



Eastwood Schools
Est. in 1973
eastwoodis.com

Elementary Years Parent Guide

2023-2024



ES PARENT GUIDE

INTRODUCTION

The purpose of this guide is to provide you with a basic overview and understanding of how we work at EIS. It contains valuable information and important policies and procedures to ensure that expectations and rules and regulations are clearly communicated with all stakeholders for the mutual benefit of our learner.

SCHOOL MISSION & VISION

EIS commits to impacting the world by teaching students to be driven by a balance of mind, body and soul, and to couple knowledge with integrity, ambition with compassion, and achievement with service.

EIS strives to be a leading educational community in the Middle East for students of all nationalities and religions. The success of our vision depends on the commitment of all members of the school community to take an active part in its effort to provide an instructional system that conforms to the high standards of international education. We are committed to a program of continuous improvement and development.

SCHOOL PROCEDURES AND ROUTINES

ARRIVAL AND DISMISSAL

Your child's school day starts at 7:50 a.m. and ends at 2:30 p.m. If your child comes to school by car, you may drop him or her off at 7:30 a.m. We ask that you do not drop your child off prior to 7:30 a.m., as there will be no adult supervision at that time. If you are planning to change your child's transportation home in any way, e.g., sending your child home with a classmate or picking him/her up instead of using the bus, please contact the school administration either by email or phone call no later than 12:00 p.m. that day. Without a phone call or email from you, your child will be sent home in accordance with the method of transportation listed in our records.

SCHOOL CLOSINGS

Eastwood International School believes that children belong in school for the maximum amount of time permitted by the school calendar. Eastwood International School does not participate in any government strikes. Should an emergency closing be deemed warranted by the school administration, then parents will be notified by SMS, e-mail, or social media in as timely a manner as possible. We appreciate the support of our parents in protecting instructional time in the school day.

DRESS CODE

School uniforms play a key role in promoting pride, self-confidence, and a feeling of belonging within the student body. Therefore, children are required to wear a uniform that can be purchased from school during the first two weeks of September.

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SNACK AND LUNCH TIME

Please send a healthy mid-morning snack and a healthy lunch with your child. Your child is permitted one treat per day. Please ensure that this treat is an appropriate serving size for a child. Elementary students also have access to the school's cafeteria. Sandwiches, salads, healthy snacks, juice, and water are available for purchase during both recesses.

HOMework POLICY

Teachers of elementary classes can provide homework depending on student needs. However, tasks assigned should not exceed the duration highlighted in the below ES Homework Policy.

GRADE LEVEL	MINUTES PER DAY FOR HOMEWORK
GRADE 1	10 minutes of reading* per night 20 minutes of homework 5 nights per week
GRADE 2	15 minutes of reading* per night 30 minutes of homework 5 nights per week
GRADE 3	20 minutes of reading* per night 40 minutes of homework 5 nights per week
GRADE 4	25 minutes of reading per night 40 minutes of homework 5 nights per week
GRADE 5	25 minutes of reading per night 40 minutes of homework 5 nights per week

HOMework IS POSTED ON EMS AND/OR GOOGLE CLASSROOM EVERY MONDAY BY 3:00 PM FOR THE ENTIRE WEEK (MONDAY TO MONDAY) FOR LANGUAGE ARTS, MATH, ARABIC.

Homework is sent out in the form of Weekly Packets that include all the required work for the week.

ASSESSMENTS

Assessments are project-based and open-ended tasks that are conducted during school sessions. Students are required to complete the tasks independently. These tasks are unannounced to ensure authenticity in student responses.

Results to assessments are posted on EMS on a regular basis. All students and parents have access to EMS through usernames and passwords shared by Mrs. Tania Baradhi, our registrar.

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BIRTHDAY PARTIES

If your child wishes to celebrate his or her birthday in class, kindly email your child's homeroom teacher one week in advance of the date you would like to celebrate. Teachers assign a convenient date and birthdays are celebrated in the afternoons only. You can send cake and juice to school. Goodie bags, gifts, tablecloths, celebration hats and the like are **not permitted**.

FIELD TRIPS

Field trips are conducted during the year as part of the instructional program. Parents will be notified of a field trip via e-mail. Students who do not return the Annual Field Trip Permission Form will not be permitted to attend the field trip. The school will determine the cost for transportation and any fees and notify the parents in advance.

AFTER SCHOOL ACTIVITIES

After school activities are organized through the school. After school activities vary by year and season and are on a first come, first serve basis. Parents will be notified via e-mail and/or SMS if a session has to be postponed. Payments for the after-school activities are payable through the accounting office.

HEALTH POLICIES

There may be times during the school year when your child may need to stay home due to sickness. The Early Years age range is usually the time children catch viruses or colds most often. Though we do everything we can to prevent viruses and illnesses from spreading, it is likely that your child will fall ill during the school year. If your child is feeling unwell, please keep him or her at home. It can be very stressful for children to come to school if they are not well. Children often say they want to come to school, when in fact they are not really well enough to attend. **WE ASK YOU TO MAKE RESPONSIBLE DECISIONS ABOUT YOUR CHILD'S ATTENDANCE AT SCHOOL, IN ACCORDANCE WITH THE HEALTH POLICY LISTED IN THIS GUIDE.** Parents are required to provide the school with updated health records before their child may attend Eastwood International School. Parents must fill out the medical form provided by Eastwood International School as part of the application process. The school must be notified if any updates or changes to a student's medical condition occur. The Nurse will make parent/guardian contacts for health matters and ensure that each student's health record is kept updated. The school is not responsible for any medical conditions that may change or are not mentioned in the medical form.

YOU MAY NOT SEND YOUR CHILD TO SCHOOL IF HE/SHE IS SUFFERING FROM:

Fever (any temperature above 37°C or 98.6F); Vomiting during the past 24 hours; Diarrhea during the past 24 hours; Sore throat; Cough
Heavy cold

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YOU MUST INFORM THE SCHOOL NURSE IF YOUR CHILD HAS ANY HEALTH ISSUES SUCH AS: Allergies; Asthma; Special medications, inhalers etc. needed during the school day

Parents or legal guardians whose children are required to take medication during the school day must complete a permission form available from the school nurse. The school nurse is the only person who is able to authorize students leaving school in the middle of the day for health-related issues.

COMMUNICATION

It is EIS policy that teachers do not communicate with parents on their personal mobile devices. This includes phone calls and messaging services. If you wish to speak to your child's teacher, please call the school.

E-MAIL

Email is the primary method of communication between school and home. Please ensure that the administration has your preferred email and that you check it frequently for communications from the school and individual teachers. Teachers check their emails in the morning, during planning times, and just before leaving school. Please allow 24 hours for us to respond to email correspondence. Students are also encouraged to use school email to communicate with their teachers for educational questions and academic support. If you need to communicate information urgently, do not use email; phone the school directly.

NEWSLETTERS

Parents are sent a newsletter at the beginning and end of every unit. These newsletters are emailed to parents directly. You can also check our school's social media accounts to find photos of our learning journeys and events. You can also find out more about the goings-on in school through the parent letters sent regularly by the Early Years and Elementary Leadership team.

PARENT - TEACHER MEETINGS

Regular parent-teacher meetings are held during the year following the distribution of reports. However, you may feel free to request a meeting with your child's teachers at any time. Simply contact the school to arrange a meeting time suitable for you both.

EASTWOOD MANAGEMENT SYSTEM (EMS)

Student grades, absences, instances of tardiness, and nurse visits are all available on the school's management system, EMS.

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DISCIPLINE POLICY

GOALS

In the Elementary divisions of Eastwood International School, our primary goals are to ensure the academic success and physical, social, and emotional wellbeing of all children in our care, by endeavoring to help each child develop a love of learning, a sense of responsibility, self-regulation, self-discipline, a positive sense of self, and respect for others. Children are expected to engage in the building of a safe and shared learning environment through problem-solving, decision-making, and reflection.

PHILOSOPHY

We know that mistakes are a natural part of growing and learning to live, work, and cooperate with others. Our philosophy is built on the foundation of developmentally appropriate expectations for a child's adherence to rules, self-regulation, problem-solving, and conflict-resolution skills, skills that develop as their brains mature. We believe in supporting children in reflecting on the roots of problems, on the causes and effects of actions, and on errors in behavior and judgment in order to support positive long-term changes in behavior. We strive for consequences that are logical and designed to help teach a child self-regulation and improve his or her behavioral choices in future situations. School discipline in EIS is collaborative, involving parents, children, educators, and administrators; by communicating regularly and working together, we model positive behavior and provide the consistency of response to mistakes in behavior that children need in order to grow and make positive independent decisions.

DESCRIPTIONS TO BEHAVIORAL EXPECTATIONS

(LIST IS ILLUSTRATIVE NOT EXHAUSTIVE)

CLASSROOM BEHAVIOR: Children often develop specific classroom rules with their teachers as classroom to which all parties agree. Children are expected to adhere to these rules and the broader rules of classroom behavior, such as following all teacher instructions, respecting the learning of others by not disrupting/disturbing learning time, etc.

PLAYGROUND BEHAVIOR: Children are expected to observe the broad rules of respect for others and the environment, to follow the instructions of the attending adults supervising the playground, and to adhere to safety rules. We encourage children to move and play imaginatively and actively to develop their bodies, their social bonds, their conflict-resolution skills, and their imaginations. We do, however, set some restrictions: we do not allow children to mimic violence (e.g., pretending to shoot each other using their fingers as guns); we do not allow wrestling, shadow boxing, or the like; we do not allow socially exclusionary games (e.g., "keep away"). Flagrant disregard for safety rules that endanger the individual or others will result in restriction of playground privileges.

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BUS BEHAVIOR: The behavioral rules that apply on school campus also apply to behavior on school buses, inclusive of boarding, riding, and leaving the bus. Children must remain seated while in the bus and are strictly prohibited from engaging in behavior that poses a safety risk or distracts the driver. Children may not put arms, hands, feet, or objects outside of the bus windows.

FIELD TRIP BEHAVIOR: Children are representatives of EIS when they venture out into public and private spaces on field trips or school-sponsored events. Children are expected to behave responsibly and respectfully in a way that reflects the values of EIS and adheres to EIS behavioral policies.

SAMPLE INFRACTIONS

(LIST IS ILLUSTRATIVE NOT EXHAUSTIVE)

- Verbal and nonverbal teasing
- Inappropriate or vulgar language/gestures
- Threats
- Bullying
- Aggressive behavior or fighting
- Weapons or dangerous objects
- Inappropriate use of technology
- Destructing or defacing of school property or the property of others
- Cheating and/or plagiarism

HOW AND BY WHOM INFRACTIONS ARE HANDLED

LOW LEVEL INFRACTIONS	These instances of misbehavior are handled by the classroom teacher or the adult responsible for supervision if incident occurs outside of the classroom setting (e.g., halls, recess).
	<i>Deliberate attempts to access inappropriate content online Teasing/name-calling Inappropriate language or gestures Disrupting class time Littering</i>
MID-LEVEL INFRACTIONS	These instances of misbehavior are handled by the classroom teacher or attending adult, but will be referred to the coordinator and principal for chronic/repeated offenses.
	<i>Chronic low-level infractions Non-compliance / insubordination Disrespecting teacher or attending adult Cheating / Plagiarism Destruction / Defacing of property Theft</i>
SERIOUS INFRACTIONS	These behaviors are referred immediately to the administration.
	<i>Chronic mid-level infractions Inappropriate representation of EIS Threats Bullying Fighting / Physical Attack Possession of weapons</i>

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FAQs about the PYP programme

FAQS ABOUT THE

PYP PROGRAMME

THE IB LEARNER PROFILE

INQUIRER

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATOR

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

RISK-TAKER

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

FAQS ABOUT THE

PYP PROGRAMME

FREQUENTLY ASKED QUESTIONS ABOUT THE PRIMARY YEARS PROGRAMME

WHAT IS THE PRIMARY YEARS PROGRAMME?

The Primary Years Programme (PYP) is a curriculum framework for young learners aged 3–12 designed by the International Baccalaureate (IB). Founded on a philosophy that recognizes a child's natural curiosity, creativity and ability to reflect, the PYP generates a stimulating, challenging learning environment to nurture those assets and foster a lifelong love of learning in every child. The PYP, like all IB programmes, is transdisciplinary, meaning students learn across subject areas while investigating big ideas.

DOES THE PYP HAVE A SPECIFIC SET OF STANDARDS?

In the PYP, students learn about significant concepts through units of inquiry. The six transdisciplinary themes that guide units of inquiry and compose a year of study are:

- **WHO WE ARE**
- **WHERE WE ARE IN PLACE AND TIME**
- **HOW WE EXPRESS OURSELVES**
- **HOW THE WORLD WORKS**
- **HOW WE ORGANIZE OURSELVES**
- **SHARING THE PLANET.**

UNITS OF INQUIRY INTERWEAVE SUBJECT AREAS SUCH AS

mathematics, language arts, science and social studies. This approach encourages students to make their own connections between what they learn in core subject areas and how it relates to the world around them.

THE SCHOOL OUTLINES ITS SPECIFIC KNOWLEDGE CONTENT and academic curriculum, guided by the following five essential elements:

- **THE KNOWLEDGE CONTENT** is organized under the transdisciplinary themes. Each school decides which specific topics to study under each theme.
- **THE LEARNING SKILLS** aim to help students become independent, well-functioning, self-motivated learners.
- **THE LEARNING ATTITUDES** aim to develop a lifelong love of learning and nurture a child's curiosity and confidence.
- **THE ACTION COMPONENT** emphasizes the need to connect the student with his or her own potential and responsibility for using what was learned.
- **THE RIGOROUS GUIDELINES** for classroom practices to match the educational philosophy and values of the IB are communicated through professional development and a school's internal reflection process.

FAQS ABOUT THE

PYP PROGRAMME

FREQUENTLY ASKED QUESTIONS ABOUT THE PRIMARY YEARS PROGRAMME

WHAT ARE THE ADVANTAGES OF AN IB EDUCATION?

- **IB WORLD SCHOOLS** (the only schools authorized to offer IB programmes) are subject to a strict accreditation process monitored by the IB, ensuring that schools provide a high-quality education.
- **IB TEACHING METHODS AND CURRICULUMS** are research-based and draw from the best educational practices from systems around the world.
- **IB TEACHERS ARE REQUIRED TO PARTICIPATE** in many professional development opportunities to continually promote their awareness of current educational practices and new thinking.
- **IB STUDENTS DEVELOP A SENSE OF THE WORLD** around them and their responsibility to it. (See "What is an IB Education?")
- **IB PROGRAMMES ARE RECOGNIZED INTERNATIONALLY** and ease the educational transitions of mobile students so that their education is not adversely affected if their families relocate.

DO IB TEACHERS RECEIVE SPECIAL TRAINING?

All PYP teachers receive professional development in IB's approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the PYP.

ARE IB PROGRAMMES CONSIDERED "GIFTED" PROGRAMMES?

The PYP is implemented schoolwide and adapted by teachers to meet the learning needs of all students. In most cases, the Middle Years Programme (MYP) is also a schoolwide program. All PYP teachers are required to participate in collaborative planning and reflection to make their teaching practices consistent and to foster a holistic approach to education. A growing body of evidence suggests a positive relationship between teacher collaboration and student achievement.

DOES IMPLEMENTING AN IB PROGRAMME MEAN MY CHILD'S SCHOOL WILL NOT TEACH LOCAL OR NATIONAL STANDARDS SUCH AS THE COMMON CORE?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards. With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. **MORE INFORMATION ON THE IB AND THE COMMON CORE IS AVAILABLE AT WWW.IBO.ORG.**

FAQS ABOUT THE

PYP PROGRAMME

FREQUENTLY ASKED QUESTIONS ABOUT THE PRIMARY YEARS PROGRAMME

HAVE STUDIES BEEN DONE ON THE IMPACT OF THE PYP?

The IB places great value on external validation of its programmes, curriculums and professional development. A recent Global International Schools' Assessment study found that PYP students outperformed non-IB students in mathematics, reading and writing. Additional studies on programme impact, quality assurance, programme development and assessment research are available at www.ibo.org/research.

WHEN DO STUDENTS START AND FINISH THE PYP? WHEN DO THEY TRANSITION TO THE MYP?

The PYP is designed for students aged 3–12 (preschool and primary grades). The MYP spans students aged 11–16, and the Diploma Programme (DP) and Career-related Programme (CP) is for the last two years of high school, students aged 16–19.

HOW CAN I LEARN MORE ABOUT THE IB AND PYP?

- **VISIT THE IB WEBSITE AT WWW.IBO.ORG**
- **ATTEND** school meetings and events
- **SPEAK** with your school's PYP coordinator
- **SPEAK** with your child's PYP classroom teacher.

PROGRAM OF INQUIRY

An inquiry into:

HOW WE ORGANIZE OURSELVES	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
WHO WE ARE	An inquiry into the nature of the self, beliefs, and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human
HOW WE EXPRESS OURSELVES	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
HOW THE WORLD WORKS	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
WHERE WE ARE IN PLACE AND TIME	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of human kind; the relationships between and the interconnectedness of individuals and civilizations from local and global perspectives.
SHARING THE PLANET	An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.



Mansourieh Campus
P.O.Box 100 Mansourieh
El Metn, Lebanon
T +961 4 409 307

Kafarshima Campus
P.O.Box 46 Kafarshima,
Lebanon
T +961 5 431 525