BBS HIGH SCHOOL GUIDE

FOR STUDENTS AND PARENTS

2026-2027

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Parent/Student Acknowledgement of the HS Guide

High School Parents and students,

Please fill out and submit the following Google Form to acknowledge that you have read and understood the HS guide and agree to abide by the policies stated within:

https://forms.gle/fQGcosgqniBWq2gW9

INTRODUCTION

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

1. 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 the 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 was established in 1977, as the first bilingual school in Kuwait.

2. 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.

3. Al-Bayan Bilingual School 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

Character Education at BBS

AL-BAYAN CHARACTER ETHOS

Al-Bayan Bilingual School community members take responsibility for themselves, act with honesty, treat themselves and others with respect, and model the behavior they expect from others.

AL-BAYAN CORE BELIEFS

- 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.

As our school philosophy states, we expect all of our stakeholders (students, teachers, administrators, support staff, Board of Trustees and parents) to embody and express a well-defined code of ethics, values, and standards on a daily basis, in and out of school. At BBS we strive to develop a spirit of independence, responsibility, empathy, respect, and acceptance.

These values have always been close to BBS's heart. As our school grows and evolves we must continually renew and recommit ourselves to maintaining and developing these qualities that are the center of the BBS ethos
As you have entrusted us to develop your child in all ways, we ask you to trust our efforts in accomplishing this goal.

POSITIVE DISCIPLINE

At Al-Bayan Bilingual School, we are committed to creating a safe, respectful, and supportive learning environment where every student feels a sense of belonging and significance. We implement the principles of Positive Discipline, an approach that teaches students the social, emotional, and life skills they need to become responsible, respectful, and contributing members of our school community.

Positive Discipline is based on the belief that effective discipline is kind and firm at the same time. Rather than relying on punishment alone, it focuses on teaching students to understand the impact of their choices, solve problems, take responsibility for their actions, and develop self-discipline. The goal is not simply to correct behavior in the moment, but to build the positive character skills students need for long-term success, such as responsibility, honesty, respect, collaboration, compassion, and life-long learners

At BBS, we strive to ensure that discipline:

- Promotes a sense of connection, belonging, and significance for every student.

- Is mutually respectful and encouraging, balancing high expectations with care and support.
- Focuses on long-term growth by helping students reflect on their choices and learn from their mistakes.
- Teaches important social and life skills, including responsibility, respect, empathy, cooperation, accountability, and problem-solving.
- Encourages students to recognize their strengths, develop resilience, and use their abilities in positive and constructive ways.

When behavioral concerns arise, staff members work collaboratively with students to understand the underlying reasons for their behavior, repair relationships when appropriate, and identify solutions that promote learning and personal growth. Logical consequences, restorative conversations, and opportunities for reflection are used to help students make better choices while preserving their dignity and strengthening their sense of responsibility.

Through Positive Discipline, we aim to develop confident, compassionate, and responsible young adults who demonstrate integrity, contribute positively to their community, and are prepared to succeed both in school and beyond.

PRINCIPAL'S MESSAGE

Dear Al-Bayan Bilingual School Community,

Welcome to the 2026-2027 school year.

As I begin my fourth year as High School Principal, I am grateful for the opportunity to continue serving this incredible school community. Every new school year brings excitement, hope, and new opportunities. This year also brings uncertainty.

Last year tested all of us in ways we could never have anticipated. What began as a normal school year quickly changed as the war forced us into online learning from February through April. Together, we adapted, supported one another, and continued moving forward. Our students remained resilient, our teachers continued to provide high-quality instruction under challenging circumstances, and our families partnered with us every step of the way. Looking back, I could not be prouder of how our entire community came together.

As we begin this year, we recognize that the situation in our region remains unpredictable. While we hope for a peaceful and uninterrupted school year, we are also prepared to adapt should circumstances require us to do so. Whatever lies ahead, our commitment remains the same: to provide every student with a safe, supportive, and high-quality learning experience, whether that learning takes place on campus or online.

This year, our focus is "One Student. Every Day." These four simple words remind us why we are here. Every decision we make, every lesson we teach, every conversation we have, and every intervention we provide should make a difference in the life of at least one student every day.

We will know our students by teaching through our Global Citizenship Framework: *Empathy to Impact*, helping them develop not only academically but also as compassionate, ethical, and globally-minded individuals. We will support our students through our Multi-Tiered System of Supports (MTSS), ensuring that every student receives the academic, behavioral, and social-emotional support they need to succeed. Most importantly, we will empower our students by building a culture of belonging where every student feels valued, connected, and knows that they have adults in the school who genuinely care about them.

We also remain committed to academic excellence. Last year, despite the disruptions caused by the war, our students achieved the highest AP results in our school's history, with 81% of our AP students earning a score of 3 or higher. This remarkable accomplishment reflects the hard work of our students, the dedication of our teachers, and the strong partnership between school and home. We are incredibly proud of this achievement and look forward to building on this success in the year ahead.

Just as importantly, we remain committed to the well-being of every student. Adolescence is filled with challenges even in the best of times, and our counselors, teachers, and administrators are here to ensure that every student feels supported, connected, and valued. At BBS, we believe students learn best when they know they belong.

I also want to thank our parents for the trust you place in us every day. Your partnership is one of the greatest strengths of our school. Over the past three years, I have seen firsthand what we can accomplish when families and the school work together with a shared purpose. I know that whatever this year brings, we will continue to support one another with understanding, flexibility, and resilience.

Last year, BBS became a model for many schools in Kuwait as we successfully navigated AP and SAT testing during an incredibly difficult period. That experience reminded us that

challenges do not define us—our response to them does. It showed our students that resilience is not just something we talk about; it is something we live every day.

As we move into this new school year, I ask each member of our community, students, staff, and parents, to remember our focus: One Student. Every Day. Small moments of kindness, encouragement, and support have the power to change lives. If each of us commits to making a positive difference for one student every day, together we will create a school where every student can thrive, no matter what challenges may come our way.

I look forward to another year of learning, growth, and celebrating our students' achievements. Together, we will continue to face every challenge with courage, compassion, and the unwavering belief that our students deserve the very best we can offer them.

Wishing everyone a successful, safe, and rewarding school year.

Sincerely,



Katrin Gendy, M. Ed.
High School Principal

DIVISION INFORMATION

High School Division

Position	Name	Email
Director	Mr. Wayne Richardson	wayne.richardson@bbs.edu.kw
Deputy Director	Mr. Paul Said	paul.said@bbs.edu.kw
High School Principal	Ms. Katrin Gendy	katrin.gendy@bbs.edu.kw
High School Assistant Principal (Grades 9-10)	Dr. Jeanette AlSabah	jeanette.alsabah@bbs.edu.kw
High School Assistant Principal (Grades 11-12)	Mr. Khaldoon AlAbabneh	khaldoon.alababneh@bbs.edu.kw
Dean of Students	Mr. Hussein Zakaria Isa	hussain.isa@bbs.edu.kw
Head of Athletics	Mr. Joseph Chacko	joseph.chacko@bbs.edu.kw
Student Life Specialist	Mr. Perihan Abdelaziz	perihan.abdelaziz@bbs.edu.kw
Registrar/Admissions	Ms. Manal Al-Shakhsheer	admissions@bbs.edu.kw
Grade 10 Counselor and SAT/PSAT/MAP/AP/Capstone Coordinator	Ms. Eva Tavares	eva.tavares@bbs.edu.kw
Grade 9 Counselor, Social/Emotional Lead Counselor	Ms. Shivika Pabrai-Ronald	shivika.pabraironald@bbs.edu.kw
Grade 10, 11, 12 Counselor, College Counselor, SAT/PSAT/MAP/AP/Capstone Co-Coordinator	Mr. Eid Aqab	eid.aqab@bbs.edu.kw
Grade 11 and 12 Counselor, College Counselor, College Events Coordinator and BBS Child Protection Officer (CPO)	Ms. Athary Ajail	athary.ajail@bbs.edu.kw

Position	Name	Email
HS Nurse	Ms. Rouba Omar	rouba.omar@bbs.edu.kw
Languages Head of Department	Ms. Nahla Amin	nahla.amin@bbs.edu.kw
Math Head of Department	Mr. Hatem Al Omari	hatem.alomari@bbs.edu.kw
Science Head of Department	Ms. Rania Abdellatif	rania.abdellatif@bbs.edu.kw
Business and Humanities Head of Department	Ms. Heba Mobarak	heba.mobarak@bbs.edu.kw
Arabic Head of Department	Mr. Ahmed El-Feky	ahmed.elfeky@bbs.edu.kw
Arabic Social Studies Head of Department	Ms. Hana Marmar	hana.marmar@bbs.edu.kw
Islamic Head of Department	Mr. Ameen Al Dolat	ameen.aldolat@bbs.edu.kw
Information and Communication Technologies Head of Department	Mr. Mohamad Zein Eddine	mohamad.zeineddine@bbs.edu.kw
Art Head of Department	Ms. Shwikar Shawky	shwikar.shawky@bbs.edu.kw
PE Head of Department	Mr. Joseph Chacko	joseph.chacko@bbs.edu.kw
Music Head of Department	Ms. Lara Ziadeh	lara.ziadeh@bbs.edu.kw

Position	Name	Extension
HS Office Manager	Ms. Dana El Manfoukh	7400
HS Receptionist	Ms. Amani Ben Amor	7410
Counselor Admin Assistant	Ms. Nabiha Harb	7425
Grade 9/10 Admin Assistant	Ms. Farah Awaida	7423
Grade 11/12 Admin Assistant	Ms. Zeina Dalli	7402

School Hours

Staff Office Hours	7:00 am - 2:50 pm
Student Full Day	7:20 am - 2:40 pm

HIGH SCHOOL BELL SCHEDULE

Regular Days (60 minute Periods)		
Period	**Start**	**End**
1	7:20 AM	8:20 AM
2	8:25 AM	9:25 AM
3	9:30 AM	10:30 AM
1st Recess	10:30 AM	11:00 AM
4	11:05 AM	12:05 PM
5	12:10 PM	1:10 PM
2nd Recess	1:10 PM	1:35 PM
6	1:40 PM	2:40 PM

Special Event Days (50 minute Periods)		
Period	**Start**	**End**
1	7:20 AM	8:10 AM
2	8:15 AM	9:05 AM
3	9:10 AM	10:00 AM
4	10:05 AM	10:55 AM
1st Recess	10:55 AM	11:25 AM
5	11:25 AM	12:15 PM
6	12:20 PM	1:10 PM
2nd Recess	1:10 PM	1:35 PM
Event	1:40 PM	2:40 PM

School Lunch & Breaks

- Food and beverages will be available for purchase on campus at recess times only, except during Ramadan
- Cafeteria payment will occur through the SPARE watch - KNET only. Phones should not be used for payments.
- Lunches brought from home should be kept in students' bags/lockers until lunchtime
- Students should remain in the high school areas of the school during lunchtime
- High School students should remain in the designated recess area. They are not allowed to go into the Middle and Elementary School hallways or bathrooms, they also cannot use the canteen during Middle School lunch
- Students are responsible for cleaning up papers, bags, drink and food containers, leftover food, etc., after recess and before returning to scheduled classes

Class Schedules

Students can find their class schedules on Skoolee. Dropping courses will be open for AP subjects only until the end of the first two weeks of school. All other subjects had their drop/add period at the end of last year. Therefore, it is too late to change schedules after the first two weeks of school, unless there is a mistake or credit issue or university major change. Grade 12 students will always have priority in schedule changes. Counselors will be making credit checks to ensure that students have the credits required to graduate. If in doubt, please contact your counselor.

COMMUNICATION

Communication between Home and School

Communication between home and school is of utmost importance. Students are expected to deliver school letters and circulars to their parents on the day of distribution. Parents are expected to refer to the BBS website, the BBS Instagram page, Skoolee, and other school social media sites to stay current on school announcements.

Parents and students are expected to check Skoolee and Schoology regularly to monitor students' academic progress and attendance.

Reporting Student/Parent Concerns

At BBS, we wish to cultivate close relationships between the school and our families. Often, areas of concern can be resolved efficiently and effectively through a direct discussion between a teacher and the parents including their child in the discussion. Therefore, the following guidelines are in place to clarify the process of communicating concerns or suggestions:

1. Parents should schedule a meeting with the child's teacher to discuss and resolve the issue of concern. Most issues are resolved with such direct interaction. *Appointments with teachers can be made by a phone call to Ms. Amani, HS Receptionist (Extension 7410) or by emailing them directly.*

2. If the issue requires further discussion after speaking directly with the teacher, the parent should then schedule a meeting with the respective Head of Department (HOD). Involving the HOD is particularly important with issues of student academic performance. *Appointments with HODs can be made by a phone call to Ms. Amani, HS Receptionist or by emailing them directly.*

3. If the issue requires even further discussion after speaking directly with the HOD, the parent may then schedule a meeting with the Dean and Assistant Principal, especially if the issue involves student behavior, or with the Principal for all other issues. *Appointments with the Assistant Principal or with the Principal can be made by a phone call to Ms. Amani, HS Receptionist or by emailing them directly.*

4. If the issue has not been resolved after speaking with HS Administration, the parent may then schedule a meeting with the Central Office.

Report Cards

Students receive two (2) report cards per year:

- Semester One Report Card
- Final Report Card (combining Semesters One & Two)

These reports give the results of continuous evaluation and help diagnose a student's progress. Midterm progress reports are posted on Skoolee. This communication is done in a timely manner in order to allow a student to improve his/her performance. Parents are invited to meet with teachers to discuss ways to help students progress.

At-Risk Monthly Emails

Teachers of all subjects will send monthly emails to parents if a student's course grade falls below 70%. These emails will serve as an early warning, allowing parents to be aware of their child's progress and provide support at home. They will also encourage collaboration between parents, teachers, and the school to help students improve their academic performance.

Parent-Teacher Meetings

A teacher or parent may request a Parent-Teacher meeting outside of the formal Parent Teacher Conferences scheduled on the school calendar. Parent contact is essential to the well-being of our students. The school receptionist will assist families in scheduling Parent-Teacher meetings throughout the school year. Student participation is encouraged during these meetings in order to ensure transparency for all involved.

Circulars/Letters/Website

Communication between school and family is of utmost importance. In addition to weekly emails, the primary mode of communication from school to home is the Skoolee data management system and Schoology. Students and parents are given passwords for confidential access.

Helpful, confidential information on each student in Skoolee includes:

- Student Log Entries
- Student Attendance
- Student Progress Reports
- Medical Visits

Skoolee

It would be helpful and more accessible for parents to download the Skoolee application on their phones and activate notifications to receive the latest updates on a daily basis.

INSTRUCTIONAL PROGRAM

The instructional program at BBS is a comprehensive framework that guides teaching and learning in the school. It is designed to provide students with a high-quality education that prepares them for success in their future academic and professional pursuits. Below is a description of the instructional program at BBS:

- **Clear Learning Goals and Objectives:** The school establishes clear learning goals and objectives that are aligned with local and/or national standards. These goals and objectives are communicated to students and parents, and serve as the foundation for the instructional program.

- **Curriculum:** The school has a well-designed curriculum that is aligned with the learning goals and objectives. The curriculum includes a diverse range of subjects and is designed to provide students with a well-rounded education.

- **Varied Instructional Strategies:** The school uses a variety of instructional strategies to meet the needs of different learners. These strategies may include direct instruction, collaborative learning, project-based learning, and problem-based learning.

- **Assessment:** The school uses assessment to measure student progress towards the learning goals and objectives. The assessments are varied in format and designed to measure student understanding and mastery of the material.

- **Feedback and Grading:** Students receive feedback on their work that helps them understand their strengths and weaknesses and guides their learning. Grades are based on mastery of the learning goals and objectives, and are communicated to students and parents regularly.

- **Support for Struggling Students:** The school provides a multi-tiered support system for struggling students, including extra help sessions, and accommodations to meet their individual needs.

- **Enrichment Opportunities for High-Achieving Students:** The school provides enrichment opportunities for high-achieving students, including honors and advanced placement courses, research opportunities, and extracurricular activities.

- **Professional Development:** Teachers receive ongoing professional development to ensure they are equipped with the latest teaching strategies and techniques, and to help them meet the needs of diverse learners.

By implementing a strong instructional program, BBS can provide students with a high-quality education that prepares them for success in their future academic and professional pursuits. The program is designed to meet the needs of all learners, provide opportunities for enrichment, and support struggling students.

Designing a four-year plan with counselors is important to ensure that students meet the requirements needed for university applications and careers they plan to pursue. Throughout the year, students will be invited to meet with counselors to go over their four-year plans and edit them, as needed. We strongly encourage students to fill out this BBS College Application Workbook to help them with their university plans as part of our schoolwide transition plan.

ASSESSMENT

Assessments are designed to support student learning and ensure that students are meeting the required standards in each class. The assessment policy for high school is grounded in the foundations of standards-based learning:

- **Learning Goals and Standards:** The school will establish clear learning goals and standards that are aligned with state or national standards and are communicated to students and parents.

- **Assessment Design:** Assessments will be designed to measure student progress towards these learning goals and standards. Assessments will be varied in format, including written, oral, and performance-based assessments.

- **Rubrics and Scoring Guides:** Rubrics and scoring guides will be used to provide clear and consistent criteria for assessing student work. These rubrics will be aligned with learning goals and standards.

- **Feedback and Grading:** Students will receive timely and meaningful feedback on their assessments, which will help them understand their strengths and weaknesses and guide their learning. Grades will be based on mastery of learning goals and standards, rather than on a curve or other comparative system.

- **Assessment Data Analysis:** Teachers will analyze assessment data to identify areas of strength and weakness in student learning and adjust instruction as needed.

- **Reporting to Parents:** Parents will receive regular reports on their child's progress towards learning goals and standards, including information on areas of strength and weakness, and opportunities for improvement.

- **Professional Development:** Teachers will receive ongoing professional development to ensure they are skilled in designing and implementing assessments that are aligned with learning goals and standards.

By implementing this assessment policy for high school based on standards-based learning, students will receive meaningful feedback on their progress towards learning goals and standards, and teachers will be better able to adjust their instruction to meet the needs of individual students.

We believe the following:

- Students should receive full credit for what they know
- A grade should clearly represent what a student knows and is able to do.
- Students will receive regular feedback in order to improve their learning and be prepared for summative assessments
- Multiple opportunities will be offered to students to demonstrate their learning
- Dropping the lowest score does not align with standards-based grading. Every assessment contributes to a holistic judgment of achievement. It inflates grades artificially and may not reflect true mastery.

Types of Assessment

1. Diagnostic Assessment (Assessment for Learning):

Diagnostic assessment takes place before instruction begins. Its main purpose is to evaluate students' prior knowledge, skills, interests, and learning needs. The information gathered helps teachers plan effectively and differentiate instruction.

Purpose of Pre-Assessment:

- Identifies what students already know and can do
- Helps teachers tailor instruction to student needs
- Offers insight into student interests and readiness
- Highlights potential learning gaps or misconceptions
- Increases efficiency by focusing instruction where it's needed most
- Respects and builds on students' existing knowledge
- Maximizes meaningful learning time

Examples of Pre-Assessment Tools:

- KWL Charts (What I Know, What I Want to Know, What I Learned)
- Student Interest Surveys
- Open-ended Questions or Prompts
- Pre-tests or Quizzes
- Running Records (for reading levels)

2. Formative Assessment (Assessment for learning):
An ongoing assessment that provides information to guide teaching and learning for improving learning and performance. Teachers should review students' progress closely as part of daily classroom practice, involving students in the assessment of their strengths and weaknesses, and provide quality feedback on how to improve. Formative assessment is a key factor in motivating learning and raising students' standards of achievement. Formative assessment includes both formal and informal methods.

Formative assessment:

- Is an essential and integrated part of teaching and learning
- Reflects a belief that all students can improve
- Involves the setting of learning targets with students
- Engages students in self-assessment and peer assessment
- Provides timely and quality feedback that helps students understand the next steps for learning and plan how to achieve them
- Involves teachers, students and parents reflecting on assessment data

Examples of Formative Assessment:

- Quizzes
- Oral Questioning
- Observation/ teacher anecdotal notes taken during observation
- Portfolio Review
- Journals
- Cooperative group work samples

3. Summative Assessment (Assessment of learning):
A culminating assessment conducted at the end of a unit, course, or grade level to determine the degree of mastery or proficiency a BBS student has made towards meeting the standards. Summative assessment is evaluative in nature, generally resulting in a score or a grade. It is

typically used to assign students their letter grade, number grades or percentages. It is designed to provide evidence of achievement to parents, other educators, and the students themselves.

Examples of Summative Assessment:

- Tests/Quizzes
- Performance Tasks
- Semester Exam
- Unit Project
- Work Portfolio
- Student interviews, etc.

Grading Policy

Formative and summative grades are weighted based on the following:

- Core classes such as Languages, Math, Science, Technology/Humanities & Business, Arabic Social Studies Departments with the exception of some courses:
    - Summative Assessments: 60%
    - Formative Assessments: 30%
    - Attendance: 10%
- Performance-based classes such as Art, PE, Music, and Public Speaking:
    - Formative Assessments: 60%
    - Summative Assessments: 30%
    - Attendance: 10%
- Currently Exempt: Arabic, Arabic Social Studies, Islamic/Quran, and AP Courses.

In addition to the above grade weighting, attendance is also part of a student's grade.

10% of the student's final grade will be devoted to attendance. A percentage will be taken off for every unexcused absence a student has and will be subtracted from the student's final grade in each semester.

Late Formative Assessments

Late formative assessments will be accepted for **up to seven calendar days after the original assigned due date**, provided they are submitted before the related summative assessment. To ensure a fair and consistent approach, the maximum grade will be reduced according to the length of the delay:

- **Submitted on time:** Maximum grade of **100%**
- **Up to 24 hours late:** Maximum grade of **90%**
- **2–3 days late:** Maximum grade of **80%**
- **4–5 days late:** Maximum grade of **70%**
- **6–7 days late:** Maximum grade of **60%**
- **More than 7 days late: 0%**

Late formative assessments will be graded using the same learning criteria and academic expectations as assessments submitted on time. The applicable late-submission reduction will determine the maximum grade that can be recorded.

Teachers will lock assignments in Schoology once the seven-day late-submission window has closed. If a student does not submit the assessment within the designated window, a 0 will be

recorded. Teachers will still review the work and provide appropriate feedback to support student learning.

Excused Absences: This late-submission policy does not apply to students with an approved or excused absence. Students will have the same number of school days they were absent to make up missed work without a late penalty. Once the designated make-up period has passed, the regular late-submission policy will apply.

It is the student's responsibility to monitor assignments, communicate with teachers when necessary, and submit late or missed work within the applicable timeframe.

*This policy does not apply to work assigned during class that is due within the same class period. Classwork assigned and due within the same class period will receive a **0** if it is not submitted by the stated deadline, unless the student has an approved or excused absence or an applicable accommodation.*

Make-Up Summative Assessments

Students are expected to be present for all scheduled summative assessments.

If a student has an excused absence on the day of a scheduled summative assessment, they will be given the same number of school days as the length of their excused absence to complete the missed assessment. For example: If a student is absent for two school days, the student will have two school days upon returning to school to complete the missed assessment. The teacher will determine the specific make-up date within those two school days.

If a summative assessment is scheduled for the student's first day back at school and the assessment was announced before the student's absence, the student is expected to complete the assessment on the scheduled date. Students are responsible for keeping up with announced assessments and preparing for them during their absence whenever reasonably possible. For example: If a student is absent on Monday and Tuesday and returns to school on Wednesday, and a test scheduled for Wednesday was announced before the student's absence, the student is expected to take the test on Wednesday. The student should use the available information and resources to prepare for the assessment while absent.

Students who are present at school and refuse to complete a scheduled summative assessment will be considered to have intentionally skipped the assessment. A refusal includes declining to enter the testing room, refusing to begin the assessment, submitting a blank assessment without making a genuine attempt, or otherwise refusing to participate.

Skipping a scheduled summative assessment while present at school will be treated as an unexcused missed assessment. The student will receive a grade of 0% for the assessment and may also be subject to disciplinary consequences, including suspension, in accordance with the school's behavior policy.

In the event of an absence on the day of a scheduled summative assessment, the student is expected to complete the make-up assessment on the date scheduled by the teacher. Make-up assessments will always be administered after the originally scheduled assessment.

Students are responsible for submitting appropriate documentation to excuse their absence in accordance with the school's attendance policy. The assessment will be graded and feedback may be provided; however, the grade will only be recorded if the absence is approved as excused.

If the absence is determined to be unexcused, the student will not be eligible to receive credit for the make-up assessment, in accordance with the school's assessment policy.

Make up summative assessments will follow the procedure below:

Absence Type	Who Decides on Make-Up Date	Highest grade on the Make-Up Summative
Excused	Teacher	100%
The student did not complete the assessment on the scheduled make-up date arranged after an excused absence	Teacher	60%
Unexcused	N/A	0%
Skipping or refusal to take assessment	N/A	0%

A pattern of repeated missed summative assessments (more than 2) will require a meeting with the parents to determine future actions.

All make-up assessments will be a different version than the original summative assessment.

Academic Integrity

Students are expected to complete and submit their own work. Occasionally some students will need assistance from parents or classmates, but it is important that all students learn to work independently.

Cheating is unacceptable under any circumstances and will result in progressively more severe consequences. Cheating is defined as participating in any of the following:

- Claiming as your own work that is the product of another student or another source (plagiarizing). Teachers utilize www.turnitin.com for students to submit work to detect any potential plagiarism.
- Communicating verbally or nonverbally with another student during an exam/test/quiz.
- Being in possession of, or having access to, any unauthorized materials during an exam/test/quiz.
- Enabling another student to claim as his/her own, work that is yours, or the product of another source.
- Looking at another student's paper during an exam, test, or quiz.
- Found to be in possession of a mobile/smart watch or any other helping device, regardless if it's on or off.
- Using Artificial Intelligence (AI) to write work and claim it as his/her own work

Consequences for academic integrity infractions are cumulative and will be applied during the course of the student's academic career at BBS.

The final grades that the students will attain at the end of the semester will strictly reflect the skills and knowledge that they have attained. Students who have broken the Code of Academic Integrity will be receive the following consequences per course:

First Time

1. The student will not be allowed to complete the exam/assessment. The test paper/exam/assignment will be taken away from the student.
2. The student will take a make-up assessment with their teacher.
3. The incident will be formally noted in the student's behavior school records.
4. Students may retake the assessment; the grade cannot exceed 60%.
5. The parents will be informed through a meeting with the Assistant Principal.

The Assistant Principal is informed and provided with documentation to support the offense. A meeting with parents will be set informing them of the consequences.

Second Time

1. The student will not be allowed to complete the exam/assessment.
2. The student receives a 0% with no make-up.
3. The incident will be formally noted in the student's behavior school records.
4. The student will be placed on Behavior Probation, Tier 1.
5. The student may be suspended for two days.
6. The parents will be informed through a meeting with the Assistant Principal.

The Assistant Principal is informed and provided with documentation to support the offense. A meeting with parents will be set informing them of the consequences.

Third Time

1. The student will not be allowed to complete the exam/assessment.
2. The student receives a 0% with no make-up.
3. The incident will be noted in the student's behavior school records.
4. The student may not be invited back to Al-Bayan for the following school year. The universities that the student is applying to may be notified.
5. The student may be suspended for three days and will receive a warning letter.
6. The student will be placed on Behavior Probation, Tier 2.
7. The parents will be informed through a meeting with the Assistant Principal.

The Assistant Principal is informed and provided with documentation to support the offense. A meeting with parents will be set informing them of the consequences.

Note: Any student found in violation of the Academic Integrity Policy will be at risk of not being admitted into AP classes for the following year.

Private Tutoring

It is considered unethical and poor professional practice for a teacher to tutor any student for pay according to Kuwait law and school policy. Please do not request any BBS teacher to be involved in tutoring.

CURRICULUM & GRADUATION REQUIREMENTS

The Al-Bayan faculty, as well as the curriculum and instructional model have been designed to give the support and information to empower each student to find success, achievement and mastery of the skills, attitudes and objectives in order to move on to the next grade level. As a bilingual school, mastery of Arabic and English is required from all students. The High School programs foster the development of confident, capable and responsible students. We achieve our goals collaboratively, by establishing rigorous standards, which engage learners in the thoughtful application of knowledge. Al-Bayan Bilingual High School hopes to instill the necessity of lifelong learning in all of its students.

Course Descriptions

Please use the Course Descriptions link to access all the information regarding course descriptions, and their relevant details for the 2026-2027 academic school year.

Grade 9 – 12 Curriculum

The curriculum of Al-Bayan Bilingual High School comprises a required program of studies to adequately prepare students for university studies. In addition, students select courses designed to enhance their readiness and response to various personal needs and interests. The school year consists of two semesters. All of our courses are yearlong courses.

High School Credit Breakdown

Grade 9 (Freshman Class)

Islamic Studies 9	0.5 credit
Quran Studies 9	0.25 credit
Arabic 9	1.0 credit
English 9	1.0 credit
Geometry or Algebra I	1.0 credit
Biology	1.0 credit
World Geography 9	1.0 credit
Social Studies I (Arabic)	0.5 credit
Physical Education 9	0.5 credit
1 Elective Course selected by student	1.0 credit
	Total: 7.75 credits

Grade 10 (Sophomore Class)

Islamic Studies 10	0.5 credit
Quran Studies 10	0.25 credit
Arabic 10	1.0 credit
English 10	1.0 credit
Algebra II or Geometry	1.0 credit
Chemistry	1.0 credit
Social Studies II (Arabic)	0.5 credit
Physical Education 10	0.5 credit
2 Elective courses selected by student	2.0 credits
	Total: 7.75 credits

Grade 11 (Junior Class)

Islamic Studies 11	0.5 credit
Quran Studies 11	0.25 credits
Arabic 11	1.0 credit
English 11 or AP English	1.0 credit
Algebra II or Pre-Calculus or Integrated Math	1.0 credit
4 Elective Courses	4.0 credits
	Total: 7.75 credits

Grade 12 (Senior Class)

Islamic Studies 12	0.5 credit
Quran Studies 12	0.25 credit
Arabic 12	1.0 credit
English 12 or AP English	1.0 credit
5 Elective Courses	5.0 credits
	Total: 7.75 credits

Grading Scale

Grades are reported using letter grade system based on the following conversion tables:

% Grade	Letter Grade	GPA	Honors/Pre-AP	AP GPA
100-97	A+	4.00	4.50	5.00
96-93	A	4.00	4.50	5.00
92-90	A-	3.70	4.20	4.70
89-87	B+	3.30	3.80	4.30
86-83	B	3.00	3.50	4.00
82-80	B-	2.70	3.20	3.70
79-77	C+	2.30	2.80	3.30
76-73	C	2.00	2.50	3.00
72-70	C-	1.70	2.20	2.70
69-67	D+	1.30	1.80	2.30
66-63	D	1.00	1.50	2.00
62-60	D-	1.00	1.50	2.00
Below 60	F	0.00	0.00	0.00

The letter grade **(I)** is assigned to the student not completing all the requirements of the course due to extraordinary reasons acceptable by the administration. A student must complete the missing requirements within the deadlines set by the administration. If the student fails to complete these requirements within the set deadline, the students may receive an F for the course.

Computation of Semester Averages and GPA at Al-Bayan:

Semester grades are computed as follows: 75% of the semester grade is based on course work, 25% is based on the semester exam results. 50% percent of the final annual grade is based on the first semester grade and 50% percent is based on the second semester grade.

GPA Calculation

Here is an example to help you calculate the final GPA of a high school student:

Final GPA of each year x total number of credits for that year:

1. 3.56 x 7.75 = 27.59
2. 3.47 x 7.75 = 26.89
3. 3.85 x 7.75 = 29.83
4. 4.36 x 7.75 = 33.79

TOTAL = 118.1

Divide the total (118.1) by the total number of credits. (Total number of credits: 7.75 + 7.75 + 7.75 +7.75=31)

118.1/31= 3.81 GPA

Evaluation and Reports

Assessments of student achievement are based on observation, demonstration of understanding of taught class work and homework. In addition, formal assessments may include oral recitations, presentations, quizzes, announced tests, project and performance based assessments, reports, and semester examinations.

Students will receive a progress report in the first semester and a report card two times per year (end of first semester and end of second semester). These reports give the results of the continuous assessment and help diagnose the student's progress. Parents are invited to meet their son's/daughter's teachers to find ways to help improve the student's performance.

The final promotion decision recorded on the final report card is issued in June.

High School Diploma Requirements:

To graduate from Al-Bayan High School and receive a Letter of Good Conduct, students must meet the following requirements:

a. A good record of regular attendance (below 15 unexcused absences)
b. A good behavior record (below 10 behavior referrals and no suspensions)
c. The minimum number of credits required for graduation as explained below:

Graduation Credits

IMPORTANT INFORMATION

One of the humanities credits must be from the following courses to graduate:

1. **World History I**
2. **World History II**
3. **Political Science**
4. **20th Century History**
5. **World Geography**
6. **Economics**
7. **Psychology**
8. **International Relations**
9. **AP Comparative Government and Politics**
10. **AP Human Geography**
11. **AP Psychology**
12. **AP MicroEconomics**
13. **AP MacroEconomics**

Scientific Pathway

Per the Ministry of Higher Education (MOHE), students who wish to pursue majors in Science, Mathematics, Engineering, Dentistry, Pharmacy, Architecture, and Medicine and wish to receive the Kuwait Scholarship, **must** take the following courses before graduation:

1. **Biology**
2. **Chemistry**
3. **Physics**
4. **Algebra 2**
5. **Pre-Calculus**

If a student DOES NOT take Physics and Pre-Calculus in high school, they will not be able to pursue a degree in the fields listed above and will not receive a scholarship for the scientific pathway.

International (Liberal Arts) Pathway
Students who wish to pursue a major in Business, Law, Psychology, or anything outside of the scientific pathway, only need to complete BBS graduation requirements to earn a Kuwait scholarship.

HS Graduation Requirements	
Subject	Credit Points
Arabic	4
English	4
Islamic Studies	2
Quran Studies	1
Math	3
Humanities/Business	3
Arabic Social Studies	1
Science	3
Art/Music	1
Information Technology	1
Physical Education	1
Electives	4
Total Required Credits to Graduate	28

UK Requirements for Medicine, Pharmacy and Dentistry majors

Students who intend to study a healthcare related field such as Medicine, Dentistry, Pharmacy, Nursing, etc. in the United Kingdom (UK) for University/College Admissions and as part of Ministry of Higher Education Scholarship program must take:

- An advanced Biology course in grade 11 or 12
- An advanced Chemistry course in grade 11 or 12
- Pre-Calculus or higher in grade 11 or 12

With a minimum grade of an **A** or above in each subject.

US Requirements for Medicine, Pharmacy and Dentistry Majors

BBS encourages students that intend to study a healthcare related field such as Medicine, Dentistry, Pharmacy, etc. in the United States (US) for University/College Admissions should complete the scientific pathway track. Additionally, BBS strongly encourages students planning to apply for colleges in the US to take the SAT. It should be noted that students planning to attend Medical, Dental or Pharmaceutical School, etc. must first obtain a bachelor's degree. Once a bachelor's degree is earned, students must take a standardized test to assess an applicant's potential for success in furthering their education. Once the bachelor's degree along with the standardized test is complete, then students may apply for continued education in a healthcare related field.

Scholarship from the Ministry of Higher Education

In accordance with the information sent to us from the Ministry of Higher Education, the following requirements are now needed to earn a scholarship:

Students must have advanced level courses, taken in either Grades 11 or 12, in the following subjects. Students must achieve a grade of an A in these courses:

- Biology (AP Biology or Biology 2 would fulfill this requirement)
- Chemistry (Pre-AP Chemistry, Chemistry 2 or AP Chemistry would fulfill this requirement)
- Higher level math (we are seeking clarification to find out if Pre-Calculus would fulfill the requirement; Statistics, Calculus, or AP Calculus would fulfill this requirement)
- UCAT score of no less than 2580
- IELTS score of no less than 6.5 on each section of the IELTS test
- Some universities in the scholarship countries require American high school graduates to pass the SAT or ACT exam, in the event of application or admission to the scholarship plan.
- Foundation Year Oral Test

Advanced Placement Courses

Al-Bayan High School offers Advanced Placement (AP) courses through the College Board, a program based in the United States. These AP courses are designed to be equivalent to a semester of freshman-year university coursework and are intended for students who have demonstrated the ability to manage the additional workload and study demands.

Per BBS policy, *AP Students are required to take the AP exam from the College Board at the end of the year in order to receive the AP credit in their GPA*. These exams are scored with a 1-5 mark. Scores of three or higher can result in the American universities awarding credit, exemption from courses, or advanced standing. Students will be required to pay a fee for this exam. For Grade 10 and 11 students, the GPA boost will only be awarded for students who receive a score of 3 or higher on their May AP College Board exam. For Grade 12 students, if they receive a score of 1 or 2, this will be communicated to their universities. During the Mock Exams, all AP students have to answer the mock exam thoroughly without leaving any questions blank to receive the GPA boost. There will be only one mock exam administered for AP students prior to the May AP College Board exams and it will be counted as the final exam (25% of the student's semester grade).

When selecting AP courses, students must carefully consider the extra time commitment to these courses. They are very demanding and may involve extensive homework and self-directed study. AP courses are offered based upon student interest. To enter an AP course, students must meet all the prerequisites for the course.

The maximum number of Advanced Placement (AP) courses a high school student should take in one year depends on several factors, including the student's academic strengths, workload management skills, extracurricular commitments, and college aspirations. While there is no one-size-fits-all answer, here are some general guidelines:

For Grade 10 Students
Typically, students in their early high school years should not overload themselves with AP courses.
One to two AP courses are manageable, especially if the student is still adjusting to high school.

For Grade 11 Students
This is often when students take more AP classes as they prepare for college applications.
Two to four AP courses can be typical for high-achieving students, depending on the difficulty of the courses and the student's workload.
Students should balance AP classes with other responsibilities to avoid burnout.

For Grade 12 Students
Senior year is crucial for both maintaining a strong GPA and applying to colleges, so students may take more APs, but with caution.
Three to five AP courses are common for ambitious students, but this varies depending on how much a student can handle while managing college applications, extracurriculars, and leadership roles.

Factors to Consider
- Time Management: Some AP courses, like AP Calculus, AP Physics, or AP Chemistry, can be especially time-consuming.
- Academic Strengths: Students should take AP courses in subjects they are strong in or passionate about.
- Extracurriculars & Well-Being: Overloading on APs can lead to stress and burnout, so balance is important.

What Universities Look For
Highly competitive universities may expect students to take a rigorous course load, but quality matters more than quantity. Universities prefer students to perform well in challenging classes rather than taking too many and getting lower grades.

If a student chooses not to take the AP exam, the following steps apply:

- They are still required to pay for the exam as it was ordered for them.
- "AP" designation will be removed from their transcript.
- The AP weighting of grades will be removed from their transcript.
- The student will contact all universities they applied to and inform the school of their withdrawal from an AP course.
- BBS will contact all schools the student applied to and inform the schools of the student's withdrawal from AP course.

Prerequisites

A prerequisite involves information required before a course can be taken. This may involve a course, skill level, minimum grade, experience, or teacher recommendation. Prerequisites are listed under the title of each course and should be noted by students when they select courses.

Prerequisites are typically required in AP-level or accelerated, higher level courses. Some courses require that a student meet a certain grade requirement in courses from grades 9 and 10. It is important to be aware of these requirements in order to plan ahead.

COMMUNITY POLICIES

OUR COMMUNITY POLICY

- Members of the BBS community include students, parents, faculty, staff members, and school employees.
- The right to an education means that teachers are free to teach and students are free to learn without being interrupted by inconsiderate and unruly behavior.
- Members of the BBS community have the right to develop their own individuality without criticism or pressure from others, so long as it does not interfere with the rights of others.
- Members of the BBS community have the right to privacy.
- Members of the BBS community have the right to be free from being set apart or mocked because of their race, sex, religion, culture, disability, classroom performance, or any other characteristic.
- Members of the BBS community have the right to have personal and school property respected and safeguarded.
- All stakeholders are expected to treat each other with dignity and respect; this includes all faculty, support staff, maids, guards, students, and parents. All members of the BBS community are afforded this right.
- The school owners, the Board and the school administration will work to ensure that the school's rules, policies, and procedures, for all BBS stakeholders, are consistently and fairly enforced.
- Faculty and staff must enforce and follow all school rules, policies, and procedures with consistency, fairness and respect and are expected to model these values in their interactions with peers, students, and parents.
- Students and parents are expected to follow all school rules, policies, and procedures; by reinforcing these, parents and students join the school in modeling these values. Rules, policies, and procedures are available for parents through divisional school guides, the school website, through information detailed at "Back to School" nights and through other available communication.
- Consequences for breaking rules or policies must be accepted in a mature and respectful manner by teachers, students, and parents.
- Students and parents must communicate their concerns respectfully and promptly following school protocol, as outlined in the divisional guides.
- The parent, hereby, declares and agrees that under no circumstances, whatever the reasons or motives, will he/she intimidate/threaten, or physically, verbally or mentally abuse any BBS community member for any matter relating to his/her son or daughter whether inside or outside the school campus.

- If a parent breaches the above agreement the school administration reserves the right to immediately expel the student from the school without notification or warning, and to take appropriate legal action against the parent.

PARENT CODE OF CONDUCT



BBS is dedicated to providing students and staff a safe and nurturing environment that is conducive to learning. In order to maintain this environment for the students and staff of BBS, it is essential that all parents and visitors to our buildings are aware of their responsibilities and adhere to our school's expected code of behavior.

As partners, we continue to welcome and encourage parents/carers to visit our school and share their children's activities.

The purpose of this document is to provide a reminder to all parents, carers and visitors to our school about the expected behavior. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding and respect.

Please click on the following Link to access the complete guide for the "Parent and Community Code of Conduct".

ADMISSION, RETENTION, AND CONDITIONAL PROMOTION

Click **HERE for the full Admission, Retention, and Conditional Promotion Policy.

Promotion

Students are promoted to the next grade level if they maintain a yearly average of 60% in all subjects with a good behavior record.

Students must complete the requirements during grades 9-12 and have a total of 28 credits to graduate.

The following conditions will be considered for students that are failing one or more courses:

- Students who receive a failing grade (F) in any three subjects at the end of the school year will not be promoted (cannot pass) to the next grade level and will be required to repeat the year.

- Students who receive a failing grade "F" in one or two courses (including core subjects: English, Arabic, Islamic/Holy Quran, Arabic Social Studies) will be required to take re-sit exams in those subjects.
    - Students must pass the re-sit exam with a passing grade of 60% to be able to convert their final average of the year to a passing grade of 60%.
    - The student should have passing scores in all core & required subjects, after re-sit exams, in order to be promoted. In case this requirement is not met, the student will not be promoted (cannot pass) to the next grade level unless they enroll in summer school courses or repeat the year, depending on the number and type of failing courses.

RESIT EXAM PROCEDURES

The following procedures will be followed for re-sit exams:

1. After the final exams, Skoolee is locked for teacher input 3 days after final exams and 5 days before report cards are generated. The list of students who have failing grades will be identified. Students who have failing grades "F" in any three or more subjects will not be promoted. The list of students who need to take re-sit exams will be determined according to the following guidelines:
    a. Failing one or two required core courses (English, Arabic, Islamic Studies, Holy Quran, Arabic Social Studies in grades 9 & 10).
    b. Failing any class which will prevent the student from meeting the graduation requirements.
    c. Re-sit exams are not offered for performative courses such as Physical Education, Art or Music, in which there are not any mid-year or final exams. Failing any of the performative courses will require the student to consider his/her course selection to fulfill the graduation requirements.
    e. In case of failing a non core subject, students will make up the lost credit the following year.

2. The list of students who failed their school year and those who have re-sit exams is shared with the Admissions Department in June before releasing the report cards.

3. Before releasing the report cards, the division administration will communicate with the parents to inform them of the school decision, i.e. failing the school year/student retention OR eligibility for re-sit exams.
4. Students will have an option of doing their re-sit exams in June. June re-sit exams will be scheduled immediately after the conclusion of the final exams and before distribution of report cards. Students are expected to be present on the day of the re-sit exam, travel schedules must be arranged accordingly. There will be no make-up days for re-sit exams.
5. In case the student passes the re-sit exam, the grade will not be placed on the final report card; instead, the report card will be changed to reflect a year average of 60% in the failed course – 60% being the highest grade a student may achieve for a failed course. Adjustments or changes to the student's transcript/report card, following the re-sit exam, will be conducted by the office manager, reviewed by the Principal and then approved by the Director.
6. Students must earn an annual passing grade in all core subjects in order to be promoted. If they do not earn a passing grade, they will not be promoted to the next grade level.
7. The results of the re-sit exams and school decision will be communicated with the Admissions Department right after releasing the grades in June. Parents will be also called to communicate school decisions, (to receive final report card/sign conditional promotion).

Additional Considerations for High School Resit Exam Procedures

1. Any student with a second failing grade "F" in math or science in will automatically be be required take the re-sit exam. Failing either of these re-sit exams, in math or science, will result in students taking a summer course.
2. It is strongly advised that travel plans be scheduled for after the final report cards are picked up from school each year. Appointments for students with failing grades are arranged before report cards are released. If travel plans prevent discussions about appointments and study materials, this will be noted in the final report card. Students will still be required to meet the re-sit exam requirements regardless of their travel schedule
3. If a student does not successfully pass a course, the counselors will meet with the student and parents to discuss the steps that their child must take in order to fulfill requirements for credit recovery. *This does not apply for Ministry required courses: Arabic, Islamic/Quran, or Arabic Social Studies. Parents (or designated family members) and students will sign the appropriate agreement forms. Counselors will make copies for the parents and retain the original forms for student records.
4. Students who fail the first semester of a year-long course will continue the course. Should their second semester scores bring their final grade to passing, they will be given full credit for the course. Students failing in the first semester will work with the counseling office during the second semester while on credit recovery.
5. Students who fail to meet all the promotion requirements may be permitted to repeat their grade level. Any student failing three or more courses will automatically be retained in their current grade without the option to re-sit exams. A student may be retained only once during high school. If at any other point in high school a student fails 3 courses in one year again, they will be asked not to return to BBS.

Conditional Promotion Protocol

Different student cases necessitate a critical evaluation by the school administration before deciding to promote a student to a higher grade, especially if the student does not meet one or more of the key promotion criteria. These criteria include: (1) Academic Promotion Requirements, (2) Regular Attendance, and (3) Acceptable Behavior Record. The academic

promotion criteria for each division are clearly outlined in the Parents and Student Handbook. Any conditional promotion must be approved by the School Director.

The following standards and guidelines for conditional promotion will be considered:

a. Attendance: School Attendance can potentially influence not only students' academic achievements but also their success in colleges/universities and life. Students are accordingly expected to maintain regular school days and course attendance, and to reflect engagement, motivation, self-discipline, and effective work habits.

A conditional promotion for attendance will be considered in the following cases:

1. Receiving an Attendance notice/warning in one or two courses. "Attendance Notice/Warning letters" are given when reaching respectively: 5, 10 and 15 unexcused absences.
2. Having a record of 15 or more unexcused absences.

b. Academic Promotion Requirements: The academic promotion criteria for each division are stated clearly in the HS Guide. Conditional promotion will be considered in the following cases:

1. If the student fails one re-sit exam in a required subject. This does not apply to core subjects (Arabic, English, Islamic Studies & Holy Quran, and Arabic Social Studies) where failing the re-sit exam would prevent the student from being promoted.
2. Should the student fail two of his/her assigned re-sit exams in required subjects, he/she cannot be promoted, hence, cannot be eligible for conditional promotion.
3. The school administration reserves the right to consider a conditional promotion for students whose overall academic performance remains at 60%.

When a student is placed on Conditional Promotion for a second consecutive year, the report card will indicate this status as 'Promotion on Probation.' Students under this designation may be blocked from re-enrollment at BBS effective from the first day of the subsequent academic year."

BEHAVIOR GUIDELINES AND EXPECTATIONS

General School Behavior Expectations

Students are expected to do the following in order to be successful in high school this year:

- Arrive to school and classes on time
- Wear proper school uniform
- Come prepared for all classes
- Speak respectfully to all BBS staff /adults and fellow students
- Take proper care of school property
- Have a hall pass to be in corridors during lesson time
- Only one student can leave the class at any given time with a hall pass from their teacher
- Take only the time you need for restroom breaks. More than 10 minutes will be considered skipping class.
- Not to eat or chew gum during lesson time
- Adhere to the school ban on mobiles on school property according to the Ministry's policy.
- Walk (not run) in the building
- Leave school only with written authorization from the Nurse or the Student Services Office
- Not to enter the theater and storage areas without an accompanying teacher or written authorization
- Keep the school environment clean and free of litter
- Line up in an orderly way when buying food from the canteen (use KNET for payment)
- Follow all the rules of any special area such as the mosque, the media center, the gym, the science labs, the theater, the clinic, the makerspace
- Follow exam rules
- Follow classroom rules set by teachers
- Adhere to the no smoking policy
- Bring water to school. Ordering and bringing any other beverages to school is prohibited. If found, they will be confiscated.

Dress Code

- School uniforms must adhere to certain standards: they should be clean, neatly worn, and properly ironed. Additionally, it is important to note that tight-fitting clothing does not meet our school's uniform criteria. It should allow for free movement without revealing body contour. This ensures a uniform appearance that reflects our school's values of professionalism and respect for a conducive learning environment.
- BBS short sleeve or long sleeve shirt, BBS pants or shorts, sweater or jacket or approved class/group shirts or High School BBS jacket. BBS shirts must be worn with the zip-up BBS jackets/sweaters. Nothing else is acceptable.
- Shoes or sneakers of any color are acceptable. For safety purposes, bedroom slippers, sandals, or Crocs™ of any kind are not allowed. All shoes must have backs.
- Hats are not part of the school uniform and therefore should not be worn in the classrooms. However, they may be worn outside the classrooms.
- Students should always be in their school uniform. If they have a PE class or they are participating in any sports activity during or after school, they should change before and after that activity. No excuse will be given for being late to any class because of changing or showering after any sports activity or PE class. On Free Dress Days, students should wear clothes fitting for PE class if they have PE on that day otherwise they will not be able to participate in PE class and will lose points for the day.
- Violations of the uniform code will be logged in the student's Skoolee Discipline File
- Please be aware that students must be in complete uniform **(BBS SHIRT AND PANTS/SHORTS)**. This will be checked at the gate every morning by the Leadership Team and by teachers in the classroom. If a student arrives at school/class out of uniform he or she will be asked to have their proper uniform delivered to school immediately while they wait in the reception for it to come before being allowed to go to class. Students who are not in full compliance with the uniform requirements will face consequences.
- Girls should not be wearing make-up to school to ensure that the focus remains on their academic achievements and personal development rather than on their appearance.

Vandalism

- BBS invests in a well maintained and clean campus to ensure a pleasant learning environment for all students. In return, it is expected that the members of our community acknowledge that the campus is a shared space and behave respectfully.
- Students found destroying/damaging school property or invading the personal space of another student will be automatically suspended out of school
- Vandalism includes any destructive behavior that results in damage to school property. This includes but is not limited to drawing on walls in hallways, bathrooms or classrooms, placing stickers on school property, ripping or writing on school bulletin boards, invading the personal space or another student (this includes throwing food or drinks on another student, for any reason).
- Students will also be expected to pay to have any damage repaired. Parents and students need to understand that the school takes this issue very seriously and will take firm and appropriate action against any student who defaces or destroys school property or invades the personal space of another student.

Money and Valuables

- Students are advised not to bring money or valuables to school. The school will not assume responsibility for money or possessions lost or stolen at school.
- Any in-school activity must have the approval of SLD and the Principal.
- Clubs that raise money must maintain an account with the business office arranged through the Student Life Department.

Lost and Found

- Student belongings (laptops, books, copybooks, jackets, PE uniforms, bags, etc.) must be clearly marked with the student's name. The school does not accept any responsibility in the event of any damage or loss
- A report should be made to the Assistant Principal office whenever something is lost
- Items found should be delivered to the Security Office
- If cameras need to be checked, permission must be obtained by a High School Leadership Team member

Public Displays of Affection

- We live in a conservative society, and it is important that we adhere to the cultural norms of Kuwait
- Students must refrain from touching members of the opposite sex, even if it is simply a friendly gesture
- It is never appropriate for boys and girls to hug, hold hands, sit on each other's laps, etc.
- All areas around the school are under camera surveillance. Administration will take serious measures if these actions were seen around campus.

Bullying

- BBS has a zero tolerance policy on bullying. This includes but is not limited to racial remarks or unwanted touching or name calling.
- Any student found to be engaging in this sort of behavior may be subject to up to a 3 day out-of-school suspension.
- A non-aggression agreement letter needs to be signed.
- Repeated offenses may result in the student not being invited back to BBS.

School Deliveries

- Parents and Students should be aware that deliveries to the school will not be accepted unless they are one of the following: School uniform, projects, eyeglasses, or medicine
- All other deliveries will be refused and asked to be returned. Anything left in the office will be discarded. The school will not assume responsibility for the safety of any items delivered for students.

Smart Watches

- Students are discouraged from bringing smart watches to school and it is up to the teacher's discretion as to whether smart watches are allowed in the classroom.
- Smart watches are not allowed to be worn during quizzes/tests/exams. They will be confiscated.

Mobiles

- **According to the ministry rule, mobile phones are not allowed on campus.** Students found with a mobile, during class time or passing time, whether in class, homeroom, hallway or bathroom, etc. will have their mobile turned into the office, with the SIM card intact. Students who do not adhere to this policy are subject to consequences.
- The consequences for mobile phone use will be as follows:
    - First time: Phone is taken and returned to the students 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 Dean of Student Affairs' Office every morning upon arrival to school
- Students may use the school telephone for EMERGENCY calls, before school, during lunch, and after school. Calling to ask for authorization to go to a friend's house is not an emergency.

Smoking/Vaping

- Students and Parents should be aware that BBS is a smoke-free, vape-free campus.
- Any student found to be smoking or vaping on school property or found with tobacco products or related materials (lighters, matches, cigarette papers, pipes, tobacco, vapes or vape cartridges, etc...) will receive an out of school suspension.
- Parents of students who are suspected of smoking on campus will be notified.

Elevator

Students who have injuries are allowed to use the elevator if they submit a medical note to Ms. Farah Awaida (Grade 9/10 students) or Ms. Zeina Dalli (Grade 11/12 students) to receive an elevator pass. A deposit of 50 KD needs to be paid to receive the elevator card and will be reimbursed once the elevator card is returned to Ms. Farah or Ms. Zeina at the end of the injury period. Elevator cards cannot be shared with other students and if they do, they will receive an in-school suspension.

Crisis Management Procedures

Al-Bayan Bilingual School has evacuation, fire drill, and safe-haven procedures in place in case of emergency. These are practiced with students in accordance with MOI and school schedules.

Posting of Paper Flyers

Message boards and bulletin boards have been placed throughout the school. Any school organization wishing to post information flyers must use these to do so. Posting of any outside advertising flyers within the school on walls, lockers and windows is banned.

Free Dress Days

Students are expected to comply with school rules on appropriate dress even during school free dress days or Spirit Week/Theme Dress Days. Any students wearing inappropriate clothing will be asked to have proper clothing delivered to the school. Any student dressed in free dress on a Spirit Week/Theme Dress Day will face the same consequence. Determination of whether or not an outfit is inappropriate is decided by administration. This includes, but is not limited to*, inappropriate slogans/images on shirts/pants, pants or tops that are too tight or show too much, including shoulders and cleavage, short skirts/shorts, or see-through clothing.* Please ensure that students bring clothes appropriate for PE class if they have a PE class on a Free Dress Day.

Gifts

It is important to appreciate staff for their efforts with students throughout the year. Gifts to school staff are not to be made if they are over 20 KD. Parents and students are requested to abide by this. The school maintains a gift-giving policy. In relation to students and parents, staff members may not give/accept gifts to/from students or parents with the exception of perishable items such as flowers and food items. Furthermore, recipients of unauthorized gifts have an obligation to hand such gifts over to division principals to be returned to the parents or students.

Lockers

Students are responsible to keep their personal items secured. Lockers are available and can be assigned to students via the Assistant Principal Office. If a student or parent wishes for their child to use a locker, they must provide a lock.

The school does not accept any responsibility in the event of any damage or loss.

Parties and Celebrations/Food related activities

Food related activities during the school day and/or birthday parties or other celebrations are not permitted on campus. No events, including food, are permitted without **administration approval.** Delivery of food, coffee, etc, is not permitted. Students arriving with drinks (e.g. coffee) from outside vendors will be required to dispose of these items before entering campus.

End of Year Procedures

Students must comply with the end of year procedures. These include returning all media center books and other reference material and textbooks, clearing their lockers, desks, etc. Charges will apply to lost or damaged items.

DISCIPLINE POLICY

Introduction

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:

- ✔ 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, 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. See the section on Academic Integrity.
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 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.
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 primarily the number of merits and demerits recorded on the student's discipline record. The following table defines multi-tier levels and their respective interventions:

Tier Level	Discipline Status	Disciplinary Interventions
Tier 1 **(Low-Level Behavioral Contract)** **4-5 weeks** **(subject to teacher discretion)**	These demerits do not entail major disciplinary infractions that require an out-of-school suspension. ***The student who reaches 10 demerits assigned by two teachers or more will be moved to Tier 2.***	The teacher redirects student behavior, through positive reinforcement, discussions and communication with parents. After several warnings, should the student's negative behavior persist, a demerit is recorded on Skoolee. The student is assigned a low-level behavioral contract by the teacher or administrator. Follow-up by the teacher & dean of students. Possible detention assigned by the teacher.
Tier 2 **(High-Level Behavioral Contract)** **4-5 weeks** **(subject to leadership discretion)**	Any student who is assigned an out-of-school suspension is automatically placed on Tier 2. ***The student who reaches 20 demerits assigned by two teachers or more will be moved to Tier 3.***	The student is assigned a High-level Behavioral Contract. A parents' meeting will be held with the dean of students or administrator. A follow-up plan will be set and implemented. The dean of students will follow-up with the student, with the support of counselors or the educational psychologist. *Any student who receives an out-of-school suspension will be required to follow a restorative plan with the school counselor.
Tier 3 **(Behavioral Probation - Commitment Letter)** **4-5 weeks** **(subject to leadership discretion)**	Any student who is assigned 2 or more out-of-school suspension is placed on Tier 3, or has exceeded 20 demerits assigned by two teachers or more. ***The student case can be referred to the division discipline committee.***	The student is placed on Behavioral Probation Contract, and receives a commitment letter. A parents' meeting will be held with the school principal/assistant principal. A follow-up plan will be set and implemented. The assistant principal will follow-up with the student on the plan, with the support of the dean of students, counselors or the educational psychologist.

Further, it is important to note the following:

- Any student placed on a high-level behavioral probation contract will be conditionally promoted to the higher grade-level, should the student fulfill the academic and attendance requirements for promotion. A student cannot be conditionally promoted twice within the same division.

- ***The students placed on a 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 Students	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

Detentions

Students serve detention during second recess. Parents and students will be informed through Skoolee.

Detention location will be determined by the assistant principal and monitored by faculty.

Students who do not attend an assigned detention will have further consequences; including a possible out of school suspension**.**

Out of School Suspensions

When a student is suspended from school, they will be placed on Behavior Probation and parents will be informed by phone and a conference will be requested in order for the student to return back to their classes.

All relevant staff will be notified of a student's suspension.

Parents and Students should be aware that all suspensions become part of a student's permanent record. Students will not be academically penalized during a period of suspension from school; however the school has to inform universities that request student records of any suspensions.

AL-BAYAN BILINGUAL SCHOOL

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مدرسة البيان ثنائية اللغة الخاصة

ص.ب. 355،
حولي 32004، الكويت
هاتف: 22275000 (965+)
فاكس: 22275002 (965+)
الموقع الإلكتروني : www.bbs.edu.kw

Student Name: Homeroom:

HIGH SCHOOL BEHAVIOR CONTRACT 2026-2027

BBS Core Beliefs

- 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.

Class trips and special events are privileges, not rights. The high school administration has the authority to revoke approval for class trips or participation in special events due to unacceptable behavior. Students may participate in approved special events provided the following conditions are met:

1. Teachers have the authority to approve or deny participation in a class trip or special event based on a student's behavior in their class.

2. Any student failing two or more courses will not be allowed to participate.

3. Any student who has more than six unexcused absences in any subject during the year will not be allowed to participate in class trips or special events. *Exception: three absences in Islamic Studies/Quran or Arabic Social Studies.*

4. Any student who has more than ten unexcused absences in any non-exam course (e.g., Music, Drama, Art) will not be allowed to participate in class trips or special events.

5. Any student with more than six tardies per class per semester (three in a one-credit course) will not be allowed to participate in class trips or special events.

6. Any student placed on Tier 1 Probation, as outlined in the BBS High School Guide, will not be allowed to participate in class trips or special events.

By signing this contract, you agree to adhere to the guidelines set forth. You also understand that failure to comply with these guidelines will result in the revocation of your eligibility to participate in class trips, special events, and athletic teams.

Student Signature: Date:

Parent Signature: Date:

ATTENDANCE POLICY

Introduction

School Attendance is a pillar of students' school life that can potentially influence not only students' academic achievements but also their success in colleges/universities and life. Regular attendance and positive school engagement reflect students' motivation, self-discipline, and work habits. Hence, students are highly encouraged to maintain a positive attendance record. Either coming late to class or being absent disrupts the academic progress of not just the individual student but that of the entire class.

Attendance General Expectations

Regular attendance is a key driver to any student's academic success. In fact, attendance and student's educational attainment are interrelated on many levels:

- Missing classes will influence understanding and acquisition of important academic standards
- Positive attendance and engagement in classroom sessions enables:
    - Developing important life skills of teamwork, communication, problem solving, etc.
    - Building relationship with teachers and peers
    - Reinforcing academic skills through questioning and checking for understanding, and requiring support of teachers.

Regular and positive attendance is a pillar for a successful school life; hence, parents and students are kindly requested to respect the following expectations:

- Students will only be absent when it is impossible for them to be in attendance. In case of absence, it is important that parents contact the school prior to, or on the day of the student's absence from school by 8:00 am.
- All students' attendance records are recorded on Skoolee. Parents and students are responsible for checking their Skoolee records on a regular basis.
- Every school day counts! It is disruptive to the educational program if families request that their children leave school early, or miss school time before or after a holiday or school exams/assessment. Students are expected to attend school for scheduled exams/ assessments and before holidays and stay the entire day.

Definitions & Types of Absences

Absences will be labeled as either Excused or Unexcused.

- Excused Absence (AbsE): this relates to absences due to medical reasons, or special travels for medical reasons/sibling's graduation/non-BBS competition or conference. This type of excused absences must be approved by the HS admin upon submission of relevant documentation.
- Excused Absence (Abs0): this type of absences does not count into the total absences. Those absences are school-related absences such as participation in school athletic trips, or sitting for standardized tests or attending appointments at the Ministry. Further, the absence must meet one of the following requirements and have the proper official documentation.
    - TOEFL/IELTS Test (with documented appointment emails and test scores after the test result is out) - only once for AbsO
    - Driving License Appointment (with required documentation)
    - Funeral (Immediate Family) - Parent must speak with administration
    - Citizenship Ministry Appointment - (with required documentation)
    - Visa Appointments - (with required documentation)

    - School Trips/Activities/Events as approved by administration
    - Language tests such as Duolingo
    - University entrance exams
    - National Team Tournaments
- Unexcused Absence (Abs1): any absence that is not related to any of the above-mentioned domains is considered unexcused. Any incident of skipping a class will be treated as unexcused absence, and will entail additional consequences as identified in the behavioral protocols. Arriving to class 15 minutes late will be considered an unexcused absence.

Submission of Absence Documentation

Parents or guardians must notify the High School Office by phone or email **within 48 hours of a student's absence.** Any documentation supporting the absence must be submitted to the Student Services Office **within two (2) school days of the student's return to school.**

The Principal reserves the right to determine whether an absence will be recorded as excused or unexcused, in accordance with Article Thirteen of the Ministry of Education Absence Policy. The school also reserves the right to verify the authenticity of any documentation submitted.

Medical Documentation

To request that an absence be excused due to illness, parents must submit an official medical note issued by a licensed clinic or hospital. The medical note must:

- Be printed on the clinic's or hospital's official letterhead (or be an authenticated electronic medical report).
- Include the student's name and the date(s) of absence.
- Include the doctor's name, signature, and stamp.
- Include the clinic or hospital stamp.

Alternatively, parents may obtain the school's medical form to be completed, signed, and stamped by the attending physician.

If there is reason to question the authenticity of the documentation, the school may require parents to obtain verification from the Ministry of Health Authentication Department before the absence is approved.

Medical documentation must be submitted directly to the Assistant Principal Office. Documentation submitted only to the school nurse will not be accepted for attendance purposes, unless it is a confidential matter.

Medical Appointments During the School Day

Parents are encouraged to schedule routine medical, dental, orthodontic, or specialist appointments outside of school hours whenever possible. When this is not possible, parents must notify the High School Office in advance whenever feasible.

Students attending a documented medical appointment during the school day may have only the time reasonably required for the appointment and travel recorded as an excused absence.

Medical documentation for a partial-day absence must include:

- the student's name;
- the date of the appointment;
- the appointment time;
- the doctor's name, signature, and stamp (or authenticated electronic equivalent).

Students are expected to attend school before and/or after the appointment whenever possible.

The Principal reserves the right to determine whether a partial-day absence will be recorded as excused or unexcused.

Leaving School During the School Day

If a student needs to leave school before the end of the day, a parent or authorized guardian must check the student out through the High School Office or Nurse's Office.

If the student returns to school later that day, the parent or guardian must check the student back in through the High School Office.

Students may not leave campus without permission. BBS is a closed campus, and students may not leave school during the day (for example, for lunch) and then return.

Students leaving school without authorization will receive an unexcused absence and may be subject to disciplinary consequences.

Assessments and Medical Appointments

Students are expected to attend all scheduled summative assessments.

Students will **not** be permitted to leave school to avoid a scheduled assessment. If a documented medical appointment conflicts with a scheduled assessment, the administration will determine whether the absence is excused and whether the student is eligible to complete a make-up assessment in accordance with the school's Assessment Policy.

Attendance Recording

Students must attend **at least one-half of a class period** to be marked present for that period.

Attendance records for partial-day absences will reflect only the periods missed.

Consequences for Excused Absences (Per Class) - According to Ministry Policy

Regular attendance is essential for academic success and continuity of learning. The following guidelines outline the maximum number of absences permitted before a student is subject to dismissal from school:

Student Status	Maximum Allowable Absences	Action Taken	Notes
Healthy Student	25 days	On the 26th absence, the student will be dismissed and considered failing.	Both excused and unexcused absences are included unless a valid excuse is provided.
Student with Chronic Illness	60 days	On the 61st absence, the student will be dismissed and considered failing.	Unexcused absences are still included in the total.

Student with Incurable Illness	85 days	On the 86th absence, the student will be dismissed and considered failing.	Unexcused absences are still included in the total.

📌 *Note: Parents are strongly encouraged to monitor their child's attendance closely. Absences without a valid excuse will be included in the total number of days. Exceptions for medical or emergency situations must be formally documented and submitted to the school administration within 48 hours of the absence.*

Consequences for Unexcused Absences (Per Class) - According to Ministry Policy

- **5th unexcused absence:** Warning sent to Ministry of Education and student is placed on Attendance Probation
- **10th unexcused absence:** Warning sent to Ministry of Education and the student meet with an Assistant Principal/Principal and parents
- **15th unexcused absence:** Warning sent to Ministry of Education and student will not be allowed back to school the following year. Students will not be allowed to go on international trips or class field trips or be involved in any school clubs or sports teams. Students will lose credit in the class and will be required to take summer school for core classes.

Procedures for Beginning of School Day

- High School Students may enter the school in the morning through Gates 1, 2 or 6, until 7:35 a.m. Starting at 7:35, HS students can only be admitted on campus through Gate 1 (HS Gate).
- The first session starts at 7:20 a.m., any student arriving after that time will be considered 'late'.
- Students arriving on campus between 7:20 and 8:00 are required to join their classes directly (No need to check-in at the Receptionist's office within this timeframe).
- The Gate will close at 7:45 a.m.
- **Students arriving at school after 8:00 am will not be admitted unless parents have sent an email to administration a day before explaining the reason for lateness with documentation to ensure that the educational day is not disrupted.**

Late to First Session and Late to Class

A student is considered late when arriving to class after the beginning of class start time. This rule applies to all day sessions, including the first session of the day. Every 5 'lates' will accumulate into 1 unexcused absence.

A timeframe of 5 minutes between sessions is built into the day schedule to allow students to attend their next classes. Students are highly encouraged to be on time in order to be present when class starts.

Late Consequences (Per Semester, Per Course)

1-3 tardies	4 tardies	5 or more tardies
Handled at the discretion of the teacher. It could include:	• Parents will be contacted by the teacher	• Students will be referred to the Assistant Principal

• Speaking to the student privately • Contacting parents • The Grade Level Coordinator meets with the student • The counselor meets with the student	• Teacher will notify administration of parent contact	• Parents will be contacted regarding a mandatory meeting to sign a commitment letter • Recess detention (at 6 tardies) • Out of School Suspension (at 12 tardies) • Every 5 tardies will be counted as 1 unexcused absence in the students' record

Skipping Class

Any student who is on campus, but not attending a session will be considered 'skipping'. Skipping will be registered by the teacher as 'unexcused absence' when a student does one of the following:

- Is absent from class without the knowledge of their parents/guardian
- Participates in an unauthorized skip day
- Leaving school without a pass from the high school office/receptionist
- Is absent from class without a pass from their teacher
- Does not go to the place they have a pass to go to
- Does not go to a mandatory assembly
- Is found in an unauthorized area
- Is found in the "bakala" or "Gia Cafe" across the street during class time

An incident of 'skipping class' will result in the student serving an Out of School Suspension. Parents will be notified through a phone call.

Five or more incidents of skipping will result in 'not inviting the student back to school the following year'. Further, the parents will be called to a meeting to discuss the student's attendance, and a commitment letter will be signed. Skipping classes can also impact a student's membership in a school team or student organization, and participation in field trips or international trips

Students will not receive extra time on their assessments/assignments if they were found skipping class. If students skip a class they will receive a 0% on any missed assessments/assignments..

Attendance & Membership in Sports' Teams and Students' Organizations

Regular attendance & positive discipline can guarantee student's membership in the school team, as they are key for developing one's talent, and contribute positively to the team spirit and team work.

In contrast, irregular attendance/discipline record can result with the following:

- A first warning is given to students in Sports' teams when accumulating 3 unexcused absences in any of their courses.
- The student will be disqualified from the team when reaching 5 unexcused absences in any of their courses.

Considering the best benefit of students and valuing their efforts, disqualified students may be re-admitted into teams after displaying regular attendance and positive conduct after a term ends (9 weeks).

Attendance and Educational Attainment

At BBS, we are confident that students' sense of commitment and responsibility towards their learning facilitates the mastery of academic standards. In that spirit, the late submissions of formative work are offered to students as opportunities for them to demonstrate their learning. Nevertheless, late work submissions are privileges and not rights.

Late work submissions will not be offered to students who do not demonstrate regular attendance; in particular:

- Students exceeding 5 unexcused absences will not be offered such privileges, especially when a student is displaying reluctance to maintain positive attendance in class.
- In contrast, we value student effort and recognize improvement in attendance; hence, the teacher might decide to offer such privileges should the student invest efforts in improving his/her attendance within 9 weeks (one term).
- Students who are on "Attendance Intervention Probation" (9 unexcused absences) will strictly not be allowed any late work submission.

Further, it is important to note that an overall 10% of the student's course grades during each semester can be lost due to accumulated 'lates' and unexcused absences.

Multi-Tiered System for Promoting Attendance

A multi-tiered system is adopted for promoting positive and regular attendance among students, and for supporting students who have increased and concerning tardiness and absenteeism. The success of this system relies on the collaboration between all stakeholders: students, parents, teachers, counselors and school administrators.
In particular, students are highly encouraged to:

- Invest efforts in maintaining regular attendance
- Communicate any concerns/challenges preventing continuous and regular attendance with teacher
- Always inquire about ways for making up of missed academic standards
- Reflect commitment and positive school life habits:

Similarly, parents are encouraged to:

- Monitor child's attendance records on Skoolee
- Discuss attendance expectations with child
- Support and facilitate child's regular school attendance
- Follow-up with child on attendance and positive school life habits
- Be available for emails or phone calls by teachers or school administrators

Summary of Important Notes:

- 5 Lates = 1 unexcused Absence
- 15 unexcused absences in a course = Loss of credit in the course (summer school is required if it is a core course)
- 15 unexcused absences + 10 excused absences in a course = Loss of credit in the course (summer school is required if it is a core course)
- Students tardy to class will not receive extra time to complete assignments or assessments. Some assignments (discussions, debates, etc.) cannot be made up if missed due to tardiness.
- After 5 unexcused absences , the academic standing of a student will be jeopardized. Excessive absences increase the chance students will fail the course due to excessive missing work.

- Students placed on Attendance Probation may not be given the same make-up opportunities. They will need to attend class to complete their work.
- Students who reach 9 absences in a semester will be placed on an attendance contract that will require students to be in class to complete summative assessments or they will be given a 60% on the assessment. Continued absences could jeopardize credits and enrollment for the following year.
- Parents will be requested to attend a meeting with the Principal or Assistant Principal or sign a letter when a student reaches 10 absences in any class. Regardless of that meeting or letter, students will automatically be placed on probation when absences reach 9 and contract upon reaching 13 absences in any class.
- Students who have an unexcused absence for more than 15 times in any class may lose credit regardless of the grade earned in the class.

GENERAL MATTERS

School Clinic Operations

Special Health Conditions:

According to the circular issued by School Health Services (Kuwait's MOH), parents of students with any special health condition must provide the school nurse with a medical report detailing the student's condition, and including the treatment plan. Medical information should be updated annually by filling out the form sent to you by the nurse.

Annual Check-up:

Weight, height, and body mass index (BMI) measurements will be conducted for all students, and referrals will be given to those who are overweight to specialized clinics by the school health physician.

Coordination with the Ministry of Health Vaccination Team:

The school will collect "Vaccination Notification" forms from parents and then administer vaccines to Grade 12 students. Please ensure that you sign the notification form, whether agreeing or declining, immediately upon receipt, and return it to the school.

School Health Campaign for Early Detection of Hypertension:

Blood pressure measurements will be conducted for Grade 10 students, and those found to have high blood pressure will be referred to specialized clinics by the school health physician.

Clinic Policy:

Due to the increasing number of students visiting the school clinic for minor issues that can be addressed without missing classes, and while the health and comfort of our students remain our top priority, we are also committed to ensuring they receive the best possible education. The clinic policy is as follows:

- **Health Awareness:** We will prioritize health education to enable students to understand preventive measures and practice self-care. Our goal is to equip them with the tools necessary to maintain good health at all times.
- **Medication Administration:** The school clinic will strictly adhere to prescribed medication schedules. No medication will be given without a prescription unless deemed necessary by the nurse, not the student. Some students may insist on requesting and taking medication to justify their visit to the nurse! It is also essential for parents to provide clear instructions when bringing any medication to be administered during school hours.
- **School Cafeteria:** We encourage our students to purchase food from the cafeteria only during breaks. It is prohibited to buy food during class time. If there is a need to take medication, the clinic will provide the student with a light snack (e.g., biscuits).
- **Reducing Clinic Visits:** Students will be encouraged to seek medical care only when they are genuinely unwell. The nurses will assess each case to determine its seriousness.

Notifying Parents of Student Visits to the School Clinic:

When any student visits the clinic, the nurse will enter the data into the Skooly system. Please download the Skoolee app on your mobile phones and enable automatic notifications to receive updates from the nurse at any time. You can also view your child's clinic visit history through the Skoolee website – under your child's medical file.

The school nurse will keep a record of students who frequently visit the clinic without need. At the end of each month, the nurses will provide stage managers with a report on these students, including the student's name, class, complaint, and date and time of the visit.

If the student exceeds the maximum number of unjustified visits, we will notify the parent via email. If the unnecessary visits persist even after informing parents, the student will not be allowed to go to the clinic, instead the nurse herself will go to check on the student at the Assistant Principal's office, if needed.

Contacting Parents:

The nurse will contact you only in the event of an injury/illness requiring treatment/follow-up outside the school clinic. For other visits, details will be entered into the Skooly system under daily cases, and you can access them through your child's medical file.

Submitting Sick Leaves:

High school students must submit their sick leave to the school administration – the attendance officer – and not to the clinic.

Fever:

Any student with a fever over 38°C must be sent home.

Clinic Permission to Leave:

Students may check out from school via the clinic only in cases of illness/injury or medical appointments. The absence will be considered unexcused unless a medical report is provided.

Phone Calls from the Clinic:

Students are not allowed to make phone calls from the clinic unless for medical reasons. The nurse must speak with the parent first.

Parent Contact Numbers:

The nurse will not be able to grant permission for a student to leave school if the contact number is not recognized in the school records.

Wheelchair Use:

If a student needs to use a wheelchair throughout the school day and for more than one day, they must bring their own wheelchair and provide a medical report specifying the type of injury and the duration of treatment/need for rest.

Elevator Use:

To obtain an elevator key, the student must provide a medical report specifying the type of injury and duration of use and pay a deposit of 50 KD on Skoolee.

We hope these changes will enhance our students' academic experiences and allow our clinic nurses to focus on the most important health issues, should they arise. Rest assured that our clinic is always available and ready to provide the necessary care in emergencies or serious health concerns.

We hope for your support in explaining these changes to your children and encouraging them to take responsibility for maintaining their health. We believe that fostering a sense of independence and self-care is important not only during their school years but throughout their lives.

Thank you for your understanding and cooperation in ensuring the well-being and academic success of our students. We wish you continued good health.

ACTIVITIES & RESOURCES

BBS is proud to be able to offer a range of activities and resources to our students. This includes academic activities as well as extracurricular after school opportunities. Students should be aware of the requirements to participate in school activities and sports.

Eligibility to Participate in School Activities Policy:

Al-Bayan Bilingual School considers participation in school activities as an important part of developing the whole student and a good indication for universities that students manage their time well between the requirements of school and extracurricular activities.

1. **Activities:** In order to participate in any school activity, students must meet the guidelines listed under "Eligibility to Participate in School Activities Policy" above.

Activities and Clubs: The goal of participating in activities and clubs is to help students develop interests beyond academic studies, broaden their perspectives, and provide them with opportunities for effective and enjoyable use of leisure time. A range of activities and clubs are offered at BBS such as the following:

- **Hand in Hand:** This club is offered for students to work hand in hand with each other in order to perform various service learning projects to help each other and their school and/or local community.

- **Student Council:** The Student Council has a faculty advisor. Student Council serves as a vehicle for students leadership, to exercise effective leadership, character, communication, responsibility and citizenship, and be able to address concerns coherently, sponsor school activities and service projects, and accomplish tasks efficiently.

- **Al-Bayan National Honor Society:** Al-Bayan is proud to have an active chapter of the National Honor Society. The NHS faculty council of the high school grants membership to this society. Students in grades ten, eleven and twelve can qualify for membership. Selection of new members takes place every year in October. Selected members are inducted in a special ceremony. Criteria and process of selection is based on the NHS constitution.
    - NHS Handbook: Please click here
    - NHS selection criteria: Please click here

- **Publications:** Students volunteer in helping to develop the yearbook, school newspaper and other school magazines.

- **Field Trip Experiences**: Educational trips provide students and teachers with opportunities for learning and teaching beyond the classroom. A letter is sent to parents to secure their written approval for their children to participate in every trip.

- **Sports Teams**: BBS offers a range of athletic teams for both our male and female students, including **JV** and **VARSITY VOLLEYBALL**, **BASKETBALL**, **SOCCER**, **BADMINTON, SWIMMING** and **TRACK** & **FIELD**.

- **Non-sporting teams**: Various teams are provided for students including **SPEECH & DEBATE**, **ACADEMIC GAMES**, and others. Students are encouraged to develop and lead their own clubs, in collaboration with their teachers and the Student Life Department.

- **Week Without Walls:** Students will have the opportunity to spend a couple of days in an organization to experience first-hand what it takes to pursue that job as a career.

Participation in these activities should not be a hindrance to a student's academic success. Participation in school activities, including travel is subject to a student's behavior, attendance, and academic record at school. It should be noted that the administration has the final say with regards to permission for student participation in an activity. If a student cannot travel due to a behavior, attendance or academic deficit, the school may not be able to refund the trip fees already paid.

2. International Trip Experiences

We have a golden opportunity at BBS to travel to countries around the world to learn and live through intercultural experiences in order to transform student character and fitness levels.

- Types of international experiences: Sports tournaments, camps, community service, Week without Walls, educational trips, MUN conference trip, etc.
- The expectations on those trips:
    - Reflecting BBS ethos and values at all times
    - Being a role model
    - Demonstrating respect, sportsmanship, service and active engagement
- The eligibility criteria:
    - Good behavioral record (no suspensions)
    - Good attendance record
    - The Leadership Team has the final say with regards to permission for student participation in an activity considering the best benefit of the student and behavior/attendance/academic record.
    - The number of international trips that can be attended will be based on number of missed school days

3.. High School Resources: There are various resources offered to support student success.

- **The High School Media Center**:
  The purpose of the High School Media Center is to ensure that students are effective information users. The center offers the student an open access atmosphere that promotes inquiry, creativity, self-direction and ability to find and use information. It provides supplementary material to support classroom instruction and encourages reading and enjoyment of literature. Technology has been effectively integrated with the use of networked personal computers for user access to the Online Public Access Catalog (OPAC), materials circulation, multimedia resources and Internet. Please find more about the Media Center at https://bbs.portal.medad.com/

- **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. They align with the constructionist approach because they give an opportunity for students to construct the knowledge through experience, rather than only being developed through transmission of information from teachers to students. Additionally, they provide learners with opportunities to develop and represent understanding through the process of producing a meaningful artifact. The first section in our makerspace is a 3D section which includes 3D printers and laser cutters. The second section is a technology section which includes Robotics, microcircuits, drones, Raspberry Pi and iPads. The third section includes three sewing machines and woodwork.

- **School Counseling at BBS:** The High School counselors provide services to the students in Grades 9-12. Counselors help students with: Social/emotional, developmental, academic, and college and career counseling. They monitor and assist students based on their individual needs while making appropriate referrals to school and outside resources. Counselors arrange meetings with parents to help support children both at home and at school. Parents are encouraged to make an appointment with their child's counselor to discuss specific concerns, anytime, through the Counseling Office Administrative Assistant.

- **University Visits:** All graduates from BBS go on to post-secondary institutions, mainly to the UK and USA and also locally. To better prepare students, the counselors arrange visits from American and local university admissions officers right here at BBS. During these visits, the students are able to meet with and receive contacts with some of the most prestigious universities in the world. Students can sign up for university visits via BridgeU.

- **External Standardized Testing:** The counselors arrange and supervise external standardized tests including the PSAT, SAT I, and Advanced Placement (AP) exams here at BBS. They also provide information about where students can prepare for and take the IELTS and TOEFL exams, in Kuwait.

- **Teaching and Learning Center at BBS:** BBS has Instructional Coaches (IC) in order to support teachers to transform how students are taught and, by extension, how they learn. We must create classroom environments where our students become 'partners in the learning'.

CHILD PROTECTION POLICY

What is Child Protection?

Child protection means safeguarding students from any form of harm, including:

- Physical abuse
- Emotional or psychological abuse
- Harassment or exploitation
- Neglect
- Online abuse or cyber exploitation
- Harmful peer relationships, including bullying when it places a student's wellbeing or safety at risk

When Should a Concern Be Reported?

If someone notices that a student may be at risk, they should report their concern immediately.

Speaking up is an act of care—not an accusation.

A referral should be made whenever there is concern that a student's safety or wellbeing may be at risk.

Examples include:

- A student reports being harmed.
- Someone notices unexplained injuries.
- A student appears frightened or unsafe.
- Serious bullying or harassment.
- Threats, coercion, or inappropriate behaviour.
- Concerns about neglect or lack of supervision.
- Harmful online interactions or exploitation.
- A student expressing thoughts of self-harm or suicide.

How Can Students Ask for Help?

Students do **not** need proof before asking for help.

If something doesn't feel right, speak to a trusted adult.

Students can speak to:

- The High School Child Protection Officer (CPO) Ms. Athary Ajail
- Their School Counselor
- Their Homeroom Teacher
- Any trusted teacher
- A High School Administrator

Students may ask for help for themselves or because they are worried about a friend.

No concern is considered too small.

What Happens After a Referral?

When a concern is reported:

Step 1
The concern is received by the appropriate staff member.

Step 2
The information is shared with the High School Child Protection Officer.

Step 3
The Child Protection Team reviews the information carefully.

Step 4
The school conducts an initial assessment and determines the level of support required.

Step 5
Parents are contacted whenever appropriate and when doing so does not place the student at additional risk.

Step 6
Support plans are developed, which may include:

- Counseling support
- Safety planning
- Meetings with parents
- Behaviour support
- Ongoing monitoring
- Referral to external agencies when legally required

Every case is handled individually.

Child Protection Confidentiality

Many parents ask:

"Will everyone know about my child's situation?"

The answer is **no.**

Information is shared only with staff who need to know in order to protect and support the student.

BBS respects student privacy while fulfilling its safeguarding responsibilities.

Working Together with Families

Parents are our partners in protecting children.

We encourage parents to:

- Listen calmly when children talk about their worries.
- Take concerns seriously.
- Communicate openly with the school.
- Inform the school of any significant family or wellbeing concerns that may affect their child.
- Encourage children to ask for help whenever they need it.

Working together helps us provide the best support possible.

At Al-Bayan Bilingual School, we are committed to:

- Providing a safe learning environment.
- Listening to students respectfully.
- Responding to concerns promptly.
- Supporting students and families.
- Following international safeguarding standards and school policy.

Every student deserves to feel safe, valued, respected, and heard.

ACADEMIC LEARNING SUPPORT

Purpose and Philosophy

The Academic Learning Support (ALS) Department at BBS is committed to ensuring that all students, regardless of learning differences, have **equitable access** to the general education curriculum. Operating within a *mainstream, college-preparatory school model*, we uphold **high academic expectations** for every student.

Our purpose is to **bridge learning gaps** through individualized education plans (IEPs) and individualized learning plans (ILPs), offering **targeted interventions**, **skill development**, and **strategic accommodations** that promote independence, resilience, and academic success.

Multi-Tiered System of Supports (MTSS)

We implement a proactive, data-driven MTSS framework to support students at varying levels of need:

- **Tier 1 - Universal:** High-quality**,** differentiated instruction for all students within the classroom. Tier 1 is the responsibility of the classroom teacher and remains in place regardless of whether a student receives ALS services.

- **Tier 2 - Targeted:** small-group interventions addressing specific academic or executive function skill gaps delivered for a defined period with measurable goals.

- **Tier 3 - Intensive:** Individualized, intensive interventions for students with persistent learning challenges that have not responded sufficiently to Tier 1 or Tier 2 support.

  Note: Movements between tiers are determined by data, not by request. A student may move up or down tiers as progress monitoring indicates.

Scope of ALS Services

ALS provides specialist support designed to build access, strategy, and independence. To ensure the service is used as intended, the following boundaries apply:

ALS is

- Specialist intervention targeting identified skills gaps (Academic, executive function, self-regulation, and learning strategy)
- Coordination and monitoring of approved accommodations.
- Consultation and coaching for teachers on inclusive practice. Collaboration with families, counselors, and external professionals.

ALS is not

- A homework club, ongoing homework completion service, or private tutoring provision.
- A substitute for the classroom teacher's tier 1 responsibility to differentiate instruction.
- A guarantee of improved grades, higher attainment, or specific academic outcomes.

- A replacement for the counseling department's role in emotional and behavioral support.
- A modification service.

Key Policies & Commitments

- **No Curriculum Modifications**: As a mainstream, college-preparatory program, we do not alter core content, assessment standards, or expected learning outcomes. All students are held to the same academic standards.

- **Accommodations, Not Modifications**: Support takes the form of accommodations, changes to how a student accesses learning and demonstrates knowledge, not what they are expected to know. Examples include extended time on tests and exams, a separate or quiet testing space, repetition or rephrasing of instructions, chunked instructions, preferential seating, and organizational tools. All accommodations are designed individually to help students meet the same standards as their peers.

- **Confidentiality & Student Dignity**: All student information is handled with **the highest degree of confidentiality. Information** is shared with only staff who require it in order to implement support and always on a need-to-know basis. Students are supported in a manner that protects their dignity and respect and upholds professional integrity at all times.

Referral Process

Step 1: ***Classroom Response***: Concerns about a student's progress are first addressed through Tier 1 differentiation and documented classroom strategies. The teacher records what has been tried and the student's response.

Step 2: ***Counselor as first point of contact***. The school counselor is the first point of contact for all concerns regarding a student's learning, whether raised by a teacher, parent, or the student. Referrals to ALS are made through the counselor.

Step 3: ***Referral to ALS*** , where the counselor determines that specialist input is warranted, a formal referral is submitted to ALS with supporting class evidence.

Step 4: ***Screening and Data Gathering.*** ALS gathers data through classroom observations, work sampling, teacher input, existing assessment data, and external professional reports.

Important: A referral does not automatically result in ALS services, placement, or accommodation. Referral initiates a review process. It's not an entitlement to support.

Eligibility Determination

Placement into ALS services and approval of accommodations are determined case by case by the ALS eligibility team, based on documented need and professional evidence. The eligibility team includes:

- ALS Senior Specialist
- School Counselor
- HS Leadership team representative (VP)
- Referring or relevant subject teacher(s)
- School psychologist or external specialist, where applicable.

Proper Documentation:

- Accurate **diagnoses and current professional reports** from qualified, licensed professionals are essential for tailored support. Reports should be recent (generally within 2 years), include diagnostic findings, and have specific recommendations.

- Where documentation is incomplete or outdated, ALS may provide time-limited provisional support while the family obtains an updated assessment, but formal accommodations "assessment accommodations" cannot be confirmed without appropriate documentation.

Individualized Plans (IEPs & ILPs)

Students accepted into ALS services receive a written plan outlining strengths, areas of need, approved accommodations, intervention goals, and progress measures.

IEP: for students with a formal diagnosis and external professional reports.

ILP: for students with identified learning needs who do not hold, or do not yet hold, a formal diagnosis.

Assessment and External Examination Accommodations

School-based accommodations do not automatically transfer to external examinations (SAT, AP, IB, or other external boards). Each awarding body applies its own eligibility criteria, documentation standards, and application deadlines.

Families intending to apply for external testing accommodations should contact the SSD coordinator well in advance of the relevant deadlines. The school will support the application process, but approval rests entirely with the external board and cannot be guaranteed by the school.

Progress monitoring, review, and exit.

Progress is monitored continuously through data collection, classroom observations, work samples, and ongoing input from staff and family.

Review cycle: Every plan is formally reviewed at least once per term, with the family informed of the outcome.

Adjustment: Support may be increased, reduced, or modified based on data.

Exit criteria: Students exit ALS services when progress data show that identified goals have been met and the student can sustain performance with Tier 1 differentiation alone. Exit is a positive outcome and reflects the department's core aim for independence.

Post-exit monitoring: Exited students are monitored for one term to ensure the gains are maintained.

ALS is intended to be responsive and time-bound, not permanent by default.

Roles & Responsibilities

Student Responsibilities: Students receiving ALS support are expected to:

- Attend all ALS sessions punctually and consistently.
- Use approved accommodations appropriately and only as intended.

- Come prepared, engage with agreed-upon strategies, and complete assigned work.
- Work toward increasing independence.

Teacher Responsibilities: The teacher implements approved accommodations consistently, maintains Tier 1 differentiation, contributes observations to reviews, and treats student information confidentially.

Parental Responsibilities: The support and cooperation of parents is crucial to student progress. Parents are asked to:

- Attend meetings and reviews.
- Share relevant professional reports.
- Support agreed-upon strategies at home.

Parental Consent and the Right to Decline

Parental consent is required for ALS assessment, placement, and the implementation of accommodations, including assessment and testing accommodations.

Parents have the right to decline recommended support or specific accommodations. **This decision will be documented in writing, acknowledged by the family, and respected by the school.**

In such a case, t*he school and the ALS department cannot be held responsible for the academic impact or assessment outcomes.* The same applies where accommodations are formally agreed upon but are not being implemented or not used by the student in practice.

Disagreement and appeals

Where a family disagrees with an eligibility decision, a proposed plan, or a change in the level of support, the following process applies:

1. Discuss the concern with the ALS senior specialist through the school counselor.
2. If unresolved, submit a written request for review to school leadership.
3. The eligibility team reconvenes with any additional evidence provided.

HONOR ROLL AND AWARDS

Students may be eligible for the following awards should they meet the requirements. Some awards require that students complete an application process, while others allow for automatic consideration if requirements are met. Eligible students are notified of any awards that may require applications and students are responsible for completing the process. Please note that some awards may not be offered on a regular annual basis.

At the end of Semester 1, the following awards will be awarded to students:

1. Honor Roll and Graduation Recognition:

At the end of each semester and upon graduation, students with honors will be recognized in the following way:

- Students with a **4.0 cumulative GPA** and above will receive **High Honors with Distinction recognition.**
- Students with a **3.75-3.99 cumulative GPA** will receive **High Honors** recognition.
- Students with a **3.5-3.74 cumulative GPA** will receive **Honors** recognition.

To be placed on the Honor Roll a student must have a good behavior and attendance record.

2. Club Awards (includes community service and creative student contributions):

This award is given to a student in each club (Student Council, Hand in Hand, MUN, Green Ambassadors, NHS, etc.) who has demonstrated a commitment to student leadership at Al-Bayan Bilingual School. He/she has either been a member of the senate, executive or both and has worked hard on behalf of all students.The criteria where a student must demonstrate are leadership, character, communication, responsibility and citizenship.

3. Character Awards:

Character education is embedded in every classroom. Awards will be given to students during semester awards who exhibit the following characteristics and core values of a BBS student:

- 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
- Responsible and empathetic
- Respectful and accepting of others

A committee of educators review students who have been nominated or have applied for awards and use a set of criteria/rubrics to determine the outcome. Students cannot receive more than one award to give students equal chances of receiving awards.

At the Graduation Ceremony, the following awards will be awarded to students:

1. Al-Muffarej Award of Distinction:

The Al-Muffarej family, in memory of their son, Al-Bayan student Bader, presents this award. The Al-Muffarej Award of Distinction is designed to annually honor a distinguished student in Grade 12. The award is designed for those students who have a **cumulative GPA of 3.75 and above**, and a **current semester I GPA of 3.70**. The student must be active in extracurricular activities and has assumed a leadership role during his/her High School years. The nominee must have a distinguished discipline record and good relations with both teachers and students.

2. Principal's Award:

The Principal's Award is given to an outstanding BBS senior who has gone above and beyond in contributing to the school community in his or her time here at BBS. This student is one who constantly seeks to give of himself or herself to others, to BBS and to teachers without the expectation of recognition in return. He or she is often a "behind-the-scenes" participant in events and works additional time and hours beyond what others do. They are a leader in the school through actions and attitude. This award is only presented if such a student exists in a graduating class, not on an automatic annual basis.

The Senior Project Award is given to a student who has devoted significant time during their senior year (and/or previous years) to developing a project, whether academic, artistic, or community service based.

3. Creative Contribution Award:

The Creative Contribution award is given to a grade 12 student who has made a significant and extended creative contribution to the BBS learning community.

4. Senior Athletic Award:

This award is given to one male student and female student in grade twelve who have, throughout their high school years, demonstrated outstanding sportsmanship, represented Al-Bayan with pride through their active participation in team sports, and promoted a healthy lifestyle.

A committee of educators review students who have been nominated or have applied for awards and use a set of criteria/rubrics to determine the outcome. Students cannot receive more than one award to give students equal chances of receiving awards.

TECHNOLOGY POLICY

Bring Your Own Device Program (BYOD):

BBS students in grades 5-12 are expected to bring a laptop with them to school, and to each class, every day. The following guidelines frame the BYOD program:

- Students must bring devices fully charged each school day.
- Devices will be used in class only when the teacher permits.
- Sharing usernames and passwords and loaning devices are prohibited.
- Students are responsible for the safety and condition of their devices.
- Students must tape their name and homeroom number to their device.
- Student personal devices: Additional information will be provided upon students return to campus as lockers will not be available.
- Students must change their password often to prevent unwanted access to their account and protect their personal information.

Important note: The school is not responsible in the event of any damage or loss.

Consequences for violating these guidelines could range from a warning to expulsion depending on the severity of the violation of the Acceptable Use Policy and the BYOD guidelines. Consequences will also be in accordance with the High School Guide of Al-Bayan Bilingual School.

Information Technology Acceptable Use Policy:

BBS' information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the school policy is necessary for continued access to the school's technological resources.

1. Student must adhere to the following while accessing the school's technological resources:

    - Respect and protect the privacy of others.
    - Use only assigned accounts.
    - Not use, or copy passwords, data, or networks that are not authorized.
    - Not distribute private information about others or themselves.

2. Respect and protect the integrity, availability, and security of all electronic resources, this requires:

    - Observe all network security practices, as posted.
    - Report security risks or violations to a teacher or network administrator.
    - Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
    - Positive and effective contribution with other students and internet users in accordance with the school's acceptable use policy of Information Technology resources.

3. Respect and protect the intellectual property of others.

- Not infringe on copyrights (no making illegal copies of music, games, or movies).

4. Respect and practice the principles of community.

    - Communicate only in ways that are kind and respectful, observing the principles of community.

    - Report threatening or discomforting materials to a teacher.

Users may, if in accord with the policy above:

1. Design and post web pages and other material from school resources.
2. Use direct communications such as online chat or instant messaging with a teacher's permission.
3. Install or download software, if also in conformity with laws and licenses, and under the supervision of a teacher.
4. Use the resources for any educational purpose.

Users may not, in accord to the policy above:

1. Transmit, copy, or create material that violates the school's code of conduct, such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass, or any action violating school's code of conduct.
2. Transmit, copy, or create material that is illegal such as obscenity, stolen materials, or illegal copies of copyrighted works, or any action violating school's code of conduct.
3. Not use the resources to further other acts that are criminal or directly violate the school's code of conduct.
4. Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project

Consequences: Violations of these rules may result in:

1. Disciplinary action, according to the school's policy.

2. Loss of user's privileges to use the school's information technology resources.

3. School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any user, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

As technology continues to advance, we recognize that Artificial Intelligence (AI) is becoming an increasingly important tool in education and beyond. At our school, we are committed to preparing students to engage with these innovations responsibly and ethically.

We are currently developing a comprehensive AI Policy, which will be published soon. This policy will:

- Ensure that students uphold academic integrity by producing original work.
- Provide clear guidelines on the acceptable use of AI in learning and school-related tasks.
- Support students in developing the skills to use AI thoughtfully, as a complement to—not a replacement for—their own critical thinking and creativity.

Our goal is to foster a learning environment where students are equipped to navigate the opportunities and challenges of AI with responsibility and integrity.

Parent/Student Acknowledgement of the HS Guide

High School Parents and students,

Please fill out and submit the following Google Form to acknowledge that you have read and understood the HS guide and agree to abide by the policies stated within:

https://forms.gle/fQGcosgqniBWq2gW9