



AL - BAYAN BILINGUAL SCHOOL

Elementary School Guide Grades 1 - 5

PARENTS HANDBOOK



Version: September 2019

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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 bridged 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 prepared the students for the world of today and the challenges of tomorrow, a program that constituted 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

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.

Our BBS mission statement is the guiding statement that informs our daily work for the benefit of our BBS elementary students.

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.

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. Every member of the BBS community is 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.

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. Through a devotion to excellence in instruction, our program strives to build a solid foundation in both Arabic and English literacy, mathematical and scientific reasoning, creative problem solving, fine arts, and health and wellness. Additionally, appreciating the unique heritage of the Arabic world and sustaining traditions gives rise to approximately sixty percent of curriculum being taught in Arabic. Our philosophy commits teachers to challenge students to high academic standards, as well as instilling a strong sense of community, self and values.

Tribes

Al-Bayan is proud to be a Tribes school where all teachers, from Pre-N to Grade 12 are trained to use the Tribes process, which strongly supports the character education goals at BBS. Tribes 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 Tribes Agreements:

1. Right to Participate/Right to Pass
2. Attentive Listening
3. Appreciation/No Put Downs
4. Mutual Respect

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

Bullying/Harassment Statement

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

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

Structure of the Elementary School

BBS remains committed to providing our students with the best in bilingual education. Within this framework, we continue to examine what we do, to ensure that we are meeting their needs. Dr. Sarah Nixon, noted educational researcher, wrote, “*young students learn best in environments that are stable, focused and allow for risk taking and exploring and are also guided and directed by caring and competent teachers.*”

Grades 1-4:

- English Language teachers will teach English Language, Science, Math, Media Literacy, Project Class and Art.
- Arabic Language teachers will teach Arabic Language and Library.
- Computer Specialist teachers will teach Computer (Grade 4 only).

- ❖ Social Studies Specialist teachers will teach Social Studies for grades 4 & 5.
- ❖ Project Class will be taught in grades 1 -3 only.

Grade 5:

- English Language teachers will teach English Language, Media Literacy and Art.
- Arabic Language teachers teach Arabic Language and Media Literacy.
- Math Specialist teachers will teach Math.
- Computer Specialist teachers will teach Computer.
- Science Specialist teachers will teach Science.

- ❖ Religion, Music and PE subjects are taught by Specialist teachers in all grades.

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

Instructional Programs

Common Core Curriculum for Math:

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

Ontario Curriculum for English Language:

The language curriculum is based on the belief that literacy is critical to responsible and productive citizenship, and that all students can become literate. The curriculum is designed to provide students with the knowledge and skills that they need to achieve this goal. It aims to help students become successful language learners, who share certain characteristics. Successful language learners: understand that language learning is a necessary, life-enhancing, reflective process; communicate – that is, read, listen, view, speak, write, and represent – effectively and with confidence; make meaningful connections between themselves, what they encounter in texts, and the world around them; think critically; understand that all texts advance a particular point of view that must be recognized, questioned, assessed, and evaluated; appreciate the cultural impact and aesthetic power of texts; use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens. This curriculum organizes the knowledge and skills that students need to become literate in four strands, or broad areas of learning – Oral Communication, Reading, Writing, and Media Literacy. These areas of learning are closely interrelated, and the knowledge and skills described in the four strands are interdependent and complementary.

Curriculum for Science:

Grades 1-5 follow a locally generated curriculum. Resources include both a hard copy and a digital copy of Pearson Science, complemented with videos and interactive activities

Curriculum for Arabic Language:

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

- **Curriculum for Islamic Studies:** We do follow the curriculum placed by the Kuwait Ministry of education.
- **Curriculum for Social Studies:** We do follow the curriculum placed by the Kuwait Ministry of education.

Rubicon Curriculum Map

BBS is one of the first schools in Kuwait to adopt and be trained to use the American-based Rubicon Atlas curriculum mapping system. All staff in all subjects collaboratively utilize this program to improve the quality of their content units and their lesson plans. This allows the development and institution of higher educational standards for our students. Staff are expected to work individually and collaboratively to enter lesson plans and materials into Rubicon Atlas and to update existing material.

Three Principles of Curriculum:

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

Weekly Schedules:

Weekly schedules are posted by our teachers on Skoolee by 3:00 p.m. every Thursday.

- Grades 1-4: Art, Math and Science are included on the English schedule.
- Grade 5: Math and Science are placed on two different schedules.

Administration’s Position on Developing Class Lists

In BBS, a dedicated team of professionals work for a number of months to determine the best possible mix of students for each class each school year. This is a highly complex process which involves teachers, counselors, and the admin team. Many factors are taken into consideration, such as the number of boys and girls within each class, performance in various academic areas, social skills, friendships, and so on. Every class list is developed keeping the best interests of your child and of every other student, as well as the class as a whole, in mind.

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

Barring the development of some extreme set of circumstances which would require a change, and then only with the approval of the entire administrative team, be advised that all class lists are final as posted, and that no changes will be made.

Parents Wandering Around The School

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

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

Absenteeism

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

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

If you know in advance that your child will be absent from school, please feel welcome to email the receptionist at zeina.dalli@bbs.edu.kw.

When students are absent, please coordinate any missed classwork with your child's teachers.

Arriving at School on Time

While there are a number of factors which influence academic achievement, few things are more critical than coming to school on time. Excessive absenteeism can negatively affect your child's grades.

DAILY ESSENTIAL PROCEDURES (ROUTINES)

School Hours

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

Morning Routine

- Our school day begins with morning routine.
- All ES students are to attend the Morning routine.
- Late students will remain with the teacher on duty during Quran Kareem recitation and National Anthem. Following the national anthem and the prayer, students, parents, and teachers are advised of important and upcoming events. Students may be recognized for their accomplishments.
- Students are to stand during the salute to the flag.
- There is to be no talking during Quran Kareem and National Anthem.

We are very proud of our Morning Flag Routine tradition and welcome you to join us! (Stand up while saluting the flag, no talking during Quran Kareem and National Anthem).

- a. When morning routine is completed, students are escorted to their class by their homeroom teacher.
- b. Students who arrive at school at any other time of the day must first visit the receptionist in the lobby to collect a late slip and then proceed to class.

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 and routine building aspects 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.

Tardiness and absences are closely monitored. 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.

Skoolee for Students Attendance

We have implemented a student database program and now keep attendance on Skoolee. Students who leave between 2:00 to 2:30pm are 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. Skoolee is a database program that, in the event of emergency, provides administration with accurate information regarding students' whereabouts.

New Feature on Skoolee

In the spirit of cooperation, we are introducing a new feature on Skoolee for our ES parents. It is called the "Show to Parents" feature and will help keep you informed of your child's academic progress throughout the year. Please see the screenshot below of the parent's view for Gradebook. You will receive a notification on your phone every time a new grade is entered in the Skoolee gradebook.

BBS Inclusion

Inclusion Specialists provide access to the curriculum and impact student achievement towards meeting the appropriate standards. This is done through the implementation of various strategies, research-based interventions/programs, accommodations, and modifications, using a data-driven approach. They provide direct and indirect support to teachers, as well as direct and indirect support to students, via targeted push-in services and small group instruction.

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

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

School Nurse

1. The Al-Bayan Bilingual School health program offers educational, preventive, and first aid services only. Parents are requested to follow up with their own family doctors on medical care and services that are offered out of school.
2. In the event of any illness, especially communicable diseases such as chicken pox, measles, mumps, rubella, and scarlet fever, do not send your child to school until they are completely cured. **A doctor's report must be sent to the school nurse on the first day your child returns to school after recovery, stating that your child is contagion free.**
3. In the event that an illness causes absence from school for more than 3 days, a sick leave notice filled out and signed by the doctor is required.
4. In the event your child has experienced high fever or flu, he/she should only be sent to school after 24 hours have passed and the fever has reduced considerably. This reduces the risk of transmission of infection to other students or staff.
5. Students suffering from heart problems, asthma, or diabetes should inform the school in writing. A supply of any prescribed medications should be left with the school nurse to be given in case of emergency.
6. In the event that your child must be given prescribed medicine during school hours, the nurse is responsible for administering it in the nurse's office. Written instructions must be attached stating the dose and time to be given. **A doctor's prescription is required.**

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. Soft drinks, candy and nuts (including nuts butter and extracts) are not permitted.

*The BBS campus is officially designated a "Nut Free" campus. For the safety of all, your cooperation is highly appreciated.

Procedures:

- In the event a child is not feeling well and is required to leave school, a leaving slip will be issued by the nurse and will be shown to the homeroom teacher.
- Nurses must be informed as soon as possible regarding any child with a serious medical condition. A medical certificate should be provided and information relayed to all concerned staff.
- Reception will contact parents by phone on a child's third day of absence.
- In the event a child sustains a serious injury, and it is determined that parents must be notified, the nurse will inform administration of the incident. The nurse will

follow-up with parents if the child remains at home for more than two school days following an accident.

- As required by the School Health Department of Kuwait's Ministry of Health (MOH), a school medical file must be completed and submitted to the Registration Office before your child attends school. This file must include a BCG vaccination card, a physical fitness registration card, a copy of your child's immunization certificate, and a "blood group" slip.

School Nurse Phone Line: 22275009 and 22275014

Extra Practice

Extra practice should be assigned by teachers, but it is not to be graded in Elementary school.

GOOD STUDY HABITS

Suggestions to help develop good study habits

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

Tutoring

The BBS bilingual curriculum can be very demanding for some students. Some parents may choose to have a tutor for their children. BBS will not insist, suggest, or require a tutor, nor participate in the finding of tutors for students.

TEXTBOOKS AND COPY BOOKS

Copybooks

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

Textbooks and Classroom Library Books

Textbooks are distributed at the beginning of the school year. If not considered to be a consumable book, then the textbook number is recorded. Lost or damaged books will incur a replacement charge. Report cards will be issued only to those 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.

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

Media Center (LMC)- Library Books

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

Use of the Library Media Center

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

BBS Makerspace

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

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 include magazines, labels on cereal boxes, or even signs as you drive around the city. Help your child become aware of print in both Arabic and English. While traveling, there are unlimited opportunities for ‘authentic’ reading experiences.
- While there are many good websites and “apps” for building reading skills, recent studies have shown that the greatest retention and comprehension occurs with physical books rather than eBooks.
- Have books available in the home. Model reading for your child. If your family’s ‘culture’ includes valuing the written word, then it is likely that your child will value reading.
- 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. Speak to your child’s teacher or the school librarians for other ideas on developing healthy reading habits.

ACADEMIC, BEHAVIORAL EXPECTATIONS AND POLICIES

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

‘Core’ subjects refer to the following:

- English, Arabic, Math, Science, Religion and Social Studies.
- When students do not meet grade-level expectations in the core subjects, BBS Faculty will take the following measures in an effort to promote student learning:
 - The teacher will initiate interventions.
 - 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 staff involved with the student will share insights, and develop further strategies to assist the child.
 - Administration will observe the student in class.
 - If a specific and significant learning difficulty is suspected, parents may be asked to have psychoeducational testing completed for the student, a copy of which will be provided to the counselor. Often, these assessments provide very valuable and helpful information to educators.
 - The child may be referred to an Inclusion Specialist.

Parent Process for Sharing Concerns

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

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

Protocol for Resolving School-related Issues:

<u>What to Do:</u>	<u>What Not to Do:</u>
<ol style="list-style-type: none">1. Contact your child's teacher through email, phone, or leave a message at reception.2. Work with the teacher. Teachers have the most contact with your child and the most influence for helping to solve problems immediately3. If after discussing the problem with the teacher the problem continues to persist, contact the assistant principal.4. After these steps, if the problem continues, contact the Dean of students and/or ES Principal	<ol style="list-style-type: none">1. Talk to other students who may have been involved in a disagreement with their child.2. Avoid speaking to the teacher.3. Ignore all other possibilities. Keep in mind there are usually many perspectives and at least two sides to the story.4. Go straight to the Director. The Director has the least contact with your child and has to go through all the channels already described.

Dean of Students:

The Dean of Students works with the ES administration team to carry out the school's academic and behavior programs. The Dean of Students responds to the challenges presented by today's diverse student population, and provides proactive leadership to meet those challenges and function to support the students' academic achievement, as well as their personal and social development. The Dean works cooperatively with the principal, counselor, inclusion specialists, nurse, staff, students, and parents.

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 also states that it is the school's responsibility to provide safety and

wellbeing to the student population, and to promote 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 a school activity or attendance and which occur at any time, including, but not limited to, the incident occurs while the student is on school grounds, or the incident occurs when the student is on a field trip, on a school bus, or is at school-related activity or function.

When 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 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
Bullying	Verbal, physical and Cyber bullying whether it happened on and/or off campus.	1,2,3
Other	Any kind 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 homeroom teacher. 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.

Level One Consequences Staff Members	Level Two Consequences Administration	Level Three Consequences Administration
<p>1</p> <p>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</p> <p>**parents may or may not be contacted</p>	<p>2</p> <p>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</p> <p>**parents contacted</p>	<p>3</p> <p>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</p> <p>**parents contacted</p>

Consequences can include one or more of the above actions.

All instances of office referrals will be kept on file for future reference. Students who show continuous disrespect for Al-Bayan’s code of ethics may not be allowed to continue at BBS.

Behavioral Probation Policy for continuous, severely disruptive behavior

BBS is 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, our students are expected to be respectful to themselves, their peers, and all adults in the 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 or referred to the Dean of Students.
- Continued disruptive behavior will be referred to the Dean of Students without additional teacher interventions.
- A Child Study will be initiated with recommendations provided for parents, student and teachers.
- The Counselor/Dean of Students may meet with the parents and student to discuss strategies to change the student's disruptive behavior.
- If the students' disruptive behavior persists he/she will be referred to ES administration for further action.

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 three times a year and will indicate the child's academic progress and attitude and effort toward work.

Term One: Progress Report

Semester 1: Full Report Card

Semester 2: Full Report Card

BAW (Behavior, Attitude and Appraisal)

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

Report Card Grading System

Grades 1 - 5

Letter Grade	Achievement of the Curriculum Expectations تحقيق توقعات المنهج
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.

WORKING TOGETHER TO ACHIEVE OUR GOALS

Teachers can help students and parents by:

- Striving for high standards.
- Caring deeply about each student.
- Working closely with colleagues to set consistent expectations.
- Developing age-appropriate time management skills.

- Informing parents regularly about academic progress.
- Informing the parents of problems at school.
- Being aware of each student's academic, emotional and social needs.

Parents can help students and teachers by:

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

Students can help parents and teachers by:

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

PARENT- TEACHER CONFERENCES

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

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

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

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

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.

BBS EDUCATIONAL PSYCHOLOGIST

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

FIELD EXPERIENCES

Through field experiences, learning can become more meaningful.

When a school trip is planned and approved by the ministry, parents will be notified. You will be notified by the school of the upcoming trip by way of a permission slip. This will include location, date, time, objective, and other details needed. The student will need to return the signed permission slip and accompanying monies, if any. No student may leave school grounds on a school sponsored trip without signed and dated parental permission.

These trips are sometimes used as a part of an authentic assessment.

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

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

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 “cros” are not safe and are therefore not permitted. Boots are permitted during winter months.
- Navy blue or black heavy jacket/coat can be worn outside only for very cold weather.
- Students should have their names and classes written on the inside label of their clothes and lunch bags. This will help in the return of lost items to their rightful owners.

PE Uniform

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

Lost Property

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

School Supplies

- Supply lists are provided at the end of the school year in the child’s report card envelope and on the BBS website. Replacement or additional copies may be downloaded from the website.
- On occasion, teachers may ask for other items to be brought. This is usually indicated on the weekly schedule.

Forgotten Items

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

Use of Telephone

Students may use the school telephone for EMERGENCY calls, and **only with authorization**. Students who need to call home must have a written note from their teacher. Mobile phones may not be used on campus by Nannies and Drivers.

Clubs

The ES athletic clubs take place through our Student Life Department. You may reach our Student Life Director, Mr. Eyad Zaben, student life Director at 222 75000 extension no. 7514

Recesses

- Students should not bring balls from home to play with during recesses. The school provides school-appropriate balls for the purpose of safe play.
- Students are not allowed to play soccer before morning routine or at dismissal.
- For safety purposes, the large play equipment is assigned for Grades 3, 4 & 5 students only. However, ES students are not allowed to use all play structures at dismissal time.

Canteen

Canteen services are not available for students Grades 1 – 5.

Food

Teachers check lunch boxes regularly for healthy foods. Items such as nuts, chips, candy, and soda are not allowed. Elementary School is a nut-free campus. It is important to note that neither teachers, students, nor staff may bring nuts in any form to campus. This includes Nutella, peanut butter, any nut-based product or sweets containing nuts in any form.

Money/Valuables/Mobile Phones/Electronic Games/Toys

The following items are not to be used at school during school hours:

1. Mobile phones and smart watches
2. Electronic games
3. Spinners, goo dough, slime, toy or real weapons

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

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

1. Large sums of money
2. Valuable possessions

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

Supporting children in school activities

On occasion, events will be held at school to which parents are invited, and they are strongly encouraged to do so. As anyone, children are emotionally uplifted and thrilled when they feel supported. Seeing their parents in the school, looking at their work or watching them perform on the stage does wonders for their self-esteem.

We do ask, however, that all parents respect the teaching and learning of the other students and faculty at BBS. Interrupting classes to remove siblings to witness another child's performance is not allowed.

Assemblies

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

Class assemblies will be scheduled during the last period of the day for parents. Students participating in the assemblies will go home with their parents after their performance.

Siblings in other classes or schools are not allowed to attend.

Volunteer Help

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

Birthday Parties

The celebration of birthdays during school hours or on school grounds is strictly prohibited. Neither teachers nor Administrative Assistants are permitted to give out invitation cards to

birthday parties or any other personal events. Contact numbers of other parents are considered confidential and may not be given out.

After-School Help (2:30-2:50pm)

Elementary school teachers will offer two 20 minute after school help sessions per week for students who need assistance. These sessions will run from 2:30 to 2:50 p.m. Any parent who feels that their child would benefit from arrange for your child to attend. The request for a child to attend these sessions may also be initiated by the teacher if he/she believes that a student is having academic difficulties.

Student Personal Information Update

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

Personal Teacher Contact Information

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

Emergency Procedures

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

Clean Campus

Everyone must work together so that our campus can look clean and attractive. All members of our BBS family are encouraged to work actively for a clean campus by putting litter in its place. BBS ES maintains awareness by having "litter free days" once monthly.

Policy on Receiving Gifts

Staff members may not give/accept gifts of any kind 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 school Principal. Failure to do so will result in disciplinary action to the individual receiving the gift. All unauthorized gifts will be returned with appreciation and with no personal offense to the gift presenter.

Conclusion

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

Thank you.

CONTACT INFORMATION

Administration & Support Staff	الهيئة الإدارية وموظفو المساندة	
Director:	Ms. Maha Kaddoura	المدير:
Deputy Director:	Mr. Kevin Fullbrook	نائب المدير العام:
ES Principal:	Ms. Nada Darwish	الناظر:
ES Assistant Principal:	Ms. Linsey Hartmann	مديرة مساعدة – المرحلة الابتدائية:
ES Assistant Principal:	Ms. Lina El-Soury	مديرة مساعدة – المرحلة الابتدائية:
Counselor Gr. 1&2:	Ms. Tharwat Saraeb	الأخصائية الاجتماعية للصفين 1 و 2:
Counselor Gr. 3,4,5:	Ms. Iana Sigitova	الأخصائية الاجتماعية للصفوف 3 و 4 و 5:
Counselor Gr. 3,4,5:	Mr. Ramzi El-Hout	الأخصائي الاجتماعي للصفوف 3 و 4 و 5:
Inclusion Specialists:	Ms. Amal El-Soury Ms. Lama Shatila Ms. Maysaa Mneimneh	أخصائيات التدخل الأكاديمي
Principal's Admin. Assistant:	Ms. Laila Al-Dajani	المساعدة الإدارية لناظرة المرحلة :
AP(s) Admin. Assistant:	Ms. Boran Boshnak	المساعدة الإدارية للمديرتين المساعدين :
School Nurses	Ms. May Salloum Ms. Delecta Valter	ممرضات الابتدائي:
Receptionist:	Ms. Zeina Dalli	موظفة الاستقبال:

School Hours and Information

ساعات الدوام ومعلومات عامة

Office Hours:	6:45am-3:00pm	ساعات العمل للإدارة:
Telephone:	22275000	هاتف المدرسة:
Principal's Admin. Assistant:	Ext. 7200	الرقم الداخلي للمساعدة الإدارية لمكتب الابتدائي:
AP(s) Admin. Assistant:	Ext.7215	الرقم الداخلي للمساعدة الإدارية للمديرتين المساعدين:
Counselor (Gr. 1 & 2)	Ext. 7292	الأخصائية الاجتماعية للصفين 1 و 2
Counselor (Gr. 3,4 & 5)	Ext.7294	الأخصائية الاجتماعية للصفوف 3 و 4 و 5
Counselor (Gr. 3,4 & 5)	Ext. 7226	الأخصائي الاجتماعي للصفوف 3 و 4 و 5
Receptionist:	Ext. 7500	الرقم الداخلي للاستقبال:
Nurse Station:	22275009 (Direct) مباشر 22275014 (Direct) مباشر	الرقم المباشر لعيادة الممرضات - المرحلة الابتدائية:
Media Centre:	Ext. 7210, 7212	الأرقام الداخلية للمكتبة:
Admissions:	22275000 Ext. 7511/7515	مكتب القبول والتسجيل:
Student Life Department:	Ext. 7523	قسم أنشطة الحياة الطلابية

Student.life@bbs.edu.kw

العناوين الإلكترونية:
الرجاء الدخول إلى موقع المدرسة الإلكتروني للاطلاع على العناوين الإلكترونية المحدثة للهيئة الإدارية وأعضاء الهيئة التعليمية.

Email Addresses:

Please refer to the BBS website to review updated email addresses of the Administration and Staff members.