

2026 - 2027



PARENT HANDBOOK HIGH SCHOOL



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



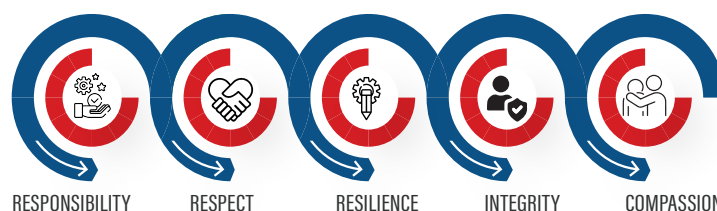
VISION

To inspire life-long learners who embrace the Lebanese heritage and are global citizens of the evolving world.

MISSION

To empower students to become independent learners and future leaders by fostering inquiry-based learning and critical thinking within a safe and supportive environment.

CORE VALUES



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.

IB DP AUTHORIZED SCHOOL

The Lebanese School is an IB Authorized School for the IB DP Program. The Lebanese School is authorized to implement the IB DP Program and is now an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that The Lebanese School believes is important for our students. *Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit www.ibo.org

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 High School Department

This stage represents a key milestone in your child's academic journey as students move toward greater independence, responsibility, and preparation for higher education. It is also a period during which they strengthen their academic foundations, discover their interests and talents, develop their character, and make important decisions that will shape their future aspirations. Our High School offers both the Lebanese Curriculum and the International Baccalaureate Diploma Programme (IBDP), providing rigorous and internationally recognized pathways that meet the diverse goals of our students.

We are firmly committed to academic excellence through structured programs delivered by a dedicated team of educators who foster curiosity, discipline, critical thinking, and a love of learning. Recognizing the unique needs of each student, we strive to create a supportive environment that promotes achievement while nurturing confidence, resilience, creativity, and personal growth.

In today's rapidly evolving world, we place great emphasis on developing the essential competencies of the 21st century, including autonomy, communication, collaboration, adaptability, leadership, and innovation. Through academic

programs, projects, competitions, internships, community service initiatives, and extracurricular activities, students are encouraged to take initiative, explore their passions, and become responsible, engaged, and ethical citizens.

We strongly believe that student success is built through a strong partnership between school and home. Open and regular communication between teachers, students, and parents plays a vital role in supporting academic progress and well-being within a safe, supportive, and motivating environment.

Finally, I am proud of the skills, values, and accomplishments our students develop throughout their school journey. Through a holistic approach to education, they grow academically, socially, emotionally, and personally, becoming confident young adults ready to embrace the opportunities and challenges of the future.

Thank you for the trust you place in our school. We look forward to working closely with you throughout this important stage of your child's education.

Nancy Haddad
High School Head of Section

High School HEAD OF SECTION'S MESSAGE

Email: Nancy@lsq.sch.qa
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Because we believe that this is the stage of ideas and creativity, we encourage our students in all capacities to be critical thinkers, avid speakers, and ultimately, innovators. ■■

I. CURRICULUM

1. OFFERED PROGRAM

The High School Department offers a comprehensive academic program that incorporates standards from the Lebanese Curriculum, along with international standards designed to prepare students for success in higher education and the workplace. The curriculum also provides opportunities for students to develop and apply technological skills throughout their learning.

High School education lasts three years (Grades 10–12) and is validated through either the Lebanese Official Exams or the IB External Assessment.

After Grade 10, students choose between:

- LS (Life Sciences) or SE (Sociology and Economics) in the Lebanese Track, or
- The IB Diploma Programme (IBDP).

Students' selections are based on their preferences, academic achievement, teachers' recommendations, and discussions with the counselor.

After Grade 11, students in the Lebanese Track who are following LS may continue in LS or choose the GS (General Sciences) track. Students wishing to pursue GS must achieve an average of 14 in Chemistry, Physics, and Mathematics.

The language of instruction varies according to the subject and includes English, Arabic, and French. English is mainly used to teach Sciences, Mathematics, Economics, Philosophy, Sociology, and English Language. Arabic is used to teach Arabic Language, Social Studies, and Islamic Education, while French is taught as an additional language.

2. PROGRAMS OF STUDIES - LEBANESE TRACK

2.1 ENGLISH

The English program 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 fostering oral communication, reading and writing, research skills, and novel study. 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.

٢.٢ اللغة العربية وأهدافها

نحن في المدرسة اللبنانية نلتزم تطبيق المنهج الرسمي للدولة اللبنانية في تدريس مادة اللغة العربية وحدة متكاملة، قراءة وفهماً وكتابة، كلغة أساسية توفر القدر الكافي واللازم من المعارف والمهارات والقيم في تكوين مواطن لبناني مثقف ومتمدّن، 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، متآلف مع التكنولوجيا كوسيلة تعليمية ومصدر للمعلومات، ومكتسب المعارف والمهارات التي تؤهله لحسن اختيار مجال تخصصه العالي أو لدخول سوق العمل مزوّدًا 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... جزءًا لا يتجزأ من العملية التعليمية التعلمية في إيصال الفكرة لكل متعلّم بمفرده، إضافة إلى الاختبارات التي تُعتبر وسيلة إضافية لقياس مستوى المتعلّم وجعله قادرًا على معرفة مجال قوّته ونقاط ضعفه وذلك بهدف مساعدته إن أظهر نقضا في كفاية ما أو تأخر في تحقيق هدف معين، وجعله مستعدًا بشكل جيد على تقديم الامتحانات الرسمية التي تحددها وزارة التربية والتعليم في لبنان

2.3 MATHEMATICS

The Mathematics curriculum in the High School Department is designed to provide students with a comprehensive understanding of intricate mathematical concepts through an integrated and progressive approach. It prepares students for Lebanese Baccalaureate exams (specifically in the Life Science, General Science, Sociology, and Economy sections), while also equipping them with the knowledge and skills required 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 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 focuses on preparing the students to succeed in the Lebanese official exams, and international exams. It seeks to develop the students' scientific curiosity and 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 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 ETRANGÈRE (FLE)

L'objectif du français en tant que troisième langue pour les élèves de (Grade 10) 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. Les élèves de Grade 10 n'ont pas à présenter des épreuves officielles en langue française. Etant 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 de Grade 10 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.

٢.٨ مادّة الاجتماعيات

١. التربية المدنية والتنشئة الوطنية

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

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.

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 والمواقف من القصص التي عاشها السابقون.

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.

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.

In summary, the Economics program aims to equip the students with a solid economic literacy, preparing them for the economic challenges associated with globalization and the projected economic transformations in the Middle East.

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.

٢.١٢ التربية الاسلامية

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 يتحلّى 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 الاسلامية، حيث ينتقل التلاميذ من الأديان الاخرى الى صفوف خاصة لتعلم مهارات السلامة وحماية النفس.

2.13 ICT (COMPUTER)

The ICT curriculum 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 High School 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 LIFE SKILLS

Overcoming Obstacles is a research-based K-12 curriculum that equips students with essential life skills. It provides tools for managing emotions, effective communication, collaboration, problem-solving, goal-setting, and resource management, enabling informed decision-making while fostering mutual respect and instilling valuable life lessons. In addition, it prepares high school students for college by teaching them the skills needed for success in school and beyond, including career readiness and service learning.

Life Skills is not taught to all students. Those who do not take Islamic Education have a separate class where they learn Life Skills.

3. THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM - DP

3.1 ENGLISH - LANGUAGE A

IB DP Language and Literature helps students build strong analytical, critical thinking, and communication skills by exploring a wide range of literary and non-literary texts. The course encourages students to think about how language shapes meaning, identity, and culture.

They learn to understand and interpret texts by considering their context. At the Standard Level (SL), students focus on developing core analytical skills while studying a smaller number of texts. The Higher Level (HL) includes a deeper level of analysis, more texts, and an additional assessment, giving students the chance to explore ideas in greater depth.

٣.١ اللغة العربية – Language A

يختص مساق اللغة والأدب بدراسة نصوص أدبية ونصوص غير أدبية. يمثل الرؤية النقدية للنصوص الأدبية والكشف عن مواطن القوة والجمال والإبداع في النص. يُعزّز مهارات التلقي، الإنتاج والتفاعل. كما يستهدف البرنامج مهارات التفسير، التحليل، التقييم، التنظيم، ويعتمد على التنوع الجغرافي والتاريخي والثقافي. ويُعزّز العقلية الدولية الممثلة بالقضايا العالمية والنصوص المترجمة.

3.3 BIOLOGY

The International Baccalaureate Diploma Programme in Biology offers an in-depth study of living organisms and their interactions with the environment. It develops students' understanding of biological concepts through investigation, experimentation, and critical thinking. The course covers topics such as cell biology, genetics, ecology, evolution, and physiology preparing them for further education in science and related fields. Students complete an Internal Assessment (IA), which is an individual scientific investigation allowing them to apply research skills and explore a topic of personal interest. The programme is available at two levels: Standard Level (SL) and Higher Level (HL). HL students study additional content in greater depth and deeper analytical skills.

3.4 CHEMISTRY

IB DP Chemistry is an experimental science that explores the composition, structure, and behavior of matter through theoretical understanding and practical investigation. The course aims at developing students' critical thinking, problem-solving, and data analysis skills, while promoting scientific inquiry and ethical responsibility. Students will learn about topics such as atomic structure, bonding, energetics, kinetics, and organic chemistry, with HL students studying additional content and topics in greater depth and complexity. The distinction between SL and HL lies primarily in the breadth and depth of content, as well as the level of analytical and mathematical rigor expected.

3.5 PHYSICS

The IB Physics course explores fundamental physical principles through five themes: Space, Time and Motion; The Particulate Nature of Matter; Wave Behaviour; Fields; and Nuclear and Quantum Physics. It emphasizes conceptual understanding, real-world application, and the development of inquiry and problem-solving skills. Both Standard Level (SL) and Higher Level (HL) students study the same core content and complete an internal assessment based on a scientific investigation. HL students, however, cover additional topics such as Special Relativity and Thermodynamics and are assessed with greater depth and complexity. HL also requires more instructional time (240 hours) compared to SL (150 hours).

3.6 MATH

Math Analysis and Approaches (AA) course is designed for students who enjoy developing mathematical thinking and applying it to solve real-world and abstract problems. It emphasizes analytical reasoning, critical thinking, and a rigorous approach to mathematics, making it ideal for those planning to pursue university studies in mathematics, engineering, physical sciences, or economics. Offered at both Standard Level (SL) and Higher Level (HL), the course covers similar core topics, with HL exploring them in greater depth and complexity. Both levels aim to build coherent mathematical understanding and highlight the interconnected nature of mathematical concepts and their applications.

3.7 DIGITAL SOCIETIES

Digital Society is an interdisciplinary course within the Individuals and Societies group that explores the impact of digital systems and technologies on people, communities, and the world. Its main objective is to develop students' critical understanding of digital concepts (such as identity, space, and power), content (like AI, data, and networks), and real-world contexts (cultural, political, and social). Students learn to conduct inquiry-based investigations, evaluate sources, analyze digital impacts, and communicate findings through various media. While both SL and HL students complete a core curriculum and an inquiry project, HL students delve deeper by examining global challenges and designing digital interventions, supported by additional instructional hours and an extra external paper.

3.8 COMPUTER SCIENCE

Computer Science in the IB Diploma Programme equips students with a solid foundation in computing systems, algorithmic thinking, and practical programming using either Python or Java. The course emphasizes computational thinking as students learn to decompose complex problems, design and test solutions, and evaluate the ethical and societal implications of technology. Core skills include system design, problem-solving, and software development, culminating in a personal computational solution project. While both SL and HL students study core topics, HL students engage in greater depth with advanced content like object-oriented programming and abstract data types, and are assessed through additional exam components and extended teaching hours.

3.9 ECONOMICS

The IB Diploma Programme Economics course, as outlined in the official IB Economics guide, is divided into four main units: introduction to economics, microeconomics, macroeconomics, and the global economy (international economics). The course aims to develop students' understanding of economic concepts and theories, as well as their ability to apply them to real-world issues. Students analyze economic data, evaluate policy options, and learn to think critically about economic choices and their impact on individuals and societies. The Standard Level (SL) covers all four units with a focus on core content and skills. The Higher Level (HL) includes all SL content but goes further with an additional objectives and more advanced quantitative methods. HL students are also expected to engage with more complex models and deeper economic analysis.

3.10 TOK

Theory of Knowledge (TOK) invites students to explore how we know what we claim to know. It challenges them to question assumptions, think critically, and make connections across disciplines. As a core subject, TOK deepens understanding in other IB subjects by examining the nature of knowledge within each area of knowledge. TOK is not just a subject—it's a way of thinking that empowers students to navigate an increasingly complex world.

3.11 EE

The Extended Essay (EE) is a core component of the IB Diploma Programme that requires students to conduct independent, in-depth research on a topic of personal interest, culminating in a 4,000-word academic paper. It develops key skills such as critical thinking, research methodology, self-management, and formal academic writing, under the guidance of a school-based supervisor. The process includes selecting a focused research question, planning and conducting research, drafting and refining the essay, and reflecting on the learning journey through three structured reflection sessions, including a final viva voce. The EE may be subject-specific or interdisciplinary, and contributes to the overall diploma score in combination with Theory of Knowledge.

3.12 CAS

The CAS program spans the 18 months of the International Baccalaureate Diploma Programme and requires regular participation in experiences across creativity, physical activity, and community service. Each student must design and carry out a CAS project lasting at least one month, demonstrating collaboration, planning, and initiative. To successfully complete the program, students must provide documented evidence and personal reflections showing achievement of the seven learning outcomes established by the IB, such as identifying personal strengths, persevering through challenges, working collaboratively, and becoming aware of global issues. The program is monitored by the CAS coordinator and assigned supervisors through regular interviews and formative assessments. Although not graded, CAS is a compulsory component for earning the IB Diploma.

١٣.٣ تاريخ علمي

تُعد مادة التاريخ في برنامج البكالوريا الدولية (IB) مادة تحليلية تهدف إلى تنمية مهارات التفكير النقدي، والقدرة على التحليل والتقييم. يركز المنهج على دراسة الأحداث التاريخية من زوايا متعددة، ويُدرَّب الطلاب على استخدام المصادر التاريخية وتقييمها. يختار الطلاب موضوعات متنوعة من التاريخ العالمي أو الإقليمي، كما يُدرَّبون على الكتابة الأكاديمية وصياغة الإشكاليات التاريخية بشكل منهجي.

١٤.٣ تربية وطنية

تُعزِّز مادة التربية الوطنية فهم الطالب للأنظمة السياسية والقانونية وحقوق الإنسان، مع التركيز على الربط بين القضايا المحلية والعالمية مثل العدالة، المساواة، أنظمة الحكم، والبيئة. – يعتمد التقييم على كتابة مقالات، تحليل حالات واقعية، والمشاركة في أنشطة تفاعلية. – من الأنشطة الأساسية: إعداد تقرير تفاعلي (Engagement Activity) يربط النظرية بالتطبيق العملي في الواقع السياسي أو الاجتماعي. ويُعد العرض الصفّي لمشروع البحث الفردي وسيلة إضافية لتقويم أداء التلامذة، حيث يتم تقديم المشروع ضمن مجموعات. يهدف هذا العرض إلى: تعزيز مهارات العرض والتواصل – تنمية التفكير النقدي والتحليل – تشجيع التعاون الجماعي والإبداع في تقديم المشاريع بطريقة تفاعلية.

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 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 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

Interim Assessment: This form takes place at the end of each chapter or few chapters and is counted in the students' final averages. The purpose is to have a snapshot evaluation of the students' performance before proceeding to new concepts.

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.

2.3 STANDARDIZED ASSESSMENT

Measure of Academic progress (MAP) (Grade 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 are the following:

3.1 PROMOTION, RETENTION

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.

Promotion Criteria from DP1 to DP2

To promote a student from Diploma Programme Year 1 (DP1) to Diploma Programme Year 2 (DP2), the following criteria must be met:

1. The candidate must achieve at least 22 total points out of 42 at the end of DP1.
2. A grade of at least 2 must be awarded in all subjects.
3. There can be no more than two grade 2s awarded (in either SL or HL There subjects).
4. There can be no more than three grade 3s or below awarded (in either SL or HL subjects).
5. The candidate must have at least 12 points in HL subjects.
6. The candidate must have at least 9 points in SL subjects.

Summer Work:

- Students who score between 19-21 points will be required to complete designated summer work related to the subjects in which they are underachieving. This work is intended to reinforce their understanding and competencies in these areas.
- Students must submit their completed summer work by the deadline set by the administration to be considered for promotion to DP2.

Failure to Meet Criteria: In cases where a student scores less than 19 points, they will have two options:

- Repeat DP1
- Repeat Grade 11 in the Lebanese track

3.2 DROP-OUT

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. 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

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.

III. INTERNAL REGULATIONS

1. THE SCHOOL DAY

The school day starts at 8:00 a.m. to 2:30 p.m., covering seven periods with one break, distributed according to the following schedule:

Period	Time
1	8:00 - 8:50
2	8:50 - 9:40
3	9:40 - 10:30
4	10:30 - 11:20
Break	11:20 - 12:00
5	12:00 - 12:50
6	12:50 - 1:40
7	1:40 - 2:30

The school day for IB DP students may occasionally be extended until 3:20 p.m., depending on their individual schedules, which are shared at the beginning of the year.

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

Every Wednesday, our academic team meets for professional development to better serve our students. As a result, our school day ends at 1:45 p.m.

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. Girls are only allowed to wear long sleeve uniform tops and long pants.

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 be submitted to the department assistant at the beginning of the day and given back to the student at the end of the day.

5. BRING YOUR OWN DEVICE POLICY

Because we believe that the usage of technology is an essential part of education in the 21st century, and because most of the lessons planned for our students require the utilization of a technological device, students in our department are required to bring a long their devices with them on a daily basis. The device can be a laptop or a tablet. Bringing the device with them will give them the opportunity to be engaged in various interactive platforms (nearpod and Kahoot) and to access essential resources through MS Teams, OneNote, and Padlet.

6. 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 SECURITY MEASURES

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	Grade Level	Email	Phone Number and Extension
Mrs. Layal Diba	Grades 10 - 11 - 12	layal.diba@lsq.sch.qa	44934545 - Ext. 611

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: involves height and weight monitoring through calculating the BMI to report underweight and obese cases.

Two other programs organized by the school are:

B. Dental Examination: 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.

C. 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.

5. EMERGENCY PLAN

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

6. CONTACTS IN CASE OF AN EMERGENCY

In case of an emergency, parents can contact the Secondary Head of Section of the English Track, Mrs. Nancy Haddad, or her assistant.

Name	Phone Number and Extension	Mobile Number
Mrs. Nancy Haddad	44934545 -Ext. 731	
Mr. Charbel Sadaka	44934545 -Ext. 732	30007920

6. CONTACTS IN CASE OF AN EMERGENCY

In case of an emergency, parents can contact the Secondary Head of Section of the English Track, Mrs. Nancy Haddad, or her assistant.

7. 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

8. 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 inside the classrooms. 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 8:00 a.m., as classes start at this time. Classes end at 2:30 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 send it as an attachment by email to the HOS or HOS assistant, and pick up their child/children from the head of section assistant's office.

5. ABSENCE DURING EXAMINATION

For the students to be able to sit for a make-up exam, parents are required to provide a medical report in case the student was absent during a day of examination.

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. Parents are also always welcome to ask for a meeting with any of the students' teachers throughout the year. In addition, the school also regularly invites parents for meetings to discuss issues related to the students' academic and behavior.

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 Secondary Head of Section of the English Track, Mrs. Nancy Haddad, on Nancy@lsq.sch.qa, or call her using the following office number: 449344545 - Ext.731.

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 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.

In addition, the school also provides career counseling services through the Career Counselor who is in charge of guiding the students to the right career path for them. In addition, this counselor will also help the students in selecting the right university for them and all the requirements of the admission process.

Counselor's Name	Email	Phone Number and Extension
Ms. Lucy Mitri	lucy.mitri@lsq.sch.qa	44934545 - Ext. 664
Ms. Najla Assaad	l@lsq.sch.qa	44934545 - Ext. 664

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 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 High School 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 High School 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 grade 10 and 11, 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 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 High School 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 high school student-led association that mainly focuses on students' extracurricular life at LSQ. It encompasses five departments: Academics, Community Service, Activities, Media and Publications, and Yearbook. 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.