AL-BAYAN
BILINGUAL SCHOOL

BBS ELEMENTARY SCHOOL HANDBOOK

FOR STUDENTS AND PARENTS

2026-2027

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INTRODUCTION

The purpose of this handbook is to provide greater understanding of Al-Bayan Bilingual School. It serves as a reference for students and parents throughout the school year.

Founder's Vision

Al Bayan was founded by the late Mrs. Fawzia Al-Sultan Al-Essa (God bless her soul) supported by fourteen women. The purpose was to establish a school that bridges the progress of the West and the traditional values of Arab culture. Thus, the bilingual program of the school came into existence, a program that prepares students for the world of today and the challenges of tomorrow, a program that constitutes a happy marriage between the "Modern" and the "Traditional." With this clear vision, Al Bayan Bilingual School (BBS) was established in 1977 as the first bilingual school in Kuwait.

School Mission

Al-Bayan Bilingual School is an Arabic and English learning community nurturing compassionate and innovative students, leading sustainable change and progress in Kuwait and the global environment.

Al- Bayan Objectives

BBS prepares and inspires its students to be:

- fluent in Arabic and English
- critical thinkers and lifelong learners
- independent and collaborative
- innovative and creative
- ethical and compassionate
- civically engaged locally and globally
- environmentally conscious

Principal's Message

Dear Parents,

It's a pleasure to welcome you to BBS Elementary School.

We have compiled this handbook, which contains all the details and rules followed in the elementary department, to help you stay connected with your child's education during these very important years that lay the foundation for a successful academic future.

Our aim is to create a happy and effective learning environment, to ensure a smooth learning experience for each child. By following the steps in this handbook, we can avoid any obstacle in the education process. Our goal is to provide an education that, while remaining firmly rooted in the Arab heritage and culture, aspires to meet the highest international standards.

We are intent on educating our students to be global citizens with the courage and capacity to create a joyful tomorrow. We encourage students to think outside the box, allowing them to explore different perspectives and come up with innovative ideas. By promoting this mindset, we help them develop the ability to think critically and adapt to new challenges.

What is Elementary School?

- A period of learning that lays the foundation for life.
- A period of carefully planned experiences and preparations for academics.
- Becoming a member of a group and functioning as a part of the group.
- Learning to get along with classmates, to take turns, and to respect the rights of others.
- Developing positive self-esteem and individuality.
- Developing foundational skills for critical thinking and creative exploration.

At BBS, we seek not only academic qualifications but also personal and interpersonal qualities such as leadership, teamwork, determination, flexibility, confidence, respect and integrity, in order to bring about the qualities of a responsible individual. Our main goal is to create a partnership between the school and home for the benefit of your children's education. Your involvement enhances their learning experience and contributes to their overall success.



Thank you for your continuous support.

Elementary Principal
Nadine Abdallah

THE SCHOOL PHILOSOPHY

We believe that we are educating students for the rapidly changing world of the 21st century. We agree that technological, social, and economic trends indicate that, more than ever, success and an enriched life will depend upon:

- The mastery of communication skills, including writing, reading, speaking and listening.
- The development of problem-solving skills, technological capabilities, critical thinking, and analytic abilities needed to deal with an increasingly complex world.
- The cultivation of an international and multi-cultural perspective and skills that will enable one to take advantage of professional opportunities in the international sphere.
- An understanding of the historic, economic, geographic, and environmental forces that have shaped the modern world and the ability to use this knowledge to better comprehend the present and anticipate the future.
- The ability to work with others as part of a team and to experience leadership effectively and appropriately.
- The capability for personal autonomy and motivation for a life of continuous learning.
- Strong self-confidence, resourcefulness, self-esteem, and assertiveness.
- An appreciation of the essential ingredients for sound physical and emotional health, and the capability to utilize the resources available to realize these values and to deal with the stresses of an active life.
- A well-defined code of ethics, values, and standards that is not dependent upon a controlled environment.

- Effective development and instruction in the fine arts; health, recreation, and physical development; leadership and team play; aesthetic awareness; ethics; and psychological growth.

DIVISION INFORMATION

ELEMENTARY SCHOOL PROGRAM

Al Bayan Bilingual Elementary School works to create a positive learning community based on the unique needs of the young learner. Our goal is to develop an educational program that appropriately and effectively meets these needs. We acknowledge that young learners need concrete, hands-on activities that engage their developing minds and the skills to become independent learners. Through a devotion to excellence in instruction, our program strives to build a solid foundation in both Arabic and English literacy, mathematical and scientific reasoning, creative problem solving, fine arts, and health and wellness.

Additionally, appreciating the unique heritage of the Arabic world and sustaining traditions gives rise to approximately sixty percent of curriculum being taught in Arabic. Our philosophy commits teachers to challenge students to high academic standards, as well as instilling a strong sense of community, self and values.

STRUCTURE OF THE ELEMENTARY SCHOOL:

BBS remains committed to providing our students with the best in bilingual education. Within this framework, we continue to examine what we do, to ensure that we are meeting their needs. Dr. Sarah Nixon, noted educational researcher, wrote:

"Young students learn best in environments that are stable, focused and allow for risk taking and exploring and are also guided and directed by caring and competent teachers."

Grades 1-4:

English teachers will teach English Language, Science, Math, Project Class, Library, Art, Makerspace/ Ed. Tech and Digital Citizenship.

Arabic teachers will teach Arabic Language, Library and Arabic Project.

Grade 5:

English teachers will teach English Language and Art.

Arabic teachers teach Arabic Language.

Math Specialist teachers will teach Math

Science Specialist teachers will teach Science.

Specialist Subjects:

Computer Specialist teachers will teach IT for grades 3-5

Religion, Music, Social Studies and PE subjects are taught by Specialist teachers in all grades.

Protect Ed lessons are delivered to all grades by the counselors.

BBS remains committed to offering the best educational opportunities possible. In order to achieve this most effectively, we must remain open to examining how we educate our students, and remain committed to ‘doing what it takes’ to support this process.

COMMUNICATION

Weekly Planners:

Our weekly planners include lesson objectives, assignments, important dates, and reminders to help students stay organized and engaged. Weekly Planners are posted by our ES admin/ grade heads on Seesaw every Thursday afternoon.

Monthly Newsletter:

Our monthly newsletter is usually sent by the principal at the beginning of each month. It includes important dates and events, as well as links to calendars and updated parent letters.

Features on Skoolee:

In the spirit of cooperation, we implement the “Show to Parents” feature on Skoolee to help keep you informed of your child’s academic progress, attendance and behavior throughout the year. You will receive a notification on your phone every time a new grade or a behavior notification is entered in the Skoolee gradebook. Parents can download the Skoolee app on their phones to receive notifications of important messages and updates.

Parent Process for Sharing Concerns:

On occasion, problems or concerns arise in which a parent may feel that they need to voice a concern. Should this occur, parents are encouraged to contact us so that we may work together to resolve any issues and maintain good communications.

Some parents may feel that if they were to express a concern, there might be some sort of reprisal or ‘revenge’ behavior. This is completely unacceptable. Should this occur, it needs to be reported immediately to administration.

Protocol for Resolving School-related Issues:

What to Do:	What Not to Do:
1. Contact your child's teacher through email, Seesaw, phone, or leave a message at reception. 2. Work with the teacher: Teachers have the most contact with your child and the most influence for helping to solve problems immediately. 3. If after discussing the problem with the teacher the problem continues to persist, contact the Grade Head/Head of Department. • If the problem continues, contact the Dean of Students and/or Counselor. • If the issue is not resolved, contact the Assistant Principal/Principal.	1. Talk to other students who may have been involved in a disagreement with their child. 2. Avoid speaking to the teacher. 3. Ignore all other possibilities. Keep in mind there are usually many perspectives and at least two sides to the story. Go straight to the Director. The Director has the least contact with your child and has to go through all the channels already described.



Parent- Teacher Conferences:

BBS ES takes great pride in the quality of communication with parents. It is essential that there be good communication between home and school. Our teachers make every effort in being available to parents.

Once students have settled into the new academic year, the teachers need time to become acquainted with the personality and abilities of each child before meeting with parents. Please extend that courtesy to them.

If you wish to meet with your child's teacher, please contact him/her via email or Seesaw to arrange a meeting convenient to both of you.

If you are concerned about any matter, please see the teacher first. If you are not satisfied after your meetings with teachers, you may then schedule a meeting with the Counselor, Assistant Principals, or Principal.

INSTRUCTIONAL PROGRAMS

US Common Core Standards for Math:

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and career. Two important resources that support our Math curriculum are McGraw Hill Resources and IXL.

Aero Standards for English Language:

Literacy includes reading, writing, and the creative and analytical acts involved in producing and comprehending texts. Reading and writing are important to ensure success in school, on the job, and in society. Today's expectations, however, encompass more than the ability to read, write, speak, and listen. These expectations include the use of oral and written language to make sense of the world and to communicate, problem solve, and participate in decision-making. The foundation for these literacy skills is language and an understanding of how language works.

Three important resources that support our ELA curriculum are UFLI, RAZ Plus and our school-created workbooks that are aligned with AERO standards and grade-level texts.

Curriculum for Science:

The BBS Science curriculum is designed upon international standards, and uses a range of resources including, Science Fusion, Science A-Z, and Mystery Science. Students have practical learning opportunities outside the classroom through using the Makerspace, Elementary Science Lab and outdoor learning spaces. We are happy to announce that we are implementing the **Next Generation Science Standards (NGSS)** curriculum starting this school year! The NGSS is a nationally recognized framework that brings a modern and engaging approach to science education. This curriculum promotes hands-on learning, critical thinking, collaboration, and real-world application—making science more meaningful and relevant to students.

Curriculum for Arabic Language:

BBS elementary has a rich Arabic Language program which follows the Kuwait Ministry of Education (MOE) curriculum and recommendations. Additionally, efforts are made to enrich students' knowledge and skills with selected lessons and activities that align with Kuwaiti culture and traditions.

Curriculum for Islamic Studies:

We follow the curriculum placed by the Kuwait Ministry of education.

Curriculum for Social Studies:

We follow the curriculum placed by the Kuwait Ministry of education.

Rubicon Atlas Curriculum Map:

BBS is one of the first schools in Kuwait to adopt and be trained to use the American–based Rubicon Atlas curriculum mapping system. All staff in all subjects collaboratively utilize this program to improve the quality of their content units and their lesson plans. This allows the development and institution of higher educational standards for our students.

Three Principles of Curriculum:

- The curriculum should focus on powerful knowledge
- All students should experience a “thinking curriculum”
- The best results come from an aligned instructional system

ASSESSMENT

Assessment of Students:

To achieve an accurate overall understanding of a child's academic achievement, it is necessary that work is closely monitored throughout the year and regular assessments given. Assessments provide insight into student progress and inform teachers to guide their instruction.

Report Cards:

Reports are issued three times a year and will indicate the child's academic progress and attitude and effort in school.

- Term One: Progress Report
- Semester 1: Full Report Card
- Semester 2: Full Report Card

Letter Grade	Achievement of the Curriculum Expectations
Level 4	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the standard. (Level 4)
Level 3	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the standard. (Level 3)
Level 2	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the standard. (Level 2)
Level 1	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the standard. (Level 1)
IE	The student has not demonstrated the required knowledge and skills. Insufficient evidence to assign a letter grade.

BAW (Behavior, Attitude and Appraisal):

A child's behavior does not always correlate with his/her academic grade. No matter what the academic grade is, the highest possible standard in BAW is expected of all students. This shows in preparation for lessons, listening to and respecting teachers and peers, and completion of all assignments, both at home and school.

	BAW INDICATORS
C	Consistently Evident
U	Usually Evident
S	Sometimes Evident
R	Rarely Evident

ADMISSION, PROMOTION & RETENTION

Elementary School:

Students in grades 1 through 5 are automatically promoted. The elementary school makes recommendations for improvement and monitors the progress of these students; and provides the necessary support to help students achieve the expected grade level standards as much as possible. Elementary administrators and teachers ensure sharing all relevant information with parents.

In a few cases, some students may not be promoted to the next grade level if they do not acquire skills and fulfill requirements that are necessary to succeed in the future. Those requirements are:

- Meeting grade-level academic standards, that can guarantee readiness for the next grade-level
- Maintaining good behavioral and attendance records.

Academic Promotion Requirements:

The academic promotion criteria for each division are stated clearly in the Parents and Student Handbook. Conditional promotion will be considered in the following cases:

- In Elementary School, students are automatically promoted; however, the school administration can consider ‘conditional promotion’ should the student fail to meet grade-level requirements. The ‘conditional promotion’ letter clarifies expectations for follow-up on the student’s behavioral and academic performance and the support required for meeting the next grade-level requirements. Based on the discretion of the school administration, the Retention Protocol might be considered.

STUDENT CODE OF CONDUCT



Dean of Students:

The Dean of Students works with the ES Administration Team to carry out the school's discipline and behavior programs. The Dean of Students responds to conflict and behavioral challenges and provides proactive leadership to meet those challenges and function to support the students' academic achievement, as well as their personal and social development.

Bullying/Harassment Statement/Cyber Bullying:

We wish to remind students, parents/guardians, staff and volunteers that harassment and bullying of students at BBS Elementary School is unacceptable. The school will not tolerate harassment or bullying of students based on the student's actual or perceived traits or characteristics, including: age, color, creed, national origin, race, religion, physical attributes, physical or mental ability or disability, ancestry, socioeconomic status, familial status, or any other trait or characteristic not here named.

Any student who believes he or she has been subject to harassment, bullying/ cyberbullying or a hostile environment based on one or more of the characteristics noted above whether such harassment, bullying or hostile environment is created by a fellow student, school employee, parent/guardian, or volunteer is strongly encouraged to report the conduct to the principal, assistant principals, dean of students, counselors or teachers.

BBS Discipline Policy

At BBS, we are committed to fostering a safe, positive, and supportive learning environment where all students can thrive academically, socially, and emotionally. Our Discipline Policy aims to guide students' school life through setting behavioral expectations and applying consistent, age-appropriate restorative practices that promote growth, responsibility, and mutual respect. By aligning efforts among students, parents, and staff in a shared vision of positive discipline, BBS seeks to create a nurturing school culture that emphasizes redirection and student agency over punitive measures.

Objectives of BBS Discipline Policy

1. **Establish a unified and comprehensive discipline policy** and **ensure consistent application of discipline policies across divisions**.
2. **Support student agency** by fostering a climate of responsibility, self-reflection, and ownership over behavior.

3. **Clarify behavioral expectations for all students** to ensure a safe, positive, and nurturing learning environment.
4. **Prevent repeated misconduct** by implementing consistent and constructive interventions that promote persistent behavioral change.
5. **Promote a positive learning environment** by focusing on redirection and behavioral growth, rather than punitive discipline.
6. **Increase parent awareness and engagement** to build a strong partnership in supporting school policies and student well-being.
7. **Define and clarify the roles and responsibilities of all school personnel** in managing and supporting student behavior.
8. **Foster a culture of positive discipline** throughout the school community that emphasizes respect, empathy, and accountability.

BBS Student Code of Conduct

Inspired by its guiding statements, the school has defined the traits of the BBS Graduate, which includes the values, principles and behavior expected from each BBS student. Further, the expected conduct and agency of a BBS student is captured by the school Ethos, Core Beliefs & School Objectives:

- ✔ I am **responsible** for myself.
- ✔ I choose to act with **honesty**.
- ✔ I treat myself and others with **respect**.
- ✔ I **model** the behavior I expect from others.
- ✔ We are all part of one **community**.

BBS prepares and inspires its students to be:

- Fluent in Arabic and English
- Critical thinkers and lifelong learners
- Independent and collaborative
- Innovative and creative
- Ethical and compassionate

- Civically engaged locally and globally
- Environmentally conscious

Merits & Demerits

Merits & Demerits are recorded on Skoolee. They provide students, teachers and parents with an overview of students' discipline and school life, and serve as a tool to record and identify patterns of behavior, promote accountability and inform appropriate interventions

Merit

A "**merit"** is a formal acknowledgment of a student's positive behavior, attitude, academic progress and/or contribution to the school community. It is awarded to reinforce acts of kindness, responsibility, leadership, community spirit as well as positive behavioral and academic improvements. Merits serve as a tool for celebrating students who model BBS core beliefs, and to recognize consistent behavior among students.

Demerit

A **demerit** is recorded on Skoolee to document each violation of student code of conduct and school's behavior standards. They identify the patterns of misconduct and inform disciplinary actions. Demerits guide restorative conversations, and identify the needs for behavioral support & redirection.

Administrators and teachers are committed to gradually providing behavioral guidance, restorative strategies and verbal warning whenever needed. Should any of those strategies have not helped the student redirect their behavior, then a demerit is recorded.

It is important to note that the number of accumulated merits & demerits in a student's discipline record impacts/influences the following:

- The student's placement on a specific tier for behavioral support
- The format of behavioral interventions, and the type of disciplinary actions
- The student's eligibility for participation in school events, school life programs, clubs, teams, trips, etc.

Unacceptable Student Behavior

The following behaviors constitute violations of the Student Code of Conduct and will be documented in the student's disciplinary record as demerits. Students engaging in such behaviors may be assigned detentions and required to participate in a restorative plan designed to address the misconduct and support positive behavioral growth. In addition to assigned school detentions, repeated negative behaviors may result in out-of-school suspension.

OFFENSE / UNACCEPTABLE BEHAVIOR	DEFINITION
Disrespectful or Disruptive Behavior	Any action, word, or attitude that shows a lack of regard for others (peers or adults), such as ignoring instructions, using unkind and/or inappropriate language, disrupting instructional time, etc.
Out of Uniform	Not complying with the school's uniform policy
False Accusations	Making untrue claims or accusations against peers or staff with the intent to deceive, manipulate, or harm reputations.
Disruption of the Learning Environment	Engaging in behavior that interrupts teaching, distracts peers, or interferes with the flow of a lesson.
Inappropriate Use of Social Media	Posting, sharing, or engaging with inappropriate or harmful content (including memes, rumors, threats, or images) related to the school or its members.
Improper Use of Language	Offensive verbal or written communication towards others
Disrespectful Body Language	Using facial expressions, posture, or other nonverbal behaviors in a way that communicates disrespect.
Ongoing Peer Conflict Initiation or Instigation	Engaging in repeated behaviors that upset/distract /confuse/anger/belittle/annoy others and trigger conflicts among peers.
Extortion and/or Attempted Bribery	Attempting to use inappropriate means to unduly influence the decision and/or actions of a staff member.
Recording audio or visual material without consent	Using a recording device or mobile to capture images, audio or video of a teacher or meeting without consent.

Academic Dishonesty	Engaging in dishonest behavior related to assessments, assignments, or academic responsibilities.
Trespassing	Entering an area of the school campus without permission. This includes other school divisions, classrooms, offices, or facilities without permission.
Unauthorized Use of Personal Electronic Devices (Mobiles/ Smartwatches/Wireless,laptops or Bluetooth headphones, Air pods, etc.)	Use or possession of these devices during instructional time or in restricted areas (such as restrooms or examination halls) without explicit permission from school staff
Using Mobile Phone	Mobile phones are not permitted on campus and must not be visible at any time during the school day. In the event of a violation, the following consequences will apply: **First time:** Phone is taken and returned to the student at the end of the day. **Second time:** Phone is taken and must be collected by a parent (not a nanny or driver). **Third time:** Students must hand in the phone daily to the Student Affairs Office upon arrival.
Other Inappropriate Behavior	Any kind of misbehavior not listed above. (Those are not limited to: endangering/offending students/staff, blocking stairwell, activating alarm, walking out of class with no permission, using the elevator with no permission, sharing elevator cards)

The following behaviors are not tolerated at BBS. Students who engage in any of these behaviors may be subject to out-of-school suspension. The determination of consequences, including the assignment of suspension or an immediate suspension, rests at the discretion of the school administration.

OFFENSE / UNACCEPTABLE BEHAVIOR	DEFINITION
Misusing School Property / Vandalism	Deliberate damage or destruction of school property or the belongings of others within the school environment (Graffiti, breaking furniture, damaging walls/doors, etc.)

Inappropriate Conduct Toward School Staff	This might include verbal misconduct (using rude or sarcastic language, yelling or raising voice in anger, using derogatory terms, arguing excessively instead of following instructions & making threats), and nonverbal disrespect (making disruptive noises, turning one's back or walking away) or refusal to follow instructions.
Threatening Language or Behavior	Making verbal or written statements that express an intention to harm or intimidate another individual. This includes threats toward students or staff.
Bullying / Cyberbullying (Verbal, physical or cyber bullying whether it happened on and/or off campus.	Engaging in repeated, intentional behavior that causes physical, emotional, or psychological harm to another individual. This includes verbal, physical, social, or written actions or cyber bullying that intimidate, threaten, isolate, or humiliate others. The school reserves the right to address incidents of bullying or cyber-bullying that occur off-campus **if** such behavior negatively impacts the safety, well-being, or learning environment of students at school.
Smoking or Vaping	The possession, use, or distribution of any tobacco products, electronic cigarettes (e-cigarettes), vape pens, or similar inhalant devices on school property.
Possession of Weapons / Use of Objects as Weapons	The bringing of dangerous objects to school with or without the intent to harm / Using any object as a weapon with the intent to harm.
Fighting / Physical Aggression	Any intentional act of physical force directed toward another person, such as hitting, kicking, pushing, slapping, or any other physical contact intended to cause harm, intimidation, or escalate conflict.
Tampering with Fire Alarms & Safety Equipment	Deliberate misuse of fire alarms, extinguishers, cameras, or any safety systems.
Skipping Class	Failing to attend a class or leaving without permission, without a valid excuse or prior approval.

It is important to note the following:

- The suspension can range from one day to more depending on the severity of the incident.

- In extreme cases, the incidents will be referred to the school's discipline committee, which can recommend a range of disciplinary actions, including requiring transfer to another school.

Multi-Tier System of Behavioral Support

The placement of a student on a tier of behavioral support takes into account a combination of factors. If a student has shown repeated behavioral issues, it is up to the teacher to use restorative, in-class strategies to curb this behavior. If it continues, teachers must contact parents. If behaviors still persist, a referral to the counselor must be made to identify and address potential underlying causes to misbehavior. Once these avenues have been exhausted to no avail, the student will be given his/her first demerit and then placed on the Tier System.

Note: Misbehaviors and issues must be reported by two teachers or more in order for students to be placed on the Tier System.

The table, on the following page, defines the multi-tier levels and their respective interventions:

Multi-Tier System of Behavioral Support
Parent Guide

Our goal is to support all students in making positive choices, building good habits, and reaching their full potential.

BEFORE A STUDENT ENTERS THE TIER SYSTEM

1 Teacher Support



Teacher uses restorative and in-class strategies to address behavior.

2 Parent Contact



If concerns continue, parents are informed and involved.

3 Counselor Support



If behaviors persist, the student may be referred to the counselor for additional support.

4 Tier Placement



If concerns continue, a demerit may be issued and the student is placed on the Tier System.

Important: Behavioral concerns must be reported by two or more teachers before a student is placed on the Tier System.

TIER LEVEL	WHAT IT MEANS	SUPPORTS & INTERVENTIONS
TIER 1 Low-Level Behavioral Agreement	✓ Behavioral Agreement is created with assistance of counselor. **MOVE TO TIER 2:** ★ 10 demerits reported by two or more teachers.	✓ Clear behavioral goals are set. ✓ Parents are informed. ✓ Progress is monitored regularly. ✓ Misbehaviors may result in additional demerits and detention.
TIER 2 High-Level Behavioral Agreement	• High-level Behavioral Agreement is reviewed and implemented under direction of Dean of Students. **MOVE TO TIER 3:** ★ Grades 4–5: 15 demerits reported by two or more teachers ★ Grades 1–3: 20 demerits reported by two or more teachers ★ 2 or more out-of-school suspensions	✓ Parent meeting with the Dean of Students or Administrator. ✓ A restorative support plan is developed. ✓ The Dean of Students follows up with the support of counselors or the educational psychologist.
TIER 3 Behavioral Probation (Commitment Letter)	• Any student who receives 2 or more out-of-school suspensions or has exceeded 20 demerits reported by two or more teachers. • The student case can be referred to the division discipline committee.	✓ Student placed on Behavioral Probation and receives a Commitment Letter. ✓ Parents' meeting with the Principal or Assistant Principal. ✓ A follow-up plan is set and implemented. ✓ Principal/Assistant Principal follow up with the student with support from the Dean of Students, counselors or the educational psychologist.







Name: _____ Signature: _____ Date: _____

Further, it is important to note the following:

- The status of students placed on behavioral contract or probation will be subject to regular review by the school leadership team. Students' placement within the behavioral tier system will be updated accordingly, and appropriate follow-up actions will be implemented.
- Any student placed on a high-level behavioral contract will be conditionally promoted to the higher grade-level, should the student fulfill the academic and attendance requirements for promotion. Besides, as per the BBS policy for promotion, conditional promotion & retention, a student cannot be conditionally promoted twice within the same division.
- ***The students placed on behavioral probation (commitment letter) are at risk of being suspended from school or not being invited back to BBS for the following school year, should they fail to fulfill the requirements of the behavioral probation contract.***
- Decisions about blocking enrollment of students who are on high-level behavioral probation are communicated to families in March & April each school year.

Restorative Practices

Restorative practices are essential in the context of behavioral management as they emphasize (a) learning from one's own mistakes, (b) promoting responsibility & accountability, and (c) community spirit. These restorative practices are assigned by the Dean of Students or Administrator, in coordination with the teacher and/or counselor. These are assigned while considering two elements:

- The student's grade level; restorative practices are different for each age category, and help accompany students in their journey of building empathy, emotional regulation, responsibility & leadership.
- The type of the student's infraction or offense; the assigned restorative practice should align with the nature, impact, and severity of the behavior, to promote accountability, repair harm, and support positive behavioral change.

Restorative practices can include, but are not limited to:

RESTORATIVE PRACTICE	DESCRIPTION
Classroom community circles	Class meetings or activities that focus on building relationships, discussing issues, and solving problems together.
Restorative conversations or regular check-ins with the Counselor or Dean of Student	Scheduled daily or weekly check-ins to follow-up on set action plan, behavioral improvement, feelings check-in, etc.
Buddy support system	Pairing students for peer support and modeling of positive behavior.
Apology of Action	Encouraging students to apologize for their acts through helpful actions (such as helping others, writing a kind note).
Reflection Sheet / Reflection Time	Students reflect in writing on their behavior, its impact, and how to restore relationships.
Peer Mediation / Conflict Resolution	Conflict resolution sessions that are student-led in the presence of an administrator or staff member.
Student-Teacher Restorative Conferences	Structured conversations between a teacher and student following an incident to repair the student-teacher relationship.
Restorative Contracts or Agreements	Written plans that clarify behavioral expectations, as well as the support provided to the student.
Journaling & Self-Reflection	Guided journaling to further understand emotions, decisions, and consequences.
Reflective essays or projects	Students prepare and present their work on the impact of their actions
Service Learning / Community Service as Accountability	Assigning in-house of external service learning/volunteering activities that help repair harm and reconnect with the community

Behavioral Improvement

Our school believes that every student has the capacity to grow, learn, make better choices and contribute positively to the school community. There are key elements that support students' behavioral improvement:

- Respecting behavioral expectations inside and outside of the classroom
- Looking holistically at each child, by recognizing and celebrating behavioral improvement.
- Identifying and addressing behavioral concerns at early stages, in collaboration with parents and educational team
- Engaging actively in restorative practices, following-up on behavior support plans and monitoring progress
- Engaging parents in promoting positive behavior and providing regular feedback

Working Together To Achieve Our Goals:

Teachers can help students and parents by:

- Striving for high standards.
- Caring deeply about each student.
- Working closely with colleagues to set consistent expectations.
- Developing age-appropriate time management skills.
- Informing parents regularly about academic progress.
- Informing the parents of problems at school.
-
- Being aware of each student's academic, emotional and social needs.

Parents can help students and teachers by:

- Ensuring that students arrive on time and are prepared for their classes.
- Demonstrating the value of learning by not taking the child out unnecessarily. Reading the online schedule and expecting your child to pack their bag.
- Encouraging your child to take responsibility as they mature.
- Ensuring the correct school uniform is worn.
- Ensuring that your child gets enough sleep.
- Checking that practice is completed and regular review is done.
- Supporting our progressive discipline measures.
- Ensuring your child has a healthy lunch, free of soda or candy, and including vegetables, fruit, and healthy protein and carbohydrates.

Students can help parents and teachers by:

- Arriving on time to school in proper uniform.
- Speaking respectfully to others.

- Taking care of school property.
- Leaving valuables and pets at home.
- Walking in the hallways and taking care while in the stairwells.
- Helping keep our school clean and our students safe.
- Following general school rules and assessment rules.
- Focusing during lessons, trying their best, and allowing others to learn.
- Completing home practice and review as assigned.

GENERAL MATTERS

Administration's Position on Developing Class Lists:

At BBS, a dedicated team of professionals works for several months each year to determine the best possible mix of students for each class. This is a highly complex process that involves collaboration among teachers, counselors, and the administrative team. Many factors are taken into careful consideration, including the balance of boys and girls in each class, academic performance across different subjects, social dynamics, friendships, and more. Each class list is created with the best interests of your child, every other student, and the overall classroom environment in mind.

In some cases, class groups may move together to the next grade level with only minor changes. However, this decision is made based on the needs of the school and the students and is determined solely by the administration.

BBS maintains a wonderful team of teachers and support staff in place to ensure that every child is in a position to thrive at BBS. Your ongoing support is a vital part of this process. We ask for that support to continue by supporting the work that all of the team members have contributed in the development of our class lists. In the past, parent requests for student placement have been considered. This has greatly complicated the task of creating a fair and balanced class that meets each students' needs. For this reason**, parent requests will no longer be accepted.**

Please be advised that all class lists are final as posted on Skoolee and that no changes will be made.

Parents Wandering Around The School:

Be advised that as per the directions of the Kuwait Ministry of Education, The Public Administration for Private Education, and as per BBS policy, **parents are not allowed to enter and wander around the school or enter classrooms during the school day**. Parents are asked to make an appointment with teachers or administration via email or by contacting an admin assistant.

Teacher supervision of students commences at 7:00 a.m. and concludes at 2:50 p.m. Children on the BBS campus outside of this time frame are not supervised. Please ensure your child arrives and departs campus on time.

Absenteeism:

Students demonstrating excessive absenteeism are missing out on learning opportunities. It is important for students to be in school as often as possible. As per the Ministry of Education guidelines on school attendance, for those students determined to be exhibiting a pattern of repeated absences, a letter will be issued to the student to be signed and returned by the parents.

When a student is absent, a note in Arabic or English explaining the reason should be handed to the homeroom teacher. It is also helpful if a telephone call is made to reception (22275000 ext. 7500) or the nurse (22275009 or 22275014). If a student has required medical treatment, then a doctor's note should be submitted to the school nurse. This will be kept in the child's records.

If you know in advance that your child will be absent from school, please email the ES Receptionist at clara.khalifa@bbs.edu.kw or the School Nurse at may.salloum@bbs.edu.kw.

If students are absent, please coordinate any missed classwork with your child's teachers. This communication should take place via email or Seesaw.

Skoolee for Students Attendance:

We have implemented a student database program and keep attendance on Skoolee.

Parents of students who have pre-approved leave during the school day must go to the ES Receptionist for a departure slip.

Additionally, students who arrive at 7:40am or later must pick up a tardy slip from the reception desk. Skoolee is a database program that, in the event of emergency, provides administration with accurate information regarding students' whereabouts.

Students leaving school without an approved excuse on 5 occasions will be considered a day absent. Any student who maintains perfect attendance (no absences/no tardiness) will receive a Perfect Attendance Award at the end of the semester. Students with excused absences will be included..

At **15 days of unexcused absence**, the student may face serious consequences.

Arriving at School on Time:

While there are a number of factors which influence academic achievement, coming to school on time is one of the factors. Excessive tardiness can negatively affect your child's learning.

DAILY ESSENTIAL PROCEDURES (ROUTINES)

School Hours:

School begins at 7:15AM and concludes at 2:20 PM.

Dismissal Procedure

Students' dismissal begins at **2:20 PM**. Parents are requested to collect their children directly from their classrooms at this time. In the event that a student is not collected by **2:50 PM**, they will be escorted to the **Late Room**, located in **Grade 1D on the ground floor**, where they will wait until their parent or guardian arrives.

Morning Routine:

Our school day begins with a morning routine.
ES students are to attend Bi- Weekly Morning Routine in the playground as follows:

Sunday:	Grade 1
Monday:	Grade 2
Tuesday:	Grade 3
Wednesday:	Grade 4
Thursday:	Grade 5

Important notes regarding the morning routine:

- Late students will remain with the teacher on duty during Quran Kareem recitation and National Anthem.
- Students may be recognized for their accomplishments.
- Students, teachers and parents are to stand during the salute to the flag.
- There is to be no talking during Quran Kareem and National Anthem.
- When the morning routine is completed, students are escorted to their class by their homeroom teacher.

Students who arrive at school at any other time of the day must first visit the receptionist in the lobby to collect a late slip and then proceed to class.

As a result of your child being late:

- They do not benefit from the community and routine building aspects of Morning Routine and beginning of any time.
- An organized start to the day has been missed.
- Recognition of good work could be overlooked.

- Valuable instruction time has been lost.

Tardiness and absences are closely monitored. We are concerned about children who are continually late to school. Families can help by establishing a routine each morning that will ensure timely arrival and demonstrate a commitment to the importance of education by being present and on time daily. Should a child be late because of a hospital/dental visit, please provide a note. Your cooperation in this matter is greatly appreciated as we are striving to establish good habits for our students.

BBS Learning Support

Learning Support Department

Learning Support Specialists provide access to the curriculum and impact student achievement towards meeting the appropriate standards. This is done through the implementation of various strategies, research-based interventions/programs, accommodations, and modifications, using a data-driven approach. They provide support to students, as well as teachers, via targeted push-in services and small group instruction. Students will receive learning support based on their MAP data results.

Learning Support Specialists are responsible for addressing and supporting the following student concerns:

- Academics English/reading and writing, Arabic/reading and writing, Math/Numeracy and Executive Functioning
- Low-Level Behaviors: Behaviors, which impede the student's academic performance, but do not intentionally disrupt the class. This can include fidgeting, inability to begin or complete work, hyperactivity, inability to attend or focus for extended periods of time, or being highly distractible.

Elementary Counseling Department:

The role of the Elementary Counselors is to assist students in achieving their academic goals and nurturing their social and emotional development. Counselors receive referrals from teachers, parents, and the administration.
Students may be referred to a Counselor for:

- Character Building
- Bullying
- Friendship
- Family/Home problems
- Dealing with Death and Divorce
- Organization/study skills help
- Academic concerns – low grades (CST)
- Worrisome behavior in class/recess

Child Protection Officer (CPO):

The Child Protection Officer position was founded to ensure that our students remain safe, emotionally, physically, and mentally throughout our BBS campus. The CPO's main roles are to manage all aspects related to the Child Protection programs. They are also there to be the point of contact for all related Child Protection Concerns and to work with students, staff, counselors, and Administrators to manage, respond and monitor all Child Protection related concerns. Referral and response processes have been developed to ensure that any concern is investigated, and that the student(s) involved are safe and supported.

Protect Ed:

Part of ensuring the students' safety is ensuring that they know and are aware of their rights and responsibilities, both in and out of school. To make this happen, counselors deliver a safety program to students in all grade levels.

The program that we are using was developed in Canada and has been modified by the MENA chapter to cater to students in the Middle East. This program, called Protect Ed, will be delivered to our students by the school counselors. It involves activities which pertain to six main safety areas that students should learn in order to be safe. The activities, covering such diverse areas as Physical Safety, Personal Safety, Emotional Safety, Internet Safety, Anti-Bullying, and Healthy Living, will be completed in class. The students will receive their Protect Ed books at the beginning of the school year. With the Protect Ed student workbook you will be receiving a parent Guide that will discuss why and what will be covered during these classes.

Protect Ed was selected by BBS from among a variety of safety programs to be delivered to our students as a complement to the BBS Child Protection Policy.

Please refer to the table below to find the appropriate contact for your query:

ES Principal	Ms. Nadine - nadine.abdallah@bbs.edu.kw	**ناظرة المرحلة الابتدائية**
ES Assistant Principal Grades 1-5 - Math / Arabic / Islamics Grades 4&5 S.S.	Ms. Lina - lina.elsoury@bbs.edu.kw	**المديرة المساعدة في المرحلة الابتدائية** الصفوف من الأول إلى الخامس - مادة الرياضيات مادة اللغة العربية ومادة التربية الإسلامية مادة الاجتماعيات للصفين الرابع والخامس

ES Assistant Principal Grades 1-5 English /Science Grades 1-5 -Music & LS	Ms. Sagal - sagal.ali@bbs.edu.kw	**المديرة المساعدة في المرحلة الابتدائية** الصف الأول والثاني والثالث والرابع - مادة اللغة الإنجليزية/ مادة العلوم مادة التربية الموسيقية لجميع الصفوف / قسم دعم التعلم
Grade 1 Counselor: **Grade 1 Grade head:**	Ms. Nadia - nadia.alahmar@bbs.edu.kw Ms. Yusra - yusra.williams@bbs.edu.kw	**الأخصائية الاجتماعية للصف الأول** **منسقة المرحلة للصف الأول**
Grade 2 Counselor: **Grade 2 Grade head:**	Ms. Nadia - nadia.alahmar@bbs.edu.kw Ms Shemiah- shemiah.arries@bbs.edu.kw	**الأخصائية الاجتماعية للصف الثاني** **منسقة المرحلة للصف الثاني**
Grade 3 Counselor: **Grade 3 Grade head:**	Ms. Nazia - nazia.hussein@bbs.edu.kw Ms. Asil - asil.mejbel@bbs.edu.kw	**الأخصائي الاجتماعي للصف الثالث** **منسقة المرحلة للصف الثالث**
Grade 4 Counselor: **Grade 4 Grade head:**	Mr. Osama - osama.alkhatib@bbs.edu.kw Ms. Hayat - hayat.baalbaki@bbs.edu.kw	**الأخصائية الاجتماعية للصف الرابع** **منسقة المرحلة للصف الرابع**
Grade 5 Counselors: **Grade 5 English Grade head:**	5A, 5B, 5C and 5D: Ms. Nazia - nazia.hussein@bbs.edu.kw 5E,5F,5G, 5H : Mr. Osama - osama.alkhatib@bbs.edu.kw Ms.Alexandra - alexandra.hominick@bbs.edu.kw	**الأخصائيون الاجتماعيون للصف الخامس** **منسقة المرحلة للصف الخامس**
ES Dean of Students	Grades 1,2 and 3 Mr. Ramzi - ramzi.alhout@bbs.edu.kw Grades 4 and 5 Mr Usman -usman.chaudhry@bbs.edu.kw	**عميد شؤون التلاميذ في المرحلة الابتدائية**
1-5 Arabic HOD	Ms. Seham - seham.alhawa@bbs.edu.kw	**رئيسة قسم اللغة العربية لصفوف الأول إلى الخامس**
Grades 1,2 and 3 Assistant Arabic HOD **Grades 4-5 Assistant Arabic HOD**	Ms Mariam- mariam.jaloudi@bbs.edu.kw Ms. Hanaa - hanaa.chakker@bbs.edu.kw	**مساعدة رئيسة قسم اللغة العربية لصفوف الأول إلى الخامس**

1-5 Religion HOD	Ms. Wafa - wafa.alzubaidi@bbs.edu.kw	**رئيسة قسم التربية الإسلامية لصفوف الأول إلى الخامس**
1-5 PE HOD	Mr. Joseph - joseph.chacko@bbs.edu.kw	**رئيس قسم التربية البدنية لصفوف الأول إلى الخامس**
1-5 Music HOD	Ms. Lara - lara.ziadeh@bbs.edu.kw	**رئيسة قسم التربية الموسيقية لصفوف الأول إلى الخامس**
Grades 4&5 Social Studies HOD	Ms. Hana - hana.marmar@bbs.edu.kw	**رئيسة قسم الاجتماعيات للصفين الرابع والخامس**

BBS SCHOOL NURSE

- Al-Bayan Bilingual School health program offers educational, preventive, and first aid services. On the other hand, it is the responsibility of parents to follow up on the medical care and services that are offered out of school.
- A student with temperature 38C & above has to be sent home.
- In case your child has had high fever or flu, he/she should only be sent to school after 24 hours have passed and fever is considerably lower – with no anti fever medications – in order to avoid transmission of infection.
- In case of any illness – mainly communicable diseases such as chicken pox, measles, mumps, rubella, or scarlet fever, please do not send your child to school unless he/she is completely cured. A doctor's report should be sent to the school nurse on the first day your child attends school after recovery.
- In case of sore eyes or redness with tears, the child should not be sent to school unless a doctor was consulted to rule out contagious eye infection, and a doctor's report is needed to confirm that it is not contagious.
- In case your child was complaining of stomach ache and/or vomiting, please keep him/her home the next day to avoid the consequences of coming to school while sick. Not enough rest and exhaustion negatively affect the immune system and hence its defense against diseases. Moreover, a sick and sleepy student cannot learn.
- If you have noticed that your child has head lice/ nits, keep him/her home for at least 3 days / until clear while using the prescribed treatment. Directly inform the school nurse to be able to take the preventive measures soon.
- Should your child be given medicine during school hours, the nurse would be responsible for administering it. A doctor's prescription / written note signed by the parent should be attached stating the dose of the medication to be given, at what time and for how long.
- If a student is given a non - prescription medication at school, the nurse will document it on Skoolee under your child's medical file & you can have access to it / receive direct notification if you have downloaded the application on your mobiles & turned on the notification option. Note that the nurse doesn't give any over the counter (non- prescription medication) to your child without your prior permission.
- In case of an injury that does not require follow up at home / not an emergency, the nurse will document it on Skoolee, stating the type of complaint, action taken and the time. The nurse will call the parent only if the injury is on the face/ head / or any sensitive area.
- In case of a medical emergency that needs paramedics/ambulance to be called, the nurse will administer the proper first aid, call the ambulance, inform the school administration, and call the parents.
- Should a child be given medicine during school hours, the nurse would be responsible to give it and keep it in the school clinic until the parent/guardian picks it up. Medicine should not be given for children to handle under any circumstances.

- For students with chronic medical conditions such as diabetes, asthma, or severe allergies, a management plan – sent to you from the nurse – has to be filled, signed by your child's doctor & sent back to the school clinic at the beginning of the school year. Prescribed medications – if any- should be provided to the school nurse along with the treatment plan.
- If your child has a severe allergy and needs to take an injection (Epi-pen), kindly provide the school clinic with it.
- In case of any previous illness / accident, please inform the school and provide a report about the present situation of your child for follow-up at school.
- The ES nurse gives permission to leave the school (leaving pass slip) to students who get sick at school or have a medical appointment only.
- In case of illness that causes absence from school for more than 3 days, a sick leave notice filled and signed by the doctor is required. If the absence is for 1-2 days, you can call the school clinic to inform. Regarding the make - up for any missing tests or school- work, you need to contact the designated teacher to arrange for that.
- In case your child was given any medication at night / morning before coming to school, please inform the school nurse in writing, stating the name of the medication, the dose, and the time of administration.
- A kind reminder not to include any nuts/ food containing nuts in your child's lunch bags (BBS is a NUT FREE CAMPUS).
- Health and cleanliness are vital for your children; make sure that your child eats breakfast before coming to school and that he/she brings healthy food, avoiding sweets and artificial food flavors and carbonated beverages. "Prime drink", "Pop Push up drink" and chewing gums are not allowed at school. Your cooperation would be highly appreciated.
- If your child had an injury that requires using a wheelchair all the time at school, you are kindly requested to send your own nanny to help the child in moving around and using the bathroom as well. Make sure to notify the school nurse and submit a medical report including the doctor's recommendations, the type of injury and the duration of recovery period/ wheelchair use. If the wheelchair use exceeds 3 days, the student has to bring his/ her own wheelchair.

School Nurse Phone Line: 22275009 and 22275014

FOR BETTER LEARNING

Extra Practice:

Extra practice is assigned by teachers, and is not graded. Recommended activities to support skill development can be seen in the Weekly Planner under Optional Activities.

IXL Skills Plan:

Good Study Habits:

Suggestions to help develop good study habits:

- Make a quiet and well-lit table available where there are few distractions. Furnish it with writing materials, books, and a notice board for the weekly schedule. A computer may be helpful.
- Establish a time for home practice completion, daily.
- All children need encouragement. If possible, let them work independently, especially in Grades 3, 4 and 5, but then check that the work is complete. Grade 1 and 2 students will need daily reading help. Teachers may give specific instructions as to how to assist with daily review, especially for our younger students. Please, seek their professional advice. Because English is a second language for most BBS students, daily reading is critical.
- Even Grade 1 students can pack their own bags, if supervised. Do not underestimate your child's capabilities!
- The Elementary School is a multi-storey building. Students are expected to carry their own bags as one small way of developing problem-solving and independence skills. Be mindful of this when purchasing school bags for your child.

Textbooks and Copybooks:

Copybooks:

Copybooks are provided to each student each school year, usually in a sufficient quantity to cover the needs of the year. Each book, upon receipt, should be labeled with the student's name, and returned to school. Copybooks are always available for parent review and discussion.

Textbooks and Classroom Library Books:

Textbooks are distributed at the beginning of the school year. If not considered to be a consumable book, then the textbook number is recorded. Lost or damaged books will incur a replacement charge. Report cards will be issued only to those students who have returned all their books in reasonable condition or paid a replacement/damage charge. This applies also to Media Center books.

Fees for lost or damaged books are based upon the actual cost of the book, cost of shipping, cost of handling, and administrative overhead. Therefore, these fees are subject to change. Consult with the classroom teacher/media specialist for the cost of replacing a book.

Media Center (LMC) - Library Books:

Reading is an essential part of learning. If an appreciation for books is developed from an early age, then both pleasure and knowledge will ensue. Every class will visit the library during both English and Arabic classes where students read, borrow and return books, and reinforce their reading skills.

Use of the Library Media Center:

The library will be available daily during recess time and after school until 3:00PM. All children are encouraged to use this facility in order to develop a love for books.

To Develop a Love of Reading:

- All ES students will receive a reading log to use both at home and at school. This helps foster a love for reading and track their progress
- Children like to be read to. If possible, read to them daily.
- Buy books that include a recording. Recorded stories help to improve listening, fluency and pronunciation.
- Listen to your child read. Fifteen minutes each day will ensure growth. Discuss the pictures, characters, story problem, setting, and solution. Make a “text to self” or a “text to text” connection. If the story has been read in class, teachers will often include suggested questions for comprehension discussion.
- Encourage your child to visit a book shop, library or internet sites to select books of interest. Try downloading books, also. These need not always be fiction. Non-fiction books can help to develop different reading skills and build content knowledge.
- Reading can include magazines, labels on cereal boxes, or even signs as you drive around the city. Help your child become aware of print in both Arabic and English. While traveling, there are unlimited opportunities for ‘authentic’ reading experiences.
- Have books available in the home. Model reading for your child. If your family’s ‘culture’ includes valuing the written word, then it is likely that your child will value reading.
- Students can access leveled assignments and an online library of eBooks through the RAZ Plus program and I Read Arabic.
- Reading is the core to effective learning. Speak to your child’s teacher or the school librarians for other ideas on developing healthy reading habits.

BBS Makerspace:

A Makerspace is a physical place where students can make creative projects through different types of tools and materials. There are dedicated areas where soft skills (collaboration, critical thinking, and problem solving) can be cultivated which align with a constructionist approach to learning. For more information, kindly visit our website: http://bbsmakerspace.com

ACADEMIC, BEHAVIORAL EXPECTATIONS AND POLICIES

Al-Bayan Bilingual School is a university preparatory educational institution providing the best quality education to its students. By nature of its being bilingual, the curriculum is very demanding. Therefore, continuous assessment will be ongoing in each core subject area.

'Core' subjects refer to the following:

English, Arabic, Math, Science, Religion and Social Studies

When students do not meet grade-level expectations in the core subjects, BBS Faculty will take the following measures in an effort to promote student learning:

- The teacher will initiate interventions.
- Parents and administration
- Learning support
- The school may request sight and hearing screenings.
- A Child Study meeting may take place; during which time all staff involved with the student will share insights, and develop further strategies to assist the child.
- Counselors will observe the student in class.
- If a specific and significant learning difficulty is suspected, parents may be asked to have psychoeducational testing completed for the student, a copy of which will be provided to the counselor. Often, these assessments provide very valuable and helpful information to educators

BBS Educational Psychologist:

The BBS Educational Psychologist conducts all manner of psychoeducational screenings and provides therapeutic intervention for students of all grade levels. School Counselors and/or Learning Support Specialists may refer students to the Educational Psychologist in cases where they feel additional socioemotional support or academic testing is needed. Written permission is then sought from parents before sessions begin.

The Educational Psychologist collaborates with School Counselors, Learning Support Specialists, and other staff members to inform plans to support students.

Field Trips:

Through field trips, learning can become more meaningful. When a school trip is planned and approved by the ministry, parents will be notified by the school of the upcoming trip by way of a permission slip.

This will include location, date, time, objective, and other details needed. The student will need to return the signed permission slip to the homeroom teacher. Payment for the field experience, if any will be done via Skoolee. No student may leave school grounds on a school sponsored trip without signed and dated parental permission.

As previously stated, students are expected to exhibit behavior which reflects our school policy on field trips.

A student may be withdrawn from an upcoming field experience if daily behavior causes concern for the safety of the student or other students away from school property.

School Uniform:

General Uniform:

- The school uniform is the official Al Bayan clothing (pants, sweaters, shirts, shorts, skirts) with the BBS logo. These are sold online via the school website.
- Flat shoes. Sandals, cleats, slippers and “crocs” are not safe and are therefore not permitted. Boots are permitted during winter months.
- A navy blue or black heavy jacket/coat can be worn outside only for very cold weather.
- Please note that **black shoes** are a required part of the school uniform. We kindly ask for your cooperation in ensuring that all students adhere to this dress code.
- Students should have their names and classes written on the inside label of their clothes and lunch bags. This will help in the return of lost items to their rightful owners.

PE Uniform:

- The official BBS PE uniform is sold online via the school website.
- Lightweight sneakers or gym shoes. Shoes with cleats of any kind are not permitted.
- Students may come to school wearing their PE uniform only when that lesson is scheduled for that day. Children arriving at school out of uniform will phone home to have the proper uniform brought to school.
- On certain occasions, students will not be required to wear their school uniform, but may come in free dress. These days will be announced. Inappropriately dressed students may be asked to phone home for a change of clothes.
- Simple and safe jewelry and watches are permitted.
- Smart watches and mobiles are not allowed in ES.

Lost Property:

Children frequently leave clothing in and around the school, especially during cold weather. If each article of clothing is named, then it is easy for it to be returned. Unclaimed clothing will be placed in the “Lost and Found” during parent-teacher conferences, and will be displayed for parents to peruse. Property not collected will be given to charity.

School Supplies:

Supply lists are uploaded at the end of the school year on the BBS website and Seesaw. Replacement or additional copies may be downloaded from the website.

On occasion, teachers may ask for other items to be brought. This is usually indicated on the weekly planner.

Forgotten Items:

Students need to learn to be responsible for their school work. Students are not permitted to call home to ask for assignments, projects or food, etc. to be delivered to the school. The school will NOT deliver items to students, as this would disrupt the instructional process. Changes of school uniform, eyeglasses or medication will be accepted.

Use of Telephone:

Students may use the school telephone for EMERGENCY calls, and only with authorization. Students who need to call home must have a written note from their teacher.

Clubs:

The ES after school programs take place through our Student Life Department.
You may reach our Student Life Department at 222 75000 Ext. 7525

Recesses:

Students should not bring balls from home to play with during recesses. The school provides school-appropriate balls for the purpose of safe play.
Students are not allowed to play soccer before morning routine or at dismissal.
ES students are not allowed to use playground equipment at dismissal time.

Canteen:

Canteen services are **NOT** available for students Grades 1 – 5.
Food:
Teachers check lunch boxes regularly for healthy foods. Items such as nuts, chips, candy, and soda are not allowed. Elementary School is a nut-free campus. It is important to note that neither teachers, students, nor staff may bring nuts in any form to campus. This includes Nutella, peanut butter, any nut-based product or sweets containing nuts in any form. No energy drinks.

Money/Valuables/Mobile Phones/Electronic Games/Toys:

The following items are not to be brought to school:

- Mobile phones and smart watches
- Electronic games
- Spinners, goo dough, slime, toy or real weapons

Any student found with any of the above items will have the item confiscated for a period of 7 days by administration. If found a second time, the item will be held for 30 days. If any real weapons are found in the possession of a student, they will be given a level 3 consequence.

The following items are strongly discouraged at school:

- Large sums of money
- Valuable possessions

The school assumes no responsibility for any lost or damaged items. Valuables are to be left at home.

Performances:

Class performances are an important aspect of raising students' abilities in many areas, including speaking, expression, performance and attitude. They are an essential element in raising achievement and standards.

Class assemblies will be scheduled during the last period of the day for parents. Students participating in the assemblies will go home with their parents after their performance.
Siblings in other classes or schools are not allowed to attend.

As part of the transition process to Middle School, **Grade 5 students will be honored with a Graduation Ceremony** at the end of the academic year. This special event will celebrate their achievements and mark an important milestone in their educational journey.

Volunteer Help:

Occasionally, parents will be welcomed into classrooms to assist with special projects. The teachers will communicate this opportunity through their weekly schedules. Of course, it is expected that parents will be respectful of all learners and teachers while they are visiting the classroom.

Birthday Parties:

The celebration of birthdays during school hours or on school grounds is strictly prohibited. Neither teachers nor Administrative Assistants are permitted to give out invitation cards to birthday parties or any other personal events. Contact numbers of other parents are considered confidential and may not be given out.

Student Personal Information Update:

Parent home, mobile, and emergency telephone numbers, as well as email addresses are essential for the school to have on file in the event of an unplanned dismissal or an emergency of some type. It is imperative that the school be notified of any information changes. This information is confidential and will not be shared with anyone outside of the school.

Personal Teacher Contact Information:

It is not permitted for teachers to share personal home or mobile numbers with parents. The school phone tree is confidential and is not to be shared outside of the school. Parents are discouraged from asking for this information.

Emergency Procedures:

In case of fire, lockdown or emergency evacuation, every student is expected to follow the teacher's instruction and move quickly and quietly. These drills are regularly practiced. If parents are on campus during a drill or emergency, it is requested that they join the procedure to model the seriousness for students.

Clean Campus:

Everyone must work together so that our campus can look clean and attractive. All members of our BBS family are encouraged to work actively for a clean campus.

Conclusion:

The purpose of this handbook is to assist our parent community. Any comments you may have on information present or not present would be appreciated. Parental support of the school is greatly valued, and we look forward to a long and continued relationship.

Thank you!