

AL - BAYAN BILINGUAL SCHOOL

Elementary School Guide
Grades 1 - 5

PARENT HANDBOOK



September 2015



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1 September 2015

Dear Parents,

Every school year BBS Elementary School publishes and distributes one of the most important documents for each elementary school student and family. This essential document is the "ELEMENTARY SCHOOL GUIDE 2015-2016."

It is required that you, as a parent, read through this important document, review and discuss it with your child/children. Every student and a parent(s) must sign this letter and return to the student's homeroom teacher. This essential document contains all of the critical information regarding the BBS Elementary School.

We advise that you pay particular attention to the section on Character Education, which is new this year, and the sections regarding school rules and consequences.

If you have any questions concerning the information contained in the "ELEMENTARY SCHOOL GUIDE 2015-2016", please contact Ms. Zetha, Elementary School Principal.

Absence of this signed letter in a student's file and/or absence of a parental/guardian/student signature does not negate the application of school rules/consequences.

Best regards,

Ms. Zetha, Elementary School Principal

My signature signifies I have read and understood the "ELEMENTARY SCHOOL GUIDE 2015-2016".

Student Name: _____ Grade/Section: _____
(Please print)

Student Signature: _____
Date: _____

Parent Name: _____
(Please print)

Parent Signature: _____ Date: _____

Please return this form to the HOMEROOM ADVISOR by TUESDAY, 10 SEPTEMBER. We MUST receive confirmation of parent signature. Students will not participate in any school activities until signed forms are submitted. Thank you.

CHARACTER EDUCATION AT BBS

AL-BAYAN CHARACTER ETHOS

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

AL-BAYAN 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 you have entrusted us to develop your child in all ways, we ask you to trust our efforts in accomplishing this goal.

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 and safeguarded.
- All stakeholders are expected to treat each other with dignity and respect; this includes all faculty, support staff, maids, guards, students, and parents. All members of the BBS community are afforded this right.
- The school owners, the BOT 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.

VISION, MISSION, PHILOSOPHY



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

School Mission

Founded in 1977, Al Bayan Bilingual School, owned by Fawsec Educational Company, a non-profit organization, is a private Arabic-English university preparatory educational institution, which fosters an environment for students to develop the intellectual qualities, ethical values, and positive attitudes required for effective participation and leadership in the overall development of Kuwait and the rapidly changing world.

The School Philosophy

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

- The mastery of communication skills, including writing, reading, speaking and listening.
- The development of problem-solving skills, technological capabilities, critical thinking, and analytic abilities needed to deal with an increasingly complex world.
- The cultivation of an international and multi-cultural perspective and skills that will enable one to take advantage of professional opportunities in the international sphere.
- An understanding of the historic, economic, geographic, and environmental forces that have shaped the modern world and the ability to use this knowledge to better comprehend the present and anticipate the future.
- The ability to work with others as part of a team and to experience leadership effectively and appropriately.

- The capability for personal autonomy and motivation for a life of continuous learning.
- Strong self-confidence, resourcefulness, self-esteem, and assertiveness.
- An appreciation of the essential ingredients for sound physical and emotional health, and the capability to utilize the resources available to realize these values and to deal with the stresses of an active life.
- A well-defined code of ethics, values, and standards that is not dependent upon a controlled environment.
- Effective development and instruction in the fine arts; health, recreation, and physical development; leadership and team play; aesthetic awareness; ethics; and psychological growth.

OBJECTIVES

Elementary School Program

Al Bayan Bilingual Elementary School works to create a positive learning community based on the unique needs of the young learner. Our goal is to develop an educational program that appropriately and effectively meets these needs. We acknowledge that young learners need concrete, hands on activities that engage their developing minds and the skills to become independent learners. Devoted to excellence in instruction, our program strives to build a solid foundation in literacy, both Arabic and English, mathematical and scientific reasoning, creative problem solving, fine arts, and health and wellness. Additionally, appreciating the unique heritage of the Arabic world and sustaining traditions gives rise to approximately sixty percent of curriculum begin taught in Arabic. Our philosophy commits teachers to challenge students to high academic standards, as well as instilling a strong sense of community, self and values.

Special Needs at BBS

Al Bayan Bilingual School is a university preparatory educational institution providing the best quality education to its students. Even though the school strives to meet the needs of all students, our staff and facilities are generally not equipped to meet the special needs of students with academic, social, and emotional or behavioral difficulties that result in educational modifications which are beyond the scope of our programs, and/or in continuing discipline problems/undesirable influences upon other students. Therefore, when the school's officers believe that it is in the best interests of the school or the student, the administration of the school reserves the right to deny admission to the following grade for a student whose behavior is deemed unacceptable or who does not show appropriate academic progress.

Academic Improvement Plan

Al Bayan Bilingual School recognizes the young learner enters school at different stages of development and works to differentiate instruction as needed to ensure student success. A variety of strategies are used to support the learner. However, if the student continues to show difficulty meeting grade level expectations, they will be placed on the Academic Improvement Plan which provides more intensive afterschool support. Continued lack of progress may result in requesting the student to leave Al Bayan or be retained in the same grade level. Students who are retained will remain on the academic improvement plan. More detailed information is provided under Academic and Behavioral Expectations and Policies section of this handbook.

Administration's Position on Developing Class Lists

BBS professionals carry out the time consuming and difficult task 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. We consider the opportunities children need to make new friends; balancing student genders across sections within a grade; the learning styles and instructional needs of students; the teaching styles and teaching abilities of our instructors; distributing students with special behavioral characteristics and /or learning abilities evenly among the sections; balancing class numbers; separating siblings and students who do not get along, and a great many other factors. Therefore, because Al Bayan Bilingual School's objective is create the best possible learning environment for every child in every class, school management will not accept any requests to place students in specific classes. Instead, the school will continue to do everything possible 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. Teachers will meet with the counselor to create new classes in the latter part of the year using the above criteria.

AL BAYAN BILINGUAL ELEMENTARY SCHOOL

Introduction

To all parents of elementary school students: Welcome to Al-Bayan Bilingual School, with an especially warm welcome to new students and their families. This handbook is a reference tool for you; to answer many of your questions and to inform you on school policy.

It is our mission in the elementary school to create a caring, challenging and positive environment where your child can develop academically, socially and emotionally. Our efforts are made more effective with your support. We hope that you will refer to this handbook and by doing so help us to realize our goals for your children.

School Hours

**School begins at 7:15AM
and concludes at 2:30PM.**

Teacher supervision commences at 7:00 am and concludes at 2:50 pm. Children on the BBS campus outside of these times are not supervised; please ensure your child arrives and departs campus on time.

Parents are asked to not enter the school building in the morning or after school without appointment.

Children should arrive to the playground by 7:10AM to get ready for morning routine. If your child is late it means:

- They do not benefit from the community building of Morning Routine.
- an organized start to the day has been missed.
- recognition of good work could be overlooked.
- valuable instruction time has been lost.

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

Absenteeism

When a student is absent, a note in Arabic or English explaining the reason should be handed to the advisor teacher. It is also helpful if a telephone call is made to reception or the nurse (22275000 ext. 500 or 204). If a student has required medical treatment, then a doctor's note should be handed to the school nurse. This will be kept for your child's records.

When students are absent, teachers are frequently requested to provide work which was missed. Should any teacher feel it is important for work to be made up before the child returns to school, it will be placed in the corresponding advisory drawer in the reception area. Parents, siblings, nannies or drivers are welcome to come at 2:30pm to check the drawer.



If no work is present, the teacher will make arrangements to work with your child after his return to school, or disregard/substitute the work.

Excessive absenteeism can negatively affect your child's grades.

Research on school success is clear; while there are a number of factors which influence academic achievement, nothing is more critical than timely, consistent attendance. We must rely solely on your cooperation in this matter.

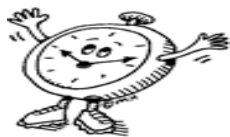
Safe Arrival

Once our school day has begun, ES Reception will begin contacting families of students who have been marked absent by the advisor teacher. If you know in advance that your child will be absent from school, please feel welcome to email reception at recep2@bbs.edu.kw. This will avoid an early morning phone call from our school.



ROUTINES

To compile an accurate record of attendance, teachers carry out the following procedures:



- a. Attendance is taken at 7:15am for grades 4 & 5, and at 7:25 am for grades 1 & 2.
- b. Morning routine then takes place as students who are late remain with the teacher on duty during Quran Kareem recitation and National Anthem.
- c. When morning routine is completed and during the announcement time, students go to their lines, where it is noted that they are late, same is applied for students who arrive during/after advisory time.
- d. Students who arrive at school at any other time of the day must first visit the reception in the lobby to collect a late slip. Then they can proceed to class.

Morning Routine

Our day begins with morning routine. Following the national anthem and the prayer, we bring to the attention of students, parents and teachers important and upcoming events. Students may be recognized for their accomplishments. Parents are most welcome to attend morning routine, and we ask for your cooperation in minding younger siblings during our proceedings.

Grade 4& 5 morning routine will be on Thursday at 8:15-8:20am, except the 1st Thursday of the month, morning routine will be at 7:15am.



Advisory Time

Owing to the nature of our “rotary-style” timetable, we feel that students need to have a "home" base. To provide this, an advisor program takes place immediately after morning routine. It is a time for sharing and discussion of school-wide themes, to assist in solving conflict, and to encourage growth of social skills. School-wide themes become the focus of attention for a specific period of time. We attempt to develop a greater social awareness among students and bring to the school a deeper feeling of caring and sharing through the advisor program.

Morning Advisory Time (7:15am – 7:25 am) for Grades 4 & 5 only

(Sunday - Thursday:

1st Thursday of the month , advisory time for grades 4 & 5 is 7:15 – 7:35 am
The beginning of the day: 7:35 – 7:40 am

Skoolee for Students Attendance

We are implementing a new student database program and will be keeping attendance on our new program Skoolee. Students who leave between 2:00 to 2:30pm will need to come to the ES Administration Office for a departure slip. Additionally students who arrive at 7:40am or later must pick up a tardy slip from the reception desk. Students who are tardy before 7:40am will be marked in the teacher records.

Skoolee is a database program that in the event of emergency, it will provide us with accurate information regarding students whereabouts.

NURSE

Nurse's Recommendations:

1. The Al-Bayan Bilingual School health program offers educational, preventive, and first aid services only. We request that parents follow up with their own family doctors on the medical care and services that are offered out of school.
2. In case of any illness – mainly communicable diseases such as chicken pox, measles, mumps, rubella, and scarlet fever... please do not send your child to school unless he/she is completely cured. **A doctor's report should be sent to the school nurse on the first day your child attends school after recovery, stating that the disease is not contagious anymore.**
3. In case of illness that causes absence from school for more than 3 days, a sick leave notice filled and signed by the doctor is required.
4. If your child has had high fever or flu, he/she should only be sent to school after 24 hours have passed and fever is considerably lower. This will avoid transmission of infection to other students or to staff.
5. If your child is complaining of stomach ache and/or vomiting, please keep him/her home the next day to avoid the consequences of coming to school while sick. Not enough rest negatively affects the immune system and hence its defense against diseases. Furthermore, a sick and sleepy student cannot learn.
6. If your child has sore eyes or redness with tears, please consult a doctor to rule out a contagious eye infection before sending the child to school.
7. Students suffering from asthma, diabetes, or heart problems should inform the school in writing. Please supply the school with the prescribed medications to be given to the students in case of emergency.
8. In case of any previous illness / accident, please inform the school and provide a report about the present situation of your child for follow-up at school.
9. Should your child be given medicine during school hours, the nurse is responsible for administering it in the nurse's office. A written notice should be attached stating the dose and time to be given.
10. If your child was given any medication at night / morning before coming to school, please inform the school nurse/doctor in writing, stating the name of the medication, the dose, and the time of administration.

11. Healthy food is vital for your children; make sure that your child eats breakfast before coming to school and that he/she brings healthy food. Pop, candy and nuts (including nuts butter and extracts) are not permitted at the Elementary School. Your cooperation is highly appreciated.
12. The school medical file must be completed and submitted to the Registration Office before your child attends school (as required by the school health department of Kuwait's Ministry of Health). This file includes a BCG vaccination card, a physical fitness registration card, a copy of your child's immunization certificate, and a blood group slip. The above requirements are very important for the follow-up on each student's case.

Elementary School Nurse Direct Line: 22275009 (grades 1-5)



TIMETABLES, SCHEDULES AND HOMEWORK

Timetables

At the beginning of the school year, each advisor will distribute a class schedule. Keep it in your home study area so that it can be referred to daily.

Every Thursday by 6pm, English, Arabic, Science, Math and Social Studies schedules will be posted on our website. These will give a **brief outline** of the work to be covered the following week. They will also include the books that are required, and the appropriate pages to be covered. This will help prepare for the following week's lessons. Homework will also be indicated.

A paper copy might be provided to parents as a courtesy, but is not required by ES administration, and will only be allowed during first weeks of school.

Each teacher's style is unique; therefore, although they will meet basic content requirements by ES Administration, their schedules will *reflect their distinctive teaching style..*

Homework

Research is showing that *excessive* homework for younger children is not beneficial. It is more important for the young learner to have more time to develop large and fine motor skills through creative play. Young children also continue to need more sleep for healthy brain and bone development ~ 10 – 12 hours per night.

On the academic side, homework that is useful and strengthens skills include: Reading daily (both English and Arabic). Your child will be asked to read daily for a short period of time depending on their age. Some teachers might require a "reading log" or a response journal.

Some Arabic subjects will require memorization of some content, which requires practice.

Students also benefit from practicing their math facts daily to develop mental math skill. The ability to add, subtract, multiply and divide simple numbers in your head is an important skill that also is a foundation for a strong sense of 'numeracy'. Playing games that require mental math skills is a fun and educational way to strengthen skills.

We strive to have homework be appropriate for the child's developmental stage as well as to increase assessment levels. Test preparation is best when skills are practiced regularly, and in small bursts. "Cramming" for a test is nonproductive and the child undergoes incredible stress, rather than being confident and relaxed.

Homework is **not** intended to be:

- a) an arduous exercise where both parents and child become frustrated
- b) a task for parents, nannies or tutors to complete
- c) a frustration for the teacher when it is not completed/returned

Homework may be included as a small percentage of a mark in the upper grades for completion. This will be explained in further detail during Open House.

In lower grades, homework is checked in but not graded. There is, however, an area on the report card which reflects whether or not homework is consistently completed and returned.

In September, a homework schedule is provided to students. This schedule indicates when specific subject homework is assigned and due. Literature provided during events such as Open House or Parent-Teacher Conferences will indicate the distribution of grades. We strongly encourage parents to attend these events so that you may be informed as to our expectations.

The time that has been allotted for homework is for the average student. If you find that your child is consistently taking longer, please discuss this with the teacher.

We are pleased to support you and your child in homework completion, review and study skills!

GOOD STUDY HABITS

Suggestions to help develop good study habits

- Make available a quiet and well lit table where there are few distractions. Furnish it with writing materials, books, and a notice board for the weekly schedule. A computer may be helpful. Please do not have a television on during study. It is a distraction.
- Establish a time for homework completion. This need not necessarily be directly after school since children need a rest as well. If consistent standards are set in September, then children will soon learn to finish the task in a given time.
- All children need encouragement. If possible, let them work independently, especially in Grades 3, 4 and 5, but then check that the work is complete. Grade 1 and 2 students will need daily reading help. Teachers may give specific instructions as to how to assist with daily review, especially for our younger students. Please, seek their professional advice. Because English is a second language for most BBS students, daily reading is critical.
- Students who are on an *academic improvement plan* or are experiencing difficulties should be reviewing that subject daily.
- Once the homework has been completed and checked, place it in the school bag along with the books for the following day. Pack only the books that are required. The English basal readers are very heavy, and it is not necessary for every book to be carried daily. Science is only on certain days, while Arabic and Math are usually required every day. By reading the schedule and packing a bag daily, sound responsibility is developed from an early stage.



Even Grade One students can pack their own bags, if supervised. Do not underestimate your child's capabilities!

- The Elementary School is a 4-floor building. We expect students to carry their own bags up and down the stairs; as it is one small way to develop problem-solving and independence skills. Please be mindful of this when purchasing school bags.

Tutoring

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 nor require parents to provide tutoring. In addition, BBS administration and teachers will not suggest or participate in finding tutors for students.

As instructed by our Director, we will no longer assist parents in making arrangements for tutoring.

TEXTBOOKS AND COPY BOOKS

Copybooks

Copybooks are ordered by the school and distributed at the beginning of the school year. They are usually sufficiently supplied to cover the needs of the year. We ask that each book, as soon as it is received, be covered, the student's name placed on it, and then returned to school. Copybooks should be kept in school so that grading is kept up to date, and they are available for each lesson. They are always available for you to see and discuss with the teacher.



Textbooks and Classroom Library Books

These are distributed at the beginning of the school year and are recorded by number since they are to be returned. This applies particularly to English, Science, Arabic (supplementary program) and Math books. Should a book be lost or damaged, then it will be necessary to provide a replacement charge. Report cards will be issued only to those pupils who have returned all their books in reasonable condition or paid a replacement/damage charge. This applies also to Media Center books.

COST OF REPLACEMENT/DAMAGED TEXTBOOKS, MEDIA CENTER BOOKS, CLASSROOM LIBRARY BOOKS, ETC.

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

THE MEDIA CENTRE

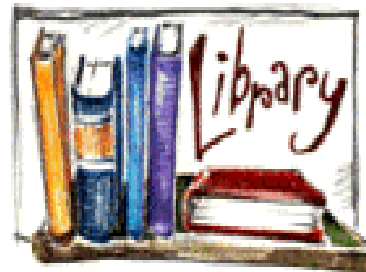
Library Media Center (LMC) books

Reading is an essential part of learning, and, if a love of books is developed from an early age, then both pleasure and knowledge will be gained. Each 1st grade class is scheduled to have two LMC lessons each week (Arabic and English) when students will learn LMC skills, as well as exchange their books. Grades 2 – 5 are scheduled to have 2 LMC classes biweekly. Please ensure that LMC books are returned on the due date. Books may also be returned at recess time and after school. If you would like to visit the LMC after school from 2:30 to 3:00pm, then you are most welcome. Classes take place until 2:30 pm; please wait until this time to enter the Media Center.

Library Media Center (LMC) Hours

The LMC is open at the following times for parents and students:
2:30 - 3:00 PM

The LMC is open at the following times for students:
Sunday-Thursday, last recess- 11:50-12:10pm



To Develop a Love of Reading:

- Children like to be read to. If possible, read to them daily.
- Buy books that include a recording. Recorded stories help to improve listening, fluency and pronunciation.
- Listen to your child read. Fifteen minutes each day will ensure growth. Discuss the pictures, characters, story problem, setting, and solution. Make a “text to self” or a “text to text” connection. If the story has been read in class, teachers will often include suggested questions for comprehension discussion.
- Encourage your child to visit a book shop, library or internet sites to select books of interest. Try downloading books, also. These need not always be fiction. Non-fiction books can help to develop different reading skills and build content knowledge.
- Reading can also include magazines, labels on cereal boxes, or even the signs as you drive around the city. Help your child become aware of print in both Arabic and English. When you travel, there are unlimited opportunities for ‘authentic’ reading experiences!
- There are many good websites and “apps” which your child can use to build reading skills. Speak with our teachers for recommendations.
- Have books available in the home. Model reading for your child. Your family’s ‘culture’ will include the value of the written word, and thus, your child will more likely value reading.
- Leveled readers (ex: Rigby books) are to be read repeatedly during the week. Unlike adults, who don’t often read fictional texts more than once, children require numerous exposures to the same text to build fluency skills.



Reading is the core to effective learning; without good reading skills, your child will struggle in every subject area.

Speak to your child’s teacher or our Media Centre Specialists for other ideas on developing a love of reading.

ACADEMIC AND BEHAVIORAL EXPECTATIONS AND POLICIES

Al-Bayan Bilingual School is a university preparatory educational institution providing the best quality education to its students. By nature of its being bilingual, the curriculum is very demanding. Even though the school strives to meet the needs of all students, our elementary staff and facilities are generally not equipped to meet the needs of children with academic, social, emotional or behavioral difficulties that result in educational modifications which are beyond the scope of our programs, and/or in continuing discipline problems / undesirable influences upon other children.

Therefore, when the school's officers believe that it is in the best interests of the school or the student, the administration of the school reserves the right to deny admission to the following grade for a student:

- whose behavior is deemed unacceptable or
- who continues to perform below grade level in any core subject (English, Arabic and Math) or
- whose family's expectations are not an appropriate fit with our school's mission, vision and values.

Please see next page for further information on the academic and behavioral expectations of BBS ES students, and our related policies when these expectations are not being met.

Promotion, Retention, and Academic Improvement Plan Policy.

Continuous assessment will be on-going in each subject area.

‘Core’ subjects refer to the following:

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

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

- The teacher will initiate a parent conference to suggest interventions.
- The teacher will invite the student to join “after school help” classes.
- The school may request sight and hearing screenings.
- A Child Study meeting may take place; during which time all faculty involved with the student will share insights, and develop further strategies to assist the child.
- Administration will observe the student in class.
- Parents may receive warning letters, indicating the child is at risk of being placed on an academic improvement plan. Report card comments may also indicate this possibility.
- If a specific and significant learning difficulty is suspected, parents may be asked to have psycho-educational testing completed for the student, a copy of which will be provided to the counselor. Often, these assessments provide very valuable and helpful information to educators. However, if this assessment shows that a severe and specific learning problem is present, then the student will not be invited back to BBS for the following school year.

If none of these interventions are successful, and the student is performing below grade level in any core subject, the family will be warned that an academic improvement plan is the next step. This communication may take place at the end of Quarter 1 and/or 2, in or following distribution of report cards.

How are Students placed on Academic Improvement Plan

First: students are first identified by administration for being “At Risk” after their 1st semester report card. Report cards and Progress Reports are also monitored throughout the rest of the year. Students can be identified as being “At Risk” in Arabic, English and/or Math subject areas.

Grade 1: different requirements in January and March/April to allow for adjustment to elementary school .

January: (At least)

- Two (ND’s) in one subject area (It could be English, Arabic, or Math)
- One (ND) + One (1) in one subject area
- Three (1’s)

March/April:

- Two (ND’s) in one subject area
- Two (1’s) in one subject area

Grade 2, 3, and 4: (At least)

- Two (ND’s) in one subject area
- Two (1’s) in one subject area

*Alternatively, If you would like to recommend a student for AIP, who does not meet criteria, a CST needs to happen to discuss their academic performance prior to placement on AIP. Please contact the counselor to discuss the individual student.

Second: During CST (Child Study Team Meetings) interventions and strategies are discussed and implemented for all students who are identified as being “at risk,” in an effort to support the student’s individual need. Also, there are additional parent meetings with teachers, and/or administration, and/or counselors. Students in grade 1 can go through the CST process, however will not be placed on AIP until the following year.

Third: Continued interventions by teachers, follow up with parents, while students’ academic progress is monitored by teachers, administration, and counselors.

Lastly: After second progress report (April) if the student continues to not meet standard he/she will be promoted to the next grade level and will be placed in the AIP program for that academic school year. Decision for AIP placement is ultimately by administration, with input from teachers and counselors.

Following year: CST meetings will also occur at the beginning of the year to inform new teacher and also to follow up progress of students placed on an Academic Improvement Plan the previous school year. After school support will begin in October (twice a week) and will include students who were placed on AIP the previous year.

- The academic improvement plan includes additional services for the struggling student. The additional services include extended after- school help twice weekly. These services will be discussed in meetings with the Administration Team.

Students who perform below grade level in any core subjects in the following year will be requested to leave BBS or may be retained.

Retention is not always a suitable option, but on occasion, when the student appears to need time to grow, we consider it.

Students who are retained remain on the academic improvement plan. If this intervention does not prove successful, they may be requested to leave BBS at the end of the school year.

Parent Process for Sharing Concerns

On occasion problems or concerns will come up in which you as the parent need to voice your concern. We encourage you to let us know when something is a problem so we may work together to solve issues and maintain good communication.

Sometimes parents feel if they express their concern there might be reprisals, or 'revenge' behavior. If that should occur, it needs to be reported to administration immediately as that is unacceptable.

Here are the steps to take towards solving a problem:

What to Do:	What Not to Do:
<ol style="list-style-type: none">1. Speak with your child's teacher either through email, phone, or leave a message for the teacher to call you back. Teachers have the most contact with your child and most influence for helping to solve the problem immediately, especially if the problem is between students in the classroom.2. If after discussing the problem with the teacher and things continue to persist, please contact administration ~ Ms. Nada, Deputy Principal for grades 1,2,3 or Ms. Jessica, Deputy Principal for grades 4 & 5.3. Problems that are very serious should be brought to Ms. Zetha, ES Principal, or if a nagging problem is still persisting.	<ol style="list-style-type: none">1. Parents should not talk to other students who may have been involved in a disagreement with their child.2. Avoid speaking to the teacher for fear of revenge or reprisal behavior towards your child. If you suspect this, please immediately inform administration.3. If your child reports a problem to you, please keep in mind there are usually many perspectives and at least two sides to the story.4. Please do not skip over the teachers or administration to discuss the problem and jump to the Director. The Director has the least contact with your child and has to go through all the channels already described.

BEHAVIORAL EXPECTATIONS AND POLICIES

Progressive Discipline Policy for typical student infractions

There are two basic objectives behind our Discipline Policy:

- **Develop in each student a sense of self-discipline and good character**
- **Ensure that each student learns and each staff member works in a safe environment he or she deserves**

To help develop this responsibility, the school will:

- **Adopt** an approach appropriate to the child's age and maturation.
- **Help children feel secure** about their environment
- Use **positive reinforcement** whenever possible.
- **Focus** on the behaviors, not the child.
- **Hold** the child accountable, as is age appropriate, for his/her actions.

Al-Bayan Bilingual School procedures state that all Al-Bayan students are expected to be respectful to teachers, peers, and staff. It is also stated that it is the school's responsibility to provide safety and well being to the student population.

Al-Bayan is also responsible for promoting positive ethical beliefs such as civic responsibility, human relations, and character.

BBS ES Students will be subject to disciplinary action for inappropriate acts if the acts are related to school activity or attendance and which occur at any time, including, but not limited to, any of the following:

- The student is on school grounds
- The student is on field trips, a school bus or at school- related activities

Where positive reinforcement and guidance fail, disciplinary action must be taken to deter negative behaviors that inhibit learning and student safety.

Discouraged behaviors and consequences are listed below.



The Administration has the right to go directly to level 3 if the student's behavior is too severe.

Offense	Definition	Disciplinary Level
Physical Aggression	Vigorously physical or forceful, using one's body and force unnecessarily, or overreacting during play.	1,2,3
Rude or Disrespectful Behavior	The negative attitudes, behaviors and actions of one person towards another	1,2,3
Misusing BBS Property	The rough or inappropriate use of BBS property	1,2,3
Verbal arguments	The instigation of or prolonged participation in aggressive verbal arguments with aggressive body language. The argument isn't easily diffused and appears to be escalating to physical violence	1,2,3
Lying	Any untruthful statements with the intent to mislead, including lying by omission	1,2,3
Obscenities in Arabic and English	Written or verbal obscenities or hurtful, denigrating, racist or exclusionary terms in English or Arabic to students or staff	1,2,3
Repeatedly instigating trouble amongst peers	Any behavior intended to upset, splinter, distract, confuse, anger, belittle or annoy any peers or peer groups	2,3
Cheating	Any inappropriate test/quiz/homework/project completion behavior with the intent to present work which is not one's own	1,2,3, potential loss of marks
Out of class without permission	Being away from the class without the teacher's knowledge or consent	1,2
Graffiti	The drawing, writing, carving or marking of any property other than the student's with or without the intent to harm	1,2,3
Trespassing	Wandering in areas that are not permitted	1,2
Dress Code Violation	Repeated non-compliance with dress code	1,2
Continuous Disrespect to Staff	These behaviors may include but are not limited to repeated back talking, blatant insubordination, and arguing	1,2,3
Theft	Receiving, taking or helping someone take things that don't belong to you	2,3
Forgery	Signing or writing messages with the intent to represent someone else	2,3
Fighting	Any physical violence or aggression against another person causing serious bodily harm	2,3
Weapons	The bringing of dangerous objects to school with or without the intent to harm	3
Use of Objects as Weapons	Using any object as a weapon with the intent to harm	3
Uttering Threats	Verbal threats with the intent to intimidate or cause harm	1,2
Misuse of Technology	Use of computers and internet for other than educational purposes	1,2,3
Other	Any kinds of misbehavior not listed above	1,2,3

Level One offenses are to be immediately dealt with on a non-administrative level by any BBS staff member. The staff member will liaison with or inform the advisor. Should the misbehavior continue, the student may move to the next level.

Level Two offenses are to be immediately dealt with by any BBS staff member. Actions will include administrative staff. Parents will be contacted. Should the misbehavior continue, the student may move to the next level.

Level Three offenses are to be immediately dealt with by any BBS staff member. Actions will include administrative staff. Parents will be contacted. Should the misbehavior continue, the student may be put on behavioral probation, or eventually asked to leave BBS. Please see the next page for more information on behavior probation.

A student may exhibit a serious behavior that would automatically be considered a level 3 offense.

Level One Consequences Staff Members	Level Two Consequences Administration	Level Three Consequences Administration
1 Verbal warning Verbal apology Written apology Timeout Loss of recess Making restitution Loss of field trip/clubs Writing lines Community service Removal from the peer group **parents may or may not be contacted	2 Written warning Written apology Parent meeting Behavior contract Making restitution Loss of multiple recesses Loss of field trip/clubs Detention from class Community service Removal from the peer group **parents contacted	3 Written apology Parent meeting Behavior contract Making restitution Detention from class Loss of multiple recesses Loss of field trip/clubs Community service Removal from the peer group Out of School suspension **parents contacted

Consequences can include one or more of the above actions.

All instances of misbehavior will be kept on file for future reference. Students who show continuous disrespect for Al-Bayan's code of ethics will have their file forwarded to a revision committee to reevaluate this student's status of continuance at Al-Bayan. The review committee may include the Principal, Deputy Principals, Counselors, and teachers. Please see the Behavior Probation Policy for more information.

Behavioral Probation Policy for continuous, severely disruptive behavior

We are responsible for providing a nurturing, emotionally safe, and positive school environment in which every student can learn. BBS staff takes this responsibility very seriously. To this end, we expect our students to be respectful of themselves, to peers, and all adults in our community.

For students who exhibit severe disruptive behavior in classes, class transitions, or on the playground during the course of the academic year, the following procedures will be adopted:

- Teachers will initiate classroom/playground interventions and/or behavior modification techniques.
- A parent conference will be conducted.
- Consequences for specific behavior may be carried out by the teacher, counselor, or administration.
- Continued disruptive behavior will be referred to the counselor.
- A Child Study will be initiated with recommendations provided for parents, student and teachers.
- The counselor may then meet with the parents and student to discuss strategies to change the student's disruptive behavior.
- If the disruptive behavior continues, the teacher or a team of teachers will initiate a behavior contract for a specified period of time. This contract may be developed in consultation with the counselor. This contract will include a warning to parents that this is the second-to-last step in our progressive discipline process.
- If this contract does not effect a change in the student's disruptive behavior, then the Administration will initiate a more rigorous behavior contract. This contract will include a warning to parents that this is the last step in our progressive discipline process.
- If these measures are not effective, then the student will be requested to leave BBS.

BBS ES staff, in our efforts to build independence, encourages students to use the FIVE FINGER RULE when their peers are bothering them. Bothering behaviors include minor teasing, poking, incidental contact during games, and the like.



The FIVE FINGER RULES are as follows:

- 1- Ignore the person**
- 2- Move far away and find a new play space**
- 3- Say assertively, “STOP”! I don’t like that!”**
- 4- Tell a teacher**
- 5- Always be kind and follow school rules**

STUDENT ASSESSMENT AND REPORT CARDS

Assessment of Students

To achieve a good overall assessment of a child's academic achievement, it is necessary that work is closely monitored throughout the year and regular assessments given.

Report Cards

Reports are issued four times a year and will indicate the child's academic progress and attitude and effort toward work.

Quarter One: Progress Report – P1

Quarter Two: Full Report Card – Sem. 1

Quarter Three: Progress Report – P2

Quarter Four: Full Report Card- Sem. 2

Work and Social Skills

This does not always correlate with the academic grade. It is expected that these grades are of a high caliber since no matter what is the academic grade, we should always expect of a student the highest possible standard in attitude. This shows in preparation for lessons, listening to and respecting a teacher and completion of all assignments, both at home and school. A child with a low academic result can easily achieve a high attitude grade.

VG = Very Good

G = Good

S = Satisfactory

N = Needs Improvement



How is Achievement Reported?

Report Card Grading System

Grades 1 - 5

Letter Grade	Achievement of the Curriculum Expectations
Level 4	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the standard. (Level 4)
	لقد أبدى التلميذ المعرفة والمهارات المطلوبة بدرجة عالية من الفاعلية. إنجازه يتخطى معيار القياس.
Level 3	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the standard. (Level 3)
	لقد أبدى التلميذ المعرفة والمهارات المطلوبة بفاعلية كبيرة. إنجازه يوافق معيار القياس.
Level 2	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the standard. (Level 2)
	لقد أبدى التلميذ المعرفة والمهارات المطلوبة مع بعض الفاعلية. إنجازه يقارب معيار القياس.
Level 1	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the standard. (Level 1)
	لقد أبدى التلميذ المعرفة والمهارات المطلوبة بفاعلية محدودة. إنجازه أقل بكثير من معيار القياس.
ND	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
	لم يبدِ التلميذ لا المعرفة ولا المهارات المطلوبة. إنه يحتاج إلى خطة علاجية شاملة.
IE	Insufficient evidence to assign a letter grade.
	عدم كفاية المعطيات لوضع تقييم.

Awards/ Positive Reinforcement

Through our various positive reinforcement systems with specific classes and community we attempt to recognize students for their hard work, effort, improvement and academic achievement. We endeavor to recognize each of our students at least once in the year.

Students may be awarded a Bayan Star or a Merit Certificate. Such awards are not necessarily related to their academic performance.

Bayan Star-students may receive a maximum of 5 stars during the school year, from any teacher or staff member.

Merit Certificate-students may receive a maximum of 1 certificate during the school year. It is earned for an entire month of consistently dedicated work in all classes.

Individual teachers have various methods by which they reward students in class. Rewards need not be “big” to have impact.

WORKING TOGETHER TO ACHIEVE OUR GOALS

TEACHERS can help students and parents by:

- Striving for **high standards** and following the school code of conduct.
- **Caring deeply** about each student.
- Working **closely with colleagues** to set consistent expectations.
- Developing age-appropriate **time management skills**.
- Checking that all homework **is completed and handed in on time**.
- **Informing parents** regularly about academic progress.
- **Informing the parents** of problems at school.
- **Being aware** of each student's academic, emotional and social needs.

PARENTS can help students and teachers by:

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

STUDENTS can help parents and teachers by:

- **Arriving on time** to school, in proper uniform
- **Speaking** respectfully to others
- Using the FIVE FINGER rule to **independently** solve minor disputes
- Take care of school property
- Leaving valuables and pets at home
- **Walking** in the hallways and taking care while in the stairwells
- Helping keep our school **clean** and our students **safe**
- **Following** general school rules and assessment rules
- **Focusing** during lessons, trying their best, and allowing others to learn
- **Completing homework** and review as assigned

PARENT- TEACHER CONFERENCES

At BBS ES we take great pride in our communication with parents. We feel it is essential that there be good communication between home and school. Our teachers are outstanding in their efforts to be available to parents.

Once your child has settled into the new academic year, give the teachers time to become acquainted with the personality and learning style of your child before making an appointment with the teachers. Conferences initiated by parents will be scheduled after the first 3 weeks of school. Teachers will request a conference if they have any immediate concerns.

Prior to the conference, the teacher will have completed a conference form. This should not only give a general outline of your child's progress, but also recommend ways you and the school can collaborate. We ask that you make an appointment, through our Deputy Secretary (ext. 215), so that this conference form can be prepared. Please, sign the form and take a copy, if you wish.

If you are concerned about any matter, please see the teacher first. If you need further advice, the Counselors, Deputy Principals or Principal will be happy to assist.

If you are not satisfied after your meetings with teachers or administrators, you are then welcome to schedule a meeting with the Deputy Director, followed by the Director, and then our General Manager.

At times, it is difficult to schedule appointments which are convenient for both parents and teacher. If the conference is not of a serious nature, and a telephone conversation will suffice, please indicate this to the Deputy Secretary and she will forward your request to the teacher concerned.

Email is often an effective way to communicate. Please provide an email address to the school and to your child's teachers.



School Counselors

The School Counselors are available to advise parents on academic or social problems. The Administration and the Counselors work closely together for the benefit of children.

FIELD EXPERIENCES

Through field experiences, learning can become more meaningful.

You will be notified by the school of the upcoming trip. This notice will include location, date, time, objective, and other details needed. The student will need to return the signed permission slip and accompanying monies, if any.

We will not take a student off BBS grounds without signed and dated parental permission.

Sometimes, these trips are used as part of an authentic assessment. If so, a make-up assignment will only be provided if the child is sick and produces a doctor's note.

Behavior which reflects our School Policy is expected on field trips as well. On trips, we are representing the BBS Community in public. The School reserves the right to withdraw any student from the trip, with no refund, and from a future trip, as a consequence, if the child has poor behavior that does not reflect well on us all.

We may also withdraw a student from an upcoming trip should the daily school behavior cause us to be concerned for the safety of the student or any other students away from school property.

Parents may be asked by teachers to accompany the class on the trip. The objective is to assist with supervision and in creating a positive experience for all. However, usually only a few parents can accompany on a trip; you may be asked to wait for a future opportunity.

We are always interested in learning about new and exciting places to visit. If you are able to help with this, the administration will be very pleased to hear from you.



GENERAL MATTERS

School Uniform

General Uniform

The school uniform is the official Al Bayan clothing (pants, sweaters, shirts, shorts, skirts) with the BBS logo. These are sold at FAWSEC.

- Flat shoes. Sandals, cleats, slippers and “croc” are not safe and are therefore not permitted. Boots are permitted during the winter.
- Navy blue or black or colored heavy jacket/coat can be worn outside for cold weather.

PE Uniform

- The uniform is the official BBS uniform which is sold by the school.
- Light weight sneakers or gym shoes of any color. No cleats, please. They are unsafe on our concrete surfaces.

Students may come to school wearing their PE uniform only when that lesson is scheduled. Children arriving at school out of uniform will phone home to have the uniform brought to school. If their being out of uniform is proving disruptive to the learning/teaching process, the child may be asked to remain in the office until the appropriate uniform is brought to school.

- During winter months, it is unnecessary for students to wear outside clothes in the school. They will be asked to remove them.
- On certain occasions students will not be required to wear their school uniform, but may come in free dress. These days will be announced. Inappropriately dressed students may be asked to phone home for a change of clothes.
- Simple and safe jewelry and watches are permitted. Large hoop earrings, for example, would not be considered “safe” as they can be pulled out and tear the flesh of the ear.
- Parents are kindly requested to label **all items** of clothing.

Lost Property

Children frequently leave clothing in and around the school, especially during the cold weather. If each article of clothing is named, then it is easy for it to be returned. Un-claimed clothing will be placed in the lost and found near the nurse's office. During parent-teacher conferences, it will be displayed for parents to peruse. Property not collected will be given to charity in June.



School Supplies

- Supply lists were provided at the end of the school year in your child's report card envelope and on our BBS website.
- If you have misplaced your supply list, please download a replacement from our website.
- Teachers may ask on occasion for other items to be brought. This is usually indicated on the weekly schedule.

Forgotten Items

Students need to learn to be responsible for their school work. Students are **not** permitted to call home to ask for LAPTOPS, homework, projects or food, etc. be delivered to the school. The school will NOT deliver items to students as this would disrupt the instructional process. We do accept change of school uniform if needed, eyeglasses or medication.

Use of Telephone

Students may use the school telephone for EMERGENCY calls, only with our authorization. Calling to ask permission to go to a friend's house is not an emergency nor allowed. Students who need to call home must do so from the Elementary School Office.

Clubs

These take place on Mondays each week. Clubs are an opportunity for students to develop another interest outside of academics. We ask that students be collected promptly at the end of the activity period.



A behavior contract is a crucial part of the clubs registration process. The School reserves the right to withdraw any student from clubs, with no refund, if the child has poor behavior that is unsafe or does not reflect our discipline policy.

Canteen

Canteen services are not available for students Grades 1 - 5. This is a privilege of MS and HS students only.

Food

Candy, chips and soda/pop are not permitted at BBS ES. Teachers will take away these items and return them to students later, to be taken home. Candy, gum and soda pop have no food value, minerals or nutrients, and are laden with sugar and chemicals. Consumption of them does not support focus or learning. Teachers will be checking lunch boxes for healthy foods. Items such as chips, candy, soda, are not allowed. BBS elementary is a nut free campus. Please remember to not send in lunch items with any kind of nuts including butter or nuts extracts.

Money/Valuables/Mobile Phones/Electronic Games/Toys

We do not allow these items to be used at school during school hours:

1. Mobile phones
2. Electronic games
3. Toys or weapons, real or play

If found, they will be held for 7 days by administration. If brought again a second time, they will be held for 30 days. If real weapons are brought to school, the child will also be given level 3 consequences.

The following items are **discouraged** at school:

1. Large sums of money
2. Valuable possessions

The school will not assume responsibility for lost or damaged items. Please leave valuables at home.



Supporting children in school activities

On occasion, there will be an event at our school to which parents are invited. Please try to join us. Children are thrilled when they see their parents in the school, looking at their work or watching them perform on the stage.

We do ask, however, that you respect the teaching and learning of the other students and faculty at BBS, and not interrupt classes to remove siblings to witness performances. Often, we have made arrangements for them to view part or all of the performance at another time. Students who are pulled out of their classroom to view a sibling's performance must be checked out, change out their BBS uniform and may not return to their classroom. This will be considered an excused absence.



Volunteer Help

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

Birthday Parties

These are permitted only during recess and at the Advisor teachers' discretion. Please give the advisor notice if you wish to send a small treat to celebrate. (items such as cupcakes, cookies, etc. that can easily be served are preferred). Please understand that our primary role is that of education; allowing short and simple parties is not our obligation but our act of kindness towards students and families. Of course, parties may not include performers, large feasts or specialized equipment. Do not send candy or soda pop as this doesn't reflect our efforts towards healthier eating habits.

Teachers will turn away candy and soda pop, as they are expected to support school policy.

Additionally, the school does not distribute birthday invitations for private birthday parties.



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Student Personal Information Update

Your home, mobile, emergency telephone numbers and email addresses are essential for the school to have on file. Please notify the school of any information changes.

No phone numbers of students or families will be shared with other parents. For such purposes as birthday invitations, a list of student names will be graciously provided, if requested.



u23095176 fotosearch.com

Personal Teacher Contact Information

Teachers are not required nor encouraged by administration to share with parents their personal home or mobile numbers. Should they choose to, that is their option.

Emergency Procedures



In case of fire, lockdown or emergency evacuation, every student is expected to follow teacher instruction and move quickly and quietly. We regularly practice these drills. If parents are on campus during a drill or emergency, we ask that you join our procedures.

Clean Campus

Everyone must work together so that our campus can look clean and attractive. We invite all members of our BBS family to put garbage in the cans provided and to recycle appropriate items in our recycle containers. We maintain awareness by having “litter free days” once monthly, and counting how many pieces of litter remain on the school ground.



Policy on Receiving Gifts

The school maintains a gift-giving policy. In relation to students and parents, staff members may not give/accept gifts to/from students or parents with the exception of perishable items such as flowers and food items. Staff member who are given unauthorized gifts will have an obligation to turn these over to the Division Principal. The gifts will be returned with appreciation and no personal offense to the gift presenter.

Conclusion

The purpose of this book is to assist you. Having read it, we would now appreciate any comments you might have. If you feel that something has been omitted, or that an area is not clear please, let us know. Your support in the school is greatly valued, and we look forward to meeting you.

Thank you.

CONTACT INFORMATION

Administration and Support Staff		الهيئة الإدارية وموظفو المساندة
Director:	Ms. Maha Kaddoura	المدير:
Deputy Director:	-	نائب المدير العام:
Principal:	Ms. Zetha Nobles	الناظرة:
Deputy Principal:	Ms. Nada Darwish Ms. Jessica Brown	الوكيلة:
Counselor Gr. 1&2:	Ms. Nikhila Thomas	الأخصائية الاجتماعية للصفين 1 و 2:
Counselor Gr. 3&4:	Mr. Andrew Wah	الأخصائي الاجتماعي للصفين 3 و 4:
Counselor Gr. 5:	Ms. Rukhsana Choudhry	الأخصائية الاجتماعية للصف 5:
Administrative Assistant:	Ms. Laila Dajani	المساعدة الإدارية:
Deputy Principal Secretary:	Ms. Boran Boshnak	سكرتيرة وكيلا المرحلة الابتدائية:
ES Nurses:	Ms. May Salloum	ممرضات الابتدائي:
	Ms. Delecta Valter	
Reception:	Ms. Altoun Daniliyan	موظفة الاستقبال:

School Hours and Information

Office Hours:	6:45am-3:00pm
Student Day:	7:15am-2:30pm
Telephone:	22275000
Admin. Assist. Office:	ext 200
Deputy Principal Secretary:	ext 215
Reception:	ext 500
ES Nurse:	22275009 (مباشر Direct)
Media Centre:	ext 210, 212
Fax:	22275005
Registrar:	22275000 ext 511/515

ساعات الدوام ومعلومات عامة

ساعات العمل للإدارة:
الدوام المدرسي للتلاميذ:
هاتف المدرسة:
الرقم الداخلي للمساعدة الإدارية لمكتب الابتدائي:
الرقم الداخلي لسكرتيرة وكيلا المرحلة الابتدائية:
الرقم الداخلي للاستقبال:
الرقم المباشر لعيادة ممرضة الابتدائي:
الأرقام الداخلية للمكتبة:
رقم الفاكس:
مكتب التسجيل:

Email Addresses:

Director:	director@bbs.edu.kw
Deputy Director:	deputy.director@bbs.edu.kw
ES Principal:	esprin@bbs.edu.kw
ES Deputy Principal:	esdprin@bbs.edu.kw
ES Deputy Principal:	esdprin2@bbs.edu.kw
ES Admin. Assistant:	esoffice@bbs.edu.kw
DP Secretary:	esdpsec@bbs.edu.kw
Business Office:	businessoffice@bbs.edu.kw
Registrar:	asstreg@bbs.edu.kw
ES Nurse:	esnurse@bbs.edu.kw
Arabic Media Centre:	esamc@bbs.edu.kw
English Media Centre:	esemc@bbs.edu.kw
Reception:	recep2@bbs.edu.kw

العناوين الإلكترونية

المدير:
نائب المدير العام:
ناظرة المرحلة الابتدائية:
وكيلة المرحلة الابتدائية:
وكيلة المرحلة الابتدائية:
المساعدة الإدارية:
سكرتيرة وكيلا المرحلة الابتدائية:
مكتب الأعمال:
مكتب التسجيل:
ممرضة الابتدائي:
المكتبة- قسم اللغة العربية:
المكتبة- قسم اللغة الإنجليزية:
موظفة الاستقبال:

