing students' skills and guiding students through a skill-based curriculum. Developmentally appropriate practices and accommodations are made at each grade level, with the majority of faculty teaching across several grade levels.

Students are provided with many opportunities to develop academically, socially and emotionally with courses designed to provide them with the skills and opportunities to fulfill the mission of our school.

***The Universal School of Lebanon academic year runs for two terms every year. The school offers three program streams as follows:***

***Stream 1:*** Lebanese Baccalaureate II Diploma – This involves 12 years of study starting from Grade 1 and passing the Lebanese government official exams. Students upon completion of this program and the passing the official exams are eligible to apply to the sophomore class in an American university, college, or other institute of higher education.

***Stream 2:*** The American High School Diploma program is for non-Lebanese students, or Lebanese students who qualify for exemption from the Lebanese program – 12 years of study starting from Grade 1. Students upon the successful completion of the program are eligible to apply to the freshman class (1<sup>st</sup> year of college) in an American university, college, or other institute of higher education.

***Stream 3:*** The International Baccalaureate (IB) Diploma Program stands as a beacon of educational excellence for highly motivated students aged 16-19. A two-year pre-university course, it is renowned for its rigorous assessment, providing IB diploma holders a passport to the world's premier universities. More than just academics, the program fosters international understanding and equips students with the skills and attitudes essential for success in higher education and the workforce.

All core subjects and special courses are one year long. Academic performance in every subject is continuously assessed and is reported to parents at the end of every term. Class periods are 50 minutes; each subject is allocated a number of class sessions per week for a total of 34 weeks per academic year. The basic language of instruction is English in both program streams. Arabic language is given at the regular level for Stream 1 and at ability level for Stream 2. French is given at ability level in all three streams.

Students in the middle school sections for grades 6, 7, and 8 are given a curriculum designed to prepare them for all three high school streams: the Lebanese Baccalaureate, the American High School Diploma Program, and the International Baccalaureate Program.

This curriculum is designed to equip students with the foundational knowledge and skills necessary for success in any of these senior school programs, ensuring they are well-prepared for their chosen academic path.

## Co-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 programs 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 and within the general scope of goals set for the school.

These activities 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.

## Community Service

LWIS-USL is dedicated to engaging with the broader global community, which is why community service is a fundamental aspect of the LWIS-USL experience. The goal of the community service program is to offer students the chance to make a meaningful contribution to our local community and to instill the understanding that serving others is a lifelong commitment. The program includes meetings where students can brainstorm, plan, and execute projects aimed at benefiting the wider community

## Student Leadership Programs

*Model United Nations* provides High School and Middle School students from all over the world a forum for addressing global concerns in a real-world context. Conferences address important issues including regional conflicts, peacekeeping, human rights, economic and social

development, and the environment. Students will gain a better understanding of the inner working of the United Nations, as they also build skills in diplomacy and compromise.

***Model European Union*** is a simulation of the European Union and its agencies which provides High School students the opportunity to explore the role of the EU and its member states with respect to various political, economic, cultural, and social issues. As with Model UN, students do in-depth research on important current issues and build skills in diplomacy and compromise.

***Harvard Model Congress*** includes simulations of United States Congressional committees, the Arab League, the African Union, and United Nations agencies. High School students debate and draft legislation to resolve current political, economic, and social issues under the mentorship of Harvard students, while also learning the importance of compromise in passing legislation.

## Physical Education

The Physical Education program is designed with a comprehensive curriculum that emphasizes the importance of healthy physical development. It is tailored to address the individual needs of each child, providing enriching experiences that support the full development of their physical skills. The program also educates students on making informed choices regarding exercise and future athletic or recreational activities. Every student is given equal opportunities to achieve their potential and is encouraged to advance at their own pace. Our main goal is to foster a positive environment where children can enjoy physical activity and view it as a valuable and enjoyable lifelong pursuit.

## After School Activity Program

The After School Activities Program offers a range of sports activities available to both students and faculty. The program includes basketball, soccer, and volleyball, all of which are open to students. Additionally, the school provides training for its varsity teams.

## Yearly Events

**USL community members celebrate the following yearly events, starting in October:**

Pumpkin-Carving Night  
Halloween Party  
Iftar in the Holy Month of Ramadan  
Lebanese Independence Day Celebration  
Adha Celebration  
Christmas Caroling and Christmas Party  
Ski Trip  
Mother's Day Brunch  
Easter Celebration  
Annual Day-A-Thon  
Annual Sponsored Walk

Annual Book Fair  
Science Fair

Language Week  
Celebrating Success  
Spirit Week  
End of Year Camping  
Graduation Ceremony

**Other spontaneous activities may come up during the academic year.**

## **Student Assessment**

### **Assessment Philosophy Statement:**

At LWIS Universal School of Lebanon (USL), the staff views assessment as serving two primary purposes: first, to evaluate student performance and progress, and second, to enhance and guide learning and instruction. Assessments include both formative and summative types. Formative assessments are used to monitor ongoing progress and provide feedback to improve learning and instruction, while summative assessments evaluate overall achievement at the end of an instructional period.

Staff continuously collects and analyzes data from these assessments to identify student needs and develop strategies for enhancing teaching and learning. This data provides students, parents, and teachers with a clear understanding of student performance in relation to the objectives of the programs offered.

The insights gained from assessments and evaluations help staff plan the sequence of instruction. The reporting system for assessment results is designed to support learning, build self-confidence, and help students gain a deeper understanding of their own learning processes.

### **Why Do We Assess?**

#### **We aim to:**

- ✓ Identify needs and motivate learners
- ✓ Monitor progress and support learning
- ✓ Provide information to appropriately place and/or promote students
- ✓ Guide future planning, teaching and curriculum development
- ✓ Inform parents and celebrate student achievement with the wider school community
- ✓ Comply with Lebanese Baccalaureate and American High School requirements
- ✓ Actively involve all learners
- ✓ Engage students in discussion of their own work

- ✓ Provide a data bank for future assessment

## **How Do We Assess?**

### **USL teachers provide:**

- ✓ An overview of the assessment plan for each course to students and parents at the start of the academic year
- ✓ Appropriate opportunities for students to demonstrate learning, using a variety of diagnostic, formative and summative assessments
- ✓ Thorough and accurate records detailing student achievement and challenges
- ✓ A variety of assessment tools to reach a summative grade

### **Assessment criteria and outcomes should:**

- ✓ Be clear and well-defined to students
- ✓ Provide students with an explanation of their level of advancement
- ✓ Provide students with clear guidelines on how they can progress

### **Effective assessment:**

- ✓ Provides evidence of attainment and achievement
- ✓ Takes into consideration a learner's potential and ability
- ✓ Provides feedback to the learner
- ✓ Motivates the learner

### **Types of assessment:**

- ✓ Diagnostic
- ✓ Formative (Assessment for Learning)
- ✓ Summative (Assessment of Learning)

## **Measure of Academic Progress**

Understanding each student's academic level is key to helping them thrive. We use MAP (Measures of Academic Progress) computerized adaptive assessments throughout the year to gain detailed insights into each student's performance and needs. Alongside MAP, we employ benchmark assessments and official exams to monitor progress and ensure educational standards. These tools help teachers tailor instruction to meet individual needs and support every student in reaching their full potential.

## **Promotion Requirements**

### **Promotion Requirements:**

Students from grades 6 to 12 must achieve a 60% general average or more to be promoted, on condition of not having a failing grade in two major subjects (every two non-major subjects = one major subject). In case of achieving a 60% average and one failing grade (ranging between 50 and 59) in any major subject, the student must pass a qualifying exam during the summer in order to be promoted to a higher grade or to graduate. In case of achieving a 60% average and one failing grade which is below 50% in any major subject, the student must attend summer

school and pass the exams given in summer school before he is promoted to a higher grade or graduated. Students of Grade 12 Lebanese Program are required to pass the Lebanese Official Exams in order to graduate. Students that fail to achieve a 70% average in any of the scientific courses in Grade 10 or Grade 11 will be promoted to a literary section in agreement with their parents. Students are graded according to the following legend:

<b>A+ : Outstanding</b>	<b>95 – 100</b>	<b>C : Average</b>	<b>70 - 74.99</b>
<b>A : Excellent</b>	<b>90 - 94.99</b>	<b>D+ : Satisfactory</b>	<b>65 - 69.99</b>
<b>B+ : Very Good</b>	<b>85 - 89.99</b>	<b>D : Unsatisfactory</b>	<b>60 - 64.99</b>
<b>B : Good</b>	<b>80 - 84.99</b>	<b>F : Failing</b>	<b>0 - 59.99</b>
<b>C+ : Above Average</b>	<b>75 - 79.99</b>	<b>I : Individualized Program</b>	

### **Honors and Distinction Requirements:**

A student is promoted with honors if he/she achieves an average between 85% and 89.9% and with distinction if he/she achieves an average of 90% and above.

### **Academic Probation**

A student can be placed on academic probation for poor academic performance at any time during the school year. Any of the following criteria may place a student on academic probation:

- ✓ unsatisfactory effort
- ✓ missing work on a consistent basis in any class
- ✓ being on the verge of a failing average in any subject

Students placed on academic probation may be required to attend mandatory study halls and tutorials as requested by their teachers. Each student's progress is evaluated weekly, and a student can be released from academic probation if the faculty feels the student has made sufficient improvement upon review of performance. The head of section will notify the parents when a student has been placed on academic probation.

## **Student Assessment Policies**

### **Make up Tests**

- ✓ Teachers may provide opportunities for students who have missed an assignment or task or have performed below expectation to complete or re-do the task after they receive additional clarification and assistance.
- ✓ Students have the opportunity to make up major tests or re-do major assignments as these summative assessments are a measure of student learning over a period of time. In the event that a student's performance on a summative assessment task is inconsistent with his/her performance in the unit of study, the teacher may allow the student to make up the test or re-do the assignment.
- ✓ Students may be given the opportunity to make up missed summative assessments when the absence is officially excused.

- ✓ Students may be given the opportunity to make up summative assessments when they have a failing yearly average in one major subject or two non-major subjects. The makeup assessment grade will change the subject grade by the same percentage as would the summative assessment.

## **Marks Appeal Process**

Students and/or parents may appeal a teacher's decision in the assessment process using the following steps:

- ✓ The student can arrange to speak with the teacher at a time when the issue can be reviewed without interruption.
- ✓ If the student is not satisfied with the discussion, the student and parent(s) can arrange to speak with the teacher at a time that is convenient for all parties.

If there is no resolution, the parent(s) can appeal to the subject coordinator, head of section and/or principal by outlining their concerns. The contacted staff will review the situation to seek a resolution.

## Plagiarism and Cheating

Plagiarism is the act of taking and using another's published or unpublished thoughts, ideas, and/or writing as one's own. This definition includes all print and electronic sources as well as computer programs and artwork. All of the following count as plagiarism:

- ✓ Copying another's work, whether from a book, article, website, or another student's assignment.
- ✓ Paraphrasing (rewording) of another's work, with changes but retaining the meaning and ideas, without giving credit to the author.
- ✓ Piecing together sections of several pieces of others' work into a new whole.

**Penalties for cheating or plagiarism may include receiving a grade of zero on the assignment, depending on the severity of the infraction. At the teacher's discretion, students might be allowed to redo the assignment and receive partial credit. Additionally, students who permit others to copy their work will face the same penalties.**

## Referral to the Learning Support Department:

The primary aim of this department is to promote the optimal development and achievements of children and young people and to help to ensure that they receive learning opportunities appropriate to their individual needs. A careful balance of withdrawal and within-class support is worked out for each student, taking into consideration his or her learning and emotional needs. If a student is not performing to class level, and if his/her teachers suspect a specific subject-related developmental learning difficulty or a general one, he/she will be investigated with a view to determine if he/she needs to be transferred to our Learning Support Department. Investigation can

vary from in-class observation by an educational psychologist to testing of the student's ability to process information and/or for any other specific learning difficulty. A family history will also be taken to collect all the data necessary for the investigation process. No student with a suspected learning difficulty will be put on academic probation or asked to repeat a class unless the learning difficulty is ruled out.

## Referral to ELS (English Language Support)

When a new student enrolls at LWIS USL, their English language proficiency is evaluated to ensure it meets the required standards for their class level. If a student's English skills are found to be below the necessary level, they may be temporarily excused from French classes and instead participate in an English Language Support (ELS) class during those periods. This arrangement allows the student to focus on improving their English skills.

Furthermore, students who are experiencing difficulties with English may be referred to additional ELS sessions to help them overcome their language challenges. These sessions are designed to provide targeted support and address specific areas where the student may be struggling. In some instances, students might also be asked to attend extra ELS sessions in the afternoon to ensure they receive adequate support and make the necessary progress.

## Follow up on Student Progress

LWIS USL communicates school and student information, progress, and achievements through various channels, including:

- ✓ **eSchool:** Parents can monitor daily agendas and student grades through this platform.
- ✓ **TEAMS:** A platform for accessing assignments, grades, and communicating with teachers.
- ✓ **Test Corrections and Reflections:** Provides an opportunity for students to review and learn from their test results.
- ✓ **Portfolios:** Collections of student work that demonstrate their progress and achievements.
- ✓ **Phone Conferences:** Direct discussions between parents and teachers to address student performance and concerns.
- ✓ **Midterm and Term Progress Reports:** Formal reports that detail academic progress and performance at designated intervals throughout the year.
- ✓ **Parent/Student/Teacher Conferences:** Scheduled meetings that involve all parties to discuss student development, set goals, and plan for improvement.

## **Student Academic Expectations**

Students are expected to fulfill the following expectations concerning:

### **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. Students with academic difficulties are expected to spend more time working on homework at home on a daily basis. Students following the Lebanese Program have to spend more time on homework during Brevet and Bacculaureate years in order to achieve acceptable results on their examinations.

**Presentation of Work:**

Present organized, neat and tidy work (homework, class work, research papers, presentations, tests and projects).

**Meeting Deadlines:**

Present all their work on time (class work, research papers, presentations, tests and projects).

**Books and Materials:**

Ensure that all books, materials, and devices (including laptops) related to the subject are prepared and ready for each class.

Keep all books, copybooks, and devices organized and in good condition.

**Failure to meet these expectations may result in a grade deduction according to the grading system.**

**Field Trips:**

Throughout the year field trips are organized to enhance children’s educational and social development. All students are advised to join these trips. In case a student is not permitted by parents to attend a field trip, the student will be required to stay home.

## **Student Procedures and Policies**

### Attendance

All students are expected to be at school regularly and to be on time for all classes to develop habits of punctuality, self-discipline, and responsibility. Late arrivals disrupt the class. Daily attendance is part of the student’s records and is listed by term on grade reports.

**Excused absences**

If a student is absent from school, parents must call the administration before 8:30 am on the morning of the absence. If the parents are unable to call, a written letter must be handed to the administration on the following day explaining the reason for the absence.

The following reasons are recognized as being valid for absences from school:

- ✓ Personal illness
- ✓ Illness in the family
- ✓ Death of a relative
- ✓ A religious holiday
- ✓ A doctor’s appointment
- ✓ Emergency circumstances which constitute sufficient cause for being absent from school

### **Unexcused Absences**

All other absences will be considered unexcused. Excessive absenteeism will not be tolerated and may result in the parents being called in.

### **Pre-arranged Absences**

The decision as to whether to grant a student a pre-arranged absence will be based on the student's attendance pattern, academic and behavior to date, as well as the reason for absence.

### **Tardiness and Late Arrivals**

All late arrivals to school must report to the head of section before entering class. Tardiness is judged to be excused or not excused by the head of section.

- ✓ If late to school, students are not allowed to attend classes except if excused by parents.
- ✓ If late to class, students will not attend the class and will be responsible for material covered during the session.
- ✓ Recurring incidents result in referral to the head of section and parents will be informed.
- ✓ Intentional / planned absence should be communicated to the school prior to date by parents. The student will be held responsible for work covered in class during his/her absence.
- ✓ Teachers are available to help the student with any missed material upon the student's request.
- ✓ If the student needs assistance, he should request this help within two days from his return to class.

### **In the event of an absence resulting in the student missing a test:**

- ✓ If the absence is medically excused, then the student will be assigned a make-up date upon his return, during the course of the day.
- ✓ If the absence is not medically excused, the make-up test will be assigned after school hours, and the student's parents will be responsible for transportation.

### **Early Dismissal**

Students are only permitted to leave the school at the regular dismissal time unless they have expressed permission. If they have to leave school before the regular dismissal time, they have to bring a note from their parents upon arrival and hand it in to the head of section in order to get his/her approval.

## **Student Dress Code**

Students are expected to always wear their uniforms in school and during field trips, and to wear the full PE uniform on PE day. All items are available for purchase at the school office.

If a student chooses not to wear his/her uniform to school, the parents will be called to bring in the uniform, or if not possible, the student will not be able to attend classes. Students are not allowed to go on field trips without wearing the school uniform.

### **Student Appearance:**

Students are expected to be tidy and clean at any time in school. Boys are expected not to wear earrings. Girls are expected to wear appropriate earrings and no excessive makeup. USL students are expected to have no visible body piercing.

If a student chooses not to abide by student appearance policies, the school reserves the right to ask the student to make necessary changes to be admitted into class. In case of any repetitive behavior of this sort, parents will be informed.

## Bullying Policy

Based on our school's mission, USL is committed to provide all students with a safe educational environment in which all members of the school community are treated with dignity and respect, and free from harassment or bullying.

The school prohibits harassment, bullying, or any other victimization based on, but not limited to, any of the following actual or perceived characteristics: age, color, race, religion, marital status, sex, physical or mental ability or disability, political belief, or socioeconomic status. The school defines bullying by any act or combination of acts (*physical contact, name calling, threats, pranks, spreading rumors, damaging personal property, and cyber bullying*) directed against a student by another student or group of students.

### Consequences:

Students found guilty of bullying will be disciplined. Consequences include, but are not limited to, after school detention, loss of privileges, loss of ability to participate in any after school and extracurricular activities, parent conferences, and/or suspension. Consequences may also include a long-term suspension or expulsion, depending on the nature of the action that took place.

**1st offense:** Meeting with the head of section and/or the school's counselor during which an investigation will take place. The student will be asked to give a verbal and/or a written apology. The incident will be recorded in the student's file and his/her parents will be notified.

**2nd offense:** The student will be suspended, ranging from one day to three days, depending on the severity of the incident. Parents will be asked to come in to the school for a meeting.

**3rd offense:** Extended suspension or possible expulsion.

Note that **some violations may be chargeable offenses.**

## Computer and Internet Policy

All middle and high school students must have their own laptops. E-books and PDF books from different subjects are downloaded on their computers.

### Computer and Internet Code of Ethics

1. All laptops should have working and updated antivirus software.
2. Students should scan any external storage device before using it in any computer on the school premises.
3. All e-books and software needed for academic objectives are provided by the ICT Department.
4. Students are to pay for any damage of school computer equipment (software and hardware).
5. All use of the Internet must be in support of education and research.
6. Use of the Internet to access or process inappropriate materials, pictures or text files, or for chatting and social networking, is strictly prohibited.
7. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the Internet.
8. 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.
9. Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are prohibited.
10. The IT Department is not responsible for any hardware malfunction on students' laptops.

**If any of the above rules is not met, the school reserves the right to confiscate the laptop for a period that varies between 2 days to a month. This period is decided according to the severity of the action.**

## **Students' Behavior and Ethics Code**

### Students' Rights and Responsibilities

#### **Rights**

- ✓ Student involvement in the educational process is a basic right. Active involvement includes planning and evaluation in an atmosphere of mutual 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 a 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 and on time.
- ✓ I have a responsibility to enter classrooms in an orderly way, to settle down and to work immediately.
- ✓ I have a responsibility to bring all necessary books, 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 my responsibilities are not fulfilled.
- ✓ I have a responsibility to refrain from cheating.

**Students should model their behavior according to the following guidelines:**

- ✓ Avoid disturbing or interrupting other classes or students.
- ✓ Be punctual for all classes.
- ✓ Behave in an honest and honorable manner.
- ✓ Complete the assigned work on time.
- ✓ Follow the correct school dress code.
- ✓ Follow a seating plan if assigned by class teachers.
- ✓ Have all materials required for class.
- ✓ Keep the classroom and school premises clean and tidy.
- ✓ Remain in class until dismissed by the teacher.
- ✓ Respect school property and the property of others.
- ✓ Show respect to teachers and peers.
- ✓ Sit quietly in the assigned seat when using the school bus.
- ✓ Stay in allocated student areas during study periods and break times.
- ✓ Walk quietly and orderly in the corridors when moving between classes.
- ✓ Work quietly and follow class instructions.

## Unacceptable Conduct

The following types of behavior are unacceptable and should be avoided at all times. They are divided into Level 1, Level 2, and Level 3 misconduct:

### **Level 1 Misconduct**

- ✓ being late to class or homeroom/assembly
- ✓ disrupting a lesson by talking or behaving inappropriately
- ✓ eating or drinking in class (water is permitted; students may eat only in the assigned areas)
- ✓ failing to follow classroom instructions
- ✓ littering the campus or a classroom
- ✓ violating the school dress code
- ✓ not bringing required books to class
- ✓ not doing homework
- ✓ roaming the hallway during class hours

- ✓ speaking Arabic in English medium lessons and vice versa
- ✓ trespassing within restricted areas
- ✓ using a mobile phone or electronic entertainment device within the classroom, hallway, or other restricted area

### **Level 2 Misconduct**

- ✓ repeating a Level 1 misconduct twice
- ✓ bringing to school videos, pictures, and magazines which are not acceptable in our society and school
- ✓ cheating during tests or examinations
- ✓ copying other students' work (plagiarism)
- ✓ displaying a disrespectful attitude towards others or the school
- ✓ falsifying school reports and certificates or withholding such documents from parents
- ✓ fighting, bullying, or violent behavior towards others
- ✓ failure to return a Follow-Up Agreement or Conduct Probation Form or any other disciplinary note from a teacher and/or head of section
- ✓ seriously disrupting a lesson, preventing teaching and learning
- ✓ sexual harassment
- ✓ smoking
- ✓ swearing or using abusive language
- ✓ taking or damaging school property, as well as the property of teachers, peers, or others
- ✓ truancy from class (unexcused absence)
- ✓ any other conduct deemed seriously inappropriate or unacceptable by the school principal

### **Level 3 Misconduct**

- ✓ A Level 3 misconduct is any repeated Level 2 misconduct or combination of several Level 1 and/or Level 2 misconducts, as well as any other conduct deemed inappropriate or unacceptable by the school principal that threatens the safety and well-being of fellow students, faculty, administration, or support staff.

## **Procedures in Case of Misconduct**

The steps below will be implemented according to severity of the misconduct:

**Step 1 - Teacher Classroom Management (Level 1 Misconduct):** The teacher manages inappropriate conduct with classroom management strategies. Consequences could include verbal warning, isolation within the classroom, or classroom detention. In the event of any serious or repetitive misbehavior, the teacher will inform the head of section and the parents will be contacted.

**Step 2 - Referral to the Head of Section (Level 2 or Repeated Level 1 Misconduct):** The head of section will inform the parents of the behavior and will assign a date for the student to stay after school.

**Step 3 - Referral to the Principal for Student Probation (Repeated Level 1 or Level 2 Misconduct):** The student is placed on an academic and/or behavior conduct probation ranging from a few days to several weeks. At this level of misconduct, the student may be required to attend a community service session as decided by the school management. Within 24 hours of the referral, the student's parents will be notified by telephone by the head of section that their child has been placed on probation. A formal Conduct Notification Letter with the school probation letter will be sent to the parents at this time, to be signed and returned to school.

**Step 4 - Referral to the School Principal for Student Suspension (Level 3 Misconduct):** The school principal may give the student an internal suspension or out-of-school suspension. Within 24 hours, parents will be notified by phone by the school principal or the head of section of their child's misconduct and of the possibility of suspension. A second Conduct Notification Letter from the school will be sent to the parents. Suspensions will normally vary from 1 to 5 days, depending on the severity of the misconduct, but could be longer.

**Step 5 - Referral to the School Principal for Student Expulsion:** A student may face expulsion for serious or consistent Level 3 Misconduct. Expulsion procedures will follow laws set forth by the Ministry of Education.

**NOTE:** The disciplinary actions stated above may not be followed sequentially, depending on the severity of the misconduct.

## Prohibited Items at School

Any object which presents a safety hazard or interferes in any way with the educational operation of the school is prohibited. Examples of these items are weapons, knives, playing cards, and any tobacco product.

Students are not allowed to keep their mobiles with them during school time. They should hand their mobiles in the morning to the head of section and take them back at the end of the day.

If the student chooses not to follow the rule, the school will follow the following steps:

1<sup>st</sup> Offense - The school will confiscate the mobile for one day and the parents will be informed.

2<sup>nd</sup> Offense - The school will confiscate the mobile until the end of the academic year.

## Search and Seizures

It is the policy of the school to permit any administrator to search students' cubbies/lockers or school bags and their contents, as the administrator believes necessary. Students have the right to be secure in their persons and possessions from unreasonable searches and seizures. However, when school officials have reason to believe that a student has on his/her person or within his/her purse, briefcase, satchel, pockets or other personal item container, an illegal or dangerous item or contraband which officials believe presents an imminent danger or harm to the student or others, the student may be confronted by school officials and asked voluntarily to acknowledge the item or contraband and surrender it. Should the student refuse, school officials may detain him, and parents or proper law enforcement officials will be contacted.

# Lost and Found

All found items should be turned in to the office. Lost articles may be claimed in the office. It is strongly suggested that all articles be properly marked with the student's name. Unclaimed items are donated to charity at the end of the school year.

## Textbooks and Consumables

Textbooks are issued to students on a rental basis. The consumable workbooks and copybooks are the property of the students, while the textbooks are the property of the school. The student is generally expected to take care of all the textbooks, consumables, and stationary in his possession. Students are not to write on their textbooks, and any total damage to or loss of the textbook will result in charging the student with a total replacement fee or a damage fee, depending on the degree of the damage.

## School Health and Safety Procedures

All new LWIS USL parents are required to complete a school medical record form. Additionally, all parents must update their children's medical records annually. Report cards for students whose medical records are not completed or updated will be withheld by the school administration.

The school has an infirmary on-site, staffed by a qualified nurse. If a student has a medical issue, they should first obtain permission from their teacher to visit the nurse. If the teacher deems the visit necessary, the student will be permitted to go. For more serious concerns, the school nurse will consult with the head of section or the school principal, who will contact the parents if needed.

Students are encouraged to minimize visits to the infirmary, except in cases of serious illness, emergencies, or for students requiring regular medication.

## Adminstrating Medication at School

It is the policy of LWIS USL that all children's medication is to be administrated by parents at home. Any student that is required to take medication during regular school hours must comply with the appropriate administrative regulations. If children are required to take prescribed or non-prescribed medication during school hours, only the nurse will administer the medication in compliance with the following regulations:

1. An appropriately labeled medication container must be brought to the nurse.
2. The nurse will administer medication.
3. Children will not at any time carry medication to school.
4. Medication must be brought to school by parents or guardians.
5. Written permission must be given by the parent for both prescribed and non-prescribed medication, including aspirin, cough medicine, etc.

6. Medication must include child's name, name of medication, time to be administered, dosage, duration of time for administering medicating, and a physician's and/or parent's signature.

The School Nurse will:

- ✓ Keep a record of the administration of medication.
- ✓ Keep medication in a secure place.
- ✓ Return unused medication to parents only.

## Accidents

Students should report any accident, no matter how minor, to a teacher immediately. In the case of severe accidents, emergency care will be provided, and parents will be notified before the student is taken to the nearest hospital's emergency unit. A teacher or staff member will accompany the student to the hospital, and parents will be expected to meet their child there.

If surgical or any other medical procedures are required, parental consent must be obtained. Additionally, most LWIS USL staff members have completed a first aid course with the Lebanese Red Cross.

## Drills

In the event of a fire, students are to immediately and calmly make their way to the designated assembly point. The fire alarm will be activated in this event. Classes should leave the building immediately in a calm, quiet and orderly manner, following the posted evacuation plan, and assemble at the designated assembly point in their homeroom groups for an attendance check. Upon leaving the classroom, staff will ensure that the lights are off and the door is closed but unlocked. Evacuation drills take place monthly. Instructional staff, non-instructional staff, and the student body are trained regularly to follow all instructions. Any violation of the rules and regulations will not be tolerated.

## **Bus Service**

Transportation is provided to all students who live in Batroun, Tripoli, Zgharta, Jbeil and villages of Koura. Students who fail to cooperate with the bus driver or the attendant, and students who fail to comply with basic safety regulations, may be denied the privilege of bus transportation to or from school. Failure to comply may result in disciplinary action ranging from a warning to suspension from bus service or from school. Students riding buses are under the authority of and directly responsible to the bus driver and the attendant. The attendant has the authority to enforce established regulations for bus conduct. Disorderly conduct or refusal to submit to the authority of the driver and the attendant will be sufficient reason for refusing transportation services or suspending transportation to any student. Since young people have duties and obligations which contribute to their safety and orderly bus riding, the following rules are to be abided by bus riders:

1. Students must always wear seat belts and sit in assigned seats.
2. While riding on a school bus, conversation may be regulated by the school bus attendant.
3. Littering and eating are not permitted on buses.

4. Load and unload from the bus at the designated stop in an orderly manner. Ride the assigned bus and unload at the regular stop, unless a parent signs a note stating otherwise.
5. A child who is not a regular bus rider may not use the bus.
6. Use of abusive language will not be tolerated at any time.
7. Students must not hang any object or part of the body out of a window.
8. Public displays of affection will not be permitted.
9. Parents shall be responsible for any damage to buses caused by their child.
10. The bus attendant will report all misbehavior to the school administration.

**The bus driver and the attendant always oversee the passengers on the bus. They are responsible for safely transporting students and should be always obeyed.**

## **Food Service**

Students can buy food and beverages at the school cafeteria, where they can eat and socialize. During the first break, a Lebanese breakfast is available, while a hot meal, sandwiches, and salads are served during the second break. The cafeteria offers a space for students to sit and gather during these breaks.

A weekly menu is shared with parents through eSchool and the parent WhatsApp group.

## **Field Trips**

Throughout the year, field trips are organized for students' educational and social interests. In advance a memo informing parents of the field trip, and its objective will be sent home, including a permission slip to be signed by parents/guardian. Field trips are part of the academic program and all students are advised to attend. Students that are not given their parent/guardian's permission to join the field trip must stay at home.

## **Visitors**

Any person visiting the school for any reason must report to the administration upon arrival. Students from outside of the school wanting to visit classes for a day or a part of the day must receive approval from the head of section. The head of section will then inform the school principal in advance.

## **Reporting to Parents**

Teachers have designated hours each week to meet with parents. To schedule an appointment with a teacher, parents should call the school office. Additionally, teachers and Heads of Section (HOSs) can communicate with parents through eSchool Connect.

Student grades are updated on eSchool, allowing parents to monitor their child's performance. Midterm progress reports are issued halfway through each term, and final grade reports are sent at the end of each term. The principal also sends out memos as needed. Parents are encouraged to ask their children about any memos or messages from the school to remain informed about school activities.

For families with more than one child enrolled at LWIS USL, memos are typically given to the eldest child. In the event of emergency changes, the school will send a phone message to parents to inform them of any necessary adjustments.

## **Parents' Committee and Parent Relations**

### **Parents' Committee**

The school cooperates with the Parents' Committee, which is elected for a term of three years by the parents of LWIS USL students, according to the requirements of Lebanese law. The Parents' Committee meets regularly with the school 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, such as fund raising. 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 an individual complaint or problem at LWIS USL, his/her parent should address his/her teachers or the head of section first.

### **Parents' Committee Activities**

LWIS USL looks to all parents for support in enriching our students' learning experience. We encourage them to participate actively 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. We understand that you lead busy lives. However, we encourage you to be as active as possible in the life of your child at school. The following is a list of expectations for USL parents.

### **Expectations of Parents**

- Support the school's mission, vision, values, and beliefs.
- Support the school's rules and regulations.
- Support the school's discipline policy.
- Communicate regularly with the school.
- Communicate with different school constituents before making a decision.
- Pay your fees on time.
- Respect the process of communication within the school community.

- Support the teacher's role.
- Respect the teacher's privacy.
- Attend meetings and functions on a regular basis.
- Check and sign agendas.
- Ensure that homework is done.
- Volunteer to take part in school activities.
- Regularly check the school website, correspondence newsletters, etc.
- Ensure that children come to school on time.
- Understand that projects and homework are the responsibility of children and should not be completed by parents.
- Communication between parent/child should be consistent with the school.
- Give attention to your child.
- Have discussions with your child daily.
- Ensure the hygiene of your child.
- Monitor bedtime, leisure time, and TV/Internet use.

**Dear Parent/Guardian:**

Universal School of Lebanon is excited to welcome you and your children. Please take the time to go through the information included within this handbook in order to familiarize yourself with the school's rules and regulations.

**Please sign a copy of the agreement letter below once you have read it.** The signed letter must be returned with your child's agreement letter to your child's **head of section** no later than one week from the first day your child begins classes. If you have any questions and/or concerns please contact USL during school hours. It is our hope that this handbook will guide you into helping your child become a positive member of the USL family.

✂ .....

**I have read the rules and procedures of Universal School of Lebanon handbook and understand the behavior that is required of my child. I agree to help my child follow this agreement by:**

- encouraging my child to be a respectful and peaceful member of the school community
- discussing the contents of the handbook with my child
- participating in any discussions and decisions concerning my child's education
- attending scheduled appointments with school staff
- providing the school with current telephone numbers and emergency contact information
- alerting the school if there are any significant changes in my child's health or well-being that affect his/her ability to perform in school.

Please PRINT Name

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Parent's Signature

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