

2023 - 2024



PARENT HANDBOOK MIDDLE & SECONDARY



المدرسة اللبنانية
THE LEBANESE SCHOOL



Dear Parents,

Welcome to the Lebanese School!

At LSQ, we strongly believe in collaboration between families and school staff to create a positive and happy environment, where the children feel safe to achieve academic excellence and personal growth. It is this shared commitment and genuine partnership between school and home that will enhance the educational opportunities for our students.

This handbook provides an introduction to LSQ and an overview of its operations and routines. It is designed to help you find answers to questions you may have concerning the school.

We aim to ensure the flourishing of your children by offering them the best we have: a solid curriculum, rigorous coaching, extracurricular activities, and much more.

The administrative and educational teams join me in wishing you an excellent school year!

Norma Dimassa
Superintendent



VISION ELITE

LSQ is viewed as a model for schools in Lebanon and abroad. It is supported by the parents, the community, and its Board of Trustees. LSQ is guided by official Lebanese Curriculum, combining a rich heritage, and keeping up with the advancements of the time. Expertise, commitment, and sacrifice are only few of the faculty traits. Its graduates are well prepared for the global workplace and for higher education.

MISSION

EXPERIENCED and well prepared teachers to support student success in an ever-changing world.

LEARNERS who succeed in the Lebanese official exam and on International tests.

ILLUSTRIOUS environment branded with security, flexibility, moral behaviors, and appreciation of heritage.

TEACHERS, parents and students are united in goals and means to achieve success at LSQ.

EQUIPPING graduates and preparing them for life with scientific, literary and aesthetic knowledge and skills.

ACCREDITATION

In its efforts to provide world-class teaching and learning and prepare the students for the 21st century skills, the Lebanese School has been committed to a path of continuous improvement, seeking high levels of quality education via recognitions not only from the Lebanese and Qatari Ministries of Education, but also from international sources such as Cognia – previously AdvancED, which is a non-profit organization with more than a hundred years of work in school education, serving as a trusted partner to 36,000 educational institutions, and The French Ministry of Europe and Foreign Affairs, which granted the school the LabelFrancEducation, for being a “Francophone” establishment, adopting the French as a first language in teaching scientific subjects.

ADMINISTRATION

The Lebanese School is administered by a Board of Directors and overseen by a Board of Trustees. You can find the list of members along with administrative staff members on the school website.

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Dear Parents,

Welcome to the Middle and Secondary Department.

Education at the middle and secondary level is all about refining the skills that the students have acquired in the foundational stages and equipping them with what it takes to succeed in higher education and the workplace. Accordingly, all the potential of our outstanding team in the Middle and Secondary Department is poured into utilizing all contemporary teaching strategies to meet the unique needs and abilities of our students.

Because we believe that this is the age of ideas and creativity, we encourage our students in all capacities to be critical thinkers, avid speakers, and ultimately, innovators. This will enable our students to succeed in local assessments, the Lebanese Official Exams, and international standardized assessments. It will also provide the students with the guidance and support they need to select their career paths in the future.

Even outside the borders of the classroom, the students in the M&S Department are given opportunities to enrich their character and their learning journey through internships, extracurriculars, regular events, committees, and conferences.

At LSQ, we truly have a fantastic learning community where students, staff, and parents collaborate to achieve the highest educational standards.

Hiba Hijazi
Middle and Secondary Head of Section

Middle & Secondary HEAD OF SECTION'S MESSAGE

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We seek to guide them to the best possible career choice based on their preferences and skills; we procure them internships in companies and host a university fair, expanding their future possibilities. ■■

I. CURRICULUM

1. OFFERED PROGRAM

The Middle and Secondary Department adopts the Lebanese curriculum that prepares students for official exams, equips them with the 21st century skills and prepares them for university life and future challenges. Furthermore, the curriculum offers a wealth of opportunities for the implementation of technological skills into students' learning.

Middle School and High School education lasts 3 years each, and are validated by the Lebanese official exams. After completing G10, students are invited to select one of three different tracks: LS, SE and GS. Students' selections are based on preferences, recommendations of the teaching staff, discussions with the counselor, and students' academic achievements, whereby an average of 12 and above in Math, Physics, Chemistry and Biology is required for students who choose the Life Science track, and an average of 14 and above in Chemistry, Physics and Math is needed for those who opt for the General Science track.

The language of instruction varies between English, Arabic and French, depending on the subject. English is mainly employed in subjects, such as Sciences, Math, Economics, Philosophy and Sociology and English language while Arabic is used for teaching Arabic language and social studies, and French for instructing French as a Foreign Language.

2. PROGRAMS OF STUDIES

2.1 ENGLISH

The English program in the Middle and Secondary Department helps students learn the language, achieve fluency, write in the different modes of discourse, and understand and appreciate the different literary genres. The program focuses on the four skills: Listening, Speaking, Reading, and Writing; in addition, it seeks to prepare students for the Lebanese Official Exams, and international tests, such as MAP and SAT to ensure a successful transition to university, and the workplace in the future.

Reading Skills:

Reading comprehension exposes learners to a variety of scientific and literary texts and poetry, dealing with real-life contemporary topics that cover social, scientific, economic, financial, and humanitarian issues. Students will be able to demonstrate mastery of word recognition skills and understanding of what is read, think critically, and develop different strategies that enable them to extract main ideas, identify problems, solutions, causes and effects, compare and contrast, and analyze the text to understand the underlying messages.

Oral Communication Skills:

Being a competent communicator allows students to develop culturally, emotionally, intellectually, and socially. For this purpose, students are encouraged on daily basis through class discussions, speeches, dialogues, role-play, and oral presentations to develop their communication and social skills in an atmosphere of mutual understanding and respect.

Writing Skills:

In M&S, students are exposed to a variety of writing types: expository, narrative, descriptive, argumentative, and persuasive; in addition to critique writing, literary analysis, and information analysis essays.

Through writing, students will be able to apply the grammatical concepts and linguistic, lexical and stylistic elements to express their thoughts in a creative manner on various topics.

٢.٢ اللغة العربية وأهدافها

نحن في المدرسة اللبنانية نلتزم تطبيق المنهج الرسمي للدولة اللبنانية في تدريس مادة اللغة العربية وحدة متكاملة بين الحلقة الثالثة والمرحلة الثانوية، قراءة وفهماً وكتابة، كلفة أساسية توهم القدر الكافي واللازم من المعارف والمهارات والقيم في تكوين مواطن لبناني مثقف ومنتج، مرتبط بالهوية اللبنانية قادر على مواكبة العصر والانخراط في الحياة العاقمة، منفتح على الثقافات العالمية، متقن مهارات الاتصال في اللغة باعتبارها أداة تواصل وتفاعل ثقافي وحضاري، والارتقاء بها إلى مستوى التذوق اللغوي والأدبي والتعبير الإبداعي، وتنمية الحس بالخير والحق والجمال، متألف مع التكنولوجيا كوسيلة تعليمية ومصدر للمعلومات، ومكتسب المعارف والمهارات التي تؤهله لحسن اختيار مجال تخصصه العالي أو لدخول سوق العمل منوذاً بالمفاهيم المناسبة وبالمعلومات النظرية والتطبيقية في مجالات الثقافة والعلوم والتكنولوجيا وحسن توظيفها. كما أننا نحرص على أن يكون التدريس حيويًا يعتمد على التفكير والتحليل والاستنتاج، وأن تكون الأنشطة الصفية واللاصفية من رحلات تثقيفية، معارض الكتب، المكتبة العاقمة، أبحاث، مناظرات... جزءاً لا يتجزأ من العملية التعليمية التعلمية في إيصال الفكرة لكل متعلم بمفرده، إضافة إلى الاختبارات التي تُعتبر وسيلة إضافية لقياس مستوى المتعلم وجعله قادراً على معرفة مجال قوته ونقاط ضعفه وذلك بهدف مساعدته إن أظهر نقضاً في كفاية ما أو تأخر في تحقيق هدف معين، وجعله مستعداً بشكل جيد على تقديم الامتحانات الرسمية التي تحددها وزارة التربية والتعليم في لبنان.

2.3 MATHEMATICS

The Mathematics curriculum in the M&S is designed to provide a comprehensive understanding of intricate mathematical concepts through an integrated and progressive approach. It not only prepares students for Brevet and Lebanese Baccalaureate exams (specifically in the Life Science, General Science, Sociology, and Economy sections), but also equips them for international standardized tests. It encompasses lessons that delve into the science of numbers, their operations, relationships, combinations, generalizations, and abstractions. Additionally, it covers spatial configurations, their structures, measurements, transformations, and the application of mathematical thinking in various fields. To ensure students develop a strong mathematical foundation and gain the necessary knowledge to comprehend and address real-life problems, it is imperative that they possess the ability to identify and employ the following skills across different domains:

- A. MATHEMATICAL REASONING
- B. PROBLEM-SOLVING
- C. COMMUNICATION
- D. FIGURES AND SPACE
- E. NUMERICAL AND ALGEBRAIC CALCULATIONS
- F. CALCULUS
- G. STATISTICS AND PROBABILITY

2.4 PHYSICS

The Physics program for the middle and secondary classes helps students become lifelong learners of physics. The program aims to develop the students' scientific skills and connect the scientific notions to the technological world of their surroundings. The Physics program builds up gradually to ensure that the students acquire, as they move up the grades, the concepts and the principles necessary to understand natural and technological phenomena and be able to explain them using scientific inquiry. The program also encourages the students to use and apply their scientific knowledge in their everyday life. In high school, in addition to the above-mentioned objectives, the program gives students a glimpse about career possibilities in different science-related fields.

2.5 BIOLOGY

The Biology program of the middle and secondary classes focuses on preparing the students to succeed in the Lebanese official exams, and international exams. It seeks to develop the students' scientific curiosity, intellectual and practical scientific skills, and provide orientation toward scientific research. Students of middle and secondary grades are given the opportunity to understand concepts, analyze experiments, develop critical thinking skills, and engage in scientific inquiry. The program encourages learners to use scientific knowledge and skills in novel daily-life situations in the domains of health, environment, technology and ethics.

2.6 CHEMISTRY

The Chemistry program for the Middle and Secondary covers a broad spectrum of theoretical studies, along with hands-on activities. In fact, the program provides the students with scientific knowledge, and relates the latter to their everyday life. For the middle school, the first year is more focused on building up gradually students' basic chemistry knowledge. In particular, the program deals with chemical bonding, electrochemical energy, and gives an introduction to organic chemistry.

In secondary grades, Grade 10 stands as the foundation year. The student will represent chemical species in 3D models, prepare an aqueous solution, and make use of stoichiometry to determine the yield of a chemical synthesis. At the end of this year, students will be able to verify the label of a commercial solution by titrating an acid/base solution. In the next two years of the Secondary Cycle, students will acquire a deeper understanding of topics such as redox titration, thermochemistry, petroleum refining, and organic synthesis.

2.7 LE FRANÇAIS LANGUE ÉTRANGÈRE (FLE)

L'objectif du français en tant que troisième langue pour les élèves du complémentaire et du secondaire anglais (Grades 7, 8, 9, 10, 11) est, dans un premier temps d'enrichir leur connaissance au niveau des langues et de leur permettre d'avoir une troisième langue en plus de l'arabe et de l'anglais. Dans ces deux cycles l'élève n'a pas à présenter des épreuves officielles en langue française. Étant donné qu'il s'agit d'une troisième langue, l'objectif premier, à part la culture générale et l'ouverture à d'autres civilisations, est la compréhension et l'expression orales. Il s'agit en effet d'être capable de comprendre les sujets de la vie courante et d'utiliser le vocabulaire de ces thématiques. Ainsi, les élèves du complémentaire et du secondaire anglais doivent être capables de saluer, de se présenter, de parler de son alimentation et de ses loisirs, de son style, de ses goûts, de jouer des rôles relatifs à des situations de la vie (à l'aéroport, au restaurant, avec un responsable...), en atteignant un minimum de syntagmes nominal et verbal qui l'aideront à pouvoir se débrouiller dans des situations du vécu. Les règles grammaticales ne sont qu'un outil qu'il utilisera pour s'exprimer.

١. التربية المدنية والتنشئة الوطنية

انطلاقاً من أن الإنسان هو غاية كل تنشئة وطنية كانت أم مدنية، باعتباره قيمة وغاية بحد ذاته، وباعتباره كائناً اجتماعياً في جوهره، فهدفنا يرمي إلى تقوية الوحدة من خلال المفاهيم الوطنية، وتعميق الإلتزام والهوية، وتعزيز الإلتزام بالقيم الاجتماعية والمدنية، قيم الحرية والتسامح والعدالة والمساواة، وتدعيمها لدى المتعلم

ففي المرحلتين المتوسطة والثانوية نعتمد للتقييم على مجالات ثلاث :
المجال الأول : على مستوى المعارف: يهدف هذا المجال إلى قياس المعارف، ويُعتمد في هذا المجال عدة أنواع من الأسئلة المغلقة والمفتوحة (اختيار من متعدد، اختيار الإجابة الصحيحة، أكمل الفراغ...).

المجال الثاني : على مستوى تحليل المستندات : يتكون هذا المجال من مستندين : الأول (دستور، قانون، شرعة، مرسوم...) والثاني (نص)، يهدف هذا المجال إلى التحقق من قدرة المتعلم على استخراج المعلومات من المستندات واستنتاج من دلالاتها وربطها بالواقع.

المجال الثالث: دراسة وضعية مشكلة: من خلال طرح مشكلة معيشية من ضمن مواضيع المنهج تحتاج إلى تصحيح الأخطاء الواردة فيها مع تبرير وتعليل وتوضيح ما فيها من أفكار وإبداء الرأي حولها.

٢. الجغرافيا :

فضلاً عن كونها من علوم الأرض الأساسية، فهي علمٌ يعنى بدراسة المجال الجغرافي بمفهومه الشامل، والهدف منها: تنمية قدرة المتعلم على التفكير النظري والمقارنة، جمع المعلومات، تنمية مهارات البحث الميداني، والاستقصاء العلمي عند المتعلم من خلال العمل الفردي والجماعي، تنمية مهارات استخدام المصطلحات وقراءة الخرائط بمختلف أنواعها، والصور الجوية والفضائية والبيانات الإحصائية وتفسيرها.

ففي المرحلة المتوسطة (الصفوف السابع، الثامن والتاسع) نعتمد للتقييم على مجالات ثلاث :
المجال الأول: تحديد مواقع واتجاهات: يهدف هذا المجال إلى تحقيق غاية أساسية من غايات تعليم الجغرافيا وهي تعميق اكتساب المتعلم قدرات تحديد الاتجاهات والمواقع.

المجال الثاني: استعمال مستندات (خرائط، رسوم بيانية، صور...): يهدف هذا المجال إلى إكساب المتعلم قدرات على استعمال المعلومات الجغرافية أياً كانت وسائلها (نص، مخطط، صورة...) وهي أدوات المعرفة في محيطه.

المجال الثالث: كتابة نص جغرافي : يهدف هذا المجال إلى التحقق من اكتساب المتعلم القدرة على إقامة العلاقات بين الأسباب والنتائج والاستنتاج والتصنيف والتحليل للمعارف الجغرافية ولا يقتصر بأي شكل من الأشكال على استرجاع أو تذكّر المعلومات فقط.

أما في المرحلة الثانوية (الصفوف العاشر، الحادي عشر والثاني عشر) نعتمد للتقييم على مجالات ثلاث:
المجال الأول: قراءة وتحليل مستندات: يُعتمد في هذا المجال عدة أنواع من الأسئلة المتعلقة والمفتوحة (اختيار من متعدد، اختيار الإجابة الصحيحة، أكمل الفراغ...) والهدف منها هو تعزيز قدرة المتعلم على فهم المستندات وربطها بالمعلومات المكتسبة.

المجال الثاني: الربط بين المستندات (خرائط، رسوم بيانية، صور...): يهدف هذا المجال إلى إكساب المتعلم قدرات على استنتاج الرسائل الأساسية، وتفسير ظاهرة أو مشكلة.

المجال الثالث: المسألة: يهدف هذا المجال إلى التحقق من اكتساب المتعلم القدرة على إقامة العلاقات بين الأسباب والنتائج والاستنتاج والتصنيف والتحليل للمعارف الجغرافية ولا يقتصر بأي شكل من الأشكال على استرجاع أو تذكّر المعلومات فقط، بل من خلال ربط المستندات مع إمكانية إبداء الرأي.

٣. التاريخ

يسهم التاريخ في تنمية الجانب الوطني لدى الافراد بجعلهم أكثر فخرًا واعتزازاً بتراثهم وحضارة أجدادهم ومساهماتهم في المحافظة عليها؛ إضافة الى استيعاب المحطات التاريخية البارزة في تاريخ لبنان وبعض بلدان المشرق العربي حتى الاستقلال؛ كما ينمي التاريخ لدى الطالب التفاعل الإيجابي مع محيطه على اختلاف مستوياته ويعزز لديه معرفة أحداث الماضي وربطها بالحاضر والوعي بالزمن كقيمة في المدرسة والحياة واكتساب الحكم والمواظف من المواقف والقصص التي عاشها السابقون.

– ففي المرحلة المتوسطة والثانوية تتمثل أهدافها في:
 * وعي مميزات الثقافة الوطنية اللبنانية، وانتمائها الى الثقافة العربية، ودور اللبنانيين فيها.
 * وعي دور القوى الاجنبية، ومقاومة الشعوب للاستعمار، ونضالها من اجل الحرية والاستقلال .
 * تركيز قدرة المتعلم على قراءة صور ونصوص وخرائط تاريخية، وتنمية قدرته على جمع المعلومات من خلال المستندات والمصادر والمراجع بصورة فردية او ضمن فريق.
 * تنمية التفكير العلمي لدى المتعلم من خلال عمليات النقد والتليل والتفسير والربط لمقاربة الحقائق التاريخية .

٤. التاريخ القطري والمواطنة

تعتمد في المدرسة اللبنانية – قطر في تدريس مادة التاريخ على كتاب التاريخ القطري والمواطنة للمرحلة المتوسطة؛ وقد تضمنت سلسلة كتب التاريخ القطري والمواطنة الدمج بين مجالي التاريخ والمواطنة، بما يعزز مجموعة من القيم القائمة على الانتماء والولاء والوسطية والاعتدال والحقوق والواجبات في ظل المواطنة الفاعلة، وترسيخ مبادئ العيش المشترك بما يعمق الوحدة الوطنية، وتم الاعتماد في طرح الموضوعات على التوازن بين الجوانب المعرفية والمهارية والوجدانية المستمدة من وثيقة معايير الدراسات الاجتماعية في دولة قطر وبما يراعي الترتيب الزمني للأحداث بعيداً عن الحشو والتكرار والاسهاب، وبما يعزز جوانب التفكير الناقد والإبداعي وحل المشكلات من خلال تنوع التدريبات والأنشطة لتلبية أنماط التعلم المختلفة عند الطلبة.

ويشتمل كتاب المستوى السابع على ثمانية دروس على النحو الآتي: قطر والقضايا العربية، قطر والقضايا العالمية، الحقوق والواجبات، المواطنة، الحريات المدنية، المشاركة المدنية في دولة قطر، الأمن الوطني وأبعاده، مقومات الأمن الوطني ومؤسسته.

ويشتمل كتاب المستوى الثامن على ثمانية دروس على النحو الآتي: الأحوال الاقتصادية والاجتماعية في دولة قطر بين عامي ١٩١٣-١٩٤٩، الموارد الاقتصادية في دولة قطر، التغيير الاجتماعي في المجتمع القطري وعوامله، الأمن الاجتماعي والاقتصادي، المصادر الأساسية لحقوق الانسان، حقوق المرأة والطفل، السلم العالمي، التعصب والتمييز العنصري.

ويشتمل كتاب المستوى التاسع على ثمانية دروس على النحو الآتي: ثقافة السلام، الحوار بين الحضارات، جهود دولة قطر في مجال التعاون الدولي، الهوية الوطنية (أبعاده - مقوماتها)، الهوية الوطنية والعولمة، الشورى والديمقراطية، الأمن السياسي، التسامح والعيش المشترك.

2.9 Sociology

Sociology enables students to understand social structures, human relationships, sociocultural dynamics, and sociological research methodologies and techniques through highlighting the various aspects of society, such as social hierarchy, institutions, inequalities, culture, power, and conflicts.

The study of Sociology encourages the development of critical awareness and helps students become conscious and engaged individuals, promotes intellectual and social development through a providing a profound understanding of social mechanisms and prepares students to contribute positively to their transformation. Moreover, it helps cultivate empathy, tolerance, and understanding toward others.

Success in this subject depends on acquiring key skills that are assessed through various criteria, including precise identification and adequate application of sociological concepts and notions, in-depth analysis of relevant sociological documents, and the ability to write coherently and structurally about sociological topics. Practical projects are also part of students' evaluation, allowing them to apply their sociological knowledge through conducting investigations, collecting data, and presenting concrete and relevant findings. These projects aim to develop their skills and abilities in real-life situations.

This comprehensive approach to the study of Sociology in secondary schools is of great importance for future university majors in social sciences. It equips students with essential skills in critical analysis, research, and communication, laying a solid foundation for successful higher education in Sociology and other related disciplines, and providing students with the necessary groundwork to contribute to academic discourse, and address the complex challenges of an ever-evolving society.

2.10 Economics

Teaching Economics in high school is crucial, given the global economic challenges and the rapid technological development. It provides students with an in-depth understanding of contemporary economic issues, enabling them to navigate the challenges and opportunities in an ever-evolving society.

The curriculum for the final year of secondary education is designed to capture students' interest and help them connect theories to real-world situations. It builds upon the foundational concepts, taught in previous years and focus on understanding present economic issues.

The curriculum covers various themes to provide a comprehensive understanding of economics.

These include exploring global economic development since the 1950s, the indicators to position a country on the Global Development Scale, the evolution of economic systems, national economic issues that impact families, social status, and environment, and economic fluctuations and crises. Additionally, the curriculum also introduces economic policies, such as economic stimulus, combating monetary inflation, reducing unemployment, as well as agricultural and industrial policies, and financial and economic calculation techniques, which are beneficial especially to those who are considering pursuing higher education in economics.

2.11 Philosophy

The inclusion of Philosophy in the final two years of secondary education is based on students' intellectual maturity and their natural inclination to question the meaning of life, their values, and their futuristic plans. It provides them with a dedicated space to explore abstract and complex existential concepts rigorously, independently, and thoughtfully, and allows them to challenge preconceived notions, make informed decisions, and analyze situations from different perspectives.

As per the Lebanese curriculum, the emphasis on three essential aspects:

1. The study of philosophical notions through authentic texts and quotes: This approach exposes students to fundamental ideas and key concepts of philosophy through analyzing the thoughts and arguments of great thinkers, developing their critical thinking skills and their ability to interpret complex ideas.
2. Philosophical essay writing: This type of writing provides students with a methodological framework to develop ideas and arguments logically and coherently. It also promotes the development of analytical and reflective skills among students.
3. Personal opinion discussions on philosophical concepts and real-life situations: These discussions allow students to express themselves freely in a safe, respectful environment. They revolve around topics that are relevant to adolescents, promoting collaboration and preparing the students for societal life. Through these exchanges, our adolescents learn conflict resolutions, how to seek compromises and engage in constructive dialogues.

٢.١٢ التربية الإسلامية

يمكن تعريف التربية الإسلامية على أنها أحد العلوم التربوية التي تسعى لتنظيم سلوكيات الأفراد. تهدف التربية الإسلامية إلى تربية الأبناء على الأخلاق، ومبادئ الإسلام، وتنمية عقولهم، وتحفيزهم على التفكير بشكل سليم. وتأتي أهمية تدريس مادة التربية الإسلامية من مكانة الشريعة الإسلامية ودورها في تكوين مجتمع متماسك يتحلى بالايمان الراسخ والقيم والأخلاق الحميدة، ويحسن التعامل مع الغير، ويواجه التحديات. كما تساهم في اعداد الطالب المتزن في فكره وسلوكه بعيدا عن التطرف وتنمية قدرته على حل المشكلات وبناء الشخصية المعتدلة لديه. إضافة الى تزويده بنتائج تعلم تربوية محددة موزونة تراعي المعارف والمهارات وتظهر ما ينبغي ان يعرفه الطالب ويكون قادرا على ادائه.

تراعى عملية انفصال التلاميذ في حصة التربية الإسلامية، حيث ينتقل التلاميذ من الأديان الاخرى الى صفوف خاصة لتعلم مهارات السلامة وحماية النفس.

2.13 ICT (COMPUTER)

The ICT curriculum for the Middle and Secondary, covers coding (Small Basic, Python), microcontrollers (Arduino), computer ethics, web development, app development, photo editing, and hardware/software. Students learn programming fundamentals, advanced algorithms, and problem-solving. They explore microcontrollers applications in robotics and IoT, which emphasize on the responsible use of technology. Web development includes HTML, CSS, while app development covers iOS/Android platforms and user interface design. The curriculum also covers computer architecture, networks, and operating systems. Through practical activities and projects, students develop critical thinking skills, which prepares them for the digital age, and equips them with software development skills, hardware knowledge, ethical considerations, and the ability to contribute responsibly to the tech world.

2.14 PHYSICAL EDUCATION

In the Middle and Secondary Department, students develop a broader range of athletic and social skills, and learn how to use them in different contexts. They communicate, collaborate and compete against each other. They develop flexibility, strength, technique, control, and balance. They race and play competitive games, such as football, basketball, volleyball, and handball. In addition, they participate in competitions within Qatar. Such competitions promote their team spirit, sportsmanship and prepare them for a very competitive world.

2.15 LEADER IN ME

The Leader in Me program, for middle and high school, is based on the work of Stephen Covey, the author of 'The Seven Habits of Highly Effective People'. It aims at helping students lead a more successful and productive life through practicing 7 habits. Throughout this course, students will not only adopt effective routines, but will also achieve a great sense of self-appreciation, a high level of satisfaction, and a better ability to work in teams, as well as improve their leadership skills.

2.16 PROTECT ED

The Protect-Ed program, implemented in middle and high school, addresses critical issues in child safety. Its purpose is to provide effective, preventive, and innovative safety education, to develop students' critical thinking skills, provide them with the knowledge to recognize danger, build their strengths and self-esteem and equip them with the necessary skills to protect their personal and emotional safety to become confident, compassionate and successful future citizens. In this program, students are taught life lessons through role play, hands-on activities, and discussions, where they learn how to think and act in case of emergencies or when they are subject to danger or abuse, and how to identify, manage, and respond to their own as well as other's feelings.

II. ACADEMIC PROCEDURES

1. TERMS, PERCENTAGES, AND REPORT CARDS

The main aim of the Lebanese School is continuous improvement through constant monitoring of students' performance. For this purpose, the academic year is distributed over the course of three terms, with two summative assessments; mid-year and final (Please refer to the school calendar for more specific information about term divisions).

The allotted weight for each of the term examinations is the following:

Term 1	Mid-Year Exams	Term 2	Term 3	Final Exams
20%	25%	15%	15%	25%

Parents receive report cards 5 times a year; term 1, mid-year exams, term 2, term 3 and final exams. They can be accessed via the school portal and application.

2. MODES OF ASSESSMENT

The Lebanese School keeps track of its students' progress and is keen on measuring the intellectual development and student readiness to inform instruction and best practices. Furthermore, it seeks to prepare its students for university life, so they can excel internationally. That's why it utilizes the following modes of assessments:

2.1 DIAGNOSTIC ASSESSMENT

The English Middle and Secondary teachers administer diagnostic tests at the beginning of each academic year. They collect and analyze data, and use the results to differentiate instruction, formulate groups and adjust planning pace.

2.2 LOCAL ASSESSMENT

Formative or On-going Assessment (Grades 7-12) takes place before, during and after a lesson. The teacher uses a wide range of methods to evaluate students' comprehension, their learning needs, and concepts they are struggling with, and modifies instruction and techniques accordingly. The main goal is to enhance instruction and students' learning. Formative assessment can be oral or written and of various types:

- PRESENTATIONS
- PROJECTS
- QUIZZES
- LAB WORK
- EXIT SLIPS

Summative Assessment, where the main focus is on the program outcome, takes place at the end of term 1 and the end of the year, and helps in evaluating students' learning. It happens following a schedule. Students change classes and have reading periods.

Assessment Guides Instruction: in any quiz/exam where failure is more than 25%, the latter must be repeated. The test is analyzed by coordinators and teachers, and an action plan is presented with recommendations for remedial. If failure percentage remains high; more than 10%, the concepts with the lowest acquisition rate will be retaught and intervention will become more intensive.

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2.3 STANDARDIZED ASSESSMENT

Measure of Academic progress (MAP) (Grades 7, 8 and 10): is a computer-based achievement test in mathematics, reading, and language. The computer regulates the order of difficulty of the questions so that each student takes a unique test. This test is administered twice a year, in the fall and spring.

SAT (Grade 11): is a standardized test in reading, writing and language, and math that is used for college admission. Grade 11 students are introduced to this test, and are trained on test-taking strategies relevant to each part. Throughout the year, they sit for a mock test to monitor their progress and identify their gaps, in preparation for the actual test in May.

3. PROMOTION, RETENTION, DROP-OUT AND MAKE-UP EXAM

The promotion, retention and make-up processes in the English Middle and Secondary Department are the following:

3.1 PROMOTION, RETENTION

In (Grades 7-12), students get promoted to a higher grade when they receive a final general average that is equal to or higher than 10 over 20. In case the students scored below 10, they will be retained in their current grades.

3.2 DROP-OUT

In (Grades 7-12), students who do not meet promotion requirements and are retained in their current grades are put under academic probation. If they fail to meet the requirements for the second year, they are not allowed to repeat their grade, and are therefore asked to drop-out.

3.3 MAKE-UP EXAM

Students sit for a make-up exam when they achieve a general average that is equal to or lower than 12 over 20, or get less than 10 over 20 on one or more main subjects. Accordingly, in middle school, students have make-up in English, Arabic and Math. In Grade 9, however, students do not sit for make-up exams as their promotion to a higher grade depends on passing the Lebanese official exams. In high school, in addition to the languages and Math, LS students sit for make-up in Physics, Chemistry and Biology, and SE students in Economics and Sociology.

The students will be given summer assignments, which should be handed in the first week of September. It should be noted that the make-up test is based on the summer work.

4. HOMEWORK

In M&S Department, homework is assigned as needed by the teachers. It aims to help students apply learned concepts through practice, and develop positive study skills and habits, use time wisely, work independently, and take responsibility for their work. Homework includes reading assignments, worksheets/exercises to reinforce explained concepts, academic writing, presentations, researches...

Parents can access their child/children's homework via TEAMS.

5. ACADEMIC SUPPORT

After the trimestral exams, students at risk are identified, and their parents are contacted. The Student Support Committee is also notified to follow-up by communicating with the coordinators and teachers in order to provide the necessary support, and make sure the proposed action plans in each subject are carried out for the benefits of the low achievers.

6. AWARDS CEREMONY

At the end of each academic year, the department celebrates the Secondary students' hard work, initiative, social and emotional growth, and other skills in an Award Ceremony, whereby the achievers receive medals and certificates in recognition of their excellence performance.

III. INTERNAL REGULATIONS

1. THE SCHOOL DAY

In the Middle and Secondary Department, English Tack, the school day starts at 7:30 a.m. and ends at 2:00 p.m., covering seven periods with one break, distributed according to the following schedule:

Period	Time
1	7:30 - 8:20
2	8:20 - 9:10
3	9:10 - 10:00
4	10:00 - 10:50
Break	10:50 - 11:30
5	11:30 - 12:20
6	12:20 - 1:10
7	1:10 - 2:00

The school timing undergoes modifications, where the school day becomes shorter during trimestral exams, the Holy Month of Ramadan and the hot season.

2. DRESS CODE

All students are expected to wear the school uniform, which they obtain at the beginning of the academic year. On the days where students have physical education, they are required to wear the school P.E. uniform. Moreover, the boys' hair should be short. As for the girls, they are prohibited to wear make-up and flashy nail polish.

3. BOOKS AND COPYBOOKS

Books and copybooks are provided at the beginning of the academic year to either the students or their parents. Their cost is covered in the tuition fees.

4. MOBILE PHONES / SMART WATCHES

It is prohibited for students to use mobile phones and smart watches on campus. They should remain silent or turned off in the students' bags in case they were brought to school.

5. BIRTHDAY CELEBRATION

Birthday celebration, whether for teachers or students, is not allowed at school. Therefore, it is proscribed to bring cakes and gifts.

IV. HEALTH AND IMMUNITY

LSQ Health Department includes full-time licensed nurses, acting as a First-Aid Unit, responsible for the assessment, treatment and referral of student injuries and illnesses that occur during the school day. Throughout the year, the nurses undergo a series of workshops, held by the Ministry of Public Health to stay updated about health protocols and procedures, as a part of their license renewal. Their practices, which comply with the Ministry of Public Health, focus on health promotion and disease prevention.

Nurse's Name	Email	Phone Number and Extension
Mr. Kristofer Ignacio	Kristofer.ignacio@lsq.sch.qa	44934545/46 - Ext. 180

1. THE HEALTH PROGRAM

The primary objective of the LSQ health program is to promote, maintain and enhance, the well-being of the students. Parents are responsible for completing a Student Medical Record form (available on the school portal) and update it as needed/annually. In accordance with the Ministry of Public Health, three health programs are conducted on yearly basis:

A. Growth Monitoring (Grades G7-G12): involves height and weight monitoring through calculating the BMI to report underweight and obese cases.

B. Vision Acuity (Grades G7-G9): includes checking students' vision acuity. The results are sent to the Ministry of Public Health, and the parents are notified once a problem is detected.

Two other programs organized by the school are:

C. Dental Examination (Grades G7-G12): a qualified dentist checks students' dental states for any problems, such as decay, requiring braces or retainers... The results are provided to all the students.

D. First Aid Training: at the beginning of the year, all school staff undergo training in first aid.

2. IMMUNIZATION

In-school vaccination occurs when the Ministry of Public Health launches vaccination campaigns and in accordance with the parents and the school nurse.

The nursing staff has access to every student vaccination card on the portal.

3. MEDICAL TREATMENT

Each visit to the nurse clinic is recorded in the student's file on the system, and the parents are notified via LSQ portal and application.

3.2 FEVER

If a student is found to have a temperature of 38 degrees Celsius and above, he/she is not allowed to go back to class. The nurse will do the following:

1. Inform the parents and the head of section.
2. Secure parents' consent to administer medication.
3. Request parents to pick up their child.

Unless the student is 24 hours free of fever, he/she is not allowed to attend classes, and if he/she has been absent for more than 3 days, he/she is required to submit a medical report.

3.3 CHRONIC DISEASES

As for students with chronic diseases (Diabetes, Asthma, Epilepsy...), the parents must submit a medical report, and are to deliver the medication to the nurses, along with a medical prescription and a consent letter signed by them. The students are not allowed to carry the medications in their bags as a measure of safety precaution. The school nurses work out a management plan to follow-up with these students.

3.4 COMMUNICABLE DISEASES

In the case of communicable diseases, such as mouth, hand and foot disease; conjunctivitis; influenza type A and type B; measles; or chicken pox, parents are requested to provide a medical report from Hamad Hospital, indicating that the child is fit to attend classes. If any symptoms are detected, such as very high fever, secretions, rashes, or irritations, the nurses take the following actions:

1. Assess the condition.
2. Call the HOS.
3. Contact the parents to pick up their child, and ask for a medical report.
4. Provide medication as per parents' authorization and doctor's prescription.

4. INJURIES AND EMERGENCIES

In case of an injury, the school follows a well-defined protocol. If the injury is minor, the nurses assess the situation and provide treatment. As for very serious injuries or medical emergencies, the nurses request an ambulance while providing the necessary care. The head of section and parents are immediately contacted.

V. SECURITY AND EMERGENCY

1. EMERGENCY PLAN

LSQ emergency plan comprises specific procedures to ensure everyone's safety. It is available on the school website under Crisis Management tab.

2. CONTACTS IN CASE OF AN EMERGENCY

In case of an emergency, parents can contact the Middle & Secondary Head of Section of the English Track, Mrs. Hiba Hijazi, or her assistant.

Name	Phone Number and Extension	Mobile Number
Mrs. Hiba Hijazi	44934545/46 -Ext. 128	31581104
Mr. Eid Farah	44934545/46 -Ext. 153	

3. EVACUATION DRILLS

LSQ conducts evacuation drills as a measure of safety precautions. This practice is held once per term for different purposes:

- A. Enabling students and staff to identify exits and assembly points
- B. Providing students and staff with the chance to practice emergency procedures in a safe environment
- C. Determining if students and staff comprehend and can perform emergency procedures
- D. Evaluating the effectiveness of evacuation procedures to improve performance

4. SECURITY

The Lebanese School has implemented a variety of security measures to ensure the well-being of everyone on campus. Surveillance cameras are installed in the hallways, playgrounds, cafeteria, school gates, library and multipurpose hall. Security personnel are stationed at the school gate to verify guests' identities and prevent trespassing. Break and line-up duties are assigned to monitor students and guarantee their protection.

VI. DISCIPLINARY MEASURES

A behavior policy regulates the disciplinary measures at school. At the beginning of the school year, students are trained on it, where the homeroom teachers introduce it with its levels of infractions and consequences. For more details, please refer to the behavior policy on the school website.

VII. ATTENDANCE

1. GENERAL RULE

Considering the importance of reaching school on time and its impact on students' achievement, it is vital that students arrive to school prior to 7:30 a.m., as classes start at this time. Classes end at 2:00 p.m.

2. PARENTS', STUDENTS' AND TEACHERS' RESPONSIBILITIES

Maintaining a good attendance record helps students achieve success, both at school and in life. For this purpose, parents, students and teachers have a responsibility to ensure the smooth flow of the lesson for the benefits of all the students. Parents are responsible to see that their children arrive before classes start. Students are not allowed to be absent or be late for classes without excuse or permission. Teachers have the responsibility to check students' attendance and report any tardiness or absence.

3. NOTIFICATION IN CASE OF ABSENCE OR TARDINESS

In case of absence or tardiness, the parents should notify the school. If the student is absent for more than two consecutive days due to an illness, a medical report must be submitted. Any absence or tardiness is recorded on the student's file, which can be accessed via the school portal and application. Students using school bus transportation must notify the school in case of absence, tardiness, or if they, exceptionally, won't be taking the bus on a specific day.

4. EARLY DISMISSAL

For any early dismissal, the parents must provide a valid explanation or excuse, and pick up their child/children from the head of section assistant's office.

VIII. PARENT-TEACHER COMMUNICATION

Strengthening the lines of communication between parents and teachers is essential for providing student support and achieving excellence in performance. The Lebanese School keeps parents informed about their children's activities and progress via meetings, which are organized by the school itself, or upon parents' demand.

1. PARENT-TEACHER CONFERENCE

Parent-teacher conferences occur twice per year, mid first trimester and toward the end of the second trimester. These reunions constitute a great opportunity for parents to learn about their child's/children's behavioral and social skills, academic progress, points of strengths and areas in need of improvement.

2. LSQ TIMES

LSQ Times is a newsletter that comprises articles in three languages, English, Arabic and French. It is published at the end of each month to highlight past events, achievements, and students' work, and introduce new members of LSQ community. It can be accessed via the school website, portal and application.

3. Coffee with the Principal / Counselor

On a termly basis, the principal /counselor invites parents for meetings to discuss topics related to students' achievements, which reinforces the parents' involvement in their children's education.

4. PORTAL, WEBSITE AND APPLICATION

Parents can stay updated about their child's/children's learning, activities and progress via the school website, portal and application, where they have access to photo galleries, circulars, report cards, newsletters, and medical records....

5. EMAIL AND TELEPHONE

For any clarifications or further information, parents can email the Middle and Secondary Head of Section of the English Track, Mrs. Hiba Hijazi, on Hiba@lsq.sch.qa, or call her using the following office number: 449344545/46 - Ext.168.

IX. SCHOOL SERVICES

1. REMEDIAL COURSES

The school offers remedial courses in the main subjects to assist students build up their skills and bridge their gaps. The courses are delivered by the teachers on the school premises.

2. COUNSELING

In the English Middle and Secondary Department, a counselor is present to ensure the physical, emotional and mental well-being of the students. She follows-up with the students in need, working on personal development, goal setting, academic skills, problem-solving, conflict-resolution, and emotion regulation and behavior; all kinds of obstacles that might come across their ways. Her role involves assisting teachers and communicating with parents about inquiries and concerns they have about their children.

Counselor's Name	Email	Phone Number and Extension
Ms. Yara Abboud	Yara.Abboud@lsq.sch.qa	44934545/46 - Ext. 156

3. TRANSPORTATION

The school provides students with morning and afternoon transportation services. The bus driver is always accompanied by an assistant who makes sure students are safe and are well behaving and respecting the seating plan. In addition, all buses are equipped with tablets that include students' home addresses and the route plan, cameras, and a GPS Tracking System, where parents can access it via a website and type in their credentials to track their kids' route.

4. STUDENT IDENTIFICATION CARD

Each student has an ID card that not only allows him/her to be identified by security and staff personnel, but also purchase food and beverages from the school canteen once recharged. The ID also includes health information, such as allergies to specific food items. Students must carry their identity cards at all times and present them, upon request, to any teacher or person in charge.

5. LOST AND FOUND

All lost and found items are stored in a specific cabinet in the M&S Department. Students or parents can access it at any time to look for their lost items. Twice a year, the objects are displayed to help parents and students to recover what they have lost. After that, the school disposes of all non-recovered items.

X. HOLIDAYS

Throughout the year, the Lebanese School takes one long break, the winter break ; in addition to midterm breaks for students and staff to rest. It also celebrates many holidays, such as:

1. LEBANESE INDEPENDENCE DAY

The Lebanese School celebrates Lebanese Independence Day in November, with related activities that remind students of their heritage and endorse their sense of patriotism.

2. QATAR NATIONAL SPORTS DAY

Qatar National Sport's Day is a holiday that takes place each year on the second Tuesday of February, in agreement with the Qatari Ministry of Education and Higher Education. On this day, the Lebanese School organizes sports games where teams of students enjoy the activities and learn about the importance of sportsmanship, teamwork, and maintaining a healthy lifestyle.

3. TEACHER'S DAY

Teacher's Day is a special day that honors teachers and their contributions in the field of education. LSQ celebrates this occasion in March.

4. EID AL-FITR AND EID AL ADHA

LSQ closes its doors and celebrates Eid al-Fitr and Eid Al Adha according to the dates appointed by the Qatari Ministry of Education and Higher Education.

For more information, refer to the LSQ calendar, which can be found on the school website, portal and application.

XI. FACILITIES

1. CAFETERIA

The school cafeteria welcomes students during breaks and offers them hot healthy meals, sandwiches and salads, all of which are nut-free, and a wide variety of beverages. The staff of the canteen is accredited by the Ministry of Public Health and the Ministry of Education and Higher Education. The school nurses are responsible for checking the hygiene, food quality and packaging in accordance with the ministries' guidelines (no raw proteins, strong allergens...). For children's safety, the canteen provides the nurses with samples of products on daily basis, which are stored for 5 days to be tested for any suspected poisoning or hazard. Furthermore, the school has water fountains that are equipped with filters, and they provide clean and potable water. They are tested for cleanliness and drinkability by the Ministry of Public Health once a year.

2. LIBRARY

LSQ is equipped with a library, where students can meet with their friends or their language teachers to have literary discussions, debates, or do activities that are related to their subjects of study. Students can read from a wide selection of books, references, scientific and cultural publications, novels and literary works in three languages: Arabic, English, and French. Furthermore, they can use the library internet service to broaden their knowledge or research any topic of their choice.

3. SPORTS COURTS

The Lebanese School students benefit from the availability of indoor and outdoor courts. The courts are equipped to accommodate the following activities: basketball, volleyball, tennis and soccer.

4. MULTIPURPOSE HALL

LSQ campus includes a multipurpose hall used to hold celebrations, assemblies, activities, and meetings.

5. COMPUTER LABS

Considering the importance of computer science in modern education, the school has fully equipped computer labs, which are used for learning IT courses, researching, and using different software.

6. SCIENTIFIC LABORATORIES

The Lebanese School is equipped with scientific labs that make students enjoy learning, encourage them to put into practice the acquired scientific concepts, and enhance their observational and experimental skills.

XII. Activities

Activities and events, whether academic or extracurricular, are planned by the subject teachers to provide opportunities for students to follow special interests, catering to their physical, mental and emotional well-being.

1. FIELD TRIPS

The Middle and Secondary Department organizes educational and fun field trips, where students learn new concepts based on observation and application, and at the same time, unwind and enjoy the company of their friends and teachers. The outings are not mandatory, and transportation is provided by the school.

2. ASSEMBLIES

The Middle and Secondary Department holds assemblies in the school's multipurpose hall to inform students about past events, showcase their talents, enhance their presentation skills and self-confidence, and highlight an important theme.

3. EXTRACURRICULAR ACTIVITIES

The Lebanese School of Qatar offers its students a wide array of activities, ranging from sports, to music, to performing arts, to mental math, to coding and robotics, in order to promote academic enrichment, creativity as well as intellectual growth and a healthy lifestyle.

4. WEEK WITHOUT WALLS

The "Week without Walls" is a program designed to provide Secondary students with an invaluable educational experience beyond the 'walls' of the school and curriculum, whereby they travel to a specific destination, or become interns and explore the world of work. They immerse in several activities that strengthen their bonds as a team, develop their soft skills, and help them gain a better understanding of themselves, their friends, and the world around them.

5. CAREER ORIENTATION AND UNIVERSITY FAIR

Career and university choices are a major concern for our high school students. The M&S counselor, in collaboration with the HOS, helps students by conducting tests and workshops to best guide them in their career choices. In addition, the school organizes a university fair and hosts local and international universities (Lebanon, France, England, Germany, United States, Qatar, etc.) to provide students with information about majors the universities offer, admission requirements, college applications, including SAT preparation and techniques on essay writing, curriculum, career planning, housing, sports and activities, work study, and costs associated with education (financial assistance, scholarships...).

6. GRADUATION

The Middle and Secondary Department organizes a graduation ceremony for Grade12 students, in which they receive diplomas and wear caps and gowns to celebrate their achievements and progression from high school to university.

7. STUDENT LIFE COMMUNITY

The LSQ Student Life Community is a middle and high school student-led association that mainly focuses on students' extracurricular life at LSQ. It encompasses six departments: Academics, School Community, Athletics, Activities, Media and Publications, and Seniors. The LSQ SLC aims at empowering students by providing them with a voice and tapping into their abilities while equipping them with the needed 21st century skills, such as social, technical, emotional, leadership, communication, collaboration, critical thinking, and problem-solving. In addition, it promotes innovation and creativity, brings students together to achieve a common goal and instills accountability since the students will lead and take responsibility of departments, projects, clubs, activities, and others.