AL-BAYAN BILINGUAL SCHOOL

BBS MIDDLE SCHOOL HANDBOOK

FOR STUDENTS AND PARENTS

2026-2027

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

Founder's Vision

Al Bayan was founded by the late Mrs. Fawzia Al-Sultan Al-Essa (God bless her soul) supported by fourteen women. The purpose was to establish a school that bridges the progress of the West and the traditional values of the 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 (BBS) was established in 1977 as the first bilingual school in Kuwait.

School Mission

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

Al- Bayan Objectives

BBS prepares and inspires its students to be:

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

INTRODUCTION



• Bilingual Program:

Learning through the medium of two languages, Arabic and English, our students come to appreciate the traditions of the past and meet the challenges of the future of their own culture and that of others, while engaging in the process of promoting true international understanding. Arabic and English are developed to the highest academic standard through a demanding curriculum.

• Middle School:

Al-Bayan Middle School consists of grades 6-8. The Middle School provides a superior educational program designed to meet the individual needs of a select student body. All pupils follow a core program of studies in each subject and are expected to achieve mastery of basic skills. The program emphasizes: academic excellence; personal, social and intellectual growth; and encourages each student to be a well-motivated and constructive member of society. The curriculum is departmentalized with different teachers for each discipline. Students have one team of teachers per grade level, which fosters rapport between teachers and students. Students are taught effective study habits and independent learning.

Arabic Subjects:

Arabic Language, Social Studies, and Islamic Studies

English Subjects:

English Language, Science, Math, Technology, Art, Physical Education, Humanities, and Music

• Student Placement and Class Lists:

BBS professionals carry out the time consuming and difficult task of preparing class lists with great care because it is among the most important challenges we face each year. The school's staff considers every possible variable while composing class lists: the opportunities children need to make new friends, the importance of balancing student genders across sections within a grade, the learning styles and instructional needs of students, the teaching styles and abilities of our instructors, the distribution of students with special behavioral characteristics and/or learning abilities evenly among the sections, the balancing of class numbers, the separation of siblings and of students who are still learning the art of collaboration, and a great many other factors.

Because Al-Bayan Bilingual School objective is to create the BEST possible learning environment for EVERY child in EVERY class, school management does NOT accept any requests to place students in specific classes. Instead, the school will continue to do everything in its power to create the best, appropriately balanced classes possible in each grade, keeping all students' academic interests, and generally, the best interests of all students in mind.



CHARACTER EDUCATION

- **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 Character 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 parents have entrusted us to develop their children in all ways, we ask parents to trust our efforts in accomplishing this goal.

حلقات التعلّم في مدرسة البيان
BBS LEARNING CIRCLES

Al-Bayan is proud to implement the **BBS Learning Circles** where all teachers, from Pre-K to Grade 12 are trained to use the Learning Circles process, which strongly supports the character education goals at BBS.

Learning Circles engages all teachers, administrators, support staff, students, and families in working together to create a supportive learning community through the daily use of the four Learning Circles Agreements:

- Right to Participate/Right to Pass
- Attentive Listening
- Appreciation/No Put Downs
- Mutual Respect

Learning Circles encourages student collaboration, independent learning, and self-reflection through targeted Learning Circles strategies and techniques. More information on the Learning Circles process can be found on the BBS website under Parent Resources.





Principal's Message

Welcome to Al Bayan Bilingual Middle School.
It gives me great pleasure to welcome everyone: students and parents. I believe teamwork is the fuel that allows common people to attain uncommon results. We value the support and partnership of parents as a central focus to the success of our school community for all students.

"No one can whistle a symphony. It takes an orchestra to play it."
~H.E. Luccock

At Al-Bayan Bilingual School, we place the students at the center of everything we do. In this regard, we believe in learning being at the heart of all we offer, in our ability to create fully contributing members of tomorrow's society. We believe in the principles of enthusiasm, engagement and perseverance as the hallmark toward personal achievement within our school community.

The student and parent handbook serves as a comprehensive guide to the policies, procedures, and expectations that shape the educational experience at our school. It is designed to provide clarity and transparency, fostering an environment where everyone can thrive, grow, and succeed.

Within the pages of this handbook, you will find valuable information about our curriculum, extracurricular activities, disciplinary procedures, attendance policies, and much more. It is crucial that both students and parents familiarize themselves with the contents of the handbook, as it will be a vital resource throughout the academic year.

I encourage you to go through this book to help guide you through a successful year. In addition, check out the Skoolee website/App to keep you informed about the work of the school.

Regards,

Nehme Kourani
Middle School Principal

Administration & Support Staff:

Director
Mr. Wayne Richardson — wayne.richardson@bbs.edu.kw

Deputy Director
Mr. Paul Said — paul.said@bbs.edu.kw

MS Principal
Mr. Nehme El Kourani — nehme.elkourani@bbs.edu.kw

MS Assistant Principal
Mr. Rajeh Mahmoud — rajeh.mahmoud@bbs.edu.kw

MS Dean of Students
MS. Lama Mohamad — lama.mohamad@bbs.edu.kw

MS Counselor
Ms. Haneen Siddique — haneen.siddique@bbs.edu.kw
Ms. Sara Alattal — sara.alattal@bbs.edu.kw

MS Office Manager
Ms. Eiman Kanfoush — eiman.kanfoush@bbs.edu.kw

MS Admin. Assistant
Ms. Meyssa Noori — meyssa.noori@bbs.edu.kw

MS Receptionist
Ms. Wafaa Al-Kalha — wafa.kalha@bbs.edu.kw

Nurse
Ms. Homa Imam Werdi — homa.imamwerdi@bbs.edu.kw

Registrar — admissions@bbs.edu.kw

School Hours & Information:

- Office Hours: 7:00am - 3:00pm
- Student Day: 7:10am - 2:40pm
- Telephone: 2227 5000
  - Principal Office Ext. 7300
  - AP Office Ext. 7302
  - School Nurse: Ext: 7306 or 22275010 (Direct)



COMMUNICATION



- **Student/Parent Concern:**

At Al Bayan, 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:

- ➜ 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. Wafa, MS Receptionist.

- ➜ 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. Wafa, MS Receptionist .

- ➜ If the issue requires even further discussion after speaking directly with the HOD, the parent may then schedule a meeting with the 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 be made by a phone call to Ms. Wafa, MS Receptionist .

- **Reports to Students and Parents:**

Students receive a progress report mid semester one, and 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. Mid term 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.

• **Parent-Teacher Conferences:**

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

• **Open Door Policy:**

The MS Administration operates an "Open Door Policy." Parents are always welcome to call or come in to ask questions, discuss concerns or offer suggestions at any time. As the Middle School is a vibrant and active community, please call ahead for an appointment to ensure the administrator can set aside sufficient time to meet.

• **Circulars/Letters/Website:**

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



• **Helpful, confidential information on each student in Skoolee includes:**

- Weekly schedules
- Student Log
- Student Attendance
- Student Lates
- Student Progress Reports
- Medical Visits

• **Skoolee Application (App):**

The Skoolee App consists of Academic and Social Media Features to help you,

Engage in your Children's Education!

Login Instructions - the Skoolee App works on all mobile devices IOS, Android.

How do you make the connection?

1. Search for the BBSKWT App. in the Apple Store or Play Store, and download the App.
2. Log into the App by entering your family credentials for example: f00004
3. It is strongly recommended parents **do not share** their login credentials with their children - this is to ensure accurate communication between the school and the parents.

Note:

Parents will be accessing the Skoolee Mobile App with their family credentials; for example, f12345 which would be the father's ID code, associated with the father's name.

If the mother prefers to use her own account, please email etm@bbs.edu.kw to place a request, and the mother's credentials will be sent to you.

• Al Bayan Bilingual School App:

The phone application has several features to enhance your communication with the school, including those listed below. For full details after receiving a phone alert, it is advisable parents log in to Skoolee with the desktop app.

- Receiving notifications for newly uploaded news (school preferences can be set by the user)
- Accessing school-wide events calendar
- Receiving announcements and messages from the school
- Viewing your child(ren)'s tuition statement
- Paying fees online
- Online maps to:
  - Al-Bayan Bilingual School
  - FAWSEC Educational Company

INSTRUCTIONAL PROGRAM

Al-Bayan Middle School's curriculum and instructional model have been designed to give support and information that enables each student to succeed, achieve, and master skills. As a bilingual school, mastery of Arabic and English is required for all students. The Middle School program fosters the development of confident, capable, and responsible students. We achieve our goals collaboratively, establishing rigorous, yet appropriate standards, while engaging learners in the application of knowledge. Al-Bayan Middle School strives to instill the love of lifelong learning in all of our students.

- **Instructional Coaches:**

In August 2014, BBS launched a Teaching Learning Center (TLC) to support teachers in transforming how students are taught and, by extension, how students learn.

We create classroom environments where students become partners in learning. We need to be sure that we are educating our students in such a manner as to not only prepare them for what we know they will encounter but also the skills to handle the unknown career experts are constantly "warning us" that many of the jobs that today's elementary children will have, have yet to be identified. It therefore becomes essential that our students are able to think critically, to appreciate how to solve "real world problems", and to be responsible, with their teachers, for the learning which takes place (of course, at age appropriate levels). We want to create a school of master teachers, where they are working as partners with our students. Instructional Coaches are the bridge in this process. The Instructional Coaches work with all our teachers, as "mentors" and "coaches" to help them reflect on their practice and to "model" best practice as we move our teachers along the continuum. As a school we invest professional development funds to prepare our ICs to take on this challenge and will ensure that there are ongoing opportunities for them to continue to improve and hone their skills while supporting our faculty to enhance theirs!

BBS is blessed with a team of educators who are committed to being their best, and working collaboratively with the ICs, they will be able to expand their repertoire of teaching strategies while having a colleague there to support them and give them the invaluable feedback necessary to be successful.

- **Counseling Office:**

The Counseling Office is dedicated to helping students with both academic and social/emotional concerns. Our Counseling Office supports and promotes the academic, social, and emotional growth of all students at Al-Bayan Middle School. Academic counseling includes guidance on study skills, motivation, goal setting, and academic planning for electives registration and preparation for high school. Social/emotional counseling includes issues such as peer relations, bullying or cyberbullying, family issues, loss of loved ones, interpersonal conflicts, or other issues of a personal nature. In addition, students will find a number of faculty members available to them to help with questions, to address problems and frustrations, and to guide them in positive decision making. A student's Advisor, Counselor, Assistant Principal, and Principal, and all staff members are willing and eager to work with individual students on all matters.



- **Child Study and Learning Support Team:**

The Middle School Child Study Team (CST) is a multidisciplinary team that aims to support the academic, social, emotional, and physical well-being of every child at school. The CST is made up of the student, parents, teachers, Head of Learning Support (ALS) and specialists, the Principal, the Counselor, and School Nurse as appropriate. Holistic guidance services including individual and group counseling and student monitoring are provided. Teachers also offer after school help sessions. Students who are thought to have Diverse Educational Needs (DEN) are identified and assessed by the Learning Support Specialist, as early and thoroughly as is necessary and possible. Referrals can be made by subject teachers, counselors, administrators, the student or parent, following information from the previous school, and/or following baseline testing year on year. Early identification, assessment, and intervention can minimize the difficulties that may be encountered when intervention and provision occur. Early identification ensures the likely positive response of the child, allowing for a temporary learning difficulty to be overcome and future learning unaffected.

The goal of CST is to maximize individual student achievement. A teacher, administrator or parent may bring forward concerns to the Counseling Office about a student at any point. These concerns include academic, social, emotional, and behavior as well as issues with attendance and health.

Concerns will be defined and prioritized by the counselor and goals and interventions will be planned by the CST and put in place. Additional CST meetings with the student, teacher and/or parents will be held to monitor the results of interventions. If strategies are successful, the teacher will continue with strategies. If interventions are not successful, a CST parent meeting and possible counselor referral to school psychologist may be offered.



The Learning Support (LS) Department provides academic support to those students whose learning and/or academic difficulties cannot be explained by other factors such as behavior or attendance. The three levels of Learning Support include:

Support Plan - LS specialist works with teachers to provide in-class support

Formal Intervention Plan- LS specialist works with students directly to improve skills for a period of 6 to 9 weeks

IEP - LS works with diagnosed students to provide long term support

All referrals to the Learning Support Department will be submitted by the counselor. Referral may be made to the counselor by the parent and/or teacher.

Parents are expected to adhere to the recommendations of the Learning Support Specialist, including requests for screenings and outside assessments to ensure continued access to the Learning Support Program.

Students are required to attend all classes and be on time. They are required to bring all classroom tools and complete tasks as assigned.

Students may be removed from the Learning Support program without parent approval for any of the following reasons:

- Poor attendance
- Lack of motivation
- No progress is being made toward goals
- LS goals achieved - intervention no longer needed
- Parents did not return signed agreement
- Parent request for removal from the program

Questions regarding the Learning Support program may be made to the Senior Learning Support Specialist or the MS Learning Support teacher.

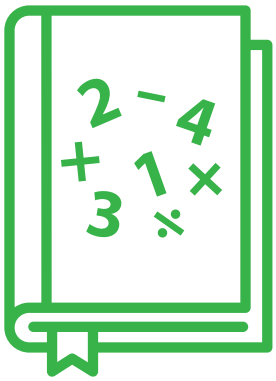
- **Co-Curricular Programs:**

After school co-curricular programs offer an opportunity for students to participate in a wide variety of activities. Some of the clubs offered include computer, drama, esports, soccer, basketball, and volleyball. In addition, our school belongs to interscholastic sports and activities leagues. Students may participate in Under 14 Soccer, Basketball, Volleyball, Badminton and Track & Field.

- **After-School Help:**

Students desiring help in any subject should not hesitate to see their teachers. This is a two-way arrangement. Students may also be requested by their teachers to attend After-School Help. For those who want to take advantage of this extra help, staff members are available in their rooms based on a learning program on **Sundays, Mondays and Wednesdays, 2:40 - 2:50 pm.**





• Math:

The Middle School Math Program aims to prepare students to become numerically literate (numeracy) and self-reliant critical thinkers able to relate math to the real-world and proficient to succeed. Each grade level builds on and extends conceptual understanding so students approach each new challenge from a firmly established foundation. We strive to use learning environment for success; therefore, students do not remain in homerooms for Math. Students are evaluated throughout the year and placed in Math classes to best meet their learning needs.

These include:

Grade 6: Math 6

Instructional time focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Grade 7: Math 7

Instructional time focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations;(3)solving problems involving scale drawings and informal geometric constructions, and working with two and three dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Grade 8: Pre-Algebra 8 and Algebra I

Instructional time focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two and three dimensional space figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

HS Algebra I is a high school course which focuses on more applied and varied knowledge, preparing students for Geometry. This is a rigorous course which includes the study of quadratic and polynomial functions, and factoring equations. It encourages students to think critically and apply knowledge to real world situations.

• Science:

The Middle School Science Program at BBS aims to cultivate scientifically literate, curious, and independent thinkers who can connect scientific concepts to real-world phenomena. Using the NGSS curriculum, each grade level builds on prior knowledge, deepening students' understanding of the natural world while fostering critical thinking, problem-solving, and inquiry skills. To support optimal learning, students engage in hands-on experiments, collaborative investigations, and cross-disciplinary projects.

Grade 6: Science 6
Students study cells, body systems, reproduction, weather patterns, and human environmental impact. The year builds foundational knowledge of biological structures and processes alongside key Earth science concepts like the water cycle and atmospheric energy.

Grade 7: Science 7
Students explore the properties of matter, the structure of Earth and sustainable use of natural resources. They also explore ecosystems, energy transfer, biodiversity, and how organisms interact with and adapt to their environments.

Grade 8: Science 8
Students investigate evolution, natural selection, and geologic time, followed by in-depth exploration of motion, energy, and electromagnetic forces. They study waves, light, and communication technologies.

• Arabic:

In Middle School our Arabic language curriculum focuses on " Competences", "Kefayat", Curriculum, and Student-Centered Learning through the curriculum of Ministry of Education in Kuwait. It is a new approach in terms of its structure, perspective, and content. It implements diverse teaching strategies that highlight students' effort in the best manner. This curriculum aims to develop students' competences in listening, speaking, reading, observing, and writing. It uses numerous learning resources to build competences to understand through good listening, to start a rich dialogue to read texts with their various sources and writing skills (copying, spelling and composition).

Since 2008, the Arabic Department has been offering a program in Arabic Writing Workshop, and BBS was the first school in Kuwait to do so. The writing program is based on (6+1) Traits of Writing where students are provided with structured time built into their class schedule to concentrate only on the process of writing. Writing Traits (6+1) has standards that develop writing skills in ideas, organization, voice, word choice, sentence fluency, writing conventions, and presentation.

This program will be applied to students in Grade 6.

• Social Studies:

Social Studies is the study of social concepts. The student will acquire knowledge and information that will help him to acquire proper values and a correct way of thinking. This enables the learner to control their behavior and develop their personality as a Kuwaiti and Arab citizen. They will develop social sensitivity, as well as, self-esteem, with pride in their homeland. They will keep world peace in mind and become a responsible citizen.

Grade 6
The curriculum covers the Kuwait and Gulf in all aspects that distinguish the region, such as the important geographical location, human, and economic powers. In addition, it covers the problems facing The State of Kuwait. Finally, it covers the economic integration and solidarity among Gulf countries.

Grade 7
All aspects of Kuwait and the Arab world, such as the importance of geographical location, humans and economic powers is studied. Ancient civilizations, which were in Arab countries is studied. The economic and political integration and solidarity among Arab countries is addressed.

Grade 8
In this curriculum, students learn the natural conditions of the Arab Peninsula and spreading Islam, Islamic conquests, as well as, the role of Arab and Islamic civilization in international civilization. In addition, contributions of Arab scientists, the role of Islamic cooperation organization and its institution and the role of Kuwait in solving problems in countries of Islamic World is a major focus of study.

• Physical Education:

This Program provides students the opportunity to learn through a developmentally appropriate, comprehensive, sequentially planned physical education program aligned with the Al-Bayan Physical Education curriculum.

Middle School Physical Education Program focuses on:

- the development of movement skill combinations and movement skill knowledge
- the assessment and maintenance of physical fitness to improve health and performance
- the knowledge of physical fitness concepts, principles and strategies
- the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity,
- basic understanding of offensive and defensive strategies as they pertain to sport.

Units of activity include physical fitness/ assessments, net/wall games, invasion games, striking/fielding games, ball handling, aerobics (girls), and gymnastics

Use of technology and devices (e.g: laptops) is an integral part of learning in the MS PE Program. Students are asked to have these devices readily available for use in PE classes, when needed, and to adhere to the "Technology" section of this handbook.





• Islamic Studies:

The major goals of the Islamic Studies curriculum include:

- Reinforcing the Islamic principles and values,
- Building a balanced personality of a Muslim,
- Educating students about different dimensions such as physical, spiritual, ethical and psychological.

Grade 6: Islamic Studies curriculum contains wide range of religious knowledge and skills that deepen the understanding of Islam and its origins for students in various fields: such as dogma, Holy Quran sciences, Hadith sciences, jurisprudence, Prophet Mohammad's (PBUH) biography, culture and politeness.

Holy Quran Subject: Book includes, chosen Suras, they are: (AlMuzzammil, AlMuddaththir and AlJinn). These Suras are divided into parts, as well as, explanations of those parts and their meanings in order to enable students to memorize them.

Grade 7: Islamic Studies curriculum contains wide range of religious knowledge and skills that deepen understanding of Islam and its origins for students in various fields: such as dogma, Holy Quran sciences, Hadith Sciences, jurisprudence, Prophet Mohammad's (PBUH) biography, culture and politeness.

Holy Quran Subject: Book includes, throughout both semesters, chosen Suras, they are: (Nuh and AlMa'arij). These Suras are divided into parts, as well as, the explanation of those parts and their meanings in order to enable students to memorize them.

Grade 8: Islamic Studies curriculum contains a wide range of religious knowledge and skills that deepen understanding of Islam and origins for students in various fields: such as dogma, Holy Quran sciences, Hadith sciences, jurisprudence, Prophet Mohammad's (PBUH) biography, culture and politeness.

Holy Quran Subject: Book includes, throughout both semesters, chosen Suras, they are: (AlQalam and AlMulk) these Suras are divided into parts, as well as Explanation of those parts and their meanings in order for students to memorize them.

- **English:**

The Middle School English program at BBS, based on AERO standards, develops students' reading, writing, speaking, and listening skills while promoting critical thinking and effective communication. In reading, students explore a variety of fiction and nonfiction texts, building comprehension, analysis, and a love of reading. In writing, students focus on expressing ideas clearly across multiple genres, guided by the 6+1 Traits of Writing. The curriculum is vertically aligned from Kindergarten to Grade 12, ensuring students gain confidence and mastery in reading and writing as they progress through Middle School.

- **Global Citizenship:**

In Global Citizenship, students critically examine their place in their local community, their country, and the world. They will seek information and explore new perspectives as they discuss a range of people, places, cultures and events that impact on them and others around the world.

- **S.T.E.A.M.:**

All students in Grades 6, 7, and 8 participate in the Science, Technology, Engineering, Art, Mathematics (STEAM) subject for one semester per year. STEAM is a project-based course where students tackle real-life design problems. With the close support of their teachers, students work in teams to design and build solutions to these problems, presenting their final works to their peers.

- **Grade 6 Computer:**

Skills taught are broad-based with major areas of focus: proficiency, critical thinking, research, multimedia/communication and creativity. Middle School students learn to stretch and broaden their technology skills; they learn to use the computer to connect, to study and to investigate during their school experience. Students begin to develop their skills through integrated lessons, focusing on using technology as a tool for learning.



- **Grade 6 Music:**

This course continues the instruction for the basic elements of reading, singing, listening to, and writing music begun in elementary school. Students develop their understanding of the fundamental elements of music. This course also covers selection and care of instruments, correct playing position, reading music and awareness of rhythm and pitch.

- **Grade 6 Art:**

Students learn a variety of artistic techniques. They learn about art history and art culture from around the world. Many of their projects will be integrated with other subjects.



- **Grade 7 and Grade 8 Electives:**

All electives outlined below are for one semester, except for Music 7, Concert Band 7&8, Graphic Communication 8, and AI & Tech Innovation 8 electives, which are one-year courses.

Students choose four electives for the year (two for Semester I and two for Semester II). Each year, students must select at least one Arts course.

Dept.	Grade 7	Grade 8
IT	Robot Design 7	Autonomous Robots 8
	Digital Design 7	Graphic Communications 8
	Innovation (Makerspace)	AI & Tech Innovation 8
Languages	French 7	French 8
Science	First Aid 7	First Aid 8
Math	Math Intervention 7	Math Intervention 8
English	English Intervention 7	English Intervention 8
		English Advanced
Arabic	Arabic Intervention 7	Arabic Intervention 8
Other Subjects	Leadership 7	Leadership 8
	Health & Wellness	Health & Wellness 8
		Entrepreneurship 8
		21 Century Skills 8
The Arts	Elements of Art 7	Mixed Media 8
	Styles & Techniques 7	Intro to Ceramics 8
	Principles of Design 7	Form + Media 8
	Band 7	Instrumental Music 8
	Music 7	
	Arabic Drama 7	Model United Nations 8 (MUN)
	Speech & Debate 7	

STUDENT LEADERSHIP

• National Junior Honor Society:

The National Junior Honor Society (NJHS) recognizes those students who exemplify the best in scholarship, leadership, service, citizenship, and character. Honor Society members are not just excellent students, they serve as role models for their peers.

During the first term of each academic year, Grade 7 and Grade 8 students with a GPA of 3.5 or higher in the previous academic year are invited to apply for NJHS membership. The applications are reviewed confidentially by a Faculty Committee that considers each student's academic and co-curricular record in the Middle School, as well as teacher recommendations. After careful appraisal and review based on the published rubric, a selection of new inductees (a specific number from each grade may vary) of the most qualified students is made and the students are recognized during a formal induction ceremony. This includes our current NJHS members to reach a cap of 24 students.

Applicants with a misbehavior record in the previous academic year (including up to the application submission date) and/or incomplete applications will not be considered in the initial review process by the NJHS Faculty Committee.



Successful candidates will be informed a week before the induction ceremony. An unsuccessful candidate may meet with the NJHS advisor for feedback; also he/she may submit an appeal within 48 hours after names are announced. Appeals will be reviewed by a separate, independent committee other than the NJHS Faculty Council which will make a decision not less than 24 hours before the induction ceremony.

Once inducted, each member of NJHS is required to design and lead a service project that contributes to the betterment of their community. Service projects can support the Al-Bayan Community, the Kuwait Community, or the Global Community at large.

Please click here to view the NJHS constitution for additional information.

• Student Council:

Middle School Student Council promotes our students' voice and provides students with a place to share their concerns and ideas for activities. Student Council supports the educational philosophy of BBS and members are leaders who serve as role models inside and outside of the classroom. They promote positive activities and projects involving service and school spirit.

- Composition of a Student Council: 22 students in total based on the number of classes in the Middle School.
- Elections: Members are selected through a voting process and all students are welcome to apply for a position. Students who wish to become a member of the Student Council must write a letter of interest to the Student Council advisor and create a video of his/her vision to be shared with students on the grade level Schoology one week before the election day.

TECHNOLOGY

Technology provides new learning and teaching opportunities; a wireless laptop community leads to greater technology independence and responsibility. From an education and teaching viewpoint, this learning initiative further supports differentiated learning, communication, collaboration and student engagement. In terms of the day-to-day operations of the school, the Wi–Fi network increases access to information, allowing increased support and training, and reducing our use of paper resources.



• Bring Your Own Device (BYOD) Program:

BBS BYOD Program requires Grades 5-12 to bring a laptop to school daily. Please note that iPads (and similar devices) are allowed only with permission from the Assistant Principal and a letter from parents indicating the reasons for not being able to bring a laptop.

Purchasing a Laptop:

Parents are free to purchase a laptop of their choice as long as it meets the specifications.

Laptop Specifications:

Minimum Hardware Specifications:

- Intel Core i7 processor
- 8 GB RAM
- 256 GB Hard drive
- Long lasting battery
- Operating System: Microsoft Windows 11 (latest)
- camera feature for e-learning activities

Applications:

Good antivirus that is always updated with the latest definition / database
Updated Internet browsers (Google Chrome & Firefox)

Care and Maintenance:

The laptop is the property and responsibility of the student. In the event of loss, theft, or damage, whether on or off school grounds, students are solely responsible for repairs and/or replacement. The IT Department does not provide any technical support for any hardware/software issues for students.

File Storage and Updates:

Students are responsible for managing the back-up and maintenance of computer files, folders and documents on laptops. The school is not responsible for any loss of data. Students must regularly update their computer software.

Sound:

Audio must be muted at all times unless teacher permission is granted. Ear buds are not allowed.

Laptop "Dress Code":

Inappropriate media may not be used as screensaver/desktop background or attached to laptop accessories.

Transport and Storage of Laptops:
BBS recommends that all students purchase protective cases/foam sleeves for their laptops and that they be carried in a closed/zipped backpack or shoulder bag. When not in use in class, laptop should be in locked student lockers and taken home on a daily basis. Do not leave laptops unattended on the playground at any time before or after school. Also, students are required to place name and contact info on any and all personal (BYOD) electronics.

Loaning or Borrowing Laptops:
Students should NOT loan or borrow laptops from one another or share passwords or usernames. If a laptop is being repaired, the student may bring an ipad for the week, only with written permission from the AP.

Personal Software:
All applications required/installed on laptops are the student's responsibility. Music and games may not be downloaded or streamed over the BBS network.

Passwords:
Gmail, Wifi, or Skoolee passwords should be carefully stored and protected. The IT Coach will assist any students or faculty, with any problems with this.

Internet Safety:
The school filters internet traffic and on request or suspicion, may monitor network activity (a web filtering device – very powerful and with high performance ability - will be deployed to block / filter/ categorize inappropriate sites. Off-campus, it is the responsibility of students and parents/ guardians to decide what software or sites may be accessed. The school is not liable for what students do on the Internet at home and does not provide monitoring software.

- VPNs are NOT allowed

Batteries and Charging:
Batteries should be fully charged on laptops overnight. A spare, charged battery is also recommended. Sufficient access to wired power is provided in most instructional areas. All rooms have ample electrical outlets. Please bring on a daily basis your charging cable with your laptop.

A vital part of the BYOD Program is adherence to the BBS Acceptable Use Policy, which must be read, understood, and signed by students and parents. Students will bring the policy home to parents for reading and signature. Students will NOT be allowed to use their laptop in school until the policy has been signed by both student and parent.

• BBS e-Learning Program:
The BBS e-learning Program utilizes electronic technologies allowing students and teachers to access educational curricula outside of the traditional physical classroom. e-learning courses are instructor-led and follow the same semester schedule as on campus learning. Students interact with teachers, access course materials, collaborate with peers, and turn in assignments and assessments -- all within each course's online website. As with the traditional classroom, students are expected to maintain the necessary self-discipline to keep up with the course work.

Advantages to e-learning are many. Individual students can access course material at their own pace, review as often as needed, as well as communicate online directly with teachers, counselors, and learning specialists when seeking academic support. Content delivery is consistent and can easily be repeated if needed to gain a better understanding and mastery of skills.

E-learning Transition Plan in Event of Emergency:

While e-learning is a supplementary program to the traditional physical classroom, the school would transition to full use of e-learning in the event of an unexpected crisis preventing us from being on campus. For full details regarding the e-learning program, please refer to the e-learning Handbook.

One of the more important steps students can take to prepare for e-learning is to develop a can-do attitude and translate that attitude into a plan for how they will organize their time, contact teachers for questions and feedback, and share responsibilities for group projects so that everyone participates equally. With a positive attitude, each student can be a successful e-learner.

ASSESSMENTS

Academic standards at Al-Bayan Middle School are high, yet appropriate for preparing students for success in High School. Evaluation of student achievement is based on a combination of Assessments of Learning and Assessments for Learning, as well as the monitoring of classwork to ensure understanding. Assessments may include tests, quizzes, oral recitations or presentations, individual or group projects, etc.

- **Coursework:**

  Coursework grades are based on student quizzes, projects, reports, tests, and other assessments. Each department determines the system used to compute course averages. The department grading system is shared with parents at the beginning of the year.

  One of our educational goals is to help students learn to be responsible about their work and meet deadlines, while at the same time allowing for support and flexibility. We want students to turn in assignments, even if they are late. Thus the following policies are important to understand:

  - Assignments are expected to be submitted on time.
  - In the case of absence, a new deadline will be established. Students will be eligible for full credit.
  - Special consideration will be given to students who have extended periods of excused absences. The student and his/her teachers will create a schedule that allows the student to make up missed work/tests. The Counselor may assist in this process.

For the most part, departments generally follow the guidelines listed below:

Late Projects and Major Assignments

- Projects and major assignments are due at the beginning of class on the due date.
- Students who have not submitted their assignments by the due date, must coordinate with their teacher and will be kept at recess and after school until the work is submitted within the week. After that the teacher will recommend a Tuesday work detention from 2:50-3:50 pm to complete/makeup their work and failing to do so will result in a Zero.

Homework:

We believe that homework should be purposeful, specific, and tailored to support each student's enrichment and growth, preparing them for the challenges of high school. In line with this vision, our Middle School students are required to focus on their IXL growth plans for Math and English, and iRead Arabic for Arabic Language, ensuring they make consistent progress in these essential subjects. Targeted homework is assigned weekly to ensure skill practice is aligned with what has been taught and to solidify understanding. Students are required to do a minimum of 20 minutes per practice. No major assessments will be scheduled the day after a major long holiday. Please note that weekend or long weekend is not considered as a long holiday.

Classwork:
Graded classwork that is not done by the end of the lesson, must be completed after school or at recess to receive a grade - we will not accept graded classwork that is done at home.

Tests and Quizzes:
Students are required to sit for scheduled tests/quizzes. Tests & Quizzes are announced in advance in the weekly schedule. In case of absence, the student is still expected to take a make-up test

In the case of an excused absence due to illness:

- The family must call the Middle School Nurse or Receptionist and inform him/her that the child is ill.
- Upon return to school the student must bring a doctor's note.
- The student/family will arrange with the teacher or the Administration to schedule the make-up test.

• Types of Assessment:

Diagnostic Assessment (Assessment of Prior Learning)
This type of assessment evaluates prior knowledge and learning at the beginning of the school year, unit, and/or lesson. This type of assessment focuses on assessing skills and prior understanding before a new topic is introduced. Examples included MAP testing, pre-tests at the start of a unit, essential questions, KWL charts, student surveys, reading records, open discussions at the beginning of a unit/lesson. This:

- Helps teachers plan for instruction
- Yields information about options for learning
- Allows teachers to anticipate differences
- Respects what students already know and are able to do
- Acknowledge the role of students' interests
- Maximizes actual learning time

Examples of Pre-Assessment:

- KWL Charts
- Student Survey
- Questions
- Pre-test
- Running Records



Formative Assessment:

Assessment for learning (AfL): is 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.

Assessment as Learning (AaL): It occurs when students self-assess and monitor their own learning, ask questions, and use a range of strategies to decide what they know and can do, and how to use AfL.

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

Assessment of learning (Summative Assessment):

is 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.



Standardized Assessment:

Standardized assessments will be used to help determine appropriate instructional strategies for students. Standardized testing will be used in grades 3 through 10 to help teachers develop the goals and objectives for student growth. We use MAP, I READ ARABIC, and IXL.

• Semester and Annual Grades:

Semester and Annual grades for each course are calculated with the following values:

- Semester 1 = Coursework 100%
- Semester 2 = Coursework 100%

Annual Grade = Semester 1 (50%) + Semester 2 (50%)

"End of semester summative exams are done for Arabic Language, Islamic Studies and Social Studies. These exams make up 25% of the overall semester grade average in that subject."

5% of the student's final grade will be devoted to commitment to learning . A percentage will be taken off for every unexcused absence or Late a student has and will be subtracted from the student's final grade in each semester.

• 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. Copying work during a formal assessment such as an exam, test, or quiz from other students is not acceptable. Using materials from books, websites or other sources without proper acknowledgment is not permitted. Plagiarism (submitting an assignment as one's own when it is not) is not permitted. Such actions may lead to a "0" for the exam, test, quiz, or assignment, as well as additional consequences.

STUDENT AWARDS



• Middle School Awards:

It is our goal to recognize every Middle School student sometime during the school year for achievement or effort in academics and co-curricular activities.

We believe that all students are deserving and unique. What follows is a description of Middle School Awards, in addition to other awards that are not based on academics throughout the year:

- Honor Roll is presented to students who have achieved a GPA of 3.30 - 3.69.
- High Honor Roll is presented to students who have achieved a GPA of 3.70 - 3.99.
- High Honor Roll with Distinction – is presented to students who have achieved a GPA of 4.0.

• MS GPA calculation:

A student's grade point average (GPA) is one measure of academic success. Below is described how GPA is calculated at BBS Middle School.

• Semester Courses:

Full credit is calculated during the validation of Semester grades & GPA and Final GPA (Credit = Course Credit)

Yearly Courses:

- Half credit is calculated during the validation of Semester 1 Grades and Semester GPA (Credit = Course Credit/2)
- Full Credit is calculated during the validation of Semester 1 and Semester 2 Grades and Final GPA (Credit = Course Credit)
- GPA = Sum (Course Point * Credit)/Sum(Credit)

Please refer to the Course Credit and Calculations in the tables on the next page.



• **Grade 6:**

Subject	Credit	Sem 1	Sem 2	End of Year
English	1.75	1.75/2		1.75
Arabic	1.25	1.25/2		1.25
Math	1	1/2		1
Science	1	1/2		1
Islamic	0.5	0.5/2		0.5
Quran	0.25	0.25/2		0.25
Social	0.5	0.5/2		0.5
Music	0.5	0.5/2		0.5
PE	0.5	0.5/2		0.5
Art	0.25	0.25		0.25
IT	0.25		0.25	0.25
Global Citizenship	0.125	0.125		0.125
STEAM	0.125		0.125	0.125
Advisory	0.125			0.125
		Total Credit = 8		Total Credit = 8.125

• **Grade 7 & 8:**

Subject	Credit	Sem 1	Sem 2	End of Year
English	1.75	1.75/2		1.75
Arabic	1.25	1.25/2		1.25
Math	1	1/2		1
Science	1	1/2		1
Islamic	0.5	0.5/2		0.5
Quran	0.25	0.25/2		0.25
Social	0.5	0.5/2		0.5
PE	0.5	0.5/2		0.5
Elective 1	0.25	0.25		0.25
Elective 2	0.25	0.25		0.25
Elective 3	0.25		0.25	0.25
Elective 4	0.25		0.25	0.25
Global Citizenship	0.125	0.125		0.125
STEAM	0.125		0.125	0.125
Advisory	0.125			0.125
		Total Credit = 8		Total Credit = 8.125

Music, Concert Band, Graphic Communication, and AI & Tech Innovation are full-year elective courses, each worth 0.5 credit.

• Middle School Grading System:

Grading is reported using a letter grade, percentage grade and a GPA.

• Grade 6 Grading System:

% Grade	Grade Level	GPA
100-97	A+	4.00
96-93	A	4.00
92-90	A-	3.70
89-87	B+	3.30
86-83	B	3.00
82-80	B-	2.70
79-77	C+	2.30
76-73	C	2.00
72-70	C-	1.70
69-67	D+	1.30
66-63	D	1.00
62-60	D-	1.00
59-55	E+	0.50
Below 55	F	0.00

• Grade 7 & 8 Grading System:

% Grade	Grade Level	GPA
100-97	A+	4.00
96-93	A	4.00
92-90	A-	3.70
89-87	B+	3.30
86-83	B	3.00
82-80	B-	2.70
79-77	C+	2.30
76-73	C	2.00
72-70	C-	1.70
69-67	D+	1.30
66-63	D	1.00
62-60	D-	1.00
Below 60	F	0.00

• Cultural and Community Service Awards:

Sports Awards are given to all students who have participated in After-School Under 14 Sports Program. These students are recognized by SLD.



STUDY SKILLS

- Give yourself plenty of time. Don't wait until the last minute!
- Find a quiet place to study and organize your materials - it is best to use a table and a chair.
- Give yourself breaks too!
- Check your homework diary and weekly schedules.
- Plan your work and activities for each week. Try to spread your work evenly throughout the week.
- If you are studying from class notes for a test, copy them over. This helps reinforce the information.
- After each assignment is completed, make sure that it is organized and ready for the next day.
- Put your subject file into your bookbag.
- When homework is completed, it is time to study. Read ahead for any upcoming lessons.
- Attend study skills/test anxiety workshops offered by the Counseling Department.
- Attend after school help sessions offered by teachers every Sunday, Monday and Wednesday 2:40-3:00PM.



TEST TAKING STRATEGIES

- Take a deep breath and tell yourself to relax.
- Remind yourself that you know the information.
- Read the instructions carefully.
- Look for the number of points on the question and prioritize your time accordingly.
- If you come to a question you don't know, skip it; you may remember the answer later!
- Answer the questions you are sure about first.
- If the question has 2 parts, underline both parts.
- Always answer "True/False" questions.
- In "multiple choice" questions, if you are not sure, cross out the answers you know are wrong.
- Don't change answers. The first answer that comes to you is usually right.
- If the teacher leaves you a big space to answer a question or it is worth a lot of points, then you probably need to write more than one sentence.
- Look for keywords in the question, like "discuss, describe, compare, contrast," before you decide how to answer the question.
- Attempt to answer all questions.
- Remember, a test is not a race. There are no bonus marks for finishing first. Read it over carefully, check your spelling, try to find mistakes. Careless errors cost lots of points.

STUDENT CODE OF CONDUCT

ATTENDANCE

• School Hours:

School begins at 7:10 AM and ends at 2:40 PM. On certain days, after school activities/detention may be scheduled. Students are expected to arrive at school before classes begin. The school is not responsible for students remaining after 2:45 PM unless they are in a school sponsored event.

• Daily Attendance:

For on-campus classes, students are expected to be in school and to follow their assigned schedule every day. For e-learning classes, students are expected to log in and participate actively. Regular attendance will enhance scholastic success of students. Attendance is recorded on Skoolee and the report card.

• Absent from Class:

In case of a student absence, parents should call the MS Receptionist at 22275000 Ext. 7307 or the School Nurse at 22275010 by 8:00 AM.

In order for an absence to be considered excused, the student must produce a signed and stamped doctor's note within 2 days of returning to school after being sick. In addition, the excuse must be approved by the Middle School Administration.

An excused absence is one caused by:

- personal illness.
- serious family illness or family death.
- family emergency.
- other extraordinary circumstances approved by the Principal.

The terms "excused" and "unexcused" absences are used to determine whether or not a student can make up missed work or assessments (tests or quizzes). Excused absences are not removed from the attendance register of a student.

Students are responsible for making up any missed work or assessments scheduled at the time of the absence.
In the event of student absence of four (4) days or more, the MS Counselors will help students schedule any missed work or assessments. If the absence is three (3) days or fewer, then students, themselves, shall arrange with their teachers to make-up work or assessments upon their return.

In order to participate in a co-curricular activity, students must be present during the school day. This includes activities such as drama, athletic practices and competitions, rehearsals, school social events, class activities, etc.

Occasionally, it might be necessary for a student to leave school before the end of the school day. A note from a parent/guardian stating the reason is required and must be given to the MS Secretary. Al-Bayan does not have an open campus. Students may not leave school during the day (e.g. for lunch) and then return to school.

- **Students Leaving School:**

At times it may be necessary for a student to leave school due to a doctor's appointment or embassy appointment. Students will not be released to nannies or drivers without parent permission. The school must speak directly to the parent who will confirm that he/she is giving permission for the child to leave school.

Students already at school will not be permitted to leave early for any other reasons than those stated above.

MS Students may not be pulled from class to attend an event held in one of the other divisions –/KG/ES/HS.

- **Absences (Leave) Before a Holiday:**

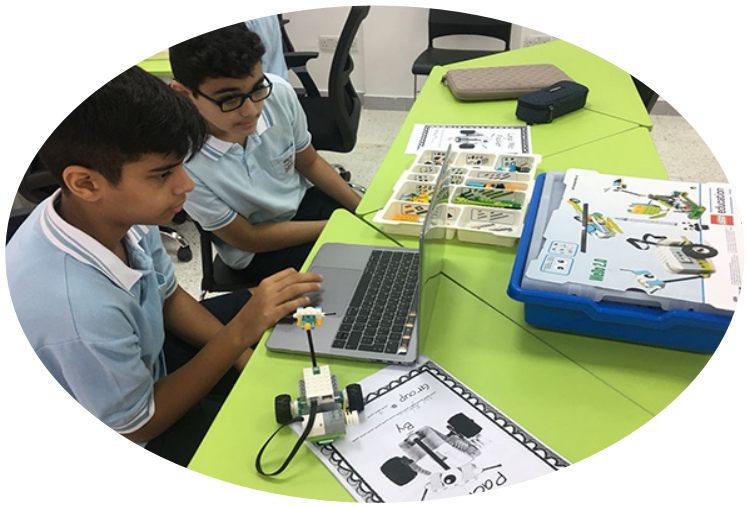
The instructional program is in place each and every day. It is disruptive to the educational program if families request that their children leave school early, or miss the day before or after a holiday. Students are expected to attend school before holidays and stay the entire day.

- **Tardies to School/Class:**

Students are not allowed to enter the school campus after 8:00 am without an excused absence such as doctors or embassy appointments.

There is plenty of time for all students to go from one class to the next. Students are expected to be in class and ready by the time the bell rings. A student will not be given extra time for an assessment if he/she arrives late to class.

Parents will be alerted on Skoolee after the 5th late/Tardy and multiples of 5. Excessive unexcused tardies will result in a warning from the Principal or Assistant Principal. If the problem is not corrected, disciplinary action will be taken. Any exceptions to the above procedures will be reviewed by the Principal or Assistant Principal.



SCHOOL RULES AND PROCEDURES

• General Principles:

Al-Bayan Middle School is a community where the following fundamental rights apply to all students and staff throughout the entire school day, including travel to and from home and during school field trips.

- The right to an education, which means that teachers are free to teach and students are free to learn without being interrupted by inconsiderate and unruly behavior.
- The right to develop one's own personality, so long as it does not interfere with the rights of others, without criticism or pressure from others.
- The right to be treated respectfully.
- The right to have freedom from physical and mental abuses such as intimidation, harassment, name calling or mocking because of race, sex, religion, culture, handicap, classroom performance, etc.
- The right to have personal and school property respected and safeguarded.

Self-discipline is essential to assure these rights for members of any community. Self-discipline develops and promotes responsible citizenship. Continued positive self-control requires the cooperation of students, faculty, and parents.

• 4 Basic School Rules:

Students shall comply with the 4 Basic School Rules at all times. These rules are posted throughout the school. Students are aware of and frequently reminded of these rules. Failure to comply with these rules may result in disciplinary action.

Be Respectful. **Be on Time.**

Be Prepared. **Be your Best.**

We believe that students learn from their choices and consequences are a way for students to reflect on their behavior.

• School Standards:

Students must:

- Arrive to school on time.
- Wear proper school uniform.
- Be prepared for all classes.
- Speak respectfully to adults and fellow students.
- Take proper care of school property.
- Utilize a hall pass when necessary.
- Not bring gum, banac or seeds to school.
- Not bring mobile phones to school / keep their mobile phones at home
- Move safely between classes. Do not run in the building.
- Not leave school without written authorization from the nurse or office.
- Not engage in "playfighting" or fighting.
- Not bring pets to school.
- Keep the school environment clean and free of litter.
- Line up when buying food from the canteen.
- Follow all the rules of any special area, such as: the media center, the gym, the science labs, the theater, the clinic.
- Follow the english/arabic rule.
- Follow classroom routines set by the teachers.
- Use proper indoor voices in the hallways/classroom/theater.
- Come prepared to class, and are not allowed to leave class to get the materials that are needed such as laptop, book, charger, etc.

• **Improving Student Behavior:**

No student has the right to disrupt the teaching and learning process. Al Bayan Middle School operates upon the assumption that students are honest and that they will conduct themselves with a high level of personal integrity.

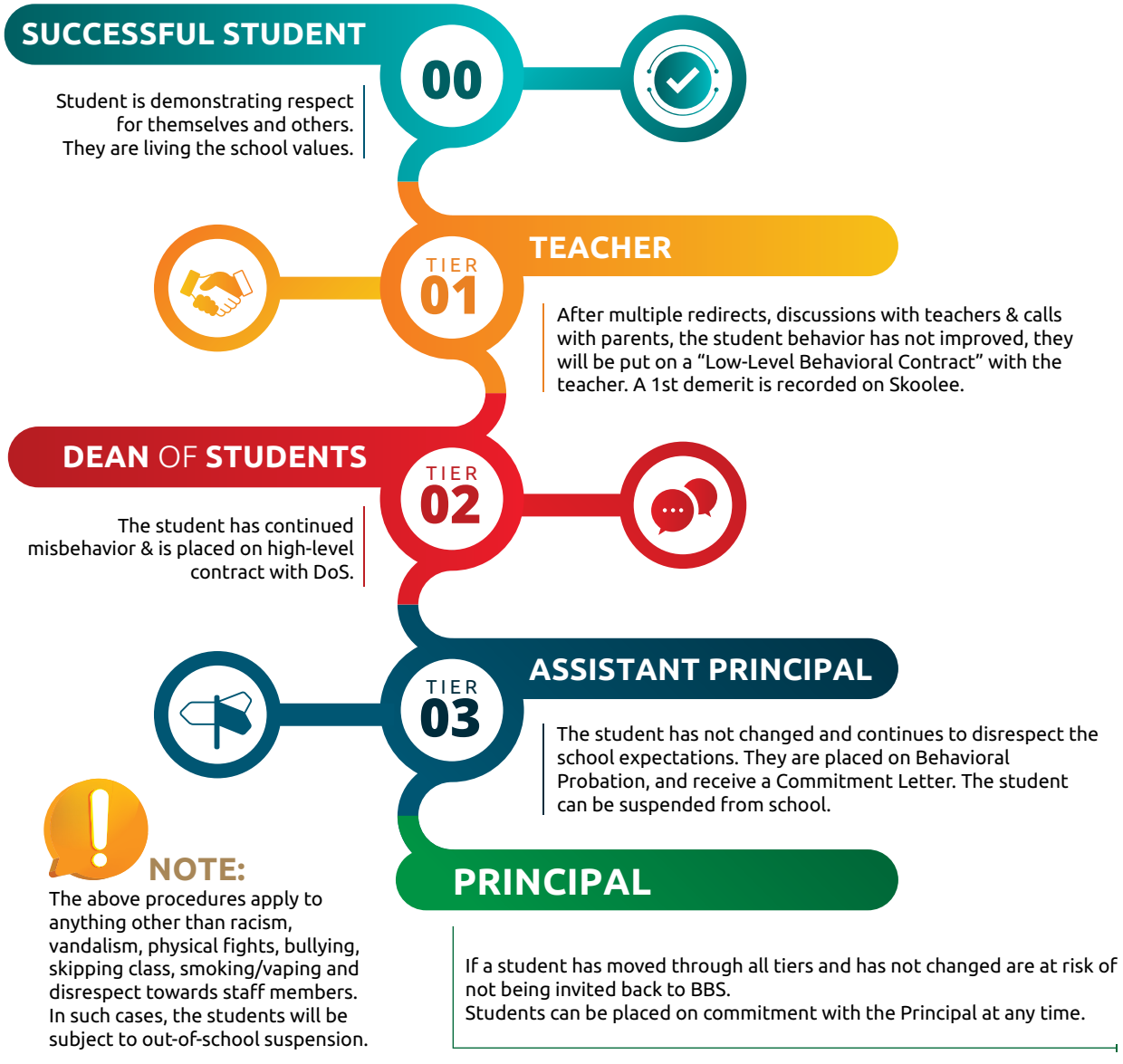
Misbehavior that causes a disruption in the operation of the school, as defined by the school administration, will be treated in a similar way as listed below:

- In order to support students to make positive choices, teachers provide redirection to help students learn and reflect.
- Repeated misbehavior, then the teacher may involve the counselor to help the child make good choices.
- Parental support and ongoing communication between the school and home essentially reinforce student's positive behavior choices

Rewards and acknowledgement of positive behavior and conduct will occur for students throughout the year.

MS MULTI-TIER SYSTEM OF SUPPORT FOR BEHAVIOR MANAGEMENT

Consequences applied may depend on the specifics and seriousness of any situation: to be determined by the school administration.



• MS Multi-Tier System of Support for Behavior

MS Multi-Tier System of Support for Behavior is separated into the following 3 categories. The contracts are offered to students and their families to support them in meeting their individual academic and social-emotional needs by allowing students a personalized support program when they are unable to fully direct their own behavior or habits of learning.

Low-Level Behavior/Academic Contract:

- This type of contract is between the student and the individual teacher. A student may be put on this type of contract/agreement if there are persistent infractions of a minor nature that the teacher has attempted to deal with on multiple occasions.
- In this type of agreement, the teacher will have a one on one conversation with the student, and together they will lay out goals for the student to meet in their lesson over a one week period.
- Low-level contracts will be the very first demerit for any student - this MUST be noted on Skoolee. Following the first demerit, teachers may add demerits for this student, for frequent and repetitive infractions. After 8 demerits the student will be called by the Dean of Students and placed on a high-level contract.
- To pass the low-level contract the student must meet all their set goals for 6 lessons. If a student fails the contract, this will constitute a demerit on Skoolee.
- Once a student is on a low-level contract, the Dean of Students will monitor their demerits. If they reach 8 they will be placed on a High-Level Contracts with the Dean.

High Level-Behavior/Academic Contract:

In the unfortunate case that the student's attitude has not changed after a low-level behavior agreement, and 8 demerits have been issued the student will then be issued a high-level behavior contract. The student will meet with the Dean of Students and/or Counselor to agree upon the goals that need to be met to demonstrate a shift in attitude.

- The student will collect a copy of the contract from the AP's office daily, have it signed by all teachers throughout the day and return it to the AP's office at the end of the school day.
- The result of the contract will be visible on Skoolee. A pass will be marked as a merit by the Dean of Students/Admin, if they do not pass, they will be suspended via the AP's office, and a demerit will be logged on Skoolee.
- After the duration of the high-level contract, demerits can be added (see above). If a student reaches 5 demerits after the high-level contract this will result in suspension. This will go through AP's office.
- If a student passes the high-level contract and remains demerit-free for 4 weeks, he can return to low-level contract status - this will be noted as a merit on Skoolee and it is only a one-time opportunity.
- A student who has failed a high-level contract or is on commitment letter will not be allowed to attend field trips or after-school events.
- For any infractions from the consequence chart below, the restorative practices/consequences will be determined by the administration.

• **Commitment Letter:**

Commitment letters are issued by the MS Principal and will be issued after 5 demerits following a high-level contract. The commitment letter will require the student and their parents to meet with the principal to discuss behavior expectations going forward. If the student fails to meet the agreements of the commitment letter, they will be referred to the principal and may be blocked for reregistering at BBS.

• **Suspension:**

Out of school suspension means that the child may not attend school for a determined amount of time. Students are allowed to make-up tests, work, with the 1st and 2nd suspension. However, students with out of school suspension are required to make-up classwork and tests on their own initiative. In doing so, the student must demonstrate responsible behavior by communicating directly and respectfully with teachers to agree upon a reasonable timeline for make-up.

- Parents will be informed if their child is suspended by one of the following: letter home, Skoolee or phone call.
- If after numerous suspensions the child still does not improve his or her behavior, then the school will make a recommendation to the Director that the child not be allowed to register for the coming school year whether they have been placed on contract or not.

• **End of the Year Promotion to the next grade level**

Students who were not conditionally promoted the previous year and failed the High Level Contract and/or received a commitment letter but were not blocked for reregistering at BBS, will be conditionally promoted and those who were conditionally promoted the previous year will either be blocked or will be promoted on probation and blocked for reregistering at BBS from the beginning of the year.

Note:

It is understood that some very serious discipline situations may demand the immediate removal of the student from the class environment and that he or she could be sent to the Assistant Principal's Office without going through the steps listed above. The appropriate consequences will be discussed and assigned by the school administration. Students are expected to meet with their counselor the following day after a suspension.

*Smoking, Bullying, and Possession of Weapons infractions may result in a student directly being uninvited to return to
BBS, regardless of the number of warning letters.

**Indicates that the consequences applied may depend on the specifics and seriousness of a situation; to be determined
by the school administration.

• **Emergency Drill Behavior:**

To ensure a safe learning environment, the school does practice emergency evacuation drills. In case of fire or emergency evacuation, every student is to leave the building as quickly and quietly as possible. Evacuation procedures are posted in each classroom and are reviewed on a regular basis. Drills to reinforce these procedures are practiced throughout the school year. Whether during a drill or an actual emergency, students MUST behave at all times to ensure their own safety and the safety of others. It is essential students listen carefully to directions given by faculty and staff. Failure to comply with proper behavior expectations may result in serious disciplinary action.

- In the unlikely event that we evacuate the school due to a bomb threat, parents will be called to pick up their children.
- Students will not be allowed back into the building to collect their belongings until the next day.
- Any test/quiz scheduled for the day of the evacuation or the next day will be given the day students return to school.

• Fire Alarms:

Fire Alarms are provided for our safety. We are now a campus of approximately 2500 individuals. It is serious offense to falsely pull a fire alarm. Unnecessarily pulling the fire alarm will result in the following:

- Immediate 5 day out of school suspension.
- Due to the severity of such dangerous and disruptive behavior Student will not be allowed to make-up test, quizzes, projects, work missed during the time away from school.

This may result in a recommendation to the Head of School that the child not be invited to continue at BBS.

• School is a Safe Zone:

If you are being bullied, it's very important to tell an adult. Find someone you trust and go and tell them what is happening to you. DO NOT WAIT TO TELL SOMEONE, TELL THEM RIGHT AWAY!!!

THE SOONER YOU SPEAK UP, THE SOONER THE PROBLEM CAN BE SOLVED.

• What is Bullying? :

Bullying is exposing another person to either verbal or physical harm, or threatening to harm another person with the purpose of controlling the other person's thoughts and/or actions.

• Types of School Bullying:

Physical Bullying: hitting, shoving or slapping, fighting, abusing, stealing, rough playing, etc…

Emotional Bullying: spreading rumors, purposely ignoring people, harassment, provocation, humiliation.

Verbal Bullying: foul language, name calling, verbal teasing, making fun of people, taunting.

Cyber-Bullying: occurs when someone bullies through the Internet, mobile phones or other electronic means.

Some examples of people you can tell are:

- Friends - Parents - Teachers - Counselors - Principal/Assistant Principal

• Dress Code:

The school uniform must be worn to school or when students are engaged in school activities outside of school. School uniforms must be purchased through the FAWSEC Store.

- Middle School shirt is light blue.
- Uniforms need to be clean, neat, and ironed.

- Tight clothing is unacceptable.
- Only closed shoes or sneakers of any color are acceptable. No Crocs or Birkenstocks type footwear.
- Appropriate hair length for boys is required to be a length that may not be tied.
- Hats are not part of the school uniform and therefore should not be worn in the classrooms.
- Large or dangling earrings are unacceptable.
- Only school jackets and jumpers are permitted

• PE Uniform:

- Students may wear their PE uniform throughout the day on the days they have Physical Education.
- Students are not allowed to wear soccer/football shoes (turf or field) inside the gym. These shoes may be worn for "outdoor" activities ONLY! Non-marking and/or "fashion" type shoes are also not allowed to be worn at any time. Athletic shoes such as Nike or Adidas type cross-trainers are acceptable examples of shoes to be worn inside the gym.
- Non-Uniform Dress Days: Students must be mindful that they still must be dressed accordingly in order to effectively and safely participate in PE activities on these days.

• Gym Policies:

- No food, drink, gum, etc. is allowed in the gym
- Students should NOT leave valuable items in the change room or gym.
- Students should wait for their teacher outside the gym entrance doors before entering. On extremely hot/cold weather days, students may enter the gym and sit quietly on the bleachers or be in their attendance area.
- Assignment out of 50%.
- Students who have not submitted their assignments by the due date, will be kept at recess and after school until the work is submitted.

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 freedom from being set apart or mocked because of race, sex, religion, culture, disability, classroom performance, etc.
- Members of the BBS community have the right to have personal and school property respected andsafeguarded.
- All members of the BBS community 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 of Trustees, and the divisional school administration will work to ensure that the school's rules, policies, and procedures, for all BBS stakeholders, must be 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. Also, please make sure you have read the Parent and Community Code of Conduct below in addition to the following school policies on the BBS website:

- MakerSpace policy
- Child Protection Policy



Parent and Community 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:**

Admission to the Middle School:
Students entering BBS must have sufficient knowledge of English and Arabic in order to meet the instructional demands of the grade level to which they apply. In addition, they need to demonstrate the potential to contribute positively to our academic and social environment while they are enrolled in the school.

BBS only admits students for whom we can provide an education. Parents of all newly admitted students sign a special acceptance contract that does not guarantee future enrollment. Student progress is closely monitored at BBS. Should it appear that the school's program is not appropriate for the abilities and/or interests of a student or does not meet his/her educational needs, the school will consult with parents to determine if the student could be better served in another school.

In line with Al-Bayan's nondiscriminatory policy, admission is conditional only upon successful entrance assessment results and the availability of places; regardless of gender, nationality, religion, or race. Academic and social developments are the principal selection criteria. Within these general criteria, priority for available vacancies is given to siblings of current students first, then to children of alumni and finally to children of new families.

In the admission assessments, which become more formal as the grade level advances, the school attempts to determine that the student is developmentally ready for school, that he/she has the basic skills required to enter the grade level in question and that the student will be able to successfully cope with the heavy demands imposed by a bilingual educational program.



Enrollment Process:
Students who want to enroll in Al-Bayan Bilingual School must submit an admission application to the Admissions office with the required documents and assessment fees within the set registration period that commences in February of every year. Applications that are submitted before or after this period will not be accepted. Applicants will be asked to provide up-to-date school records, including current report cards. Applicants who meet the criteria for age and academic record will then be invited to take an entrance assessment.

Arabic, English, and Math admissions evaluations are used to assess student readiness to meet grade level expectations in all three areas in order to be considered for admission.

Admission to the School will be determined by the Principal in each division after careful review of the results of the admissions test, recommendations made by the examining teachers, and the previous school academic and behavior records.

Once a student has been assessed, the admissions office will contact parents to inform them of the outcome of the admission assessment, and the status of the student's pending application. If assessment results are satisfactory and places are available, parents will be invited to register their children. During the admission process the school will consult with prospective parents to ensure that they support the school's mission and policies.

Registration is only complete after submission of all the required documents, provision of health records, official previous school transcripts, and payment of non-refundable / non-transferable deposit of KD100.

• Student Placement and Class Lists:

BBS professionals carry out the time consuming and difficult task of preparing class lists with great care because it is among the most important challenges we face each year. The school's staff considers every possible variable while composing class lists: the opportunities children need to make new friends, the importance of balancing student genders across sections within a grade, the learning styles and instructional needs of students, the teaching styles and abilities of our instructors, the distribution of students with special behavioral characteristics and/or learning abilities evenly among the sections, the balancing of class numbers, the separation of siblings and of students who are still learning the art of collaboration, and a great many other factors.

Because the Al-Bayan Bilingual School objective is to create the BEST possible learning environment for EVERY child in EVERY class, school management does NOT accept any requests to place students in specific classes. Instead, the school will continue to do everything in its power to create the best, appropriately balanced classes possible in each grade, keeping all students' academic interests, and generally, the best interests of all students in mind.

• Transition Policy & Practices

Grade 5 to 6:

- February - Admin, DOS & Counselors identify areas to assess readiness for incoming students.
- Semester 2 - MS Admin, DOS & Counselors meet with ES & HS teams Timeline program of transition.
- April & May - MS "Buddy" students are paired with Grade 5 classes and make visits
- April - Handover form shared with ES counselors to identify students of concern
- April - Class lists are constructed by the Grade 5 team & shared with MS
- May - MS Admin, DOS, & Counselors visit Grade 5 classes to explain procedures & expectations. Student questions are addressed and answered.
- May - Conduct case-based student surveys to gauge readiness & find out their questions and concerns. Identify students who want counseling immediately upon starting MS.
- May - Grade 5 students visit MS for a tour with counselors/admin

- May - Parent orientation - handbook, curriculum, skills.
- June - Student support teams meet for handover. In-depth discussion of individual students per class.
- June - Previously shared class lists are reviewed based on a handover meeting
- August - Grade 6 ONLY in MS on day 1 - Introduction to teachers, advisors, and technology platforms (Schoology logins not available before August)
- Pre-service week - All Grade level teams meet with admin & counselors. Recommendations for students are shared regarding academics & social-emotional concerns.

Throughout MS:

- Each Spring, before class placements, all tiers of students are reviewed by the Admin, DOS & Counselors. Appropriate class placements are made taking multiple factors into account.
- Intervention electives are offered for Grade 7 & 8 students in core subjects for those who are at risk academically.
- Each GLC leads weekly meetings throughout the school year with their grade-level team to discuss each grade level overall and students of concern.
- Admin, DOS, counselors, and learning support meet weekly throughout the school year to discuss each grade level overall and students of concern.
- Admin, DOS & counselors meet with each grade level team weekly to discuss students of concern or trends seen across grade levels.

• Promotion, Conditional Promotion, Retention, and Exit Policy

This Policy defines the criteria and procedures adopted by BBS in relation to students' promotion, conditional promotion, retention and exit/blocking re-enrollment. The policy advances general criteria as well as the division-specific criteria for students who fulfill their promotion requirements and for students-at-risk on the academic and behavioral levels.

Promotion Protocol

Students are promoted to the next grade level should they fulfill the following requirements:

- For Grade 6: a yearly average of 55% in all subjects. For Grades 7 & 8: a yearly average of 60 % in all subjects

For students who are failing one or more courses, the following conditions will be considered:

- Students who fail three (3) or more core subjects are not eligible for re-sit exams and will be automatically retained. Core courses are English, Math, Science, Arabic Language, Social Studies and Islamic Studies & Holy Quran.
- Students who receive a failing grade "F" (below 55% for grade 6, below 60% for grades 7 & 8) in one or two of the core subjects (English, Math, Science, Arabic, Social Studies, and Islamic Studies & Holy Quran) will be required to take a re-sit exam.
- Students who receive a failing grade "F" (below 55% for grade 6, below 60% for grades 7 & 8) in one or two of the non core subjects (Global Citizenship, Music, IT, Art and Electives) **will be Conditionally Promoted for the first time then on Probation for the second time and blocked from day one beginning of the academic year**.
- 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 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 and re-enrollment will be reviewed
- according to the conditional enrollment conditions outlined below.

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, including students who will not be promoted due to failure in 3 or more core subjects, as well as students failing one or two core subjects who are eligible for re-sit exams. Re-sit exams are only considered for core subjects: English, Arabic, Math, Sciences, Arabic Social Studies, and Islamic Studies/Holy Quran.
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 email the parents to inform them of school decision, i.e. failing the school year/student retention or eligibility for re-sit exams.
4. Students eligible for re-sit exams will sit for them in August . Students are assigned a study packet and the exam date is assigned.
5. If a student passes the resit exam with a grade of 60% or greater, their final grade will be updated to 60% on their report card. Adjustments or changes to the student's subject grade and hence 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 as soon as the results of the re-sit exams are issued. Parents will be also called for a meeting to communicate school decision.

Conditional Promotion Protocol

Different student cases require the school administration to examine critically the decision of promoting the student to a higher grade, especially when the student does not meet one or more of the three pillars of promotion (1) Academic Promotion Requirements, (2) Regular Attendance and (3) Acceptable behavior record. The school administration can suggest offering 'conditional promotion' for a student who fails to fulfill one of the three pillars of promotion: Attendance, Academic Promotion Requirements, and Behavior. Decisions related to offering conditional promotion needs to 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 day 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 10 to 14 unexcused absence days.

Conditional promotion cannot be offered in the following cases; rather, the "Exit Protocol" will be considered (refer to the section on Exit Protocol) as the attendance requirements set by the Ministry of Education are not met, (refer to Appendix for Ministry of Education Guidelines on Attendance):

1. Reaching 15 unexcused-absence-days
2. Reaching 15 unexcused absences in a course
3. For a healthy student (who does not suffer from any chronic medical condition), a student fails the school year when reaching 25 absences (excused and unexcused).

b. Academic Promotion Requirements:
The academic promotion criteria for each division are stated clearly in the Parents and Student Handbook. Conditional promotion will be considered in the following cases:
Should a student be listed for taking re-sit exams, a conditional promotion will be granted in the following cases:

4. If the student fails one re-sit exam in one required subject (English, Arabic, Islamic Studies, Holy Quran. Arabic Social Studies, Math & Sciences) or failed one or more non core subjects. Conditional promotion can be offered only if the student is fulfilling attendance and behavior requirements. Should the student fail two of his/her assigned re-sit exams, he/she cannot be promoted, hence, cannot be eligible for conditional promotion.
5. The school administration reserves the right to consider a conditional promotion for students whose overall academic performance remain around 60%.
6. Students will not be eligible for conditional promotion in two consecutive years, or twice within the same division.

c. Discipline & Behavioral Records:
The student's discipline & behavioral record reflect the student's positive engagement in his/her school life. In contrast, conditional promotion will be considered for students engaging in three or more misconduct offenses resulting in repetitive suspensions or detentions.
Conditional Promotion will not be offered in the following cases:

1. Serious or extreme incidents indicated in students' handbook; which requires not inviting the student back to BBS the next year such as repetitive incidents of: skipping class, vandalism, smoking/vaping, bullying or other inappropriate behaviors, violent and threatening behaviors.
2. A recommendation by the Division Discipline Committee of not inviting the student back to BBS next year. This recommendation needs to be approved by the School Director.

d. Timeline for Conditional Promotion

For students who meet their academic promotion requirements, conditional promotion letters will be given to the parents during the month of May.

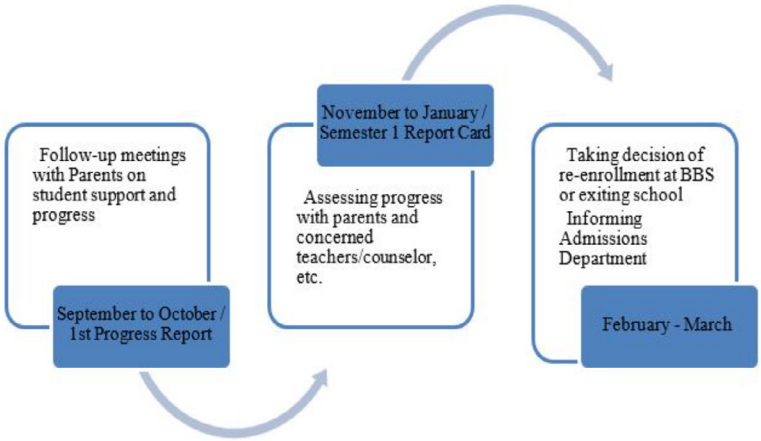
For students who are required to take re-sit exams, conditional promotion will be considered following the results of re-sit exams.

e. Follow-up on Conditionally Promoted Students and Student-At-Risk

The school is committed to supporting students who have been conditionally promoted, in coordination with the teachers, counselors, educational psychologist and learning support staff.

Parents play a major role in supporting their children overcome their challenges in academics, attendance or behavior; in particular, parents are requested to (a) attend meetings at school for discussing the student's school life and academic performance, (b) acknowledge and sign the commitment letters given by the school. Further, the below follow-up will take place:

1. Follow-up meetings, as needed, by the school administration with parents, in the presence of teachers, counselors, learning support will take place through the first semester.
2. At the end of Semester 1, the progress of student will be assessed and accordingly, the school administration might recommend blocking the re-enrollment of student for the next school year.
3. This recommendation is discussed with the Central Office; once approved, the Ministry of Education will be notified.
4. The Admissions department will be notified for blocking student's enrollment. The correspondences with the Ministry of Education will be shared with the Admissions Department no later than mid-March.
5. Following the consultation with the Ministry of Education, a meeting with the parents will be held to sign the school exit letter.



Support for Students & Follow-up with Families

Following up on students' school life, including their academic performance, behavior and attendance is a shared responsibility among the school and family; hence, the involvement of parents in meetings is essential for effective student support.

The school is committed to supporting students through different venues; this support is ensured by teachers, counselors, learning support staff, educational psychologist, dean of students in addition to assistant principals and principals. A clear definition of responsibilities and measures for support are available in Appendix A.

Retention Protocol

There are times when academic or developmental deficiencies make retention a viable option in order to ensure the continued progress of an individual student. Retention is considered in consultation between parents, teachers, guidance counselors, and the administration. Students must receive a 60% average in all core subjects, which shall include English/Language Arts, Arabic, Mathematics, Islamic Studies, Social Studies and Sciences.

Prior to a conversation with parents and students regarding the possibility of retention, teachers, administrators, and/or members of the Student Support team will communicate with parents about their concerns. Prior to consideration of retention, various interventions for students might be tried. These interventions could include (but are not limited to): after school tutoring, behavioral or academic contracts, RTI support, differentiated learning engagements and assignments, explicit instruction of strategies for students to use in their learning.

For each division, there is a process to determine if retention is, in fact, the best course of action. The six-step process for each division is outlined below.

a. Step 1: Initiate retention process (September to January)
After the semester 1 report card, each division administration will review and identify any potential candidates for retention. This list would include any students who have failed two or more core subjects. In Preschool and Elementary school, this process may begin sooner with students that are unable to adapt and follow daily routines. These students will be identified and referred by teachers.

b. Step 2: Collection of evidence (January to February)
The principal schedules a meeting with the homeroom teacher/academic teachers, and counselor to request student data and evidence for review, which may include the following:

Progress report	Academic/behavior records and/or contracts
Semester 1 report Card	Relevant anecdotal note regarding work ethic representing a pattern of behavior over time
MAP assessment profile	Relevant anecdotal note regarding work ethic representing a pattern of behavior over time
Literacy profile (writing samples, IXL diagnostic, Achieve 3000, etc)	Behavior notes/other Skoolee entries
Math profile (common assessments, IXL diagnostics)	Parent communication log/record of parent conferences
Formative and summative assessments from content areas	Counseling summaries
Attendance records	

c. Step 3: Child Study Team (February to March)
The principal, homeroom teacher/core academic teachers, counselor, and any other relevant stakeholders (Head of Department, learning support specialist, educational psychologist, etc) will meet to review the evidence.

d. Step 4: Parent Meeting (March)
The principal will arrange a meeting with the student's parents. The principal will also consider whether certain educators should also attend this meeting and invite them to participate (as needed). The teacher(s) and principal need to meet with the parents after the end of the Semester 1 reporting period (note that the Admissions Office sends out re-enrollment requests in January) to communicate that the school is considering retaining the child for the next academic year and that the team will continue to monitor growth these next few months. The principal will outline the concerns of the team of educators and explain the reasoning behind the request for retention.

e. Step 5: Team Meeting (April)
In early April, the principal will schedule another meeting with the team of educators (stakeholder teachers). Discuss the progress that the student has made since the Step 4: Parent Meeting and the recommendations of the team of educators.

f. Step 6: Second Parent Meeting (May)
By the end of May, the principal will schedule another meeting with parents. The principal will also consider whether certain educators should also attend this meeting and invite them to participate (as needed). Discuss the progress that the student has made since the Step 4: Parent Meeting and the recommendations of the team. The purpose of this meeting is to consider whether retention is, in fact, in the best interests of the student. The decision by parents to retain their child in the current grade level should be made by early June.

Retention or Promotion of Students with Additional Learning Needs

All students on an Individual Education Plan who meet their objectives are able to progress to the next age appropriate placement and grade level. If a student is failing to make the expected progress, the school must immediately notify the parent/guardian. The school must propose particular ways of helping the student through its interventions, which may include modifications/ improvements to the teaching program to support the student in making the desired progress.

Following up on students with additional learning needs, the school ensures the following:

- Holding a meeting to discuss measures to be taken to provide the student with additional learning support.
- Notifying the parents concerning the impact of such interventions on a regular basis.

If a student is being considered for retention the case will be convened with a Child Study Team, which is headed by the Principal (refer to the section on Retention protocol). The Principal will consult with the members of the Child Study Team concerning the retention of the student of their promotion to the next grade level, and the final decision shall be based on the collective decision of the following stakeholders:

- All teachers who have taught or worked with the student during the current academic year.
- The Educational Psychologist and division administration, in consultation with the school Director.
- Learning support specialists.
- The parents/guardians.

The decision of retention will take into account a number of factors which may affect the student' education level; in particular:

- The social and developmental impact on the student that would result if the student was separated from his/her peers.
- The school reports showing progress or lack of progress over two or more years.
- The capacity of the school to provide an improved, differentiated learning experience and support for students who have in the past been retained.
- Whether or not the student has already been previously retained.
- Whether a student has been assessed for special education needs and whether the student is in need of an Individual Education Plan which can better serve his/her individual learning needs

It is important to note that students cannot be retained in a certain grade more than two consecutive years, and no more than two different grade levels during the entirety of his/her school education.

Exit Protocol

The school is committed to supporting students in integrating effectively and benefiting from the educational experience, through making the appropriate accommodations within each class and assisting in working towards their academic success. However, several challenges may arise where the school deems unable to meet the needs of individual students; those challenges can include, but are not limited to:

- Student's inability to make adequate general academic progress, and hence, to meet academic objectives for a given grade level
- Student's inability to work within the class or small group setting, hence requiring fully individualized assistance (one to one support).
- Student's inability to attend school on a regular basis: including chronic lateness, and excessive absences (refer to Attendance Policy)
- Student's emotional and/or behavioral challenges that interfere with the child's ability to learn.
- Student's continued violent or aggressive acts or threats against self or others as well as student's repetitive misconducts
- Students on Conditional Promotion who have not demonstrated improvement in academic achievement as well as positive attendance and discipline
- Changes to a student's academic progress due to the discovery of a previously undiagnosed or undisclosed learning difficulty.

Parent's unwillingness to follow school psychologist/counselor's recommendations to seek outside professional assistance (medical, psychological, psychiatric, etc.) or to provide required psychological/educational diagnostic assessments and reports.

- Parent's refusal to permit educational / psychological assessment of the child.
- Parent's lack of support and involvement in their child's education, such as not attending parent-teacher conferences, not responding to communication from school, failure to participate in and/or support behavioral modification programs, etc.

- These situations may come to the attention of the administration by way of:
  - » Teachers' formal and informal assessments
  - » Student's academic progress and personal conduct both in and out of class
  - » School counselor/psychologist administered assessments and interventions
  - » Follow up by school administration, counselors, educational psychologist, teachers with students and parents.

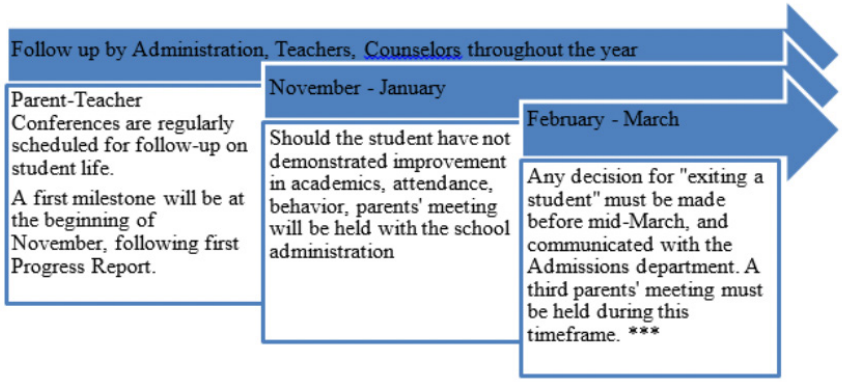
When one of the above-mentioned situations arises, at any stage of the school year, the following steps will be implemented:

- Parent-Teacher Conferences will be arranged to determine a plan for the improvement and ultimate success of the student. Several meetings may take place throughout the year.

- Similarly, the school counselors and administrators can call parents for a meeting to discuss the student's academic achievement, attendance record, discipline or any aspect of student's school life:
  - » The presence of both parents / or legal guardian will be required for such meetings.
  - » The teacher(s)/counselor/educational psychologist might be invited to the meeting.
  - » The parents might be required to sign a commitment letter/School Attendance Notice/ Attendance Probation letter, etc. Expectations for student's school life and conditions for re-enrollment at school will be clearly discussed and documented.
  - » Minutes of the meeting will be taken and kept in the student folder for future referral.

- A timeframe for re-assessing the student's progress will be agreed upon.
  - » Should there be no notable progress within the predetermined timeframe, a second parents' meeting will be arranged by the school administration with the concerned stakeholders. Same above mentioned considerations will be implemented.
  - » The school administration might request blocking the re-enrollment of student for the next school year, until the progress has been noted.
  - » This decision will be clearly communicated to the parents.

- Should no notable progress again be noted within the predetermined period of time, the student may be required to withdraw from the school; the following steps will be considered:
  - » The division administration will consult with the Central Office for approval
  - » The Ministry of Education will be notified in a formal letter along with the relevant documentation will be shared
  - » The Admissions department will be notified; the student will be blocked from re-enrollment for the next school year.
  - » A parents' meeting will be held to communicate school decision.



****Should any incident or regression in student performance be noticed after March (or after re-enrollment of student at BBS), the school reserves the right to consult with the Ministry of Education, and to block the student's registration for the next school year.*

In some cases, where major student infractions occur, such as violent/aggressive behaviors or serious misconducts as identified in the students' handbooks, the decision of immediate expulsion might be considered, while following the below steps:

- The parents will be notified of the incident
- The division's discipline committee might convene to discuss the incident. The recommendation of immediate withdrawal from school will be discussed with the Central Office for approval.
- Should the decision of immediate expulsion is approved by the Central Office, the Ministry of Education will be notified;
  - » Parents will be informed
  - » The Admission department will be notified; the student will be blocked from re-enrollment at school from the next academic year.
- Once the approval from the Ministry of Education is granted, the school administration will hold a parents' meeting to communicate the school decision.

Ministry of Education Notification

As per the Ministry of Education regulations, the school must communicate with the Ministry of Education the names of students whom the school do not wish to re-enroll for the following year.

A letter for each student along with relevant documentation must be sent to the Ministry before mid-January of every school year.

The school may consider blocking the registration of a student for the next school year after the payment of registration deposit, should a serious or extreme incident take place that require taking such decision. While the Ministry of Education advises taking such decisions before payment of registration deposit, the approval of the Ministry of Education is required for supporting the school decision.

GENERAL MATTERS

• School Supply List:

A school supply list is given to all students in the spring. This list is available from the Middle School Office.

• Lockers – Keep your laptops safe:

Lockers are the property of the school. Each student is assigned a locker so that he/she may have a place to store their laptops, books and personal items. Students MUST bring a combination lock. They should write this combination down and keep it in a safe place at home. They may not give their combination to any other student. Lockers are the property of the school, and the student will be held financially responsible for any damage. The school reserves the right to open lockers and inspect for suspicious contents. Unlocked lockers may be emptied of contents.

Students should not bring any valuable items to school. Doing so is at their own risk, and the school takes no responsibility for lost or damaged items.

• Bookbags:

Students may purchase a bookbag on wheels, but it must fit inside the locker. The bookbag will go into the locker on its side. It must be less than 22 cm, side measurement because each locker measures 22 cm wide x 40 cm depth x 60 height. Or, students may purchase a regular bookbag which, the student carries on his/her back.

Bookbags should not be taken into classrooms or left in the hallways. Bookbags must be kept inside the locker until the end of the day. The school reserves the right to ask students to open their bookbags to inspect for suspicious contents.

• Private Tutoring:

For obvious reasons, it is considered unethical and poor professional practice for a teacher to tutor one of his or her own regular students for pay; **it is the policy of the BBS Board of Trustees not to permit a teacher to serve as tutors for his or her own students or for any other student at BBS.**

Under normal conditions, students are expected to receive assistance and explanations in the classroom.

- Al-Bayan Bilingual School discourages the practice of private tutoring because of its potential negative impact on the development of the student's self-reliance and independence.

The BBS bilingual curriculum is very demanding. As a result, some parents may choose to have a tutor for their children; this is a personal choice. The school will not insist on or require parents to provide tutoring. In addition, BBS administration and teachers will not suggest or participate in finding tutors for students.

• Identification of Belongings:

Student belongings (computer, books, copybooks, jackets, PE suits, bags, etc.) must be clearly marked with the student's name. Student book bags are property of an individual and are to be respected by all.

• Lost and Found:

A Lost and Found container is located on the Ground and 2nd floor. Students should check these areas, as well as the Middle School Office, for any lost items.

- **Gifts:**
  The school maintains a gift giving policy. In relation to students and parents, staff members may not give to or accept gifts from students or parents with 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.

- **Birthday Parties:**
  Though birthdays are important times to celebrate, such private celebrations must be planned for off campus. No birthday party (planned or surprise) is permitted in school. Any attempt to deliver food or gifts associated with a birthday celebration will be denied at the school gates (nannies and drivers will be sent home).

- **After School Clubs:**
  After School Clubs take place, usually from 3:00-4:00 PM or as communicated by the SLD. An additional fee is required for these clubs. Joining a club is optional.

- **Subject Notebooks/Binders:**
Successful middle school students are those who take responsibility for their learning and who are organized. Notebooks or ring binders help students organize their papers. These binders should be no more than 1 inch or 2 cm. wide. Students need to purchase notebook paper, dividers and clear plastic pocket sheets for these binders.

- **English Only/Arabic Only:**
  To ensure BBS students are prepared and inspired to be fluent in Arabic and English, all are expected to speak only English in the following classes: English, Science, P.E, Art, Math and Music. They are expected to speak Arabic only in Arabic, Islamic Studies, and Social Studies. Failure to comply may result in the loss of grade points and disciplinary action.

- **Educational Trips:**
  Educational trips provide students and teachers with opportunities for learning and teaching beyond the classroom. One letter is sent at the beginning of the school year to all parents to secure their written approval for their children to participate in all trips that will take place during the school year. In addition, a written notification indicating the purpose of each trip will be sent before every trip. A student must be in school on the day of the trip in order to attend any field trip or special event. Bus and entrance fees will be collected for each trip. The School reserves the right to withdraw any student from a planned field trip, with no refund, if the child has poor behavior.

- **Forgotten Items:**
  Students need to learn to be responsible for their school work. Students are not permitted to call home to ask that homework, projects, clothing, food, etc. be delivered to school. The school will NOT deliver items to students as this would disrupt the instructional process.

- **Use of Telephone:**
  Students may use the school telephone for EMERGENCY calls, before school, during snack and lunch, and after school, only with school authorization. Calling to ask for permission to go to a friend's house is not an emergency. Students who need to call home must do so from the Middle School Office.

- **Canteen:**
  The school canteen is open every day during morning snack and lunch break. Students may lose their privilege of buying from the canteen in case of any inappropriate conduct.

- **Student Personal Information Update:**
  Family home and emergency telephone numbers and email addresses are essential for the school to have on file. Please notify the school of any information changes.

• 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.

New 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 new 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 in class 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 Skoolee system under daily cases, and you can access them through your child's medical file.

Submitting Sick Leaves:
Middle 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 that can be refunded upon returning the key to the Middle School Office Manager.

- **Loss of Books and Other Materials:**

Students are provided with the necessary textbooks for the Middle School's educational program. However, each student is responsible for his or her own books. Students must pay for or replace any lost textbooks issued to them. If a Media Center book or other material is lost or damaged, the person to whom it is checked out must pay for its replacement. Report cards will be withheld from any student who has lost or damaged books.

- **Prohibited Wireless Devices:**

The use of wireless devices such as AIrPods, cell phones, and wireless earphones is prohibited on campus. Use of such devices may lead to confiscation by the school according to the following:
The school will not be held responsible for lost or damaged prohibited devices. Therefore, students must keep phones at home.

- **Money and other Valuables:**
  Students should not bring any valuable items to school. Doing so is at their own risk, and the school takes no responsibility for lost or damaged items.

- **End of Year Procedures:**
  Students must comply with end of year procedures. These include returning all media center books, textbooks, emptying lockers, desks, etc. Failure to comply with end of year procedures may lead to financial charges to replace missing or damaged school materials. The school may also hold report cards until all end of year issues are resolved.

- **Clean Campus:**
  We are proud of the way our campus continues to improve its appearance. Our campus must be free of litter. Students must dispose of trash in trash bins. Students cannot throw trash on the ground and expect the cleaning staff to pick it up. Canteen service may be suspended if this rule is not followed.

- **Eligibility to Participate in School Activities:**
  Al-Bayan Bilingual School considers participation in school activities as an important part of developing the whole student. However, participation in these events should not be a hindrance to a student's academic success.

  Participation in school activities and field trips including travel, is subject to a student's behavior, work and attitude record at school. It should be noted that the administration has the final say with regards to permission for student participation an activity.

  If a student cannot travel due to a behavior, work or attitude deficit, the school may not be able to refund the trip deposits or fees already paid.




VPN