



**SAGESSE HIGH SCHOOL  
MARY MOTHER OF WISDOM  
AIN SAADE**

# **LOWER ELEMENTARY DIVISION HANDBOOK**

**2016-2017 Edition**

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Dear Parents,

Welcome to Sagesse High School's Lower Elementary team. This handbook offers you a general overview of the school's rules and regulations in alignment with its mission statement and beliefs. The handbook includes some general information about the history of the school, the 2016-2017 Lower Elementary Student's Handbook, and the 2016-2017 Lower Elementary Calendar.

You are kindly asked to read through the content of this document. A paper will be sent to you next week to fill in and sign to confirm that the above mentioned content proves clear to you as stakeholders.

Thank you,

Judy Yammine  
Head of Lower Elementary Division

### **School History**

Sagesse High School is one of the leading schools in Lebanon thanks to its educational programs and its ongoing growth. Founded and licensed to operate by the Lebanese Ministry of Education in 1992, Sagesse High School is an independent, nonprofit, Anglophone, Catholic, and academic organization.

Sagesse High School operates under the Maronite Archdiocese of Beirut. It is a co-educational school that operates as a non-profit institution. The school is affiliated to UNESCO schools and is a member of the following:

- Catholic Schools Association in Lebanon
- Anglophone Catholic Schools Association in Lebanon
- Association for IB Schools in Lebanon
- Middle East IB Association (MEIBA)

The school is licensed to grant three different programs:

- 1- Lebanese Baccalaureate Program - Life Sciences (LS), General Sciences (GS), and Sociology and Economics (SE). The school has dropped the technical section, "Professional Baccalaureate," in 2010. It was initiated as a pilot program where only 4 students had enrolled.
- 2- International Baccalaureate Diploma Programme that either offers the course or diploma, depending on the students' qualifications and choice.
- 3- American High School Program (A.P.) and preparation for SATI and SATII including DELF and DELE for the Languages Program (French and Spanish).

In 2008, the responsibilities of presiding over Sagesse High School were relayed to Fr. Gabriel Tabet. Fr. Tabet renamed the president's title to Rector. Ever since his appointment as

Rector of Sagesse High School, Fr. Tabet decided to commit to the accreditation process and continued in the improvement plans initiated by his predecessors.

In May 2009, the MSA visiting team studied the self-study, and SHS was granted MSA accreditation (Reflections Protocol). This milestone marked Sagesse High School as the first Catholic school in Lebanon to be accredited by the MSA.

The school is working on the DOF- Designing Our Future – Protocol. The team visit took place in April 2016, and the school was granted full reaccreditation.

### **Mission Statement**

Sagesse High School is a Catholic, Anglophone, co-educational school that educates and motivates students from diverse backgrounds to become life-long learners and responsible citizens with strong ethical values. The school provides various enriched educational opportunities and operates in an environment that instigates empathy and compassion.

### **Beliefs**

We believe that:

- Each person is respected and valued as one created in the image and likeness of God.
- Spreading knowledge enhances the goodwill of human kind and society.
- Students are prepared to contribute actively and constructively to the shaping of a better world.
- Each person has equal worth and should treat others with respect.
- Each person has unlimited potential and must have the opportunity to learn and develop into a well-rounded individual.
- Learning is a shared partnership between teachers, students and parents.
- Human resources are the most important asset in the school; their professional development is strategic to the success of our mission.

**The Lower Elementary Division Team for the A.Y. 2016 – 2017**

**Rector**      *Father Gabriel Tabet*      **Assistant**      **Ms. Carole Ibrahim**

**Bursar**      *Father Joseph Charbel*

**Quality Improvement**      *Ms. Mathilda Chaar*

**Human Resources** *Ms. Helen Daou*

**Psychologist** *Ms. Michele Saliba*

**Head of the Lower Elementary Division** *Ms. Judy Yammine*

**Assistant**      *Ms. Elissar Kfoury*

**Supervisors**      *Ms. Danielle Aouad*      **Grade 1**  
                                 *Ms. Maria Azar*      **Grade 2**  
                                 *Mr. Edy Gebran*      **Grade 3**

**Bathroom Assistant**      *Ms. Lydia Matar*

**English Department**      **HoD** *Mr. Roger Takla*  
   **Coordinator** *Ms. Judy Yammine*  
   **Assistant**      *Ms. Joelle Harik*

**Teachers**      *Ms. Caroline Jaderjian*  
                         *Ms. Joy BouChaaya*  
                         *Ms. Celine Khouri*  
                         *Ms. Grace Loutfi*  
                         *Ms. Carole Zakkak*

**Arabic Department**

**HoD** *Ms. Marie Kossaify*  
         **American Program Coordinator** *Ms. Raymona Boutros*  
         **Assistant**      *Ms. Mayada Abi Khalil*

**Teachers**      *Ms. Hala Khoury Hanna*      *Ms. Aline Gemaa*  
                         *Ms. Rachelle Nader*      *Ms. Nadine Saad*  
                         *Ms. Rita Bassil*      *Ms. Rana Kourani*  
                         *Ms. Nadine Chaghoury*

## **French Department**

**HoD** *Ms. Roula Sgaralino*

**Coordinator**

*Ms. Carole Abou Jamra*

**Teachers** *Ms. Christine Sader*  
*Ms. Marie Noelle Hadathy*  
*Ms. Aline Daccache*  
*Ms. Nancy Hobeika*

## **Math Department**

**HoD** *Ms. Mariella Saade*

**Coordinator**

*Ms. Soha Mouslimany*

**Teachers** *Ms. Reine Matar*  
*Ms. Catherine Haddad*  
*Ms. Ramona Ashkar*  
*Ms. Liliane Choukeir*

## **Science Department**

**HoD** *Ms. Samira Mallat*

**Coordinator**

*Ms. Lina Khalaf*

**Teachers** *Ms. Rana Atrash*  
*Ms. Nour Andari*

## **Art Department**

**HoD** *Ms. Nathalie Chalhoub*

**Teachers** *Ms. Ghenwa Salloum*  
*Ms. Joelle Adaimy*

## **Music Department**

**HoD** *Ms. Lina Riachi*

**Teachers** *Ms. Najat Rayes*  
*Ms. Yara Nehme*

## **Physical Education Department**

**HoD** *Father Jihad Saliba*

**Teachers** *Ms. Kathia Abi Rached*  
*Mr. Chady Milan*

**Special Education Department**

**HoD**            *Ms. Elsy Geagea*            **LE Division's Coordinator** *Ms. Lisa Derbedrossian*

**Teachers**      *Ms. Nour Andari*                      *Ms. Tamara Kodsi*  
                    *Ms. Joyce Harb*                        *Ms. Yara Aoun*  
                    *Ms. Sophie Massoud*

**Speech Therapist**                      *Ms. Rosie El Mir*

**Psychomotor Therapist**              *Ms. Rita Nassif*

**Behavioral Therapist**                *Ms. Jessica Chamoun*

**Catechism Department**

**HoD**            *Father Dany Kamal*

**Teachers**      *Ms. Reine Brakhia*  
                    *Ms. Takla Rouphael*

**Librarian**     *Ms. Mary Daher*

**Theater**        *Ms. Anita Soueid*

**Bookstore**    *Mr. Henry Ziade*                      *Ms. Marinette Hanna*

**Accounting**   *Mr. Joseph Makhoul*

**Nurse**            *Ms. Chantale Tabet*                      **Pediatrician** *Dr. Claude Abou Moussa*



## **Lower Elementary Division Mission Statement**

*Our mission at the Lower Elementary Division this year is to promote our students to reach their potentials as active participants in their educational endeavor. We believe in their individual abilities and pave the path for them to develop positive conduct and better understanding of the concepts of time, respect, and responsibility. Moreover, we aim to help them stand out as critical thinkers, confident people, successful citizens, life-long learners, and strong believers.*

## **Lower Elementary Division Beliefs**

We believe that every student:

- has the right to learn and deserves the opportunity to have diverse learning experiences.
- has to establish good communication skills with others within the norms of respect and compassion.
- is entitled to ask and inquire to find answers and reach understanding.
- is entitled to have the learning opportunities that allow him/her to become confident people and life-long learners.
- is an active participant in the learning process, and his/her ideas are valued.
- has to regard discipline as a facilitating means that encompasses integrity, respect, and responsibility.
- is given the opportunity to express himself/herself at school and in society through his/her interactions and projects with others.

## STUDENT'S HANDBOOK

### **Absences**

In case of absence, parents are expected to call the head of division's office by 8:30 a.m. to notify the school that their child will not be in school or will arrive late on that particular day. Students are responsible for all material covered and assigned during their absence. Parents can check their personal Skoolee accounts on [www.sagessehs.edu.lb](http://www.sagessehs.edu.lb) to know what was covered on that day and the assigned homework.

In case the student is absent for more than 2 days, his/her parents must present an appropriate excuse to justify their child's absence.

Students who are absent and have missed an assessment must be ready to sit for a make-up.

### **Early Departures**

Parents who want to pick up their children from school before 2:30 p.m. need a leave pass approved by the head of division.

### **Lateness**

All students should be in class on time. In case the student is late for more than 2 times a note will be sent to parents. If the lateness is repeated, a remark paper will be issued and a conference with the parents will be requested.

### **Hours of Attendance**

Children should be at school between 7:20 a.m. and 7:40 a.m. and should be collected at 2:30 p.m. sharp. The school is responsible for your child from 7:20 a.m. until 2:45 p.m. Upon arrival, students should walk to their classrooms.

Parents should wait in the designated areas. They are not allowed to enter the classrooms, hallways, or students' toilets. Appendix B provides more details on the end of day dismissal procedure.

### **Commuting Changes**

Students are not allowed to ride a different bus unless they have a note signed by their parents and approved by the head of the division. The note should be sent by the parents prior to the day on which the student intends to change bus.

Parents who want their children to leave with other parents or relatives have to inform the head of division ahead of time.

### **Calendar**

The head of each division issues a yearly academic calendar (Appendix C) at the beginning of the school year and updates it regularly. It is posted on the SHS website and can be used as a reference for planning purposes.

A monthly school calendar that highlights all school events and holidays is issued and posted on the school website.

### **Communication Procedure**

Circulars are sent when necessary.

All circulars are posted on the school website [www.sagessehs.edu.lb](http://www.sagessehs.edu.lb).

In case of a short notice, an SMS will be sent.

### **Phone Numbers**

The head of lower elementary division's office may be reached at 01-872145/6/7/8 extension 116.

### **Meetings with the Head of the Division**

To meet with the Head of the Division, an appointment should be set with the division assistant. Tel: 01-872145 ext. 140.

E-mails could be sent to [yammine\\_judy@sagessehs.edu.lb](mailto:yammine_judy@sagessehs.edu.lb). Please give 24 to 48 hours to have the reply back. You might as well receive a call requesting an appointment with the HD.

### **Access to the Sagesse High School Website**

Parents and students are encouraged to access the SHS website and be informed about all school events and activities. All announcements and circulars are posted regularly.

Every student is issued a Sagesse High School website account and password.

The website also includes a Blog for the Arabic Department which you can browse, and where your children may have access to online resources. Parents can access the personal information related to the student's academic record at school including the report card and daily classwork and homework assignments using their personalized account.

### **Agendas**

Each Sagesse student will receive one new agenda to record homework assignments or notes sent to parents by the teachers or vice versa. Once received, parents are kindly asked to read the front section with their child and sign to the general school guidelines.

### **Parents-Teachers Conferences**

Meeting with parents allows close follow-up on our students' academic performance.

Two Parents-Teachers conference will be held during the academic year. Teachers will provide the parents with a general view of the student's performance at school and may provide parents with suggestions that will help the student improve his/her academic achievement.

Other conferences may be held with teachers by appointment through the head of division's assistant. Teachers are not expected to discuss student issues outside a conference.

If the need arises, the head of division or the teacher might request to meet with the parents to inform them of the student's status at school.

**Tutoring**

Parents who desire private tutoring sessions for their son/daughter with Sagesse High School teachers are kindly requested to fill out a "Private Tutoring Request Form" at the head of division's office. The suitable teacher for the requested tutoring will be designated by the head of division and the concerned head of department.

Private tutoring should be considered as a last resort solution for the lack of academic performance of a student. In case it is a must, parents are kindly requested to follow the above procedure.

All tutoring involving Sagesse High School teachers or staff must be approved in advance by the school.

**Special Needs Policy**

Students with special needs will be screened by the SED specialists and will have a special program designed to fit those needs. An additional fee will be charged depending on the type of program designed.

Parents of students working with the special education department are expected to follow the department's recommendations and to supply the school with all necessary documents and assessments as requested.

If learning difficulties are observed in the classroom the teacher informs the Head of the Department and the Head of the Division. The parents will be called in for a meeting with the Head of the Division, the teacher(s), and the head of the SED department to discuss the case, and the referral procedure is followed as indicated in Appendix D for close observation, screening, and monitoring purposes.

**Homework Policy**

Students are expected to seriously complete all the homework assigned by the teachers within the time deadline. In case the homework was not done, a note will be sent to parent to notify them and do the homework. Frequent failures to complete the homework assignments will result in the issuance of a remark paper and a conference with the parents to discuss the issue. Refer to Appendix A for more details on the subjects' homework policies.

**Book Fairs**

Book fairs are held at the Library. Students visit the book fair with their teachers. Students are encouraged to purchase books of their choice and to donate some books to the school library if possible. The books on display target all levels in three languages, English, Arabic and French.

**Library**

The library is open during school hours. Students will visit the library with their teachers during class hours for story reading and book borrowing or during breaks for book borrowing. Books borrowed from the school library have to be handled with care and must be returned as scheduled. When a book is damaged or lost, parents will be asked to either replace it or to pay a penalty so the school can replace it.

**Field Trips**

Outings during school hours provide students with a chance to have an educational break from scheduled classes. Depending on the season and academic requirements field trips are scheduled. Parents must fill out and return a signed permission slip before each outing.

**Prayer**

All Christian students are expected to pray with their teachers in class at the beginning of the day before the start of the first teaching period. Students from other denominations are to stand up with the rest and do their own prayers silently or join in the class prayer.

**School Hymn**

The school hymn is sung daily in the morning and at school events and occasions.

The School Song;  
Oh! Most pure and loving heart  
Of my mother and my queen  
Grant that I may love thee  
Love thee daily more and more.  
Grant that I may love thee  
Love thee daily more and more.

**Assemblies**

Assemblies are held on a monthly basis for each class. During assemblies students listen to moral advice, share stories and experiences, pray, participate in activities, watch educational videos, and receive academic and non academic award.

**Celebrations Policy**

Class parties are held to celebrate certain occasions such as St. Barbara, Christmas etc.... Teachers will inform students ahead of time as to when the parties will be held and what each child is required to bring with him/her (Snacks, etc. ...)

Students are not allowed to celebrate their birthdays at school.

**Handling Money to Buy**

Students should not have more than 5000 L.L. to buy during break. When students carry on them more than what is needed, they subject themselves to having other students borrow from them. Borrowing money from other students is strictly not allowed. When buying, students should be aware of the price they should pay for the item they want and whether they should receive change or not.

**Theft**

In case of theft, parents will be called for a conference and the appropriate counseling will be suggested.

## **Dress Code**

The general appearance should be neat, clean, and appropriate for school attendance. Jewelry is prohibited. Hair must be trim, clean, and neatly groomed. Bizarre hairdos are prohibited. Students in the Lower Elementary Division have to wear the school uniform at all times as indicated below.

**Summer Uniform:**     *SHS short sleeved shirt*  
                                  *Grey SHS skirt or school jeans for ladies*  
                                  *Grey trousers or school jeans for boys*  
                                  *Navy blue socks and black shoes are mandatory.*  
                                  *Summer Sport Uniform: SHS shorts and T-shirt / athletic shoes*

**Winter Uniform:**     *SHS long sleeved shirt and tie*  
                                  *Grey SHS skirt or school jeans for ladies*  
                                  *Grey trousers or school jeans for boys*  
                                  *SHS sweater, SHS blazer and/or raincoat*  
                                  *Navy blue socks and black shoes are mandatory.*  
                                  *Winter Sports Uniform: SHS sweat suit/ athletic shoes*

- **The SHS grey trousers/grey skirt and blazer are mandatory on official days and events.**
- **All garments have to be clearly marked with the child's full name or initials.**

All SHS garments are available at the school supply store.

## **School Supplies**

Parents should supply their child with the following list of items at the beginning of the academic year:

- ✓ **A backpack or school bag**
- ✓ **A pencil case with pencils, an eraser, a plastic or wooden ruler, a sharpener, a blue pen, and a green pen**
- ✓ **12 plastic files for sheets**
- ✓ **1 pack of wooden coloring pencils**
- ✓ **1 pack of felt pens**
- ✓ **12 plastic copybook covers**
- ✓ **A glue stick**
- ✓ **A box of wet wipes**

**All books and copybooks are labeled with the child's name and laminated or covered for protection.**

**Each student will receive his/her copybooks and the agenda in class at the beginning of the academic year.**

**Hot Lunch**

Hot lunch is served to all students in the Lower Elementary Division. The meal includes a healthy salad, the main course, fruits, and dessert. Parents may visit the school website to access the monthly menu for the main course variety.

**Healthy Food**

Students are encouraged to get fresh fruit and vegetables to school. Chips, lollipops, chewing gums, and candies are not allowed.

**Water**

Every student should have enough drinking water to suffice his/her needs per day, and he/she may also get money to buy extra water from the cafeteria.

**Accidents**

All students benefit from an insurance concerning accidents during school hours (including trips).

In case of emergency, the school will immediately notify parents and transfer the student to the hospital for treatment.

**Lost and Found**

A variety of lost items is kept in the supervisor's office. Parents are advised to check with the supervisor for lost items.

**Health**

The infirmary is located in Block A on the third floor. It is open from 7:40 a.m. until 2:30 p.m.

Permission to leave school for health reasons will only be granted upon the recommendation of the nurse. The nurse's office will notify the parents and make the necessary transportation arrangements.

In case of a contagious illness such as chicken pox, measles, or mumps, the student has to stay home until he/she recovers.

If the student suffers from any chronic illness, parents are asked to notify the school's Medical Services Office about it at the beginning of the academic year.

Students who have to take medication regularly must provide the school nurse with the doctor's prescription and a written request from the parents. The medication will be kept with the nurse and the students will go to the infirmary to take it. In case a student is too ill to return to class, the nurse will contact the parents to arrange transportation.

Parents are urged to inform the head of division's office about any unusual health risk or condition that concerns their son or daughter.

In case of illness during school hours, parents are required to take the student home.

In case a student has a contagious disease, the student will be placed in protective isolation and parents will be informed. Before the student returns to class, he/she should submit a medical certificate, to be approved by the school doctor, certifying that the disease is no longer contagious.

A student with a fever of 38° C or more should not attend school. Parents of students who develop a raise in body temperature at school will be asked to take their children home.

**Hygiene**

Boys' hair must be short.

Girls' long hair must be pulled back into pony tails or braids.

Regularly washed hair will also prevent the spread of head lice.

Daily showers/baths and clean uniforms are a must.

Children's nails must always be short and clean.

**Supervision Policy**

Supervisors are available on each floor during classes to assist teachers, counsel students, and monitor the classrooms. In case a student leaves the classroom for any reason, he or she must first report to the supervisor who will take the appropriate measures according to the situation. Furthermore, the supervisors accompany the students during recess. In case of an emergency, students are requested to report to them.

**Bathrooms**

Students are expected to use the bathrooms with a concern for their own as well as for the general hygiene and well-being of others. Bathrooms are cleaned regularly throughout the day, and they are supplied with paper towels and toilet paper twice per day.

**Book Store**

The book store is located in Block A. It is open during the day between 8:30 a.m. and 1:30 p.m. and sells a variety of notebooks, stationery, and uniforms.

**Auditorium Policy**

All students entering the auditorium must be accompanied by a teacher or assistant. No food or drinks are allowed. The discipline required in the auditorium is the same as that required in class. All aisles, doors, and emergency exits **MUST** remain unobstructed at all times.

**Cleanliness**

Students are expected to keep the school campus clean. Littering is prohibited.

**Mobile Phones and Electronic Devices**

Lower Elementary students are not allowed to bring along their mobile phones or any other electronic devices to school. Any device that is caught with the students will be confiscated and parents may be called in to meet with the HD to discuss the breeching of a policy. In cases of emergency, the school contacts the parent.



### **Activities and Sports Academy**

Sagesse High School's Physical Education Department offers the Lower Elementary Division students the opportunity to join a variety of afternoon on campus activities during the academic year. In addition to that, students may benefit from training with professionals to develop their athletic skills in different sports such as football, basketball, and swimming. More details will be communicated to parents at the beginning of the academic year. Parents have to pick up their children from school after the activities on these days.

### **Report Card and Grading System**

- 1- The issued report cards include two narrative reports per year to monitor the student's performance in class and three marking periods that report the student's academic progress.
- 2- Report cards can also be obtained from the school website by using the personal pin code.
- 3- The report card will be based on skills:
  - A: Excellent standard of meeting objectives and covering skills**
  - B: Very good standard of meeting objectives and covering skills**
  - C: Good standard of meeting objectives and covering skills**  
*More practice is recommended to master skills.*
  - D: Fair standard of meeting objectives and covering skills**  
*The student needs help to capitalize on the covered skills.*
  - E: Unsatisfactory results**  
*The student is struggling and one to one intervention is recommended.*

### **Academic and Disciplinary Probation**

In cases of unsatisfactory academic achievement or disciplinary problems and upon the recommendation of the teachers and/or coordinators/Head of Departments, students will be placed under academic or disciplinary probation. A probationary contract will be signed by the concerned parents at the end of the academic year.

### **Awards**

Students receive awards in assemblies and with report cards. Awards are given out for achievement or progress in all subjects taught as well as for behavior, good attitude, leadership, sports, handwriting, spelling, courage, group work etc. ....

## **Basic Disciplinary Rules**

- B.1 Students must show respect to all fellow classmates, teachers and staff members.
- B.2 Students must follow their teacher in a quiet and orderly manner when going in and out of the classroom.
- B.3 Students must follow all the safety guidelines and instructions in classroom, auditorium, library, and laboratory.
- B.4 Students must wear the uniform properly in class.
- B.5 Students must sit properly on the chairs in class, auditorium, bus, and laboratory.
- B.6 Students must keep their desks, classroom, auditorium, library, and laboratory clean and tidy.
- B.7 Students must not wander around or leave the classroom without the permission of the teacher.
- B.8 Students must never cause damage to school property or the property of others.
- B.9 Students must not steal.
- B.10 Students must not (a) sing, (b) laugh, (c) play, or (d) talk with others when the teacher is speaking to the class or during class discussions.
- B.11 Students must raise their hands and wait until they are given permission to address the teacher or classmates.
- B.12 Students must not (a) hit, (b) push, (c) kick, or (d) pinch.....their friends or staff members inside and outside the classroom. They should not bully anyone.
- B.13 Students must not use bad words inside and outside the classroom.
- B.14 Students must wait for their turn.
- B.15 Students must show respect to the properties of others.
- B.16 Out of courtesy, students are asked to stand up whenever a teacher or a staff member enters the classroom.
- B.17 Students must be seated and ready for the lesson before the teacher enters the classroom.
- B.18 Students are not allowed to leave the classroom when the bell rings until they are dismissed by the teacher or supervisor.
- B.19 Students are not allowed to eat and chew during class.
- B.20 Students must sit according to the seating plan provided by the teacher.
- B.21 Students must not bring radios, cell phones, games, or other unauthorized objects to class. All unauthorized items will be confiscated and given to the supervisor.
- B.22 Students must not be late to class or school.
- B.23 Students must not lie to teachers, supervisors, or staff members.
- B.24 Students must not forge parent/ guardian/ teacher/ head of division's signature.
- B.26 Students must not use each other's property without prior permission.
- B.27 Students are not allowed in classrooms, auditorium, and hallway during breaks.
- B.28 Students have to wait with their teacher or supervisor to be picked up in the afternoon and must not wander off without taking permission.
- B.29 Students have to line up in order and silently as the bell rings after breaks and/or whenever they have to proceed out of class with their teachers or supervisors.

## **Academic Rules**

- A.1 Students are not allowed to do homework or other assignments in class for another subject.
- A.2 Students are not allowed to borrow stationery during tests, quizzes and exams.
- A.3 Students must not cheat during tests, quizzes, class work, exams or any other assignments. Cheating is considered as a serious offence and will be reported to the head of division for proper measures to be taken. Students caught cheating on any assignment will receive a zero on that particular assignment.
- A.4 Students must present their classwork/homework neatly on time.
- A.5 Students must use the English language in all classes where the language of instruction is English.
- A.6 Students must have the textbook, notebook, stationery, and other materials required for the lesson.
- A.7 Students must write their assignments on the agendas.
- A.8 Students must write down the correction of class work, homework, quizzes, tests, and exams on their notebooks.
- A.9 Students must wear proper sports uniform for sports period.

## **Action Taken**

In case the student does not follow class rules, the teacher takes different measures according to the severity and frequency of the student's behavior.

- 1- The teacher may stop the student and explain which rule was not followed.
- 2- The teacher may stop the student, explain which rule was not followed, and track the student's progress on the Incentive Pad.
- 3- The teacher may stop the student, explain which rule was not followed, and send the student to the supervisor's office. The supervisor talks to the student about his/her behavior.
- 4- The teacher may stop the student, explain which rule was not followed, and send the student to the supervisor's office. The supervisor sends a remark paper to the parents. Parents must sign the remark paper and send it back to school.
- 5- The teacher may stop the student, explain which rule was not followed, and send the student to the supervisor's office. The supervisor will send a notice paper to the parents. Parents must sign the notice paper and send it back to school.
- 6- The teacher may stop the student, explain which rule was not followed, and send the student to the supervisor. The supervisor takes him/her to the head of division. The head of division talks to him/her and sends a warning paper to the parents and asks for a meeting.
- 7- The head of division discusses the issue with the parents.

In case the student does not follow playground rules, the supervisor takes different measures according to the severity and frequency of the student's behavior.

- 1- The supervisor may stop the student and explain which rule was not followed.
- 2- The supervisor may stop the student, explain which rule was not followed, and take the card from the student.
- 3- The supervisor may track a student's interaction using the Incentive Pad by collecting stickers.

In case the student follows class rules, shows better behavior, or makes any kind of improvement, the teacher follows the assigned procedure:

- 1- Step One: The teacher praises the student and gives him/her a smiley face ticket.
- 2- Step Two: Every student with 10 smiley face tickets and more will receive an award or a small gift from the head of division at the assembly.

**Judy Yammine**  
**Head of Lower Elementary Division**

## **Appendix A**

### **Lower Elementary Division**

#### **Homework Policy**

Homework should help students develop good study habits, foster positive attitudes toward school, and communicate the idea that learning takes work at home as well as at school.

Homework is an opportunity for parents to actively participate as partners with their children in the education process. However, it is important that children take responsibility for completing assignments independently.

Homework gives students the opportunities to consolidate, reinforce, and extend what they learned in the classroom. It also helps them be responsible for their own learning.

#### **English Department Homework Policy**

Homework assignments are designed to help the students reinforce concepts and practice skills that develop independent learning habits. While daily extra reading is recommended to enrich the student's command and use of the English language, up to three other assignments will be given per week. Note that at no point will the student have more than one English assignment due per day.

Types of Homework

- 1- Dictation practice
- 2- Writing assignment
- 3- Comprehension and vocabulary assignment
- 4- Investigating a particular topic to be discussed in class
- 5- Creative project

However, the teacher may assign extra worksheets to specific students to help them improve particular skills as needed and approved by the English Department.

Extra-curricular reading will be rewarded as follows:

- an award for every 5 books/student
- a present for every 10 books/student

#### **Science Department Homework Policy**

Homework assignments should help students develop good study habits and foster a positive attitude towards school. They are intended to be complementary to the class work.

Any homework constitutes a potential opportunity for parents to actively participate as partners with their children in the education process. However, it is essential that children assume individual responsibility for completing assignments and the parents' role is mere

support for their children’s effort. Such independent endeavor gives students an additional chance to consolidate, reinforce, and expand on what they have learned in the classroom.

Kindly note that the student agenda will appear similar to the following example:

**Study p.12 – 13 then answer the questions on p. 13.**

**How to study:**

- 1-Reading the lesson
- 2-Familiarizing with the definitions of the scientific terms (highlighted words)
- 3-Practicing the spelling of the scientific terms
- 4-Answering the questions of the assigned homework

At the beginning of every chapter, a letter will be sent to parents explaining the objectives to be covered, along with a list of suggested activities facilitating parents’ participation in their children education process (knowing that parents’ involvement is optional).

### **Mathematics Department Homework Policy**

The purpose of the mathematics homework is to provide the students with:

- a) The opportunity to practice the objectives and skills learned.
- b) To review skills and concepts previously learned in order to be ready to grasp new concepts.
- c) To read and understand an objective on their own, its applications to real life situations and connections; then this objective will be introduced in class and the student will feel he/she has a background to develop independently.

Through these, the student will develop confidence, accuracy and the critical thinking needed to deal with mathematics in its context or on real life situations.

#### Types of Homework

- 1) Practice to reinforce concepts and skills taught in class. Written in agenda as: “Homework, specific page and # of examples to complete”.
- 2) Extra Sheets to reinforce objectives taught and integrate other systems; since the mathematics program follows an international approach. Written in agenda as: “Complete extra sheet”.
- 3) Individual revision of objectives; presumed knowledge, so the student will recall what he/she has learned before. Written in agenda: “Review specific lesson”.

#### Homework Duration

|         | <b>Maximum Duration</b> | <b>Frequency</b> |
|---------|-------------------------|------------------|
| Grade 1 | 15 minutes              | 3 times / week   |
| Grade 2 | 15 minutes              | 3 times/week     |
| Grade 3 | 15 minutes              | 3 times/week     |

## Arabic Department Homework Policy

تحمل كلمة فرض في معناها اللغويّ وجوب فعل الأمر وإلزام الآخر به، مع ما يعني ذلك من تقييد للحريّة، ما يستدعي عند الآخر الرغبة في التفلت من هذه القيود. لذلك، نحرص، في المدرسة، على أن تكون الواجبات المنزليّة بعيدةً، في أهدافها ووظيفتها وطريقة إعطائها، عن توجيه رسالة ضمنيّة للمتعلم، نقول له فيها: "أنت مجبرٌ على القيام بذلك".

لذا، نسعى إلى أن نعلم التلميذ أولاً أنّ هذه الأعمال تمارين، تشبه التمارين الرياضيّة للجسد، تساعد العقل على التمرّس في تأدية عمله، والهدف منها تثبيت المعلومات المشروحة في الصفّ وليس تعلم أمور جديدة.

ولّا يخفى أنّ أولادكم قد يواجهون صعوبات في تأدية هذه "الفروض" فيستعينون بكم وبمعلّمي دروس خاصّة يساعدونهم على إتمامها. وهكذا تصير "الفروض" أعباء على الجميع ولا تؤدّي الغاية المنشودة منها.

لذلك، نعمل في المدرسة على تطبيق السياسة التربويّة التالية:

- أن يتمّ إنجاز أكبر قسم من التمارين في الصفّ.
- أن تُعطى إلى البيت تمارين، نثق بأنّ أكثر التلامذة يحسنون القيام بها بمفردهم.
- أن تكون هذه التمارين ممتعة وسريعة، تقوم في جزء منها على البحث والتجديد، لا على التكرار والإعادة فحسب.
- أن تتوزّع التمارين خلال الأسبوع بشكل لا يعارض مع الأنشطة المدرسيّة الأخرى، أو مع التمارين الدراسيّة في الموادّ المختلفة.
- أن تكون حصّة المطالعة هي الأكبر في الأعمال المخصّصة للبيت.
- ألاّ تتجاوز مدّة التمارين عشرين دقيقة للصفوف الابتدائيّة.
- مع التأكيد على أنّ النسخ والقراءة ضروريّان عند الصغار، وبخاصّة أنّنا نعاني من مشكلة الخط غير المقروء والقراءة المتلعثمة.

أمّا في ما يخصّكم، فنتمنّى عليكم، بحكم شراكتنا التربويّة، ومن أجل مصلحة أولادكم أن تعملوا معهم بالشكل التالي:

- مواكبة عملهم لا العمل بالنيابة عنهم.
- الإيعاز إلى المعلّمين الخصوصيّين بتعليم أولادكم **طريقة** الدرس، لا الدرس.
- التركيز على الخطّ المقروء، وترتيب العمل، والقراءة الواضحة.
- إيلاء المطالعة الاهتمام الكبير.
- عدم التمييز بين الموادّ الدراسيّة، فلكلّ منها أهمّيته ودوره في تكوين شخصيّة المتعلّم.

## French Department Homework Policy

Les devoirs à la maison, très variables selon les matières et les cycles, restent un sujet de controverse aussi bien pour les parents que pour les enseignants, car le rôle de ces devoirs est perçu différemment par les uns et les autres : Est-ce un travail de recherche, de mémorisation, d'application, d'entraînement ou de récapitulation ?

Il est difficile de trancher, car les devoirs à la maison peuvent être, selon le besoin, un peu de tout cela.

Une chose est sûre, c'est que les devoirs à la maison ne devraient en aucun cas être source de difficulté pour les parents ou pour les élèves.

Par conséquent, et afin de faire des devoirs de maison un moment utile et agréable à la fois, il est essentiel que vous sachiez que l'équipe éducative tient compte des principes suivants :

- Les devoirs donnés à la maison sont accessibles à la majorité des élèves.
- Les devoirs donnés à la maison ont pour but principal de **fixer** les notions expliquées en classe.
- Une place très importante est accordée à la lecture, activité qu'il faudrait exercer au quotidien.
- Le temps imparti pour l'ensemble des devoirs ne devrait pas dépasser 10 à 15 minutes par matière.
- Les devoirs devraient être répartis sur la semaine de manière à garder un équilibre entre l'oral et l'écrit.

Quant à vous, chers parents, vous êtes priés de prendre en considération les recommandations suivantes:

- Superviser le travail, sans le faire à la place de l'enfant. Insister sur la méthodologie à suivre pour aider l'enfant à gagner en autonomie.
- Exhorter l'enfant à lire lui-même la consigne, à verbaliser ce qui est attendu de lui.
- Être très exigeant au niveau de la présentation, de la propreté et de l'écriture.
- Insister sur la bonne intonation et la bonne prononciation à l'oral.



## **Appendix B - Dismissal Procedure 2016-2017**

It is very important to ensure the safety of the students at school. For this reason, the following dismissal procedure in Block A will be implemented as of September 28, 2016.

- The main school gate will be open as of 1:45 p.m. with more available parking spaces for parents.
- Parents may have access to the reception area as of 2:15 p.m.
- By 2:20 p.m., bus students proceed to their buses and are supervised by the bus assistant and the driver.
- By 2:15 p.m., parents may pick up their children in Grades 1, 2, 3A, and 3B from the exit door leading to block B and the gate near the reception in block A – upon parents' request.
- By 2:20 p.m., parents may pick up their children in Grades 3C, 3D, 3E from the exit door leading to the administration.
- Parent may have access from the gate near the reception to pick up their children in Grade 1, 2, 3 A, and 3 B from the area near the auditorium as of 2:20 p.m.
- Parents may not access the division hallways or administration offices during pick-up time.
- Grade 4 students are dismissed at 2:25 p.m.
- Grade 5 and grade 6 students are dismissed at 2:30 p.m.

Parents are kindly asked to speed up the process of dismissal and to avoid any side meetings with teachers.

Parents with any concerns may contact the Head of the Division during the office hours.

## Appendix C 2016-2017 Lower Elementary Division Calendar

### September

Monday 5 Uniform sale begins  
Tuesday 6 Entrance Day 2  
Sunday 11 Adha Holiday\*  
Monday 12 Adha Holiday\*  
Tuesday 20 Grade 1 Open House at 10:00 a.m.  
Thursday 22 Grade 2 Open House at 9:00 a.m.  
Grade 3 Open House at 11:30 a.m.  
Wednesday 28 School starts for grades 2 and 3  
Thursday 29 School starts for grade 1

### October

Sunday 2 Moslem New Year\*  
Tuesday 11 Ashoura \*

### November

Tuesday 1 All Saints' Day / Day Off  
Saturday 19 Parents' Meetings 8:30 a.m. till 1:30 p.m.  
Tuesday 22 Independence Day/ Day Off

### December 2016

Friday 2 Saint Barbara/ Creative Costume Parade/ Class Parties  
Wednesday 21 Santa's Visit/ Santa Hat Day  
Thursday 22 Class Parties/  
Friday 23 Christmas Holiday begins./ Classes are suspended.

### January 2017

Monday 2 Classes resume  
Friday 6 Epiphany – Day off  
Friday 20 Crazy Winter Hat Day

### February 2017

Thursday 9 St. Maroun's Feast/ Day Off  
Monday 13 Red Color Day  
Saturday 18 Parents' Meeting for Lower Elementary Classes  
Monday 20 Ash Monday

### March 2017

Friday 3 World Wildlife Day  
Thursday 9 Teacher's Day/ Day Off  
Friday 17 Mothers' Day Show for Grade 1  
Monday 20 Mothers' Day Show for Grades 2 and 3  
Saturday 25 Annunciation

**April 2017**

Saturday 1 April Fool's Day  
Sunday 9 Palm Sunday  
Monday 10 Easter Egg Hunt  
Thursday 13 Easter Holiday begins./ Classes are suspended.  
Monday 24 Classes Resume

**May 2017**

Monday 1 Labor Day/ Day Off  
Monday 15 Mary Mother of Wisdom Day  
Thursday 25 Ascension

**June 2017**

Thursday 8 Grade 3 Mass  
Monday 13 KG2 students visit the Lower Elementary Division

**\*\* Entrance Exam Date will be announced in due time.**

*Trips, other events, and color days will be announced in due time.  
\*to be confirmed*

Thank you,

Judy Yammine  
Head of Lower Elementary Division

## Appendix D Referral Procedure



**SAGESSE HIGH SCHOOL**  
**Mary Mother of Wisdom**  
**Ain Saade**

**Special Education Department**

**Teacher's Referral Checklist**  
**adapted from**  
**Braintree Public Schools Documents**

**Student:**

**Grade/Program :**

**Date of referral:**

**Subject:**

**Teacher's name:**

**Teacher's signature:**

The student should be observed during times when you are able to monitor behaviors related to the area of concern. In order to obtain a full and accurate picture of the student's performance, it may be necessary to observe the student more than once, **in different settings and at different times of the day.**

| <b>Check the area(s) of concern</b> |                             |
|-------------------------------------|-----------------------------|
| Oral Language                       | Written Language            |
| Reading Skills                      | Reading Comprehension       |
| Reading Fluency Skills              | Listening Comprehension     |
| Mathematics Problem                 | Mathematics Calculation     |
| Social / Emotional                  | Gross and Fine Motor Skills |
| Attention                           | Learning Strategies         |

\*Attach samples of the student's work showing difficulty or weakness

\*\* Teacher's intervention such as: 1.prepare extra work 2. Simplified assignments  
3. Preferential seating 4. Behavior modification plan 5. Peer tutoring 6. Conferences with parents 7. Modified time for assignments 8. Short directions 9. Multi-modality approach ...

**A- Language**

**A-1: Oral Language:**

(Oral Expression, Listening Comprehension)

**Student's spoken language in class:**

|  |  |
|--|--|
|  | Age Appropriate  |
|  | Has difficulty modulating voice(i.e. too soft or too loud)   |
|  | Has trouble naming people or objects   |
|  | Has difficulty staying on topic  |
|  | Inserts invented words into conversation   |
|  | Has difficulty re-telling what has just been said  |
|  | Uses vague, imprecise language and has limited vocabulary  |
|  | Demonstrates slow and halting speech, using lots of fillers ( i.e. uh, um, and you know)   |
|  | Uses poor grammar or misuses words in conversation   |
|  | Mispronounces words frequently   |
|  | Confuses words with others that sound similar  |
|  | Has limited interest in books or stories   |
|  | Has difficulty understanding instructions or directions  |
|  | Has difficulty with the pragmatic skills(i.e. understands the relationship between speaker and listener, stays on topic, gauges the listener's degree of |

**The checked difficulties are observed:**

**Rarely            sometimes            frequently**

**Teacher's Intervention\*\* /other comments:**

**A-2: Reading:**

(Basic Reading Skills, Reading Comprehension, Reading Fluency Skills)

|  |   |
|--|---|
|  | Age Appropriate   |
|  | Confuses similar looking letters and numbers or similar looking words   |
|  | Has difficulty recognizing and remembering sight words  |
|  | Frequently loses place while reading  |
|  | Reverses letter order in words (i.e. saw and was)   |
|  | Demonstrates poor memory for printed words  |
|  | Reads slowly  |
|  | Has trouble naming letters  |
|  | Has phonemic awareness problems(associating letters and sounds, understanding the differences between sounds in words) or <u>blending sounds into words and recognizing rhyming words</u> |
|  | Guesses unfamiliar words rather than using words analysis skills  |
|  | While reading ,substitutes or frequently leaves out graphemes and/or syllables within words and/or words  |
|  | Has poor retention of new vocabulary  |
|  | Dislikes and avoids reading or reads reluctantly  |
|  | Shows weak reading comprehension skills   |

**The checked difficulties are observed:**

**Rarely            sometimes            frequently**

**Teacher's Intervention\*\* /other comments:**

|  |
|--|
|  |
|--|

**A-3: Written Language**

(Written Expression)

|  |  |
|--|--|
|  | Age Appropriate  |
|  | Has difficulty remembering shapes of letters and numerals  |
|  | Frequently reverses letters, numbers and symbols   |
|  | Copies inaccurately( i.e. confuses similar-looking letters and numbers)                                    |
|  | Spells poorly and inconsistently(i.e. the same word appears differently other places in the same document) |
|  | Has difficulty proof-reading and self-correcting work  |
|  | Does not establish coherent ideas  |

**The checked difficulties are observed:**

Rarely            sometimes            frequently

**Teacher's Intervention\*\* /other comments:**

**B- Learning Strategies**

|  |   |
|--|---|
|  | Is slow to learn new games and activities                                 |
|  | Has difficulty generalizing(applying)skills from one situation to another |
|  | Student's memory appears to affect learning                               |

**The checked difficulties are observed:**

Rarely            sometimes            frequently

**Teacher's Intervention\*\* /other comments:**

C- **Math**

(Math Calculation and Math Problem Solving)

|  |   |
|--|---|
|  | Age Appropriate   |
|  | Has difficulty with simple counting and one-to-one correspondence   |
|  | Has difficulty learning strategic counting principles(i.e. by   |
|  | Has difficulty estimating quantity(i.e. quantity, value)  |
|  | Has difficulty with comparisons(i.e. less than, greater than)   |
|  | Has trouble telling time  |
|  | Has trouble conceptualizing the passage of time   |
|  | Has difficulty counting rapidly or making calculations  |
|  | Has difficulty on the problem solving reading level (specify in the notes section whether decoding/blending or comprehension) |
|  | Has difficulty understanding the mathematical   |
|  | Has difficulty following multiple steps   |
|  | Has difficulty with geometry  |
|  | Has visual or spatial confusions (if applicable give examples)  |
|  | Has difficulty using tools (compass, ruler...)  |

**The checked difficulties are observed:**

**Rarely            sometimes            frequently**

**Teacher's Intervention\*\* /other comments:**

|  |
|--|
|  |
|--|



D- **Behavior:**

**D-1:Social emotional**

|  |   |
|--|---|
|  | Age Appropriate   |
|  | Does not participate  |
|  | Does not have age-appropriate communication skills  |
|  | Does not pick up on other people's mood/feelings(i.e. may say wrong things at the wrong time) |
|  | May not detect or respond appropriately to teasing  |
|  | Has difficulty 'joining in' and maintaining positive social status in a peer group            |
|  | Has trouble 'getting to the point'( i.e. gets bogged down in details in conversation)         |
|  | Has difficulty with self-control when frustrated  |
|  | Has difficulty dealing with group pressure, embarrassment and unexpected challenges           |

**D-2:Attention**

|  |   |
|--|---|
|  | Age Appropriate   |
|  | Has difficulty remaining on task in class                         |
|  | Has difficulty initiating classwork                               |
|  | Does not finish classwork on time                                 |
|  | Has difficulty sustaining attention in play activities            |
|  | Has difficulty organizing tasks and activities                    |
|  | Loses things consistently that are necessary for tasks/activities |
|  | Is easily distracted by outside influences                        |
|  | Is forgetful in daily/routine activities                          |

**The checked difficulties are observed:**

**Rarely            sometimes            frequently**

**Teacher's Intervention\*\* /other comments:**

|  |
|--|
|  |
|--|

E- **Gross and Fine Motor Skills**

|  |  |
|--|--|
|  | Age Appropriate  |
|  | Appears awkward and clumsy, dropping, spilling, or knock things  |
|  | Writing is messy and incomplete with many cross-cuts and   |
|  | Uses uneven spacing between letters and words, and has trouble staying "on the line"                   |
|  | Has limited success with games and activities that demand eye-hand                                     |
|  | Has trouble with buttons, hooks , zippers and trouble to learning to                                   |
|  | Creates art work that is immature for age  |
|  | Demonstrates poor ability to color or write 'within the lines'   |
|  | Grasps pencil awkwardly, resulting in poor handwriting   |
|  | Experiences difficulty using small objects or items that demand precision (i.e. scissors, tweezers...) |
|  | Confuses left/right  |
|  | Copies inaccurately( i.e. confuses similar-looking letters and numbers)                                |

**The checked difficulties are observed:**

**Rarely            sometimes            frequently**

**Teacher's Intervention\*\* /other comments:**

**HOD/Coordinator's Final Recommendations:**

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**HOD/Coordinator's name: \_\_\_\_\_**

**HOD/Coordinator's signature:**

Appendix E



**Lower Elementary Division**

**Absent Student's Record**

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

| Topics Covered and Classwork | Assignments    |
|------------------------------|----------------|
| English                      | English        |
| Math                         | Math           |
| Science                      | Science        |
| Arabic                       | Arabic         |
| French                       | French         |
| Other subjects               | Other subjects |

