



*BBS High School
Students and Parents Handbook
August 2021*





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

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

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

Al- Bayan Objectives

BBS prepares and inspires its students to be:

- *Fluent in Arabic and English*
- *Critical thinkers and lifelong learners*
- *Independent and collaborative*
- *Innovative and creative*
- *Ethical and compassionate*
- *Civically engaged locally and globally*
- *Environmentally conscious*

Policies for Reference

BBS has a number of comprehensive internal policies which are a guide to professional conduct in accord to the school's vision and mission

1. *Crisis Management Plan (for internal use)*
2. *Communication Policy (for internal use)*
3. *Collaboration Policy (for internal use)*

Other policies: *These policies are a guide to the school's alignment to the vision and mission.*

4. *E-Learning guide*
5. *Re-opening plan*
6. *Child Protection Policy*
7. *Makerspace Policy*
8. *Facilities and Safety Policy*

Complaint Procedures

In any organization where so many people work together it is inevitable that misunderstandings, disagreements and complaints among personnel may arise. In order to resolve the problem as quickly as possible, the following steps should be taken by Al Bayan staff members when a problem arises in any of the situations listed below:

1. Types of complaints

- Parents about a teacher/staff member
- Staff member about a staff member
- Students about a teacher/staff member
- Students, Parents, and Staff member

a) Discuss with the staff member involved first

b) If unresolved, discuss with the Assistant Principal or the individual's direct supervisor (if staff member is not a teacher)

b) If unresolved, discuss with the Head of Department/Assistant Principal or the individual's direct supervisor (if staff member is a teacher)

c) If still unresolved the concern must be placed in writing and addressed to a member of the administration in accordance with protocol; e.g. Assistant Principal then Principal.

d) Failing a resolution of the matter, the problem may be brought to the Deputy Director or Director's attention.

e) Failing a resolution of the matter, the problem may be brought to the attention of the Deputy CEO.

2. Issues regarding an Administrator:

a) Should be taken by the teacher/fellow administrator, student or parent directly to that administrator.

b) If no satisfaction is found regarding the issue of concern, follow steps (c) and (d) above.

3. If a parent of a student is concerned about the actions of another student - issues of a serious nature - the parent, teacher or student should bring the issue or concern to the Principal. Any person attempting to resolve a concern who has skipped a step in this procedure will be asked to follow the proper procedure. Parents who feel more comfortable speaking in Arabic may request an Arabic speaking Administrator to sit in on the conference.

Admissions

1. Admission to the High School:

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

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

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

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

2. Enrollment Process:

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

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

Admission to the School will be determined by the Principal in each division after careful review of the results of the admissions test, recommendations made by the examining teachers, and the previous school academic and behavior records. Credits from the previous accredited school are simply attached to the current BBS transcript—they are not transferred. Minimum graduation requirements must be met during the time the student is at BBS. New students are not encouraged to apply for 12th grade admissions to BBS High School.

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

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

3. Class Selection:

BBS' professionals carry out the time consuming and difficult task of preparing class lists with great care because it is among the most important challenges we face each year. The school's staff considers every possible variable while composing class lists. 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.

Each year parents make hundreds of requests to place students in specific classes, and the number grows each year. In fact, it is now simply impossible to satisfy even a small fraction of these requests. Therefore, because Al-Bayan Bilingual School's objective is to 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 in its power to create the best, appropriately balanced classes possible in each grade, keeping all students' academic interests, and generally, the best interests of all students in mind. The school reserves the exclusive right to make necessary adjustments to the students' class sections.



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.**

Tribes at BBS

Al-Bayan is proud to be a **TRIBES** school where all teachers, from Pre-K 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:

- **Right to Participate/Right to Pass**
- **Attentive Listening**
- **Appreciation/No Put Downs**
- **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”.


School Life: General

• School Hours:

School hours start at 7:30 AM and end at 1:00 PM. Students are expected to login to their classes on time.

• Bell Schedules:

 Online Schedule		
Period	Start	End
1	7:30 AM	8:10 AM
2	8:20 AM	9:00 AM
Break	9:00 AM	9:30 AM
3	9:30 AM	10:10 AM
4	10:20 AM	11:00 AM
Break	11:00 AM	11:30 AM
5	11:30 AM	12:10 PM
6	12:20 PM	1:00 PM
Office Hours	1:20 PM	2:00 PM

 Hybrid Schedule		
Period	Start	End
1	TBA	TBA
2	TBA	TBA
Break	TBA	TBA
3	TBA	TBA
4	TBA	TBA
Break	TBA	TBA
5	TBA	TBA
6	TBA	TBA
Office Hours	TBA	TBA

Each period is 40 minutes
Transition Time: 10 minutes

• **School Expectations:**

Students are expected to observe the following:

- **Arrive to school and classes on time**
- **Wear proper school uniform**
- **Come prepared for all classes**
- **Speak respectfully to all BBS staff /Adults and fellow students**
- **Take proper care of school property**
- **Have a hall pass to be in corridors during lesson time**
- **Not to eat or chew gum during lesson time**
- **Adhere to the school ban on mobiles on school property**
- **Walk (not run) in the building**
- **Leave school with written authorization from the Nurse or Student Services Office**
- **Not to enter the theater and storage areas without an accompanying teacher or written authorization**
- **Keep the school environment clean and free of litter**
 - Line up when buying food from the canteen*
- **Follow all the rules of any special area such as the mosque, the media center, the gym, the science labs, the theater, the clinic**
- **Follow exam rules**
- **Follow classroom rules set by the teachers**
- **Adhere to the no smoking policy**
- **Male students are expected to maintain an acceptable hair length which does not touch the collar of their shirt.**

• **Emergency Procedures:**

Al-Bayan Bilingual School has evacuation, fire drill, and safe-haven procedures in place in case of emergency.

Activities and Resources

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

• **Eligibility to Participate in School Activities Policy:**

Al-Bayan Bilingual School considers participation in school activities as an important part of developing the whole student. However, participation in these events should not be a hindrance to a student's academic success. Participation in school activities, including travel is subject to a student's behavior, work and attitude record at school. It should be noted that the administration has the final say with regards to permission for student participation in an activity. If a student cannot travel due to a behavior, work or attitude deficit, the school may not be able to refund the trip fees already paid.

1. Activities:

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

- **Activities and Clubs:** The goal of participating in activities and clubs is to help students develop interests beyond academic studies, broaden their perspectives, and provide them with opportunities for effective and enjoyable use of leisure time.

- **Hand in Hand:** This award is given to a HH high school student who has demonstrated commitment to student leadership, service, communication, character/professionalism and sustainability/innovation during this academic year in Al-Bayan Bilingual School. He/She has been a member of the executive committee during this present year and has represented the group and school in the best way possible efficiently.

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

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

- NHS Handbook: [Please click here](#)

- NHS selection criteria: [Please click here](#)

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

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

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

- **Non-sporting teams:** (SPEECH & DEBATE, ACADEMIC GAMES, etc. assigned to Darrian and Ashley)

2. Resources:

The High School Media Center:

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

<http://library.bbs.edu.kw>

BBS Makerspace:

A Makerspace is a physical place where students can make creative projects through different types of tools and materials. There are dedicated areas where soft-skills (collaboration, critical thinking, and problem solving) can be cultivated. They align with the constructionist approach because they give an opportunity for students to construct the knowledge through experience, rather than only being developed through transmission of information from teachers to students. Additionally, they provide learners with opportunities to develop and represent understanding through the process of producing a meaningful artifact. The first section in our makerspace is a 3D section which includes 3D printers and laser cutters. The second section is a technology section which includes Robotics, microcircuits, drones, Raspberry Pi and iPads. The third section includes three sewing machines and woodwork.

School Counseling at BBS:

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

University Visits:

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

External Standardized Testing:

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

Teaching and Learning Center at BBS:

BBS has Instructional Coaches (IC) and Technology Integration Specialists (TIS) in order to support teachers to transform how students are taught and, by extension, how they learn.

We must create classroom environments where our students become 'partners in the learning'.

We need to be sure that we are educating our students in such a manner as to not only prepare them for what we know they will encounter but the skills to handle the unknown; luminaries are constantly 'warning us' that many of the jobs that today's elementary children will have, have yet to be identified. It therefore becomes critical that our students are able to critically think, to appreciate how to solve 'real world problems' and to be responsible, with their teachers, for the learning which takes place (of course, at age appropriate levels).

We want to create a school of 'master teachers,' where they are working as partners with our students. Instructional Coaches and Technology Integration Specialists are the bridge in this process. We will have, to start, ICs and TISs in every division of the school. Their mandate is to work with all our teachers, as 'mentors' and 'coaches' to help them reflect on their practice and to 'model' best practice as we move our teachers along the continuum. As a school we will be investing professional development funds to prepare our ICs and TISs to take on this challenge and will ensure that there are ongoing opportunities for them to continue to improve and hone their skills while supporting our faculty to enhance theirs!

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



Honor Roll and Awards

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

• Honor Roll and Graduation Recognition:

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

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



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

• Al-Muffarej Award of Distinction:

The Al-Muffarej family, in memory of their son, Al-Bayan student Bader, presents this award. The Al-Muffarej Award of Distinction is designed to annually honor a distinguished student in grades 10, 11 or 12. **The award is designed for those students who have a cumulative GPA of 3.75 and above, and a current semester I GPA of 3.70.** The student must be active in extracurricular activities and has assumed a leadership role during his/her High School years. The nominee must have a distinguished discipline record and good relations with both teachers and students. This award is presented during the commencement ceremony.

• PTA Community Service Award:

This award is designed by the Al-Bayan PTA to honor one student from the graduating class. A special committee from the PTA is in charge of this award. This award is based upon the active participation of the student in community service activities during his/her High School career. This is awarded during the commencement ceremony.

- **Athletic Awards:**

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

- **Student Council Award:**

This award is given to a senior who has demonstrated a commitment to student leadership during his/her 4 years at Al-Bayan Bilingual School. He/She has either been a member of the senate, executive or both during the 4 years and has worked hard on behalf of all students. The criteria where a student must demonstrate are leadership, character, communication, responsibility and citizenship.

- **Hand In Hand Award:**

Students awarded for the Hand in Hand Award modeled positive behavior and served their community as per the Hand in Hand expectations.

- **Principal's Award:**

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

- **CIS Award:**

The CIS award is presented by the Council of International Schools. It is given to a student or a group of students who have demonstrated a clear commitment to sustained interaction with students of other nationalities, languages or ethnic backgrounds and who do so in a spirit of understanding and cooperation. This award is currently on hiatus.

- **Award: Creative Contribution Award**

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

School Rules and Expectations

The following are the BBS school rules:

• General Rules:

1. Dress Code:

School uniforms need to be clean, neat and ironed. Tight clothing is unacceptable.

- BBS short sleeve or long sleeve shirt, BBS pants or shorts, sweater or jacket or approved class/group shirts or High School BBS jacket. BBS shirts must be worn with the zip-up BBS hoodies. Nothing else is acceptable.
- Shoes or sneakers of any color are acceptable. For safety purposes, bedroom slippers, sandals, or Crocs™ of any kind are not allowed. All shoes must have backs.
- Hats are not part of the school uniform and therefore should not be worn in the classrooms. However, they may be worn outside the classrooms.
- Students should always be in their school uniform. If they have a PE class or they are participating in any sports activity during or after school, they should change before and after that activity. No excuse will be given for being late to any class because of changing or showering after any sports activity or PE class.

Violations of the uniform code will be logged in the student's Skoolee Discipline File. Consequences will apply. (Please refer to [CONSEQUENCES CHART](#))

Please be aware that students must be in complete uniform (BBS SHIRT AND PANTS). If a student arrives at school out of uniform he or she will be asked to have their proper uniform delivered to school immediately and consequences for being out of uniform will apply. Students who are not in full compliance with the uniform requirements will face consequences. (Please refer to [CONSEQUENCES CHART](#))

2. Free Dress Days:

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

3. Gifts:

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

4. Lockers:

Students are responsible to keep their personal items secured in their bags as lockers as per the health guidelines will not be available next school year for use.

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

5. Parties and Celebrations/Food related activities:

Food related activities during the school day and/or birthday parties or other celebrations are not permitted on campus. **No events, including food, are permitted without administration approval.**

6. School Deliveries:

Parents and Students should be aware that deliveries to the school will not be accepted unless they are one of the following:

- School Uniform

- Eyeglasses

- Medicine

All other deliveries will be refused and asked to be returned. Anything left in the office will be discarded. The school will not assume responsibility for the safety of any items delivered for students.

7. Use of School Telephone:

Students may use the school telephone for EMERGENCY calls, before school, during lunch, and after school. Calling to ask for authorization to go to a friend's house is not an emergency.

8. Communication between Home and School:

Communication between school and family is of utmost importance. Students are expected to deliver school letters and circulars to their parents on the day of distribution. Parents are expected to refer to the [BBS website](#), the BBS Instagram page, [Skoolee](#), and other school social media sites to stay current on school announcements. (To be added on instagram upon return in August)

Parents and students are expected to also use Skoolee to keep up-to-date on students' academic progress and attendance.

9. Jewelry and Valuables:

Students must not wear valuable jewelry or bring valuables to campus. **The school does not accept any responsibility in the event of any damage or loss.**

10. Identification of Belongings:

Student belongings (laptops, books, copybooks, jackets, PE uniforms, bags, etc.) must be clearly marked with the student's name. **The school does not accept any responsibility in the event of any damage or loss.**

11. Smart Watches:

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

12. Mobiles:

According to the ministry rule, mobile phones are not allowed on campus. Students found with a mobile, during class time or passing time, whether in class, homeroom, hallway or bathroom, etc. will have their mobile turned into the office, with the SIM card intact. Students who do not adhere to this policy are subject to consequences. (Please refer to [CONSEQUENCES CHART](#))

- Parents will be notified on each offense through the Skoolee app and/or phone call.
- The use of any and all electronics fall under the rules of the school's Acceptable Use Policy.
- Family nannies may not use their own mobile phones on campus/inside the school's premises.

13. Smoking:

Students and Parents should be aware that BBS is a smoke-free campus.

Any student found to be smoking or vaping on school property or found with tobacco products or related materials (lighters, matches, cigarette papers, pipes, tobacco, vapes or vape cartridges, etc...) will face serious consequences that may include suspension. (Please refer to [CONSEQUENCES CHART](#))

Parents of students who are suspected of smoking on campus will be notified.

14. Signing In and Out:

. Late to school, signing-in

Students who arrive late to school (after missing the first or second period), are to be escorted by parents/guardian and/or parents to contact school and confirm lateness and reason before entering class.

. Official appointment signing-in

Signing back into school after a doctor's appointment,

- Student (s) must sign into the Reception Office.
- Student (s) must provide an appointment document (medical note, document confirming appointment (document to have official signature/stamp/logo, etc..) to the school (HS Reception to store them and submit a weekly record to AP office for tracking purposes.)

. Official appointment signing-out

- Student (s) who sign-out and then return to school must sign back into school at the Reception Office and follow signing-in procedure.

- **HS Reception to have an official log-book to verify all the above procedures.**

- **Note:** To be updated to Skoolee after training the HS receptionist in August/September

15. Vandalism:

Students found destroying/damaging school property or invading the personal space of another student will face consequences outlined on the Consequence Chart. Vandalism includes any destructive behavior that results in damage to school property. This includes but is not limited to drawing on walls in hallways, bathrooms or classrooms, placing stickers on school property, ripping or writing on school bulletin boards, invading the personal space of another student (this includes throwing food or drinks on another student, for any reason). Students will also be expected to pay to have any damage repaired. Parents and students need to understand that the school takes this issue very seriously and will take firm and appropriate action against any student who defaces or destroys school property or invades the personal space of another student. (Please refer to [CONSEQUENCES CHART](#))

16. Posting of Paper Flyers:

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

17. Bullying:

BBS has a zero tolerance policy on bullying. This includes but is not limited to racial remarks or unwanted touching or name calling. Any student found to be engaging in this sort of behavior will be subject to up to a 3 day out-of-school suspension. Repeated offenses would result in the student not being invited back to BBS. (Please refer to [CONSEQUENCES CHART](#))

18. End of Year Procedures:

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

19. Exam Exemptions (Grades 11 and 12 only):

. Grade 11 Exam Exemption:

The exam exemptions are a PRIVILEGE, NOT A RIGHT. At any time, the high school ADMINISTRATION has the right to retract exam exemptions due to behavior/character issues of an individual or the class as a whole.

Grade 11 students will be permitted to apply for exemptions in two subjects, assuming all conditions are met and the below guidelines are followed. Those include:

- The teacher, first and foremost, has the right to approve or deny an exam exemption due to issues with a student's behavior/character in their class.
- Any student who misses more than 6 classes, in any subject, in the year, will not be permitted to apply for an exemption in that subject. **This is a combination of both excused and unexcused absences.**(Exception: 3 absences in Islamic Studies/Quran) There may be exceptions for extraordinary circumstances, for example, an extended hospitalization.
- Any student absent more than **4 times in a year** (excused or unexcused) from any non-exam course (ex: Chorus, Drama, Art, etc.), **including homeroom**, will not be granted exemptions.
- Any student has **registered more than 6 lates per class per semester** (3 in a non-one credit course)
- Any student that engages in behavior unbecoming a BBS student will not be permitted to apply for any exemptions. This includes any academic integrity issues or BBS rule violations that occur during the school year. 3 or more behavior log entries in Skoolee.
- Any student **suspended for any reason** will not be permitted to apply for any exemptions.
- Students must obtain an overall score at the end of year, before the final exam, average of **no less than 87%** in order to apply for exemptions.

. Grade 12 Exam Exemption:

The exam exemptions/senior trip are PRIVILEGES, NOT RIGHTS. At any time, the high school ADMINISTRATION has the right to retract exam exemptions/senior trip approval/participation in privileges due to behavior/character issues of an individual or the class as a whole. Grade 12 students will be permitted to apply for exemptions in all subjects/attend senior trip, and partake in approved privileges assuming all conditions are met and guidelines followed.

Those include:

- The teacher, first and foremost, has the right to approve or deny an exam exemption due to issues with a student's behavior/character in their class.
- Any student who misses more than 6 classes, in any subject, in the year, will not be permitted to apply for an exemption in that subject. **This is a combination of both excused and unexcused absences. (Exception: 3 absences in Islamic Studies/Quran) There may be exceptions for extraordinary circumstances, for example, an extended hospitalization.**
- Any student **absent more than 4 times in a semester** (excused and/or unexcused) from any non-exam course (ex: Music, Drama, Art, etc.), including homeroom, will not be granted exemptions.
- Any student who has **registered more than 6 lates per class per semester** (3 in a non-one credit course) will not be approved for exam exemptions in that class.
- Any student that engages in behavior unbecoming a BBS student will not be permitted to apply for any exemptions/attend the senior trip/partake in privileges. This includes any academic integrity issues or BBS rule violations that occur during the school year. 3 or more behavior log entries in **Skoollee**.
- Any student **suspended for any reason** will not be permitted to apply for any **exemptions or possibly attend the senior trip**.
- Students must obtain an overall end of year, before the final exam, average of **no less than 87%** in order to apply for exemptions.

***Absences are counted as a total of excused and unexcused absences for exam exemptions.**

20. Bring Your Own Device Program (BYOD):

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

- **Students must bring devices fully charged each school day.**
- **Devices will be used in class only when the teacher permits.**
- **Accessing the school Wi-Fi with more than one device at a time is prohibited.**
- **Sharing usernames and passwords and loaning devices are prohibited.**
- **Students are responsible for the safety and condition of their devices.**
- **Students must tape their name and homeroom number to their device.**
- **Student personal devices: Additional information will be provided upon students return to campus as lockers will not be available.**

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

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

21. Information Technology: Acceptable Use Policy:

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

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

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

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

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

Respect and protect the intellectual property of others.

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

Respect and practice the principles of community.

- Communicate only in ways that are kind and respectful, observing the principles of community.
- Report threatening or discomfoting materials to a teacher.

Users *MAY*, if in accord with the policy above:

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

Users *MAY NOT*, in accord to the policy above:

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

Consequences: Violations of these rules may result in:

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

22. Eligibility to Participate in School Activities Policy:

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

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

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



Behavior Rules

• Improvement of Behavior:

- *In the event a student does not demonstrate appropriate self-discipline regarding the school policies, procedures and regulations, a variety of sources are available to help the student improve his/her behavior.*
- *Initially the teacher and/or homeroom advisor concerned interacts with the student.*
- *The student may then be referred to the Counselor, or to the appropriate school administrator.*
- *Parents are invited to help solve recurring misbehavior before it leads to suspension or expulsion.*

• Consequences of Misbehavior/Consequence Chart:

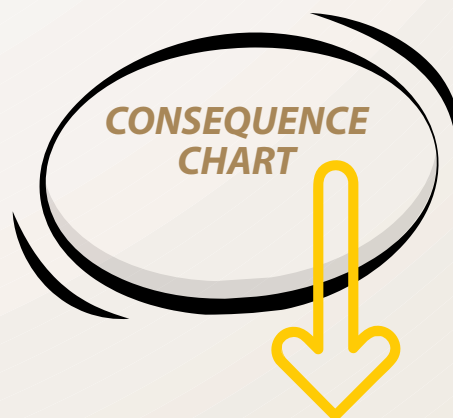
It is the desire of the staff of BBS to instill in students a sense of responsibility. Part of this lesson involves the concept of consequences for actions, both positive and negative. There are consequences for inappropriate behavior. The seriousness of any misbehavior will determine the consequences applied. In general, the following steps will be implemented for inappropriate behavior:

- *Warning by classroom teacher*
- *Repeated warning*
- *Phone call to parents*

Teacher (s) may notify the counselor to bring them into the student intervention process, if relevant.

Student (s) will be referred to the Dean of Students' Office.

Student will face either mediation/counseling, Tuesday detention, suspension or consequences as outlined below:



Consequence Chart

Behavior	1st Offense	2nd Offense	3rd Offense
Tardies (per semester)	3x lates to same class-notification on Skoolee	6 lates to a class= Tuesday Detention	7+ lates= Tuesday Detention and Commitment Letter 10+ lates= 1 day suspension
Uniform Violation	Parent Notification through Skoolee; uniform delivered to school	Tuesday Detention; uniform delivered to school	Tuesday Detention and Commitment Letter; uniform delivered to school
Skipping Class	Tuesday Detention and Commitment Letter.	May result in suspension from school	May result in suspension from school. Student may not be invited back to BBS
Academic Dishonesty (Cumulative)	Commitment Letter; retakes cannot exceed 80%	Possible 2 days suspension; retakes cannot exceed 80%	Possible 3 day suspension; Warning Letter; retakes cannot exceed 80%; Student may not be invited back to BBS.
**Vandalism	Possible 2 days suspension; pay for damages	Possible 2 days suspension; pay for damages	Possible 2 days suspension; pay for damages; Student may not be invited back to BBS
Mobiles/Smartwatches/ Wireless or Bluetooth headphones, Air-pods, etc.	Logged in Skoolee; parents must come to pick up	Mobile/SIM Card held for one week	Mobile/SIM Card held until end of semester
**Smoking or Vaping	2 days suspension; Commitment Letter; student may not be asked back to BBS	3 days suspension; student may not be asked back to BBS	3 days suspension; Warning Letter; student may not be asked back to BBS
**Possession of Tobacco or Vaping related products	Up to 2 day suspension possible; Commitment Letter	Up to 3 day suspension possible; student may not be asked back to BBS	Up to 3 day suspension possible; student may not be asked back to BBS
**Weapon at school	Up to 2 day suspension possible; Warning Letter; possibly immediate expulsion	Consequences will be determined by the situation.	Consequences will be determined by the situation.
**Bullying	Up to 2 day suspension possible; student may not be invited back to BBS	Up to 3 day suspension possible; student may not be invited back to BBS	Up to 3 day suspension possible; student may not be invited back to BBS

Behavior	1st Offense	2nd Offense	3rd Offense
**Inappropriate Behavior (like but not limited to endangering/offending students/staff, blocking stairwell, activating alarm, walking out of class with no permission)	Possible Tuesday detention; Consequence determined by administration	Possible Tuesday detention; Consequence determined by administration	Consequence determined by administration; could include suspension and/or student may not be invited back to BBS
**Direct disrespect /insubordination (such as refusing to take an assessment, refusing to hand over mobile, etc)	Up to 3 day suspension possible; Commitment Letter	Up to 3 day suspension possible; Commitment Letter; student may not be invited back to BBS	Up to 3 day suspension possible; Commitment Letter; student may not be invited back to BBS
**Fighting/Hitting	Up to 3 day suspension possible; Commitment Letter	Up to 3 day suspension possible; Commitment Letter; student may not be invited back to BBS	Up to 3 day suspension possible; Commitment Letter; student may not be invited back to BBS
**Other specific behavior incidents	Possible Tuesday detention	Possible Tuesday detention	Consequence to be determined by school administration
Violent and threatening behaviour	1 day suspension	3 day suspension	Expelled from school (to be approved by investigation committee)

• Important Information:

Urgent situation 1: It is understood that some very serious discipline situations may demand the immediate removal of the student from the class environment and that he or she could be sent to the Dean of Students' Office without going through the steps listed above.

Urgent situation 1 consequence: The appropriate consequences will be discussed and assigned by school administration.

Urgent situation 2: Smoking, Bullying, and Possession of Weapons infractions may result in a student directly being uninvited to return to BBS, regardless of the number of infractions.

Urgent situation 2 consequence: ****Indicates** that the consequences applied may depend on the specifics and seriousness of a situation; to be determined by school administration.

Other information:

- It should be noted that: serious or repeated behaviour concerns in Skoolee could result in a student not being permitted to participate on teams/clubs and/or not allowed to travel on trips inside or outside of Kuwait.
- Infractions will be entered into Skoolee to enable record keeping and accurate data.
- In extreme or serious cases the school may decide that a student will stay home to finish the year and will not be invited back to BBS.

- **Commitment Letters:**

This is a letter of agreement signalling that the student commits to following the rules of the school and will do their best to not repeat the behavior that made the letter necessary. This letter is reviewed and signed at a meeting between the Dean of Students/Assistant Principal, the student, and a parent. Commitment letters address instances of unsatisfactory attendance, academic dishonesty, and behavioural challenges.

Cumulative commitment letters may result in the following:

1. Suspension
2. MOE notification
3. Student not being invited back to BBS

- **Detentions:**

(TBA as per the Hybrid/Online school year and health guideline expectations)

- **Suspensions:**

When a student is suspended from school, a parental conference will be requested. The student will not be allowed to attend classes until that conference has taken place.

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

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

- **HS Investigation Committee:**

- Investigation committee document as per the MOE guidelines : [Please click here](#)

Attendance Rules

It is very important that students miss as few days as possible so that they do not miss classroom instruction and activities that cannot be made up; colleges/universities are particularly interested in a student's motivation, focus, and work habits, which is, in part, reflected by a student's attendance.

• E-learning Transition Plan in Event of Emergency:

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

• Absence Policy:

Absences will be labeled as either Excused or Unexcused. An absence will be defined as all types of non-school related absences including: Illness, doctor visits, travel/vacations, etc.

Excused Absences (Absent 1): For an absence to be deemed EXCUSED it must meet the following criteria:

- Documentation from official source (parental note or verbal notification will not be excused) within 2 school days of absence
- Prior written parental notification with administration approval

Excused Absences (Absent 0): For an Absent 0 to be recorded (not counted into the absence total) the absence must meet one of the following requirements and have the proper official documentation.

- TOEFL/ILETS Test (with documented appointment emails)
- Driving License Appointment (with required documentation)
- Funeral (Immediate Family)- Parent must speak with admin
- Gencia Ministry Appointment- (with required documentation)
- Senior Trip Visa Appointments- (with required documentation)
- School Trips/Activities/Events as approved by administration

Excused Absence (Absent 1) Documentation Procedures:

The school has the right to question the authenticity of any medical note. According to Article Thirteen of the Ministry of Education Absence Policy: The Principal will decide if the absence of the student is excused or unexcused.

a. In case of a student's absence, parents are requested to inform the school (time TBA)

b. Students must be in a class for a full half of the period to be considered present.

In order to excuse an absence, the student must have an official, medical leave note from the clinic or hospital, on the clinic/hospital's letterhead; alternatively, parents may pick up a medical note from the school to be filled, signed, and stamped by the clinic/hospital. The official clinic/hospital medical note MUST include the signature and stamp of the doctor AND the clinic stamp. (The school has the right to ask for additional verification of the validity of the health form. If there is any reason to doubt the health form, the school may ask the parents to take the form to the Ministry of Health Authentication Department to confirm the doctor and clinic stamps.)

c. This form must be returned within 2 school days of the absence, to the Student Services office. DO NOT submit these reports to the nurse.

EXCEPTION: The administration will only accept medical excuses for students who are unfit to attend school. Medical notes will not be accepted for a partial day attendance/absence, unless the school nurse has sent the student home sick.

If a student has to leave school prior to the end of the day, a parent or guardian must check him/her out through the High School Office or Nurse's Office. If the student is returning to school after leaving, the parent or guardian must check him/her back in through the High School Office. Parents picking up students are to go to the reception area. Al-Bayan does not have an open campus. Students may not leave school during the day (e.g. for lunch) and then return to school.

All students leaving school early will be considered unexcused unless the school nurse has sent the student home sick.

Expectations of School Personnel, Students, and Parents regarding attendance:

- *School personnel will support parents in helping students fulfill their attendance obligations.*
- *Students will only be absent when it is impossible for them to be in attendance.*
- *Students will remind their parents that contact with the school must occur prior to, or on the day of the student absence from school by (time TBA)*
- *Parents will support their children with responsible attendance at school and check their children's attendance on Skoolee on a regular basis.*

Parents must, prior to, or on the day of absence by 8:30 a.m., account for their child by making a phone call to the school that the student is under the supervision of the parent.



Attendance Intervention Probation:

- *If a student reaches 10 absences (excused + unexcused) or 7 lates in any course, the student will be placed on Attendance Intervention Probation. Parents and students will be required to meet with the Dean of Students. The meeting will entail a discussion and the signing of a Commitment Letter.*

Students who continue to accumulate absences or lates after being placed on Attendance Intervention Probation may be prevented from re-enrolling at Al-Bayan for the following school year.

At 15 unexcused absences, students will receive an 'F' in the course. (8 absences in a non-one credit course class.)

Cases of extraordinary circumstances in regards to attendance should be presented to the high school administration for consideration in writing by a parent or legal guardian.

• **Unexcused Absence- Ministry Policy:**

In coordination with the Ministry of Education's attendance policy, students who register 15 or more unexcused absences in a course in a year will fail that course for the year.. They will be assigned a grade of "0".

Parents and Students are responsible for checking student attendance regularly on Skoolee.

Parents will be notified once a month if their child has reached or gone beyond 3, 6, 9, and/or 14 unexcused absences in a course. As always, parents are able to check their child's attendance on Skoolee and are encouraged to do so frequently[4] .

• **Skipping Class or Homeroom:**

- Students are expected to be in each class on time and attend each class fully. Students who are on campus, but not in class are considered skipping.*
- Students who skip a period of class or homeroom will be assigned consequences (Please refer to CONSEQUENCES CHART on pages 23-24)*

• **Late to Class:**

- Students are considered late to class if they are not in their classrooms when the bell signifying the beginning of class rings. A student is not late to class if he/she has a note from the Deputy Principal or Principal excusing the tardiness.*
- Students may not present notes from other teachers to excuse their late arrival to class. Teachers are not allowed to accept excuses from other teachers to excuse late arrivals.*

Consequences for lates are outlined in the Consequence Chart (Please refer to CONSEQUENCES CHART on pages 26-27)

Students cannot come to school later than morning recess if they have a test that day. Students need to provide a doctor's note and take a make-up test if they are not in school on time.

• **Lates to First Period:**

- The administration will not accept any medical reports to excuse a student's late entrance to 1st period class.*
- Classes begin promptly at TBA Students should be on campus by TBA. for the first bell.*
- High School Students entering campus between TBA and TBA must enter via Gate 1 or Gate 5.*
- Students entering school after TBA must sign in at the HS Reception and receive a late pass to class; students will not be admitted to 1st period class late without a late pass.[5]*

Academic Rules

• Grading in the High School at BBS:

In the high school at BBS, we are making a shift to Standards Based learning. This shift aligns the high school with the Al-Bayan Bilingual School Assessment Policy/Effective Grading and Reporting Policy (published September 2018), with best practices and places our focus on teaching and learning.

We believe the following:

- Give students full credit for what they know
- Redefine accountability
- Repurpose assessments
- A grade should clearly represent what a student knows and is able to do.
- Traditional grades fail to tell parents which specific skills their child has mastered or whether he or she is working at grade level.

Grading from the Inside Out, Schimmer, Tom 2016

These beliefs led the high school to start learning and adapting our assessment, grading, and reporting practices to more Standards Based Grading practices.

What is Standards-Based Assessment, Grading, and Reporting?

- Grades are the ultimate form of feedback to a student about their progress toward mastery of standards.
- Grades need to be accurate and meaningful.
- Students and parents need a precise picture of what has been learned and what still needs to be learned.

Why Standards-Based Assessment, Grading, and Reporting?

- A grade should clearly represent what a student knows and is able to do.
- Traditional grades fail to tell parents or students which specific skills have been mastered or whether the student is working at grade level.

Shared Understandings and Practices of SBL

- Planning for any assessment begins with a focus on the desired results.
- Behavior is separate from academics.
- Formative assessments will have some weight (eventually shifting to no weight).*
- Summative assessments will have more weight in final grades (eventually shifting to total weight).*
- If a student has not reached proficiency on a summative assessment, a retake or redo may possibly occur after additional practice has occurred.
- The redo summative assessment will replace the original score if it is higher.

What are the elements of Standards-Based Learning?

- Planning
- Teaching/Learning
- Assessment
- Grading
- Reporting

WHERE ARE WE? Standards Based Planning

- Use Curriculum Learning Targets to plan/design summative assessments first, then aligning formative assessments and classroom activities with those formative assessments.

WHERE ARE WE? Standards Based Teaching/Learning

- Unpacked Curriculum Standards by Department/Subject
- Created Learning Targets from Unpacked Standards

WHERE ARE WE? Standards Based Assessment

Assessment for Learning (formative assessment)

Teachers will use student responses on approved platforms/work to monitor student learning, provide feedback, and inform instruction. Examples of formative assessment can range from oral question and answer, bell ringers, exit tickets, quizzes, class assignments/work, etc, all based on targeted learning objectives.

Assessment of Learning (summative assessment)

At the end of a unit or time period, teachers will post assessment activities to assess student progress toward unit goals to gain information for summative report card annotations according to the schools' academic calendar. Examples of summative assessment can include (but not limited to) cumulative projects or assignments, seminars, presentations, tests, quizzes,

Assessment as Learning

Assessment as Learning is the use of ongoing self-assessment by students in order to monitor their own learning, which is "characterized by students reflecting on their own learning and making adjustments so that they achieve deeper understanding." The high school uses programs such as IXL for English and Math, Pearson, to track student progress over time.

- Summative assessments are planned using the Learning Targets.
- Summative assessments clarify to students and teachers what Learning Targets are being assessed.
- Formative assessments focus on what students need to be able to do/know for the summative assessment.
- Vary the types of assessments (summative) given.
- Minimum number of formatives before summative is given.
- Courses shared between teachers or grade level courses shared between teachers have aligned the number of summative assessments and will have common summative assessments.
- Late Work/Re-Do Policy that outlines procedures for students to be able to take a Re-Do summative assessment or turn in late work.

WHERE ARE WE? Standards Based Grading

- Formative Assessment: ASSESSMENT FOR LEARNING

- Summative Assessment: ASSESSMENT OF LEARNING

- Grade breakdown in each department has changed to reflect alignment with standards.
- *Formative and summative grades weighted.
- Languages/Math/Science & Technology/Humanities & Business Departments:
Formative 30% Summative 70%
- Art, PE, Music: **Formative 70% Summative 30%**
- Currently Exempt: Arabic, Arabic Social Studies, Islamic/Quran, and AP Courses.

WHERE ARE WE? Standards Based Reporting

- Standards Based Report Card Comments
- Progress Report Quarter 1
- Report Card Semester 1
- Separated Behavior from Grades
- High School Report Cards B, A, W
- Attendance/Lates do not affect grade
- Late Work (to an extent)

- **HS Late Work Policy and Re-Do Assessment Policy (updated November 15th, 2020-21)**

Providing students with opportunities to turn in late work, retake assessments and redo activities is sound educational practice that is in the best interest of our students. We recognize that all students learn at different rates and should be granted opportunities to correct mistakes.

Late Work Policy (formative):

Late work will not be accepted further than one week past the original assigned due date. Should students wish to submit any formative assignment past that extra week, the student must arrange to meet with their teacher and complete the Late Work Submission Form (before the first week past the original due date has passed) and meet all requirements and deadlines in order to submit. If the student doesn't submit the late work by the deadline agreed upon on the Late Work Submission Google Form, the student will receive a '0'. Should a student receive a zero on their assessment, the teacher will still mark the assessment to provide the appropriate feedback to the student.

Late Summative Assessments

- *Synchronous Summative Assessments (take place during the class period/cannot be 'late')*
- *Asynchronous Summative Assessments (Students will have 24 hours after the deadline to submit. If any further time is needed, students will have to apply using the Re-Do Summative application; the Re-Do Summative chance for the semester will be used on submitting the summative work late.)*

Re-Do Assessment (Summative Only)

- *All students are afforded one summative assessment reteach and reassess opportunity per semester. Students who consistently require multiple attempts should be considered for a more intense intervention.*
- *Any plan to reassess through extended learning (reteach) in order to have the opportunity to retake/redo is determined by the teacher and their professional expertise. This will be clearly communicated to students and parents.*



Retake/Redo Guidelines

All students attempting a redo must complete the Re-do Plan. This includes a student reflection and plan, including completing any and all formative work/practice as outlined by teacher.

The purpose of re-dos is not to simply keep trying the same strategies and relying on hope for improvement. The purpose is to have students reflect on their learning strategies and develop more efficient methods that will benefit them in the future.

Assessments are all broken into sections around the standards being assessed. Students may not have to retake an entire assessment.

Generally, students will complete the sections they did not achieve proficiency in.

Re-dos should always assess the same skills as on the original assessment. They may take a different format.

The teacher will replace the original assessment score with the new score in the gradebook if the new score is greater than the original. Teachers always have the flexibility to change a score if a student does a re-do and the score improves.(within the marking period time frames).

Summative re-dos are initiated by the student, who partners with the teacher.

The recommended school-wide window for first re-do/retake is within two weeks from the assessment return date. Teachers have the discretion to extend this for projects or individual student situations. Teachers will not shorten the window less than two weeks.

All students, in order to qualify for a summative re-do must have:

- Completed ALL formative work prior aligned to the summative assessment.*
- Completed ALL additional formative practice assigned by teacher to prepare for re-do summative.*
- Completed the Re-Do Summative Google Form and received approval from the HOD.*

This policy only pertains to assessments that are created by or under the control of the BBS staff, and does not apply to AP Courses, MAP testing, or end of semester or end of year final exams.

Any and all Late Work (Formative Assessments) and Re-Do Assessments (Summative Assessments) must be completed one week prior to the end of each marking period. No late work will be accepted (for the marking period) after the following dates:

October 21, 2021 January 13, 2022 March 17, 2022 May 26 2021

Seniors: *May 6th, tentatively

• **Make-Up Summative Assessments:**

Students are required to be present for scheduled summative assessments . If a student refuses to take an assessment, they may be assigned a suspension from school. The student will be allowed to re-do the assessment at a different time but may not receive full credit.

In case of an absence, the student is required to take a make-up summative assessment.. All make-up summative assessments will be scheduled by the teacher/department. Students are required to make up a missed summative assessment on the date assigned by their teacher. Any disagreements regarding the make-up summative assessments will be directed to the HS Assistant Principal.

• **Academic Integrity:**

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

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

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

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

The final grades that the students will attain at the end of the semester will strictly reflect the skills and knowledge that they have attained. Students who have broken the code of Academic Integrity will be penalized by different consequences per the number of offenses.

First Offense:

- The student will not be allowed to complete the exam/assessment. The test paper/exam/assignment will be taken away from the student.
- The student will take a make-up assessment on the first Saturday after the incident.
- The incident will be formally noted in the student's behavior school records.
- Student may retake the assessment; grade cannot exceed 80%.
- The parents will be informed through a meeting with the Assistant Principal.

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

Second Offense:

- The student will not be allowed to complete the exam/assessment.
- The student will take a make-up assessment on the first Saturday after the incident.
- The incident will be formally noted in the student's behavior school records.
- Students may retake the assessment; grade cannot exceed 80%. The student may be suspended for two days.
- The parents will be informed through a meeting with the Assistant Principal.

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

Third Offense:

- The student will not be allowed to complete the exam/assessment.
- The student will take a make-up assessment on the first Saturday after the incident.
- The incident will be noted in the student's behavior school records.
- The student may not be invited back to Al-Bayan for the following school year. The universities that the student is applying to may be notified.
- The student may be suspended for three days and will receive a warning letter.
- Student may retake the assessment; grade cannot exceed 80%.
- The parents will be informed through a meeting with the Assistant Principal.

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

• Private Tutoring:

BBS will not participate in any way with finding tutors for students unless the counseling department identifies a student as being at risk. Only the counseling office can recommend additional assistance. Such recommendations cannot come from a teacher.

It is considered unethical and poor professional practice for a teacher to tutor one of his/her own regular students for pay; it is the policy of the Board not to permit a teacher to serve as tutor for his/her own students or for any other student at BBS if the employee has personal knowledge of the assessments that will be used to evaluate that student's achievement by any other teacher.

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

• Promotion:

To be eligible for grade promotion the student must have:

- Met attendance requirements
- Met graduation requirements
- An acceptable behavior record

The school retains the right to not invite a student to return to BBS for any of the above reasons.

• Failure of an Academic Year (Failing 3 or more courses):

Students who fail to meet all the promotion requirements may be permitted to repeat their grade level. Any student failing three or more courses will automatically be retained in their current grade without the re-sit exam option. A student may be retained only once during high school. If at any other point in high school a student fails 3 courses in one year again, they will be asked not to return to BBS.

. Re-sit Exams:

The following guidelines apply for determining who takes re-sit exams:

1. The re-sit exam policy applies to any student who fails one or two required courses (classes a student must have to graduate). Students who fail any of the following courses are required to take the re-sit exam. Additionally, students who take and fail any of the re-sit exams listed below will be retained in their current grade:

English - Arabic - Islamic Studies - Quran - Arabic Social Studies (gr 9 & 10)

Or any class failed which will not allow a student to meet graduation requirements.

**** No student can be retained more than once and remain at BBS. ****

A student who wishes to remove an F off their transcript in a non-required course may take the re-sit exam. If a course is not required for graduation credit, students may opt to keep the "F" grade.

2. Since every student is required to pass 3 math and 3 science credits to graduate, any student with a second F in math or science in high school will automatically take the re-sit. Failing either of these re-sit exams, in math or science, will result in automatic retention in their current grade.
3. Students who fail the first semester of a year-long course will continue the course. Should their second semester scores bring their final grade to passing, they will be given full credit for the course. Students failing in the first semester will work with the counseling office during the second semester while on credit recovery.
4. The grade a student is required to receive on the re-sit examination will be determined by the counseling office and administration.
5. The re-sit exam grade will not be placed onto the final report card. Instead that report will be changed to reflect a year average of 60% in the failed course. That is the highest grade a student may achieve for a failed course. During the course of the year, the counseling office and teachers will work with any student failing a class. After the at-risk students have been identified, the parents will be contacted via letters, phone calls or emails periodically to explain the nature of their at-risk status. BBS will put into place a follow-up procedure to assist these at-risk students. The Counseling Office will initiate the procedures with the assistance of the subject teachers. The subject teachers will offer after school and before school extra help for the at-risk students. Subject teachers will continue to be in regular contact with parents of at-risk students to solidify the home-school connection for the students. The counseling office will hold meetings throughout the semester with the students to discuss steps the student could take to improve their grades.

• **Notification of Re-Sit Exam Procedure:**

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

- 1. Upon reviewing final report cards each year, students and parents will be notified of any needed re-sits. Re-sit exams will be scheduled for immediately after the conclusion of the final exams. Students are expected to be present on the day of the re-sit exam, travel schedules will need to be arranged accordingly. There will be no make-up days for re-sit exams. If deemed necessary, the course teacher will provide the student study materials for the re-sit exam before the school year ends.*
- 2. If a student takes and passes the re-sit exam with the required grade (determined by BBS), their final grade in the course will be adjusted accordingly. (See above)*
- 3. If a student does not successfully pass the re-sit exam the counselors will meet with the student and parents to discuss the steps that their child must take in order to fulfill requirements for replacing the failing grade. (This does not apply for Ministry required courses: Arabic, Islamic/Quran, or Arabic Social Studies.) One or any combination of these steps may be required for a student to complete:*
 - a. During the summer, the student will have to attend an approved summer program or online course.**
- 4. Parents or designated family members will sign the appropriate agreement forms. Students will also sign, if present. Counselors will make copies for the parents and retain the original forms for student records.*

A student may decide to take a summer course for credit to replace the course he/she failed. This option **MUST be discussed in the meeting with the counselor and the student must receive approval of the course from the School Counselor and Principal (appropriate documentation and proof of enrollment in the course must be completed before school closes for the summer).*

NOTE: Any changes to the agreed upon plan without contacting and receiving approval from the counseling office will result in the F grade remaining on the transcript.

It is highly recommended that travel plans be made for dates AFTER which final report cards are picked up from the school each year. Appointments for students with failing grades are made before report cards are released. If appointments and study material are not discussed due to a choice to travel, notification is given in final report cards. The student will still be expected to fulfill the summer school and re-sit requirements.

Curriculum and Graduation Requirements

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

• Advanced Placement Courses:

Al-Bayan High School participates in the Advanced Placement (AP) Program sponsored by the College Board in the United States. These AP courses are equivalent to freshman year, one semester, university courses and are intended for students who have proven themselves able to handle the extra workload and study requirements.

Per BBS policy, AP Students are required to take the AP exam from the College Board at the end of the year in order to receive the AP credit in their GPA. These exams are scored with a 1-5 mark. Scores of three or higher can result in the American universities awarding credit, exemption from courses, or advanced standing. Students will be required to pay a fee for this exam.

When selecting AP courses, students must carefully consider the extra time commitment to these courses. They are very demanding and may involve extensive homework and self-directed study. AP courses are offered based upon student interest. To enter an AP course, students must meet the requirement of a grade of B in the prerequisite course. Students may also enter an AP course by completing an AP Waiver for courses they do not meet the prerequisite for.

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

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

• Prerequisites:

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

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

• Grading System:

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

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

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

• Computation of Semester Averages and GPA at Al-Bayan:

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

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

1. $3.56 \times 7.75 = 27.59$
2. $3.47 \times 7.75 = 26.89$
3. $3.85 \times 6.75 = 25.99$
4. $4.36 \times 6.75 = 29.4$ | TOTAL=109.9
5. Divide the total (109.9) by the total number of credits.

Total number of credits: $7.75 + 7.75 + 6.75 + 6.75 = 29$ | $109.9/29 = 3.79$ GPA

• Evaluation and Reports:

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

Students will receive a progress report/Report Card three times per year (fall midterm, end of first semester, and end of second semester). These reports give the results of the continuous assessment and help diagnose the student's progress. Work ethic and attitude categories will be reflected on the report card as well to give parents and students additional information on their progress. Parents are invited to meet their son's/daughter's teachers to find ways to help improve the student's performance.

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

• Course Work:

Grades are based on student participation, quizzes, projects, reports, assessments, observations, and other forms of assessment.

• High School Diploma Requirements:

To earn the Al-Bayan High School Diploma, students must achieve the following:

1. A record of regular attendance
2. An acceptable behavior record
3. The minimum number of credits required for graduation as explained below:

Graduation Credits						
Class	Gr 9	Gr 10	Gr 11	Gr 12	Credits Needed to Graduate	Total Credits
2022	6.75	6.75	7.75	7.75	26	29
2023	6.75	7.75	7.75	7.75	27	30
2024	7.75	7.75	7.75	7.75	28	31
2025	7.75	7.75	7.75	7.75	28	31
Important Information						

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

- World History I
- World History II
- Political Science
- 20th Century History
- World Geography
- AP Comparative Government and Politics

Scientific Pathway

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

- Biology
- Chemistry
- Physics
- Algebra 2
- PreCalculus

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

International(Liberal Arts) Pathway

Students who wish to pursue a major in Business, Law, Psychology, and anything outside of the scientific pathway, only need to complete BBS graduation requirements in order to earn a Kuwait scholarship.

Algebra II is a required course for graduation

Ministry of higher education scholarship

Students who want to qualify for a ministry of higher education scholarship in science fields are counseled to take:

- Biology, chemistry, Physics and Math up through Pre-Calculus.
- The same applies to students planning to enter Kuwait university science faculties.

Note: from the class of 2024 and beyond, the total amount of credits needed to graduate will be 28

HS Graduation Requirements

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

E-Learning Guide

E-learning Transition Plan in Event of Emergency: While e-learning is a supplementary program to the traditional physical classroom, the school would transition to full use of e-learning in the event of an unexpected situation preventing us from being on campus. For full details regarding the e-learning program, please refer to the e-learning Handbook. E-Learning Guide - [Google Docs](#)

E-Learning Guide



The purpose of this guide is to outline the actions that we will put into effect at BBS, for cases where the school has to activate online learning due to a prolonged forced school closure that exceeds two weeks. As an educational institution, we seek to ensure that students receive the required learning for the year to be promoted to the next grade. Furthermore, as part of our accreditation requirements, continuation of learning is imperative.

"The success of e-learning requires a true partnership between our teachers, students and parents."

1. Expectations:

E-Learning Code of Conduct:

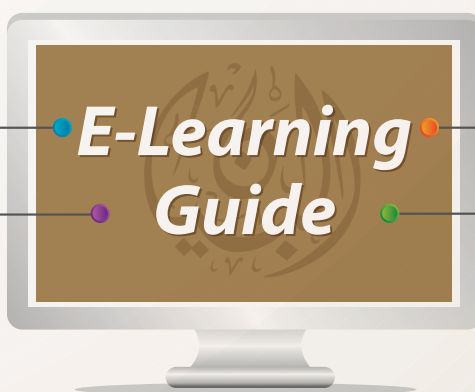
- **Kindness**
We use kind words with each other.
We are polite to one another.
- **Respect**
We listen to whoever is speaking in a zoom class session.
We consider whether what we are saying is appropriate.
- **Privacy**
We do not take pictures, screenshots or videos of others during their conversation.
We wait for people to reply in their own time.
- **Language**
We understand that text language can be both formal and informal.
We know when it is appropriate to use informal words or emojis.
- **Footprint**
We know that there is always a record of our online activity.
We understand that our posts can never be permanently deleted.

Online interaction needs to follow these guidelines:

Inappropriate conduct online, such as harassment, bullying and inappropriate dress and/or other violations may result in a zero participation grade or strict disciplinary action from the school.

Interactive office hours will be held on a daily basis where student (or parent) will be able to ask the teacher for clarifications, extra support etc.

"We believe communication and interaction are important for students and teachers to feel connected during physical school closures."



2. Grading:

- Attendance will be taken for interactive sessions.
- No summative assessments will be given through the online platforms.
- 100% of the grade will be distributed to projects, research, daily interaction, online discussions and posts, and homework assignments.
- The same rules regarding plagiarism and cheating apply as outlined in the student handbook.

3. Progress Reports and Report Cards:

In case the online learning period extends for more than 65% of the semester, report cards will be issued but exclude summative assessments.

4. Methods:

Our e-learning approach will be facilitated using a myriad of methods which include: instructor developed videos, virtual classroom, real-time interactions with the teacher and peers, and prompt feedback.

Grade 9 to 12 Curriculum

The curriculum of Al-Bayan Bilingual High School comprises a required program of studies to adequately prepare students for university studies. In addition, students select courses designed to enhance student readiness and response to various personal needs and interests. The school year consists of two semesters. Starting with the Class of 2024, the required amount of completed credits needed for graduation will be 28. All of our courses are yearlong courses.

• Grade 9 (Freshman Class):

Islamic Studies 9	0.5 credit
Quran Studies 9	0.25 credit
Arabic 9	1.0 credit
English 9	1.0 credit
Geometry or Algebra I	1.0 credit
Biology	1.0 credit
Social Studies I (Arabic)	0.5 credit
Physical Education 9	0.5 credit
2 Elective Courses selected by student	2.0 credit
Total:	7.75 credits

• Grade 10 (Sophomore Class)

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

• **Grade 11 (Junior Class):**

- Islamic Studies 11	0.5 credit
- Quran Studies 11	0.25 credits
- Arabic 11	1.0 credit
- English 11 or AP English	1.0 credit
- Algebra II or Pre-Calculus or Integrated Math	1.0 credit
- 4 Elective Courses	3.0 credits
Total:	7.75 credits

• **Grade 12 (Senior Class)**

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

Course Descriptions

Please use the below link to access all the information regarding course descriptions, and their relevant details for the 22-2021 academic school year

[Course descriptions 22-2021](#)

Faculty

• Administration:

Ms. Laura Divine, High School Principal

- M.Ed., Secondary Education, College of New Jersey, USA, 2007
- B.A., Anthropology, Michigan State University, USA, 1997
- B.A., Religious Studies, Michigan State University, USA, 1997

Mr. Manaad Safrani, High School Assistant Principal

- Master Of Professional Education and Training, Deakin University, Australia, 2016
- Post-graduate diploma in Secondary Education, Victoria University, Australia, 2013
- B.S. Computer Science, Victoria University, Australia, 2009
- Diploma of Workplace Assessment and Training, Melbourne Polytechnic, Australia 2008

Ms. Jeannette Johnson, School Counselor

- Education Specialist (Ed.S) Educational Leadership, Liberty University, Lynchburg, VA Masters of Education - School Counseling, Liberty, University, Lynchburg, VA
- Masters of Education Instructional Development/, Technology, University of Maryland University College, College Park, MD (30hours)
- Bachelor of Science in Sociology, Bowie State University, Bowie, MD

Ms. Mary J. Anderson, School Counselor

- EdD Educating and supervising Counselors, bvArgosy University Tampa, FL, -2009 in progress
- M.A. Counseling (Emphasis on Mental Health and Guidance Counseling), Webster University, Jacksonville, FL, 2006
- B.A. Psychology nvcx, Nova Southeastern University, Jacksonville, FL, 2004

Mr. Adel Khalaf, Academic Resource Teacher

- Doctorate program In Special Education, Rutgers University, US, 2015
- Masters of Education in Educational Leadership, Centenary College, Hackettstown NJ, US 2000
- High Diploma (Honors Program) in Education and Psychology, Egypt 1995
- Bachelors in Biological Science and Education, Tanta University, Egypt, 1992

Mr. Ashraf Al Rabah, HS Tech Integration Specialist

- B.A, Computer Engineering, Jordan University of Science and Technology, Jordan, 1996

• Arabic Department:

Mr. Ahmed Al Faqi, Head of Department

- M.A. Islamic Philosophy, University Faculty of Dar Al Alum.
- Diploma of High Studies, Special Needs, Ain Shams University, Faculty of Education, 2002
- Diploma of High Studies, Islamic Studies, Cairo University, 2000 B.A., Arabic & Islamic
- Studies, Faculty of Darl Al Alum 1998

Mr. Mohamad Al Sayed

- Bachelor's degree in Arabic Language, Egypt

Mr. Ahmed Salah

- Bachelor's degree in Arabic Language and islamic studies, Egypt, 2009
- M.A. Educational literature, Minnesota University, US, 2019

Mr. Wael Mustafa Al Syed Bakr

- Bachelor degree in Arabic language, Azhar University, Egypt, 2007

Ms. Salwa Al Awak

- Teaching Diploma, Aleppo University, Syria, 1999
- License: Arabic Language & Literature, Aleppo University, Syria, 1998

Ms. Rehab Ghousha

- B.A., Arabic Literature, Kuwait University, Kuwait, 1981

Ms. Sawsan Marwa

- B.A., Arabic Literature, Damascus University, Syria

Ms. Asma Barakat

- B.A. Arabic Literature, Al-Baath University, Syria

• Islamic Studies Department:

Mr. Ameen Al-Dolat, Head of Department

- M.Ed., Education Technology, Yarmouk University, Jordan, 2005
- B.S., Islamic Studies, Mosul University, Iraq, 1996

Dr. Mohammad Al-Choukairy

- B.A., Sociology, Lebanese University, 1996
- M.A. Islamic Jurisprudence, Al-Jinan University, 2006
- Ph.D Islamic Jurisprudence, Al-Jinan University, 2010

Mr. Hussain Zakaria Isa

- B.A., Islamic Studies & Religion, Al-Azhar University, Egypt, 1997

Mr. Mohammad Yousef

- B.A., Islamic Religion, University of Damascus, Syria, 1990

• Languages Department:

Ms. Kathy Jo Young, Head of Department

- B.A., English, Glen Cullen University, USA, 1992

Ms. Angelique Davidson

- B.Ed Language and Literacy, Mico University College, Jamaica, 2010
- Diploma Education (English Language and Literature), English First
- Class Honours, Church Teachers College, 2007

Ms. Abrar Ebrahim

- B.A., English Education, Gulf University for Science & Technology, Kuwait, 2014

Mr. Darrian Bryan

- B.A. Literatures in English, University of the West Indies, 2014

Ms. Angella M. Bennett

- B.A., English Literature, University of the West Indies, Kingston, Jamaica, 1995 Postgraduate Diploma in Education, Shortwood Teachers' College, 1989

Ms. Noura Smiley

- Master of Arts, English, University of Toledo, Cum Laude, 2020
- B.A Arts, English Minor in Arabic, University of Toledo, Cum Laude, 2017

Mr. James Preber

- Educator Certificate, Florida Department of Education, USA October 2019
- Master of Arts in Applied Linguistics and TESOL, December 2017
- TESOL Certification January 2013
- Bachelor of Arts in English, Magna Cum Laude, 2009

Ms. Claudia Youssef Chammas

- B.A. English Literature, University of Balamand, Lebanon, 1995
- Teaching Diploma in English Language and Literature, University of Balamand, Lebanon 1996

Ms. Ashely Vasquez

- B.A. Middle Grade Education; concentration in Language Arts, University of North Carolina, 2019

Ms. Farah Abu Diak

- B.A., Spanish & English Language and Literature, Jordanian University, Jordan, 2008

Ms. Eman Abdel-Latif

- B.A., French, Ain Shams University, Egypt, 1989

• Humanities and Business Department:

Ms. Fatima Kamali, Head of Department

- M.A., International Leadership, Framingham State College, USA 2009
- Teaching Certification, American University of Beirut, Lebanon, 1988
- B.A., Social and Behavioral Studies, American University of Beirut, Lebanon, 1988

Ms. Julie Christensen

- M.A, Science in Secondary Education with an emphasis in Spanish
- Central Michigan University, Mt. Pleasant, MI. 2010
- B.A, Science in Education with a major in Spanish and a minor in History
- Central Michigan University, Mt. Pleasant, MI. 2001
- Associate's Degree, Mid-Michigan Community College, Harrison, MI. 1997

Mr. Ronald Genech

- B.A, Biology, General Science, History, Pennsylvania, US
- TESOL certificate, 2013

Mr. Nathaniel Legree

- B.A Arts in Political Science with Social Science Education, Florida International University, 2018
- Teacher Certificate in Social Science 6-12 & Biology 6-12, Florida International University, 2018

Mr. Rachel Jones

- M.Ed. Education Leadership, Barry University, Miami Shores, FL, 2020
- B.A. Secondary Social-Science Ed. Florida Atlantic University Boca Raton, FL, 2015

Mr. Ashraf Hassan

- M.A, Ancient egyption history , Azhar university 2003
- B.A in Arabic language, Azhar University, Egypt, 2000

Ms. Sajeda Risq Al-Attar

- B.A., Geography, Mu'ta University, Jordan, 2004

Mr. Rajeh Mahmoud

- B.A. History, Lindenwood University, 2014

Ms. Heba Mobarak

- B.A. Hotel Management, The Arab Academy for Science and Technology and Maritime Transport, School of Business Studies, Egypt, 2000
- MBA, The Arab Academy for Science and Technology and Maritime Transport, School of Business Studies, Egypt, 2003

• Fine Arts Department:

Ms. Rihab Al-Assadi, Head of Department K-12

- B.A., Painting and Drawing, Concordia University, Canada, 2002

Ms. Shwikar Shawky

- B.A. Art Education, Ain Shams, Egypt, 1996
- International General Certificate of Secondary Education, University of Cambridge, 2011

Mr. Hany Soliman

- M.S., Multidisciplinary Studies: Certificate in Educational Leadership, Buffalo State, USA 2013 B.Ed., Music, - Tanta University, Egypt, 1995

Ms. Yvette Ohanian

- B.A. Fine Arts, Lebanese University, Lebanon, 2016
- B.A. Graphic Design, Notre Dame University, Lebanon, 2012

• **Mathematics Department:**

Mr. Khaldoon A.M. Al Abadneh, Head of Department

- Advanced Diploma in Information & Communication tools in Education (ICT), Yarmouk University, Jordan, 2007
- Bachelor degree in Applied Mathematics and Statistics, Jordan University of Science & Technology, Jordan, 2004

Mr. Ahmad Al-Hamar

- M.S. Mathematics, Institut Camille Jordan, Universite Claude Bernard Lyon, 2014
- B.Sc., Management Information Systems, Oregon State University 2006

Mr. Oduor Omondi

- B.Ed., Business Studies & Math, Kenyatta University, Kenya, 1996

Mr. Hassan Hassoun

- Master 2 Research Degree in Pure Mathematics- Differential Geometry, Lebanese University, 2015
- Master 2 Professional Degree in Mathematics Education, Lebanese University, 2017

Ms. Hadil Ghayad

- B.S. Mathematics, Lebanese American University, Lebanon, 2017

Ms. Maha Saleh

- B.Sc., Math Science, University of Ottawa, Canada, 1992.

Mr. Hatem Al Omari

- M.A., Information System , Arab Academy for Banking & Financial Sciences, Jordan B.S., Mathematics, Jordan University, Jordan, 2003

• **Physical Education Department:**

Mr. Joseph Chacko

- M.S., State University of New York, New York, USA, 2010
- Certificate in Teaching Special Education, Buffalo State University, Buffalo New York, USA, 2009
- Bachelor of Physical Education, University of Mysore, Mysore India, 1994 Bachelor of Arts, University of Calicut, Calicut, India, 1993

Ms. Balsam Abdel Fattah

- B.A., Physical Education, University of Essep, Tunisia, 1996

Mr. Haytham El Tonsy

- B.S. Physical Education, Track & Field, Alexandria University, Egypt, 1995

• Science and Technology Department:

Mr. Mahmoud Negm, Head of Department

- M. Ed., Teaching in International Schools, Framingham State University, 2008
- B.S. Physics/Chemistry, Alexandria University, Egypt 1995

Ms. Sadjia Droueche

- M.S., University of Akron, Ohio, USA, 1987
- B.S., Algerian University, Algeria, 1980

Ms. Engie Gobran

- M.A, Science, Human Nutrition, Eastern Michigan University, U.S.A, 2017
- B.A, Science, Nutrition and Dietetics, West Chester University of Pennsylvania, U.S.A, 2011

Ms. Rania Abdel Latif

- B.A, Physics, Al Albayet University, Jordan, 2004

Ms. Natalie Abou Zeid

- M.A, Biochemistry (Teaching Diploma), Lebanese University, 2015
- BS degree in Biochemistry, Lebanese University, 2012

Ms. Ameena Barakat

- Studying Graduate Diploma in Professional Inquiry at Queens' University, Canada
- Creative Learning Portfolios Course, Sheridan College, Mississauga, Canada, 2017
- BSC in Information Systems Management - Girne American University, Turkey 2002

Mr. Ibrahim Yassine

- M.S. Clinical Laboratory Sciences, University of Balamand, Lebanon, 2011
- B.S. Biology, Lebanese University, Lebanon, 2006

Mr. Issam AlBitar

- B.S. Physics, Lebanese University, Lebanon, 2006
- M.S. Applied Physics, University of Bahrain, 2017

Mr. Chadi Al Hajjar

- M.A., Science Computer Engineering, Ashbourne University, UK, 2000

Mr. Mohamad Zein-El-Dine

- M.A., Master of Education, Lebanese American University, Lebanon, In Progress B.A., Math & Computer Science, Lebanese University, Lebanon, 2008

• Permanent Substitute:

Ms. Lina Khazal

- .A. French language and literature, Lebanese University, 1993

• Media Center:

Mr. Sayed Mahmoud

- Ph.D., E-Research and Technology Enhanced Learning, Lancaster University, 2020- expected
- M.A., Library and Information Studies, University College London, 2017
- M.A., ICT and Digital Learning, University of Newcastle, 2014
- Post Graduate Diploma, E-learning, Egyptian E-learning University, 2013
- B.A., Teaching English as a Second Language, Cairo University, 1997

Ms. Mona Hassan, Assistant Media Specialist

- Education Diploma, Montessori Theory & Methodology, Montessori International, London, 2003

• Support Staff:

Ms. Dana Manfoukh El Samad, Administrative Assistant

- M.A., Translation and Languages, Balamand University, Lebanon, B.A., Translation, Jinan University, Lebanon, 2007

Ms. Zeina Dalli , Assistant Principal Secretary

- B.A. Mass Media & Communication, Beirut Arab University, Lebanon 2011

Ms. Nabiha Harb, Counseling Office Secretary

- B.A. Business Administration, 2018

Ms. Rima Al Zain, HS Receptionist

- B.A, Business Administration Systems, Open Arab university, Kuwait 2006