

The Makassed Islamic Philanthropic Society in Saida
Houssam Eddine Hariri High School



Parents' and Students' Guide Primary School



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Welcome

Dear parents,

We would like to welcome you to the primary school at Houssam Eddine Hariri High School (HHHS). We are looking forward to working together under the auspices of The Makassed Islamic Philanthropic Society in Saida whereby we are committed to its teaching principles and educational policy. We are proud of the Society's accomplishments and the big number of graduates who have become great men and leaders of our nation throughout one hundred thirty eight years.

HHHS aspires to offer distinguished educational programmes and advanced curricula under the supervision of specialized, highly qualified teaching staff. The school makes sure to provide all students with a safe, supportive environment where they enjoy relationships of empathy and respect.

We invite all parents to promote partnership relations with the school in order to provide a better learning environment for our students during their primary education years. During these years, they receive the bases of education and are prepared to confront the challenges of the upcoming years with steadiness and confidence in terms of acquiring the language skills as well as the thinking and analytical skills in Mathematics and science.

We welcome all your suggestions and observations and encourage you to participate in all school activities that are organized all year long and which are highly connected to the themes and topics learned in class. Your participation has positive effects on your children and it supports their mental development and boosts their self confidence.

This guide provides answers to many questions about the school regulations, codes, programmes, and curricula during the primary years in general and about the IB Primary Years Programme (PYP) in particular.

We hope you would read this handbook in depth and refer to it when need be.

We wish you and our students a happy academic year distinguished with success and excellence.

Head of school



School Vision ---

HHHS graduates, coming from various backgrounds and having diverse learning needs, are well-educated and open-minded lifelong learners who have acquired virtuous personal traits and maintained high standards of ethical, moral and civic conduct. Upon their graduation, they will have developed not only vast knowledge of the major current issues but also profound learning of the Arab Islamic heritage and culture leading to better understanding and appreciation of other cultures. They are capable of coping with the ever-changing universe and contributing personally, nationally and globally to the protection of the planet they are sharing with others.

Mission Statement ---

HHHS aspires that learners become knowledgeable, compassionate, open-minded, and principled citizens capable of being self-directed agents of change in their local and global community.

To this aim, the school adopts and implements rigorous and holistic programmes that develop the learners' knowledge, values, and attitudes and foster their sense of cultural identity and intercultural understanding and respect.

The school utilizes approaches to teaching and learning empowering the students to become life-long learners, demonstrate proficiency in Arabic in addition to foreign languages, and make connections between learning at school and the real world.



HHHS History and Accomplishments —

In 1993, the late Haj Bahaa Eddine Hariri granted a large piece of land (63,245m²) in Sharhabil Bin Hosna hill to The Makassed Islamic Philanthropic Society in Saida to build a school. In the same year, the late martyr Prime Minister Rafic Hariri donated the money to build this school. Accordingly, the foundation stone was laid on Friday May 21st, 1993.

Two years later, specifically on Friday November 3rd, 1995, the late martyr Prime Minister Rafic Hariri lifted the curtain on a stone slate engraved with “Houssam Eddine Hariri High School” placed at the Preschool entrance commemorating the launching of teaching at HHHS.

Teaching at HHHS started for the first time in the academic year 1995-1996- with two classes: KGI and KGII.

The school was named after the late Houssam Eddine Hariri in honor and loyalty to the contributions of the late martyr Prime Minister Rafic Hariri who financed the top class construction and equipping of the school.

In October 1997, the Primary School building was opened for grade one students. In the same year, the school started integrating students with learning disabilities.

In 2002, the school started integrating visually disabled students in regular classes.

In October 2004, HHHS adopted the Primary Years Programme (PYP) designed by the International Baccalaureate Organization (IBO) based in Geneva, Switzerland. The target group of this programme is children aged between 3 and 12 years old. This programme applies the holistic educational curriculum and approaches that contribute to building students’ personality in all science and real life



aspects. It enables students to integrate in the community and to demonstrate proficiency in mother tongue and in foreign languages with utmost flexibility and empowers them to become life-long learners. Two years following its implementation, the PYP proved to be highly efficient in developing the preschool and primary school students' personality. They became productive, inquirers, and explorers, and showed self appreciation, respect to others, and a sense of belonging to the family and nation.

By the end of August 2005, the middle and high school buildings were complete. By then, HHHS was comprised of four buildings with all the related facilities including playgrounds, open areas, and gardens, thus becoming one of the most prominent schools in Lebanon and the Middle East.

The Middle School building was opened for students from grade 6 until grade 9 in the academic year 2005- 2006. And the Secondary school building which incorporates all the administrative departments was opened in the academic year 2007- 2008.

In the academic year 2008 - 2009, the first graduation of HHHS grade 12 students took place thus marking the completion of all academic levels at the school.

The school was authorized by the IBO to teach the PYP.

In the academic year 2010 - 2011, another educational accomplishment was achieved. HHHS preschool and primary school received the French "Homologation" classification as a school acknowledged by the French Ministry of Education outside the French territories. HHHS became one of the first school in Saida to receive such acknowledgment.

In April 2017, the school was authorized by the IBO to deliver another of its programmes: the IB Diploma Programme, thus becoming the only school in Saida offering two IB programmes.



General Goals

Based on the “Education and Learning for All” principle, HHHS works on achieving the following goals:

1. Finding a miniature educational community that meets each individual’s needs.
2. Brining up generations that believe in the Islamic teachings and the human principles and whose ethics are the ethics of the Holy Qur’an.
3. Building up balanced characters who are able to hold national responsibility and who are aware of their Arab heritage.
4. Preparing students to become active, creative, independent, and confident members who believe in themselves and in others and who love exploration and are excited to teach and learn and to acquire the linguistic and scientific skills.
5. Providing a fruitful scientific and educational atmosphere, which supports the sound growth of students and encourages them to make use of their potentials and to develop their interests as per their needs and abilities. This is achieved through the educational, cultural, and religious programmes.
6. Providing supervision that helps students acquire sound behavior when interacting with others.
7. Training students on positive communication skills, conflict resolution, and critical thinking in order to accept changes in their lives and in their community.
8. Integrating technology in the curricula, which would help students develop their abilities, broaden their horizons, and access resources.



9. Integrating students with special needs who have learning difficulties due to psychological problems or the inability to concentrate or stay focused, or others who suffer from physical and sensory difficulties in regular classes. Those students are academically supported inside the classroom by the homeroom teacher and by a specialized educational and psychological advisor who can modify or accommodate the material as per the student's abilities.

10. Reinforcing the school-parent relationship by involving parents in the academic activities and giving them the chance to suggest new ideas or any constructive criticism which would contribute to developing the school.

The Primary Years Programme _____

The development of the learning and educational process has become a must with the changing and developing world around us.

Therefore, we no more regard the curriculum as a goal that students have to take all its content, but rather as a tool to develop students' personalities, attitudes, and skills, thus boosting their self confidence and their ability to think positively and productively. Based on this, HHHS implemented the IB PYP which is in harmony with these requirements taking into consideration its modern teaching methods and the IBO specialized consultants it provides. This programme aspires to prepare life-long learners who are open-minded and aware of all the current important issues related to their local community and the world as a whole. This is achieved through the transdisciplinary themes that contribute to shaping the profile of the future generations.



The IB Learner Profile _____

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	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 for 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 analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	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 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, we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and collaboratively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance 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.



PYP Transdisciplinary Themes _____

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.
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 humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
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.
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.
Sharing the planet	An inquiry into 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.



PYP Key Concepts

Form

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

Function

The understanding that everything has a purpose, a role or a way of behaving that can be investigated

Causation

The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.

Change

The understanding that change is the process of movement from one state to another. It is universal and inevitable.

Connection

The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

Perspective

The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.



Responsibility

The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.

Reflection

The understanding that there are different ways of knowing, and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.



PYP Transdisciplinary Skills

Thinking Skills

- Acquisition of knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Dialectical thought
- Metacognition

Social Skills

- Accepting responsibility
- Respecting others
- Cooperating
- Resolving conflict
- Group decision making
- Adopting a variety of group roles

Self-management Skills

- Gross motor skills
- Fine motor skills
- Spatial awareness
- Organization
- Time management
- Safety
- Healthy lifestyle
- Codes of behaviour
- Informed choices



PYP Transdisciplinary Skills

Research Skills

- Formulating questions
- Observing
- Planning
- Collecting data
- Recording data
- Organizing data.
- Interpreting data
- Presenting research findings

Communication Skills

- Listening
- Speaking
- Reading
- Writing
- Viewing
- Presenting
- Non-verbal communication

PYP Attitudes

Appreciation – Commitment – Confidence – Cooperation – Creativity
– Curiosity – Empathy – Enthusiasm – Independence – Integrity –
Respect – Tolerance



The Teaching Staff

The primary school teaching staff is comprised of a big number of teachers who are holders of university degrees in Education, Languages, and Science. HHHS always strives to develop the teachers' performance and educational and teaching abilities through attending workshops in and outside Lebanon. Every year, a number of teachers attend international conferences organized by AFIDES, ECIS, NESAS, IBO, CIEP, AEFEE, and DEBONO Center. These conferences are a forum for hundreds of teachers worldwide to exchange expertise and stay up-to-date with the modern trends in teaching and education.

Accordingly, HHHS is a pioneer in developing its curricula, programmes, and evaluation criteria.

Services offered by HHHS during the primary years for supporting students' individual needs

1. Students with additional needs

- Believing in the learning and education for all principle and that each learner is capable of learning based on his potentials and abilities, HHHS welcomes students who have learning difficulties due to psychological disorders that affect their ability to concentrate, stay focused, or acquire certain skills. The school also welcomes students with sensory difficulties such as the visually disabled.



- Such learners have the right to be integrated in regular classes and to make friends with their peers. They also have the right to receive the necessary moral support that enables them to develop an open-minded personality that helps them face life challenges with courage and knowledge.
- They are integrated in regular classes where they receive additional academic support inside or outside the classroom by a specialized teacher who is able to modify or accommodate the material as per the student's abilities.
- The medical, psychological, and educational care these learners get is under the supervision of the school educational supervisor as well as specialists in psychiatry and specialized education outside the school in accordance with parents' consent and cooperation.
- All students deal with these learners with empathy and they cooperate and befriend them because they are not different except in the way they learn since they have specific needs.

2. The International Program (IP)

HHHS welcomes students of foreign nationalities. They are enrolled in regular classes and receive support in new subjects in special classes, to be fully integrated at a later stage. All learners support their IP colleagues socially and help them integrate in our community despite their various differences.



3. Educational Guidance

HHHS always aspires to develop its services to support learners' development within the psychological and educational guidance programme. This programme includes all students in all teaching levels, namely in Middle and Secondary School. This programme seeks to develop the personal and social behavior of learners and to deal with their academic issues and problems. Moreover, it helps the school senior students have an individual plan for their professional future and encourages them to find careers that best suit their interests and abilities.

To reach the goal of the programme, the psychological and educational advisor works on three levels: individually, in small groups, and in big groups. Work focuses on helping the student develop his personal social skills and on communicating continuously with his teachers and parents to support him socially and behaviorally.

4. Medical Care

- To keep students healthy, 15 minutes at the beginning of the day and another 15 minutes around noon are dedicated to eating inside the classroom under the teacher's supervision to train students on proper eating habits.
- Unhealthy food items like potato chips, chocolate, candies, and chewing gum are prohibited. These are replaced by healthy sandwiches, fruit, and vegetables.
- Each learner may bring a water bottle having his name.
- A nurse is present all day long in case of any emergency. A clinic equipped with the proper medical tools and needs is also available.
- In case of any accident, the learner is directly transferred to the hospital after receiving first aid. Shall a student need to take any medicine, his parent will have to write the student's name on the medicine and specify the time



for receiving the medication. This should be delivered to the nurse in the morning.

- All learners are insured against accidents inside the school campus and during school trips.
- Smoking is prohibited inside the school campus for employees and visitors likewise to ensure a clean environment for students.

School Facilities and Supplies

1. The Library

The primary school has its own library. HHHS continuously seeks to expand and enrich it in cooperation with parents and learners. The library has been moved to a bigger location to meet learners' needs in doing their research and to encourage them to read. Primary school learners use the library to search for sources or to conduct individual or collective research work as well as to read books in the three languages: Arabic, English, and French. Learners may borrow books during class time or in recess, where each learner is allowed to have the book for two weeks. In case books are not returned on time, learners will have to pay a minimal fine which is designated to buying new books on a continuous basis.

2. The Computer Lab

The primary school has one computer lab equipped with the latest appliances and electronic means of communication for applying the concepts learned by learners in languages and Mathematics and to conduct various research works. Long non-fixed sessions are allocated for this purpose within the students' weekly schedule and are determined by the homeroom teacher according to the units of inquiry being taught in each class. Learners are also entitled to use the computer lab during recesses to finish their incomplete



work. This is done under the supervision of the computer lab supervisor.

3. The Laboratory

The primary school building has one laboratory equipped with the latest scientific tools and means necessary to support the units of inquiry. This laboratory helps learners apply what is being learned and conduct the scientific experiments either individually or cooperatively. The lab supervisor provides in advance all the necessary resources and material needed to explain and apply the scientific experiments. The homeroom teacher presents and implements these concepts while learners work in groups to perform the experiments and write their own reports to support the units of inquiry being taught at each level.



4. Stationery

At the beginning of the school year, each primary school learner receives all the needed copybooks and stationery. The receipt value is to be paid at the bank while the used stories and resources allowance is to be paid in cash at the school. Religious education books are available in bookshops and the lists of the book titles are handed over upon students' enrolment.

5. Publications and Newsletters

Once a year, HHHS publishes its own magazine entitled "Salamat from Us" where all the teaching and administrative staff members as well as a big number of learners from all levels are involved in its compilation. Moreover, the school publishes all the necessary information related to teaching and the work done at school on its website: www.mak-hhhs.edu.lb, which is periodically updated so that all parents, students, and everyone concerned stay up to date with the latest developments at HHHS. Another way to stay informed about the school is to follow its account on Twitter: @Hhhsinfo.



Assessment Policy

Assessment

Assessment is the process of collecting, analyzing, and interpreting data about the learner's achievement and performance to improve teaching and enhance learning.

The School Philosophy on Assessment

Assessment is viewed as an integral part of effective planning, teaching, and learning and is central to effectively guiding learners in:

- understanding concepts
- acquiring knowledge
- mastering skills and developing attitudes
- taking responsible actions

The school continuously strives to maintain common understanding of assessment by the whole school community, including the reasons for assessment, the material assessed, the criteria for measuring performance and the methods by which assessments are made.

How School Assessment Philosophy is Aligned to its Mission Statement

At HHHS, we believe in education that integrates knowledge, concepts, values, and life-long learning skills for the aim of developing the learners' ability, enhancing their usage of knowledge and skills critically and creatively and exhibiting positive attitudes as they engage in life within local and global contexts. Therefore, assessment at HHHS is multifaceted and addresses the holistic approach of the educational system, enabling the students to develop ownership of learning and become life-long learners. Assessment informs all stakeholders about the efficacy of the program through analyzing the students' performance within it and guiding further actions.



■ **Practices Agreed upon to fulfill this Philosophy**

- Teachers use a variety of assessment strategies and tools to provide feedback on the learning process, including a range and balance of recording tools and reporting.
- The school ensures that all stakeholders understand that assessment is done for learning (pre and formative assessment), of learning (summative assessment), and as learning (self-assessment).
- The school ensures that all stakeholders understand that assessment is criterion-based.
- Teachers strive to design assessment that is authentic and challenges learners to transfer learning into real-life situations.
- Assessment is integral to planning and teaching, and all teachers design assessments where students can demonstrate the learning outcomes and the learning expectations agreed upon in the school written curriculum.
- Assessment enhances the understanding of concepts, the acquisition of knowledge and skills, the demonstration of attitudes, and the ability to take thoughtful actions.



Purposes of Assessment for All the Constituents of the School Community

For learners: Assessment allows learners to

- Share their learning and understanding with others.
- Demonstrate a range of knowledge, conceptual understanding, and skills.
- Use a variety of formats to express understanding.
- Reflect on the learning process and adjust learning to meet pre-determined expectations.
- Exhibit positive attitudes and responsibility towards own learning and participate in personal goal setting.
- Develop higher-order thinking skills as they engage in self and peer assessments and share different points of view and interpretations.

For teachers: Assessment allows teachers to

- Differentiate instruction to meet the learning needs of learners with diverse abilities.
- Plan in response to student and teacher inquiries.
- Reflect on the written, taught, and assessed curriculum.
- Support and encourage student learning by providing feedback on the learning process.
- Support the holistic nature of the curricula taught at all levels by including principles that take into consideration the development of the whole student.
- Collect evidence on student's progress.
- Build a profile of the student's performance using analytical and holistic assessments.



For administrators: Assessment allows administrators to

- Issue report cards.
- Indicate the efficiency of the written, taught, and learned curriculum.
- Reflect on the intercultural and international dimensions of our programs.
- Provide specifically targeted professional development.

For parents: Assessment allows parents to

- Receive written reports by the end of each term.
- Develop understanding of the child's development.
- Support and celebrate learning.

Recording

How do we choose to collect and analyse the data?

At HHHS, teachers collect and analyse evidence of students' learning using a balanced range of assessment tools and strategies.

Assessment Strategies	Observation	Process focused assessments	Selected responses	Open-ended tasks	Performance assessment
Assessment tools	Rubrics	Checklists	Anecdotal records	Continua	Exemplars

The Portfolio

At HHHS, the learner's portfolio, a tool of an authentic assessment, is viewed and used as an assessment tool that demonstrates the learner's progress over time. It gives the learner the opportunity to take an active role in learning and assessment. A learner's portfolio consists of a collection of work selected during an academic year.



Reporting

How do we choose to communicate information about assessment?

Purpose of reporting

- To inform parents and students about student's progress/performance and provide recommendations about how to improve further learning.
- To inform school administration and SEN Coordinator(s) about students with learning difficulties.
- To keep records of student's performance for future communication with other schools/universities and to establish an archival body of evidence of achievement.
- To motivate students by showing appreciation of their achievement and affirmation of their demonstrated learning.

Types of reporting

A. Parent conferences

Parents may contact a teacher at any time to make an appointment to discuss a student's progress by sending an e-mail message to the teacher or calling the school division office to set an appointment with the teacher. Teachers, on the other hand, may contact parents for the same purpose.



B. Written Reports

Reports are sent to parents twice a year, at the end of each semester. Report cards provide information about the performance of the student during a semester and inform students and parents about what should be done to improve learning. The written reports are performance-based; the performance of the students is evaluated according to the following scale:

Evaluation Key	
Proficient	The learner performs learning outcomes at an advanced level, applying skills with a high level of independence and using knowledge with understanding in a range of authentic situations.
Efficient Performance	The learner performs learning outcomes efficiently, applying skills independently and using acquired knowledge effectively.
Satisfactory performance	The learner performs learning outcomes adequately and is beginning to apply skills and use knowledge independently.
Basic performance	The learner performs some learning outcomes but requires varying levels of support to develop performance.
Developing Performance	The learner is working, with continuous support, on achieving the basic requirements of grade level expectations. A modified program is in place.



C. Three-way conferences

Student, parents and teacher meet together to review the progress of the student. The Portfolio represents the student work samples that are collected during each Unit of Inquiry in all subject areas at the time of the conferences.

D. Student-led conferences

Student-led conferences involve the student and the parents. The students that lead the conference take responsibility for their learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of different learning situations. Several conferences may be taking place simultaneously.

Frequency of reporting _____

At HHHS, the progress reports are distributed twice a year, at the end of each semester. The three-way and student-led conferences take place during the fall and spring semesters. Parent-teacher conferences are arranged once for all students, and they take place regularly as needed or requested by parents and/or teachers



The PYP Exhibition

In their final year of the program, students are expected to carry out an extended, collaborative inquiry project, known as the exhibition, under the guidance of their teachers. The exhibition, a key part of the PYP assessment model, represents a significant event in the life of both the school and student as it synthesizes the essential elements of the program and allows the students to participate within the whole school community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developed throughout their engagement with the program. It is a culminating experience marking the transition from the PYP to the middle school.

Conditions for advancing students to higher classes and receiving academic support

Learners at HHHS advance to higher classes in the primary school if they fulfil the majority of academic, personal, and social expectations for each class with limited support by teachers.

As for learners who are still developing their class competencies and expectations or others who face difficulties in most competencies, they will have to repeat their class or to take an intensive support programme according to the learner's abilities under the school supervision. In this case, parents are involved in following up the learner's development throughout the academic year.



Trips and Extracurricular Activities

HHHS organizes a number of trips during the academic year. These trips serve to support the learning topics in each class. Parents shall sign to show their consent regarding their children's participation in such trips, which take place outside Saida. A notification letter is sent with the learner one week before the trip date. Otherwise, the learner shall not accompany the school on this trip. As for the field visits in Saida, the administration is not required to send a notification letter for parents' consent.

HHHS also provides a number of afternoon clubs during weekdays to develop the learners' personal, physical, and social skills. These clubs include: Football and basketball clubs, the Choir club, fine arts club, music club, karate club, and language clubs.

Working Days and School Holidays

Al Makassed Islamic Philanthropic Society Schools close on Friday and Sunday every week.

School holidays include the following:

- Al-Fitr holiday: one week
- Lebanese Independence Day: one day
- Winter vacation: Christmas and New Year's Eve: one week during the month of December.
- Al-Adha holiday: one week
- Islamic New Year: one day
- Ashoura: one day
- Teacher's day: one day
- Annunciation Day: one day
- Spring and Easter vacation: one week during the month of April
- Liberation Day: one day.
- Mawled (Birthday of prophet Mohammad PBUH): one day
- Labor day: one day



Financial Measures

School tuition fees are paid in three installments. The first installment receipt is delivered at school during the month of September. The second and third installment receipts are sent with students. The school tuition fees include the learner's tuition fee, health insurance against accidents (inside school campus and during school trips), general stationery, computer fees, the PYP fees, and the bus fees in case the learner is registered in the school bus. The school uniform is not included in the tuition fees.

In case of delay in paying the tuition fees, the school administration sends a reminder with the learner to remind parents to settle the payment within the set deadline. In case the financial dues are not paid, the student's parent is asked to come to school and sign an affidavit pertaining to paying all the due amounts before a certain date agreed upon with the school administration.

School Duties

All school members including learners, teachers, and parents have the right to feel safe, respected, and free, and not to be verbally or physically harassed or abused. Therefore, HHHS administration makes sure to provide a calm and comfortable atmosphere to help achieve better learning goals by prohibiting cheating, fighting, quarrelling, and vandalizing or any other kind of misconduct.

HHHS Policy Related to Learners' Profile and Attitudes

HHHS's policy focuses on developing the learner's personality and managing and organizing his behavior in accordance with the IB learner's profile attributes and attitudes. This policy is implemented with learners from grade one till grade five in primary school.



Essential Agreements

Teachers work with learners on developing the necessary agreements that set the code of conduct at HHHS. Learners are expected to respect and follow the essential agreements which they have developed with their colleagues and teachers. Teachers as well design essential agreements to maintain a learning community among themselves.

Codes of Conduct

All learners shall:

- 1- Respect the essential agreements pertaining to the classroom and playground which reflect the IB learner's profiles.
- 2- Respect the general agreements.
- 3- Respect their colleagues, teachers, workers, and school visitors.
- 4- Show responsibility and commitment when sharing learning and school supplies with everyone at school
- 5- Implement and appreciate the academic honesty and integrity in learning and interacting with others.



General Agreements

In order to maintain a healthy and safe school environment, students have to abide by the following regulations:

- Inside the building
 - Walk quietly in the corridors
 - Walk quietly up and down the stairs

- In the playground
 - Resolve conflicts and problems rationally and calmly or use the reflection zone (grades one and two)
 - Depend on the conduct plan principle which is to be filled out by the student and is sent to parents for signature
 - Refrain from using offensive language and rather use expressions that show love and respect
 - Refrain from playing with balls in the morning and when leaving; the school supplies students with balls during recesses.

Attendance and Absence

- Attending school before 7:50 am and leaving at 2:35 pm (from Monday to Thursday). On Saturday, students leave at 1:00 pm.
- Heading directly to the bus after the bell rings (for students registered in the school bus and in private buses)
- Note: Changing the bus is prohibited except in the case of changing the place of residence.
- At 2:50 pm, students head to middle school (this applies to students who wait for their siblings in other school departments) provided that parents shall notify the administration in writing at the beginning of the academic year.



Justification of Absence

- Parents have to contact the school in the morning (maximum by 9 am) to justify the absence of their child on the first day of absence.
- In the event of absence for two days or more, parents should submit a medical report to justify the absence.
- In case of absence for travel purposes, parents will have to notify the administration in writing to take the necessary measures. Parents are responsible for re-explaining the lessons during the days of absence.
- Please inform the administration or the administrative supervisor in case your child had to leave school during the school hours by communicating in writing or by phone with the administrative supervisor at least one day before

In school buses

- Sit quietly in the place designated for each student
- Respect the driver and his assistant
- Refrain from eating in the bus to maintain cleanliness and to avoid choking in case the bus had to stop suddenly
- In case of non-compliance, the student will be expelled for two days after contacting his parents



Outfit and General Appearance

- Take care of the cleanliness and neatness of the school uniform and wear shoes with socks.
- Trim the nails periodically
- Hair is to be put up/tied for girls and needs to be short for boys. Gel and dye are not allowed.
- Jewelry and accessories are not allowed.
- Abide by wearing the sports outfit on the days of PE sessions as assigned on schedule.









I, the parent of the student _____

Hereby certify that I have read the herein
agreement and I will encourage my son/daughter
to abide by it.

Parent's signature: _____

Student's signature: _____

Date: _____