



Eastwood Schools  
Est. in 1973  
[eastwoodis.com](http://eastwoodis.com)

# Early Years Parent Guide

**2023-2024**



# KEY 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.

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## 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. Please try to avoid difficult fastenings on clothes and shoes, e.g., buckles, laces, belts. We do encourage the children to be as independent as possible when it comes to dressing, and that means ensuring that he or she is able to manage their own fastening with confidence. We do ask that you send a complete, labeled change of clothes for your child to keep at school in case of accidents. This change of clothes is sent home at the end of every season and should be replaced with weather appropriate clothes.

## SNACK AND LUNCH TIME

Children eat their snack and lunch in their classrooms. We try to foster a familial atmosphere during meal times and expect the children to be independent. We have facilities for refrigerating and heating meals sent from home if you prefer for your child to eat a hot lunch. Water is available at all times, however please refrain from sending disposable plastic and glass water bottles to be refilled at school.

It is important that your child has breakfast or a morning snack early in the morning in order to start his or her day full of energy. Please send a healthy mid-morning snack and a healthy lunch with your child. Your child is permitted one treat per day. We ask that your child's treat be removed from its original packaging and be placed directly in your child's lunchbox. Please ensure that this treat is an appropriate serving size for a child. If you send "junk food" or treats of inappropriate serving size with your child, they will be taken away and returned home with a note reminding you of our healthy food policy. To avoid your child's distress, please adhere to the policy.

## HOMEWORK POLICY

Students in Early Years do not receive homework, however we strongly encourage parents to read short stories to their child on a daily basis and to recap major events in the story, in addition to discussing the setting and characters reinforce handwriting and fine motor skills; for example, trace their name using dried beans or playdough work on math while having fun: sorting toys, counting Lego pieces, finding objects at home with specific geometric shape.

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## 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.

## 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

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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

**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. 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

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all available on the school's management system, EMS.

## NURSERY ROUTINES AND PROCEDURES

### A HAPPY START TO NURSERY

Nursery is a big step for many families. It may even be the first time that you are away from your child for a long period of time. Even though many children will be excited to go to school, it is important to know that new experiences can bring apprehension and nervousness. Here are a few tips that can ease the transition to nursery, allowing both you and your child to feel comfortable with the transition. Some children find it easy to adjust to the new class, while others may take days, weeks, or even a few months. This is entirely normal. The best thing you can do with your child is to talk about the emotions they are experiencing and how to deal with them, as well as to let them know that it's ok to be scared, sad, and/or worried. Talk to your child's teacher about any concerns your child has expressed, as they have had many years of experience with children and parents in similar situations. Together we can all work towards a happy and joy-filled start to Nursery.

### HOW CAN I HELP WITH SETTLING IN?

**1. PROVIDE EXPECTATIONS** - After spending days at home or daycare, your children are used to a certain routine and they know what to expect in their day. In a new place, with new teachers, it can be daunting to not know what will happen throughout the day. Talk to your child about the type of things they will do in Nursery, that they will have a snack and recess time, that they will be able to play, and that their teachers are excited to meet them. Knowing what to expect will build their confidence.

**2. MANAGE YOUR FEELINGS** - Children pick up on things easily, says Paulette Janus, childhood expert and licensed clinical social worker. "Sending your child to preschool is a big step, often signifying to parents that their child is growing up. If they feel that you are sad or worried, they may believe that they should feel sad or worried as well and that going to school is a bad thing. So send out good vibes."

**3. BE CONSISTENT** - Consistency is key when it comes to making preschool a part of your child's new routine. Simply going together on a regular basis will provide your little one with a strong sense of anticipation. **Keep your goodbyes short and sweet and try not to sneak away so that your child knows what to expect but DO NOT prolong your departure.** When you pick your child up at the end of the day, reinforce the idea that you came back, just like you said you would. This way, each day's drop-off won't feel like you're both starting teary and upsetting goodbyes all over again.

**4. DON'T WORRY** - **It is okay to leave if your child is crying and check in with the school later.** Sometimes it can take a day, weeks, or months, but eventually all children will outgrow separation anxiety. It is important to know that we are working with you and that the bond

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between school and home is essential in making this year wonderful for your child.

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## ENCOURAGE YOUR CHILD TO BE INDEPENDENT

ENCOURAGE YOUR CHILD TO PUT AWAY THEIR OWN CLOTHES AND TO DRESS AND UNDRRESS THEMSELVES.

ALLOW YOUR CHILD TO FEED THEMSELVES AND INTRODUCE BASIC TABLE MANNERS so that sitting at a table to eat and coping with lunch boxes, packets and flasks, becomes a normal part of their routine.

MAKE SURE YOUR CHILD ATTENDS TO THEIR BASIC NEEDS, such as getting a drink, blowing his or her nose, using the toilet and flushing it afterwards, controlling the water taps, and leaving the bathroom clean and safe for others.

INVOLVE YOUR CHILD IN GENERAL HOUSEKEEPING BY GIVING THEM LITTLE TASKS such as setting the table or tidying their room. Teach your child to organize and care for their belongings. Learning to put away clothes, toys, and other belongings tidily encourages responsibility in other areas.

## ENCOURAGE POSITIVE ATTITUDES TOWARD LEARNING

SPEND TIME TALKING THROUGH EVERYDAY EVENTS WITH YOUR CHILD.

Ask open-ended questions to develop speaking skills and general knowledge. Encourage your child to ask questions and answer their questions with more questions to develop an inquiring mind.

SHARE BOOKS WITH YOUR CHILD ON A REGULAR BASIS AND MAKE SURE YOUR CHILD SEES YOU READING. Expose your child to as many different types of literature as possible – comics, story books, cook books, nonfiction books.

KEEP WRITING MATERIALS AVAILABLE AND EASILY ACCESSIBLE IN YOUR HOME. Encourage children to write cards, notes, and even help you with the shopping list. Celebrate their attempts and accept misspellings. Do not correct your child's attempts at this stage.

GET YOUR CHILD INVOLVED WITH STORING AND ORDERING HOUSEHOLD OBJECTS. Cooking, setting the table, and counting objects are just some of the ways to foster and develop your child's mathematical thinking. Simple board and card games are a fun way to improve basic problem-solving skills.

GIVE YOUR CHILD OPPORTUNITIES TO EXPLORE TECHNOLOGY OF ALL KINDS (COMPUTERS, CAMERAS, CD PLAYERS, TOOLS)

Have a collection of empty boxes, toilet rolls, cartons, and egg boxes for your child to make models with.

HAVE SOME PAINT AVAILABLE SO CHILDREN CAN PAINT AT HOME. Use a variety of objects, fingers, old toothbrush, straws – anything you can think of.



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COLLECT OLD BAGS, HATS, CLOTHES AND ACCESSORIES FOR YOUR CHILD TO DRESS UP AND ENCOURAGE ROLE PLAY.

Provide opportunities for your child to mix with other children in different environments so they can learn from each other

ENCOURAGE RISK TAKING AND LET YOUR CHILD KNOW THAT IT'S ALL RIGHT TO MAKE MISTAKES. Learn to observe your child without interfering. Children learn by solving their own problems

## FIRST DAYS IN NURSERY

In order to ease the transition into Nursery for your child, the schedule for the first few days of school follows a unique and gradual schedule. Please find the schedule below:

**DAY 1** - 2 hours with parents 8am -10:00am

**DAY 2** - 2 hours without parents in classroom, 8am -10:00am. Parents are welcome to stay on campus. Coffee will be available in the garden.

**DAY 3** - Full day with morning drop off 7:50am - 2:30pm.

**DAY 4** - Full day with morning drop off 7:50am - 2:30pm

## HOW OUR DAY IS ORGANIZED IN NURSERY

7:50AM

Bell rings, and children enter the classroom after placing their belongings in cubbies. Attendance taken.

8:00AM

Morning meeting. Sing songs. Look at the calendar, weather, and schedule for the day. Children are encouraged to share news.

8:30AM

Center Time: children are invited to share thoughts or experiences and play in the various work areas of the classroom.

9:20AM

Snack Time: wash hands, eat snack together, use bathroom

10:00AM

Recess: children are accompanied to the playground

10:30AM

Arabic/Music/PE with specialist teacher

11:10AM

Music and Movement or small group time: mindfulness or math/literacy games

11:30AM

Story Time and activity- Story of the Week

11:50AM

Recess: children are accompanied to the playground

12:30PM

Lunch Time

1:10PM

Nap or Quiet time

2PM

Free play

2:30PM

Dismissal

# 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](http://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](http://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](http://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:

<b>HOW WE ORGANIZE OURSELVES</b>	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.
<b>WHO WE ARE</b>	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
<b>HOW WE EXPRESS OURSELVES</b>	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.
<b>HOW THE WORLD WORKS</b>	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.
<b>WHERE WE ARE IN PLACE AND TIME</b>	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.
<b>SHARING THE PLANET</b>	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.



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