Al Ghanim Bilingual School

Elementary School Division
Program Guide
For the academic year 2025-2026

Accredited by
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Al Ghanim Bilingual School Guiding Statements

Mission:
Al Ghanim Bilingual School inspires students to become national and global citizens by promoting a Kuwaiti identity and embracing multicultural values through a balanced bilingual curriculum and a safe and nurturing environment.

Vision:
To develop independent, confident, lifelong learners.

Core Values:
- Develop students physically, emotionally, intellectually, and socially.
- Offer quality education based on a well-rounded bilingual curriculum that fosters twenty-first century and global citizenship skills.

- Leverage technology to support our students and improve their learning.

- Promote an enjoyable, healthy, and safe learning environment.

- Promote collaboration among all the members of the school community to fulfill the school's mission and vision.

Definition of High Quality Learning

Introduction:
At GBS, we recognize that high-quality teaching and learning are essential to fulfilling our Guiding Statements of cultivating independent, confident, lifelong learners who are prepared to thrive as global citizens. We are committed to providing an environment that fosters academic excellence and holistic development, equipping students with the knowledge, skills, and mindset needed to engage in an interconnected world.

This definition serves as the framework for our faculty, students, and parents and it encompasses different areas:

A- Principles of Teaching and Learning:
Our approach to teaching and learning is driven by a commitment to fostering critical thinking, developing global citizenship, and raising academic attainment for all students supported by a well-rounded curriculum that meets the diverse needs of students. The curriculum which is regularly reviewed following a structured review cycle, outlines standards, teaching strategies, assessments, in addition to co-curricular and cross-curricular activities.

1. Standard-Based Learning and Learning Outcomes
- Learning outcomes align with curricular standards and the school's Guiding Statements, reflecting our core values and educational mission.
- Learning outcomes guide our instruction and assessments, aligning teaching strategies and evaluation methods with educational goals.
- Learning outcomes are clear and properly communicated with students and parents.

2. Effective Instructional Strategies
- Adaptive learning/differentiation: Instruction is student centered and adapted to meet students' diverse needs.
- Critical thinking skills: Instruction promotes critical thinking where students are encouraged to explore and to actively participate in the learning process. Strategies such as inquiry-based learning, reflection, problem solving, real world-challenges, STEM, etc. are employed to develop higher order and critical thinking skills.

3. Assessment
- Teachers employ a variety of formative and summative assessments including alternative forms of assessments. Examples of assessments at GBS include MAP assessment, formal tests, projects, reflections, etc.
- Teachers provide accurate and productive feedback to improve learning.
- Assessment expectations are clearly shared with the students.

4. Technology Integration
- Digital citizenship: The use of technology in the classroom is guided by the definition of digital citizenship.
- Supporting and enhancing learning: technology tools are used to support and enhance students' learning by tailoring instruction to meet individual needs.

5. **Resources:**
   - Provision of adequate resources: The resources are regularly reviewed and updated in alignment with the curriculum review cycle.

6. **Global Citizenship**
   - Global citizenship is embedded in planning and instruction, and curricular activities through a well-structured and contextually appropriate definition and curriculum.

B- Learning Environment

1. **Respectful and Safe Environment**
   - Safe environment: Teachers treat students fairly and respectfully, creating a safe environment that promotes culturally responsive learning where all students feel valued.
   - A discipline strategy that promotes proactive measures and positive reinforcement.

2. **Culture for Learning**
   - Collaborative and cooperative learning: Teachers ensure instruction utilizes cooperative learning techniques where students interact positively with each other.
   - Empowering students to take ownership of their success: students feel supported and have confidence in their abilities and accomplishments. They take ownership of their learning and achievements.

C- Professional Growth
The school's culture promotes ongoing professional growth by providing opportunities for teachers to enhance their pedagogy and develop global and cultural competence.

1. **Professional Development and Growth**
   - Continuous learning: Teachers participate in on going professional development to stay abreast with the latest educational practices. Professional development may take different forms such as reflection on practice, peer observations, mentoring program, conferences, etc.
   - Global and cultural competence: teachers develop the global and cultural mindset to meet students' cultural needs and to effectively promote global citizenship.

2. **Provision of Resources**
   - Leveraging technology to accommodate the desired outcomes and to foster personalized instruction.

3. **Measuring Success**
   - Feedback Loop: The school faculty and administration will implement a continuous feedback loop to regularly assess student achievement, ensuring that high-quality teaching and learning are consistently maintained.
   - Data: The school leadership team uses data to objectively measure the implementation of high quality definition of teaching and learning. Data includes but not limited to university acceptances, MAP Assessments, IXL classroom data, use of surveys, class observations, and teachers' evaluations.

An Overview of the Elementary School Program

Grade one is an exciting and important year for young children and their parents. Expectations from learners are distinctly different from what they have been up until this point, with increasingly more academics. With your continued emotional and academic support, your children will make the transition successfully and do well emotionally, socially, and academically as they transition to elementary school.

By grades two and three, your children are more familiar with the regular routines associated with school and are becoming increasingly independent in their work efforts. Academic expectations increase substantially from grade one to grade three and again from grade three onwards. Students are expected to stay on task longer, follow multi-step directions, produce more detailed writing, and read increasingly complicated text while learning new content.

Grade four and five students are in a unique place in their physical, social, emotional, and intellectual development. While children at this age are developing increasing independence, parental involvement is still critical in facilitating children's development and achievement, as well as in preventing and remedying educational and developmental opportunities. Their involvement and encouragement can help a child excel in school, especially in demanding bilingual programs. Involvement should start with parents acknowledging the importance of education and showing positive attitudes toward school by supporting school programs and policies.

GBS is committed to providing high quality education to its students and is dedicated to preparing students for successful futures in the changing world of the 21st century. Curricula in all subjects are aligned with current U.S. educational standards and strive to develop important skills through the integration of technology, collaboration, problem-solving, creativity, and critical thinking skills. Teachers work collaboratively to ensure students experience connections across the content areas and transfer acquired knowledge and skills between disciplines. All classrooms have been fitted with interactive smart boards and internet to increase student engagement and enhance learning while, at the same time, developing the necessary skills for success in the economy of the future.

The BYOD Program
Grades three to five students use the BYOD (Bring Your Own Device) program. The BYOD program (refer to Appendix A) enriches the student learning experiences by providing wider access to current information and additional resources that support material taught and enable further exploration and research. The BYOD provides learning materials and methods to match the level of each student and the adequate challenge to motivate the under-achievers and the gifted. Through these technologies, the lessons will be presented in an interactive, hands-on, and fun way that holds children's attention, meets the needs of diverse learners, and enhances their engagement with content.

School Policies and Procedures

School hours:
The school day starts with the students' arrival at 7:00 a.m. The morning assembly starts at 7:15. Students are expected to be on time for the assembly and the first period. The first period begins at 7:30 a.m. Dismissal is at 2:10 p.m.

Attendance, Tardiness, and Absences:
Attendance counts as 5% of the overall grade.

Students are expected to attend school for the entire school day and to arrive and leave on time. Regular attendance is crucial for academic success. Students are required to attend all classes and remain at school for

the entire day unless an early dismissal is approved for a valid reason. All medical appointments should be made after school hours. However, if a child has to leave during the day, a note explaining in detail the reason must be provided to the Elementary School Office. Parents/guardians need to sign an early dismissal form at the reception.

Students will not be released during the last period of the school day. They cannot be pulled from class to attend an event held in one of the other divisions.

Students arriving after 7:30 a.m. will be recorded as tardy to school. Students arriving after 7:45 a.m. will be considered absent for the first period.
Parents will be notified at 7:45 a.m. through Skoolee if their child is not at school.
Students arriving after 7:45 a.m. will not be admitted to school unless they have a valid excuse (a traffic jam is not a valid reason for being consistently late to school). Parents will be contacted to determine the reason for the repeated tardiness, and the necessary action will be taken.

Students who register 30 or more absences during the semester will have their transferred to the Administration of Examinations and Student Affairs in compliance with the Compulsory Education Law of Kuwait.

Excused Absences
For an absence to be excused, students must submit a signed and stamped doctor's note within a maximum of two days of returning to school. Valid reasons for an excused absence include:
- Illness
- Serious family illness or death
- Other extraordinary circumstances approved by the Elementary School Principal

The term "excused" or "unexcused" is important to determine whether or not the student is entitled to do the missing work or to get support from the teachers.

Make-Up Work
- Any missed assignments/assessments during an excused absence will be rescheduled.
- Students are responsible for catching up on missed class materials through Google Classroom. They are encouraged to seek teachers' support and guidance.
- Teachers are available to provide support if needed.

Absences Due to Local and International Competitions/Trips
Students participating in competitions/Trips must submit an official excuse letter from the corresponding organization ahead of time for high school administration to seek approval.

Internet Use Policy
A "Technology Code of Conduct" form (refer to Appendix B) lists all rules and regulations that explain the use and the policy. This form is shared with all parents and students at the beginning of the year via email, Google Classroom, and the Skoolee program, which will serve as an acknowledgment from the parents that they agree on its content and procedures.

Bus Safety Rules:
In order for all students to have a safe, positive experience while riding the GBS buses, it is critical that all students adhere to the following rules:
1. Students are not allowed to enter or exit the bus without the bus driver's permission.
2. Students must remain seated at all times when inside the bus.
3. Students are not permitted to raise their voices or use impolite language under any circumstances when inside the bus (no disrespectful talk to maids, bus drivers, or other students).
4. Students must keep their hands to themselves; fighting or physical contact of any sort is not permitted.

5. Students are not allowed to dispose of trash inside the bus nor throw any objects out of the bus windows.
6. Students must be ready and fully prepared at the prearranged morning pick-up time (students who are tardy disrupt the entire bus schedule and make all of the students on the bus late to school).
7. Students are required to obey the bus driver's and the helper's instructions while inside the bus.
8. On **short days**, parents are responsible to ensuring someone is at home to receive their children.

The support of the parents in stressing the importance of following safety rules when using the bus is crucial in providing a safe and pleasant ride back and forth to school.

School Day and School Requirements

Breaks and snacks:
During the day, there will be two breaks. Students are encouraged to bring healthy snacks. Only water and juices in plastic or paper containers are allowed on campus. Metallic water bottles are strictly prohibited per the Ministry of Education regulations. Food deliveries are strictly prohibited. The school is a nut-free zone and products containing nuts are strictly prohibited.

Homework
Homework will be given during the week to help students prepare for short, simple tests.
Students are encouraged to read at home daily and prepare for short, simple tests which are announced in the weekly newsletters, Google Classroom, and/or Skoolee. In addition to this, homework is recorded on Google Classroom and/or Skoolee daily. Parents are expected to check Google Classroom every day and monitor homework completion. They should also check any notification from Skoolee to stay up to date with their children's progress. Should there be a valid reason for your child to fail to hand in homework on time, you must inform the teacher in writing. If your child does not understand assignments or regularly struggles with homework, please make an appointment with the teacher. The time required to complete the homework varies according to your child's pace of work and level of performance:

1. A reasonable amount of homework is assigned for elementary (grades 1-5) students with clear objectives that reinforce classroom learning, promote good study habits, and encourage independent study. Parents are encouraged to review the work completed in class.
2. All homework assignments must be properly explained in class and in application of recently covered material.
3. Homework schedule is set at the beginning of the year for grades 1 to 5 allocating homework days for every subject. Daily reading time of 15-30 minutes must be taken into consideration when assessing the amount of work assigned.
4. Grade 1-5 teachers must observe the homework schedule to ensure that students do not have too many assignments due on the same day.
5. The average time a student should spend on school days to complete his/her homework is:

   ▪ **Grade 1:** 10-15 minutes
   ▪ **Grade 2:** 20-30 minutes
   ▪ **Grades 3&4:** 30-50 minutes
   ▪ **Grade 5:** 60-90 minutes

Supplies
Students should ensure they have the proper supplies in their backpacks on a daily basis. The pencil case should be checked frequently for items that need to be replaced and any items seemed unsuitable for school should be removed.

Workbooks, Notebooks, and Textbooks
When students bring workbooks, notebooks, or textbooks home, take time to look through the completed work with your child. Kindly abide by the assigned work from the teacher.

Students are required to keep a separate plastic snap file for each subject. Please help them to keep their books, papers, and homework organized in these files. Papers returned home after being marked by the teacher should be taken out of the file and kept at home.

School Bags
Students are responsible for preparing and organizing their school supplies and bags. Kindly remind them in the evening to prepare the bag for the next day, following the weekly schedule posted on Google Classroom, and making sure they have all the required materials and/or any paper requiring a parental signature. Metal water bottles are not allowed in school as per MOE guidelines**.**

Make-Up Work
If your child misses a day of school, please refer to Google Classroom for missed work. Students will be able to make up missed work if their absence is excused.

Uniform
Students are required to wear the full school uniform when in school including the school's jacket with the school's logo unless otherwise officially notified. On designated "free dress" days, they must not violate the acceptable GBS dress code. The following are strictly prohibited:
- Body hugging, tight, transparent, revealing, or torn clothing.
- Offensive pictures, symbols, or words printed on the clothing.
- Colored, gelled, or spiked hairstyles. Boys' hairstyles must be kept short and tidy. Girls must keep their hair away from their faces and, if long, tied.
- Make-up, non-prescription lenses, colored nail polish, and lipstick.
- Expensive jewelry, watches, or gadgets.
- Stud Shoes.

If a student violates the uniform code, he/she will be asked to change into the proper uniform or will be sent home.

Assessment Policy and Procedures

Assessment
GBS conducts formative and summative assessments. The major difference between formative and summative assessments is that the former is used to improve student learning and provide feedback to students who do not demonstrate proficiency so they keep working and learning until they do. The latter is used to assess what students have learned and quantifies it by assigning a grade that is final. The student then moves on to the next learning outcome.

Formative Assessment:
Formative assessment is an integral part of teaching and learning. Evaluation is an ongoing process incorporated into classroom practice during instruction. It is an integration of performance and feedback using scoring rubrics and grading scales to delineate consistent criteria for grading. The criteria are shared between students and teachers. This provides a basis for self-evaluation, reflection, and peer review. It also ensures accurate and fair assessment, fosters understanding, and allows for adjustments of subsequent learning/teaching. Formative assessment requires constant timely feedback. Formative assessment will be calculated as 30% of the overall grade.

Summative Assessment:
Summative assessments are given periodically to determine what students know and do not know at a specific educational timeframe. The goal of summative assessments is to assess learning after teaching has taken place.

Summative assessments serve as formal documentation of a student's progress and mastery of skills and content. Summative assessment will be calculated as 65% of the overall grade.

Academic Support
The school has developed an Academic Support Program that aims to provide support and guidance to students who are facing academic challenges and whose performance is considered under grade level. The program consists of different phases and encompasses differentiated strategies, in school tutoring sessions, supplemental courses, targeted workshops, and after-school remedial programs, as well as alternative ways of grouping and instructing students.

Academic Probation
Students who score below 60% in the core subjects (English, Arabic, Math, and Science), are placed on academic probation until their performance improves consistently over the 60% level.

Promotion
To be eligible for regular promotion, a student must have passing grades (50% or above in at least three core subjects), meet attendance requirements, and have an acceptable disciplinary record.

Retention Policy
Students who fail three or more core subjects will have their file sent to the Administration of Examinations and Student Affairs, in compliance with the Compulsory Education Law of Kuwait.

School Home Communication

Parent–Teacher Communication
A definite key to the success of students at GBS is the consistent policy of open and meaningful home-school communication. Google Classroom and Skoolee are means of two-way communication between the teacher and the parents. Parents should check regularly for messages from teachers. If they have a concern that requires face-to-face communication, they schedule an appointment with their child's teacher. If parents are still concerned, then the next step would be scheduling an appointment with the Principal. Teachers will not be interrupted during class time to answer parental requests or concerns. Parents are encouraged to communicate with the school by email.

Parents have important perspectives on their children and can provide the teacher and/or the Student Counselor with information about their child's relationships, interests, and experiences outside of the school that may affect his/her performance or behavior. This information may greatly enhance the school's understanding of your child and could contribute to more effective learning.

Supporting Your Children's Learning at Home
Parents play a crucial role in helping their children achieve school success. Research shows that the following steps help avoid school anxiety and allow students to become more successful:

- Encourage your children to maintain a healthy diet and exercise on a regular basis.
- Make sure your children attend school regularly and always arrive on time to school.
- Talk with your children every day about their school day, share your thoughts and ideas with them when appropriate, and listen to theirs.
- Speak positively about their school and teachers.
- Encourage your children to do their best and talk about setting school-related goals.
- Help them develop good study habits; explain to them that paying attention in class, completing homework and reading assignments, and reviewing corrected papers on a regular basis, will help them to have a more

relaxed attitude towards assessments and they will perform better.

- Create and maintain a home environment that will help children be well-rested during school days and during testing periods. Be sure your child goes to bed early and gets a minimum of 8-10 hours of sleep every night.
- Provide a quiet place to work, and the supplies and materials necessary to complete work.
- Provide homework support to your children when it is needed.
- Go over what children are learning in a non-pressured way and practice what they may need extra help with.
- Evaluate their academic progress over a period of time rather than on one single test score.
- Read to and with your child on a daily basis. Choose reading material they can enjoy and attempt reading on their own.
- Model good organizational and study skills. Let your children, with your help, prepare for their school day the night before. Teach them to check that all necessary files, folders, textbooks, homework, and supplies are in the bag. Doing so will set the stage for independence in later years.
- Provide ample free time at home for play and other school-unrelated activities.

Appraisal System

GBS formally recognizes students' academic and behavioral achievements at the end of the first semester. The "Outstanding Certificate" will be awarded to students who:

- Earn an A (93% and above) as the cumulative average on the semester report card, calculated as an overall grade of all the subjects, core and non-core. Each subject has a specific percentage depending on the number of sessions per week, which naturally means that the core subjects carry a higher percentage weight, thus ensuring a balanced and fair evaluation for all students.
- Maintain good attendance with no more than three unexcused absences and/or five tardies in the first semester.
- Maintain excellent disciplinary records with a maximum of two demerits in the first semester.

An Overview of the ES Curriculum

The English Language Arts Curriculum
The English Program
Based upon the Common Core Standards, the English curriculum aims to enable the students to understand and appreciate language and to use it confidently and competently for a variety of purposes, with diverse audiences and in a range of situations for communication, personal satisfaction, and learning. It focuses on the areas of reading, writing, speaking, and listening. Grades 1-5 students will be learning from the McGraw Hill Language Arts Program, Wonders, which integrates the oral and the written forms of language development. Reading, listening, writing, speaking, spelling, and grammar skills are all taught through the Reading/Language Arts textbook and practice books. Students practice writing in a variety of formats (journal entries, letters, personal narratives, descriptions, informational paragraphs, stories, etc.). Speaking and listening skills will be strengthened through frequent presentations and listening comprehension exercises. New spelling words will be introduced on a regular basis and spelling tests will be conducted weekly. Independent reading for a minimum of twenty minutes nightly is expected of all students. **We encourage parents to read with their children on a nightly basis**. Recent research shows those twenty minutes of reading per day lead to an increase of approximately 5000 new words to the reader's vocabulary over the span of one year.

The curriculum will guide students toward the following attainment of goals:

Grade One
- The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and

respond to a variety of texts.
- The student will express ideas effectively in a variety of written modes for a variety of purposes and audiences.
- The student will demonstrate appropriate handwriting practices.
- The student will communicate information and ideas appropriately, respond to questions thoughtfully, and apply critical thinking skills effectively.

Grade Two
- The student will use a variety of strategies to comprehend, analyze, appreciate, and respond to various genres.
- The student will express ideas effectively in a variety of written modes for a variety of purposes and audiences.
- The student will apply grammar and language conventions to communicate effectively.
- The student will communicate information and ideas appropriately, respond to questions thoughtfully, and apply critical thinking skills effectively.

Grade Three
- The student will use a variety of strategies to comprehend, analyze, appreciate, and respond to various genres.
- The student will write daily, employing a wide range of writing strategies to communicate effectively for different purposes and audiences.
- The student will apply grammar and language conventions to communicate effectively.
- The student will demonstrate thinking skills through speaking and listening.

Grade Four
- The student will use a variety of strategies to comprehend, analyze, appreciate, and respond to various genres.
- The student will write daily, employing a wide range of writing strategies to communicate effectively for different purposes and audiences.
- The student will apply grammar and language conventions to communicate effectively.
- The student will effectively express their ideas in a variety of written modes for specific audiences.
- The student will demonstrate thinking skills through speaking and listening.

Grade Five
- The student will use a variety of strategies to comprehend, analyze, appreciate, and respond to various genres.
- The student will write daily, employing a wide range of writing strategies to communicate effectively for different purposes and audiences.
- The student will apply grammar and language conventions to communicate effectively.
- The student will demonstrate thinking skills through speaking and listening.

Arabic Language Subjects

اللغة العربية

تؤكد المدرسة التزامها بالثقافة والتراث والقيم العربية والإسلامية، وتسعى إلى رفع مستوى إتقان اللغة العربية كجزء أصيل من الهوية الوطنية، مع غرس روح الانتماء والفخر بالتراث واللغة وتنمية مهارات التعبير الوظيفي والوجداني لدى الطلبة.

يطبق قسم اللغة العربية المنهج الوطني الكويتي الجديد المعتمد من وزارة التربية، المبني على المعايير المصممة لتطوير كفاءات الطلبة وفق القيم والمبادئ العربية والإسلامية الأصيلة ومتطلبات القرن الحادي والعشرين. ويعتمد التدريس على تبسيط المحتوى وتوظيف الوسائل الإيضاحية الحديثة مع أساليب التعلم النشط، بما يعزز فهم الطلبة ومشاركتهم الفاعلة. يشمل البرنامج أيضًا تعليم غير الناطقين بالعربية لتلبية احتياجات هذه الفئة وتمكينهم من اكتساب المهارات اللغوية الأساسية.

التقييم: يتم وفق آليات التقييم البنائي والنهائي المقررة من التوجيه في التعليم الخاص.

أهداف القسم:

تنمية الثروة اللغوية والمفردات والتراكيب اللغوية.

تعزيز مهارات الكتابة والإملاء والصياغة.

تمكين التعبير الواضح والدقيق للأفكار والمشاعر.

تنمية المشاركة الفاعلة وربط المعرفة بالممارسة استماعا وتحدثا.

المطالعة: تنظم المدرسة زيارات أسبوعية للمكتبة، وتتيح مكتبة إلكترونية للأهل لمتابعة تقدم أبنائهم، بهدف تعزيز التذوق الأدبي وحب القراءة وتنمية الفكر والهوية الثقافية. إضافة إلى تخصيص أسبوعا للقراءة في شهر نوفمبر سنويا،يتضمن أنشطة لا صفية تعزز مهارة القراءة وسعة الاطلاع لدى الطلبة.

التربية الإسلامية:

يُدرَّس المنهج الوطني الكويتي الجديد المعتمد على المعايير ونواتج التعلم، بأسلوب سلس ومشوق مع الاستعانة بالوسائل التعليمية والمرئية، لتعزيز فهم الطلاب لتعاليم الدين الإسلامي وتطبيقها في حياتهم اليومية.

التقييم: يتم وفق آليات **التقييم البنائي والنهائي** المقررة من التوجيه في التعليم الخاص.

هدف القسم: بناء شخصية متوازنة تجمع بين العلم والإيمان والسلوك القويم، وتعزيز القيم الإسلامية في الحياة اليومية للطلبة.

القرآن الكريم:

تُدرَّس مادة القرآن الكريم وفق المنهج المعتمد من وزارة التربية، مع التركيز على حفظ السور المقررة، وصحة التلاوة والتجويد، بهدف تنمية الوعي الديني والارتباط بالقيم الإسلامية.

التقييم: وفق آليات **التقييم البنائي والنهائي** المقررة من التوجيه في التعليم الخاص.

المواد الاجتماعية:

تُدرَّس **التربية الوطنية** للصفوف الأولى حتى الثالث، و**مادة الاجتماعيات** للصفوف الرابع والخامس، وفق المنهج الوطني الكويتي الجديد المعتمد على المعايير ونواتج التعلم، مع شرح مبسّط واستخدام وسائل توضيحية تسهم في فهم الطلاب واستيعابهم لمفاهيم الوطن والقيم الاجتماعية. يشمل البرنامج أنشطة تطبيقية تربط المعرفة النظرية بالممارسة العملية، بما يطور مهارات الطلبة في تحليل الظواهر الاجتماعية والوطنية.

التقييم: وفق آليات **التقييم البنائي والنهائي** المقررة من التوجيه في التعليم الخاص.

هدف المادة: تنمية وعي الطلبة بالهوية والقيم الوطنية، وتعزيز قدرتهم على فهم الظواهر الاجتماعية والتاريخية والجغرافية، وإعدادهم للمشاركة الفاعلة في المجتمع بشكل مسؤول وواعٍ.

Mathematics Curriculum

The math department has adopted the math curriculum based upon the Common Core Standards to ensure students have a clear understanding of mathematical concepts and become adept problem solvers. In addition to the math resource book, "Into Math", GBS applies a hands-on approach to learning making seemingly difficult skills easier to master. The math manipulative and activities help make learning fun all year long. All math classes have access to a variety of technology including interactive smart boards, virtual manipulatives, and e-resources such as IXL.

Grade One

- Count forward to 100 and backward from 100, skip count by 2's, 5s, and 10s.
- Model, read, write, express numbers in terms of tens and ones, and compare and order numbers through 100.

- Fluently add up to or subtract from 10.
- Explain, justify, and apply properties used to solve addition and subtraction problems.
- Understand and apply the associative and the commutative properties of addition up to three addends.
- Recognize, describe, and find rules to extend patterns.
- Display, read, and interpret data in tally charts, pictographs, and bar graphs.
- Name, describe, and identify 2-dimensional and 3-dimensional shapes.
- Order objects according to length using nonstandard measures.
- Tell and write time in hours and to the half hour using analog and digital clocks.

Grade Two
- Count forward to 1000 and backward from 1000.
- Model, read, write, express numbers in terms of hundreds, tens and ones, and compare and order numbers through 1000.
- Fluently add up to or subtract from 20
- Explain, justify, and apply properties used to solve addition and subtraction problems.
- Recognize, describe and use rules to extend patterns to classify numbers.
- Display, read, and interpret data in tally charts, pictographs and bar graphs.
- Name, describe, and identify 2-dimensional shapes.
- Order objects and 3-dimensional shapes according to length and mass using unit measures.

Grade Three
- Model, read, write, round, and use relationships of place-value positions to represent, compare, and order whole numbers with 4-digit numbers.
- Use, read, and write fractions to describe parts of a whole or more than one whole.
- Compare and order fractions and mixed numbers
- Find sums and differences of 3- and 4- digit numbers
- Model multiplication and division using different strategies, and relate multiplication and division as inverse operations to find an unknown number.
- Display, read, and interpret data in tally tables, frequency tables, and line plots.
- Identify and describe basic geometric shapes and classify 2-dimensional shapes.
- Select appropriate units for measuring length, mass, or volume using the metric unit measures.
.
Grade Four
- Model, read, write, round, and use relationships of place-value positions to represent, compare, and order whole numbers to the millions, and decimals to the hundredths.
- Compare and order fractions and decimals.
- List factors and multiples to find LCM and GCF.
- Find sums and differences of 5- and 6- digit numbers, and the product and the quotient of multi-digit numbers by a one-digit number.
- Apply commutative, associative, and distributive properties and use parentheses to group factors or addends and simplify expressions.
- Convert metric units of length, mass, and volume.
- Develop and use formulas to find the perimeter of rectangles and squares.

Grade Five
- Model, read, write, round, and use relationships of place-value positions to represent, compare, and order whole numbers to the billions, and decimals to the thousandths.

- Compare and order fractions, mixed numbers, and decimals.
- Use LCM and GCF to add and subtract fractions and mixed numbers with unlike denominators.
- Add, subtract, multiply and divide whole numbers and decimals.
- Add, subtract, multiply and divide fractions and mixed numbers.
- Determine a function rule from a table or a graph.
- Identify and name parallel/perpendicular lines, and classify triangles and polygons by the sides and the angles.

Science Curriculum

The Science Department has adopted HMH Science Dimensions from Grades 1-5. This program focuses on science literacy and the engineering design process to meet the requirements of NGSS (Next Generation Science Standards). HMH Science Dimensions creates a dynamic learning environment for students through exploration, analysis, application, and explanation. It is an interactive and student-centered program that enhances student engagement and interest in the process of learning. The books are rich with activities that encourage students' critical thinking, problem-solving, creativity, inquiry, and hands-on skills. The students will be exposed to a wide variety of topics from Engineering Design, Life Science, Physical Science, and Earth Science. Additionally, students will be able to showcase their learning through a variety of methods such as presenting, performing STEM activities, and building models and prototypes.

Grade 1
- Engineering design unit which includes solving problems using technology.
- Life science unit which includes animal and plant structures and their behavioral patterns.
- Earth science unit which includes celestial objects and their patterns in the sky.
- Physical science unit which includes sound and light.

Grade 2
- Engineering design unit which includes design process, analyzing and comparing multiple design solutions.
- Life science unit which includes animals' and plants' needs and their habitat.
- Earth science unit which includes Earth's water and changes in the Earth's surface.
- Physical science unit which includes changes in matter and properties of matter.

Grade 3
- Engineering design unit which includes defining, designing, and improving a design solution.
- Life science unit which includes animal and plant life cycles, organisms, and their environment.
- Earth science unit which includes fossils, weather impacts, types of climate, and their patterns.
- Physical science unit which includes forces and motion.

Grade 4
- Engineering design unit which includes defining, designing, testing, and improving a prototype.
- Life science unit which includes the structure and function of plants and animals.
- Earth science unit which includes rocks, fossils, natural resources, and hazards.
- Physical science unit which includes energy and energy transfer, waves and their application.

Grade 5
- Engineering design unit which includes steps of the design process, solving real-world problems.
- Life science unit which includes energy and matter in organisms, energy flow in the ecosystem, and human impact on the environment.

- Earth science unit which includes systems in space, Earth's water, natural resources, and human activity
- Physical science unit which includes change in matter and properties of matter.

Physical Education

All students, regardless of physical ability, will be given the opportunity to succeed and to find joy in physical activity.

Physical Education is an important part of a student's comprehensive, well-rounded education program and a means of positively affecting life-long health and well-being. The goal of GBS's physical education program is to foster a lifetime commitment to physical activity as part of a healthy lifestyle. The benefits of physical education extend beyond fitness. In the P.E. class, we aim to help each student reach his/her full potential through the acquisition of knowledge, skills, and attitudes for a healthy lifestyle. A student who needs to be excused from P.E. for health reasons must present a doctor's report.

Aims:
- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Visual Arts

The arts program in elementary includes the traditional fine arts of drawing, painting, sculpting, printmaking, as well as crafts. The visual arts curriculum is intended to help students sharpen their observation skills, and develop their creativity, as well as the ability to express their feelings and ideas through their work. Students will learn to describe, analyze, and appreciate (understand and enjoy) a wide variety of artworks from different styles and cultures.

The students will:
- Describe and replicate repeated patterns in nature, in the environment, and in works of art.
- Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).
- Identify the elements of art in objects in nature, and in works of art, emphasizing line, color, shape/form, and texture.
- Use texture in two-dimensional and three-dimensional projects.
- Mix secondary colors from primary colors and describe the process.
- Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier-mâché) to create form and texture in works of art.
- Create a representational sculpture based on people, animals, or buildings.
- Draw or paint a still life, using secondary colors.
- Recognize and discuss the design of everyday objects from various cultures.
- Create artwork based on observations of actual objects and everyday scenes.
- Identify and describe the subject matter in art (e.g. landscapes, seascapes, portraits, still life).
- Discuss works of art created in the classroom, focusing on (e.g. shape/form, texture, line, color).

- View and discuss art from various cultures (e.g. African masks, Arabic calligraphy, Sadu, Batik).
- Analyze their own art work; choose one thing they like about it and one thing they would change.
- Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture).

Music

Students will learn to read and notate music, play various instruments, and sing songs from a variety of musical genres and styles. They will come to appreciate diverse musical cultures in addition to local and Arabic music. Students who have the privilege to be part of the school band will perform at school events.

Information Technology

Access to technology opens the door to the world beyond the classroom and increases students' chances for success. It is our goal to prepare our students to be lifelong learners who make informed decisions about the role of technology in their lives. All GBS students are given the opportunity to develop technology skills that support learning, personal productivity, decision-making, and daily life. Students are instructed on the ways to utilize available technologies for education, communication, problem-solving, analysis, and research, in accordance with GBS Guiding Statements, values, ethical principles, and moral decision-making. Students have the opportunity to locate, process, and use information in order to learn, communicate, and work.

At the end of the Elementary School technology program, students are expected to have mastered the following basic operations and learned related concepts:
- Master basic operations such as powering on and off the computer, using the mouse and keyboard efficiently, creating and organizing folders, and saving and retrieving files.
- Proficiency in the use of technology and demonstrate an understanding of the nature and operation of technology systems.
- Develop an understanding of the ethical, cultural, and societal issues related to technology.
- Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- Use technology tools to enhance learning, increase productivity, and promote creativity.
- Use a variety of media and formats to communicate effectively with multiple audiences.
- Use technology resources to locate, evaluate, and collect information from a variety of sources for solving problems and making informed decisions.
- Use technology tools to process data and report results.
- Proficiency in using digital tools for creating, formatting, and editing documents, and presentations.
- Apply coding concepts to create simple programs, solve problems, and enhance creativity.

As students become familiar with and fluent in using multidimensional computer features, more applications and programs are introduced such as coding.

All students and parents (Grades 3-5) are required to sign the Technology Code of Conduct. This form is shared with all parents and students at the beginning of the year via email, Google Classroom, and the Skoolee program, which will serve as an acknowledgment from the parents that they agree on its content and procedures.

Health and Nutrition

The students in Grade 1 are offered nutritional cooking activities and health/hygiene classes once a week. Nutrition and cooking activity is very popular among the children. It is taught in English and aims to teach students to recognize healthy foods and explain why they are necessary for good health and, ultimately, encourage healthy eating. Students will prepare simple foods and eat them with their classmates. The health

and hygiene class teaches children the importance of good personal hygiene as well as recognition of how certain illnesses are spread.

ProtectED and the Well-being Program

ProtectED is an international health and wellness program designed to provide effective, preventative, and innovative safety education, serving GBS's core values. It ensures raising children's awareness in six different aspects, emotional safety, physical safety, personal safety, internet safety, anti-bullying, and healthy living. This program is taught for grades 1-3. For grades 4 and 5, GBS has designed its own well-being program that serves its core values, ensuring students are aware of their physical and emotional well with connection to our monthly character traits.

The Role of the School Counselor

The focus of the counseling program at Al Ghanim Bilingual School is to help students balance the demands of school, family, and friends. The School Counselor helps parents, teachers, and students establish and promote positive learning environments.

The School Counselor works with students on finding ways to get along with others, dealing with issues outside the classroom, at school, or at home, and assisting in character development by providing new and creative ways to keep practicing good citizenship at school and beyond.

The School Counselor comes into the classroom to conduct 'Life Skills' classes on different topics such as anger management, good study skills, and respect, meets with some students alone or in small groups during break times, provides teachers and parents with suggestions to use in the classroom or at home, and leads students in various community-based service projects.

When a child has a more challenging, complex psychological or educational issue that requires attention, the School Counselor can provide the parents with a list of professional places in Kuwait that may prove helpful, including confidential testing/evaluation and treatment sites.

Bullying

Social identities and peer acceptance is perhaps the most important part in the mind of young students. GBS's goal is to provide each student with a safe, educational experience every day. One of the deterrents to this goal is bullying, such as when students pick on, exclude, or tease another student. GBS has ZERO tolerance for any type of bullying, including cyber bullying, such as the use of the internet and social networking to harm other people, in a deliberate, repeated and hostile manner. Students who bully will be disciplined. We encourage students to inform a school staff member when they reasonably believe that they are victims of bullying or when they are witness to someone else being bullied.

Encouraged and Expected Student Behavior

All staff and students are responsible for maintaining a school culture that is welcoming, nurturing, and conducive to learning. GBS' ten golden rules that guide students' behavior are:
- Come to school daily, on time, and bring all necessary materials to class.
- Actively participate in all classes and produce quality work.
- Complete assignments on time and read daily.
- Know and follow all school and class rules.
- Think before acting and speaking.
- Respect others' rights, property, opinions, and differences.
- Show respect in everything one does: work, appearance, actions, and language.
- Take responsibility for one's actions.
- Avoid negative peer pressure and activities.

- Be a role model for the younger students.

Students can help promote a safe learning environment by behaving in a school-appropriate, socially acceptable manner. Avoid any behavior that interferes with their own or another student's learning and/or well-being.

Character Education

In Elementary School, students will experience many physical, mental, emotional, and social changes. It is during this time that many students develop their own identity and affirm that identity among peers and family. The Character Trait Program will reinforce character education to help cultivate ethical, responsible, and caring attitudes with an emphasis on universal values. Students will come to recognize these values and understand how they affect one's actions and behaviors. Students will also have many opportunities to practice important core ethical and civic values such as respect, responsibility, integrity, perseverance, courage, justice, and self-discipline.

Student Council

What is a Student Council?
A student council consists of members that are elected by students in each grade level. The goal of the student council is to represent each grade and the students as a whole and provide leadership for the student body. All members of the student council must be self-disciplined, highly motivated, and demonstrate excellent leadership skills.

What do student council members do?
- Serve as a positive role model
- Listen to other students and their ideas
- Organize events and activities
- Participate in service projects

Guidelines and Procedures on Virtual Learning

Virtual Learning
The virtual learning program at AlGhanim Bilingual School uses technology, to enable students and teachers to access educational curricula outside the classroom. It follows a regular timetable as it is a traditional classroom.
The success of this program requires cooperation between teachers, IT Dept., counselor, students, and parents. Our teachers are committed to plan their lessons carefully. Students need to participate in discussions and submit their work online. We expect parents to support virtual learning by following up on their children at home. The counselor will support the students during virtual learning through conducting regular meetings with them.

Methodology:
Virtual learning at GBS is based on synchronous and asynchronous sessions.
Ssynchronous learning will be via Google Meet. The teacher meets with the students virtually to conduct the lessons. Teachers and students interact and engage in discussions. The teacher follows up on students learning and conducts a variety of assessments using different learning tools and applications.
Asynchronous learning: The teacher records a set of videos that focus on the important ideas and skills related to the lesson. These videos are shared via Google Classroom, to allow students access to watch and repeat as needed.

Virtual Learning Platforms:
- Google Meet is the official platforms for broadcasting live sessions and meetings.
- Google Classroom is the official platform for posting materials and submitting assignments.

- Skoolee is used to communicate with students and parents.
- Other platforms can be used as activities to deepen the concept of the lesson.

GBS's Commitment to High Quality Education:
AlGhanim Bilingual School prefers face-to-face education compared to virtual education as a primary method to enhance teaching, feedback, and social interaction and thereby the school is keen to provide full support to teachers in implementing new tools and strategies to ensure student participation and to develop unique learning experiences.

Support and Communication:
Al Ghanim Bilingual School is committed to support students and parents as parents play a major and important role during virtual learning. The school uses Google Classroom and Google Meet platforms. The school provides training for students and parents on using these platforms. Subject teachers provide further guidance during their lessons, and virtual times are available for teachers to meet with parents to discuss any concerns.

Academic Schedule: Academic schedules are sent prior to the start of the academic year.

Educational Resources/ Stationery:
The student receives a list of the required supplies for virtual learning. The educational resources are posted on Google Classroom. A special schedule is shared with parents and students for submitting assignments.

Additional Sources:
The school uses the "IXL" website from G3 to G12 as a source of educational resources. More educational applications and resources are also being used by teachers to provide adequate guidance and support to students.

Academic Plans and Procedures:
Core subject teachers devote the first few weeks of the school year for reviewing and reinforcing previous core skills. The aim of the review is to ensure a smooth transition between the previous academic year and the new one. The weekly plan is shared with parents every Thursday, which includes lessons and assignments for the following week. This gives parents and students ample time to prepare or seek help and guidance if needed. The homework schedule is shared with parents during the first week of school, to ensure a balanced distribution of tasks and to reduce conflict of assignments. Teachers respond to parents' questions and emails and provide their feedback within 24-48 hours.

Grading and Virtual Assessments Policy:
The academic leadership team at GBS established a modified assessment policy compatible with virtual learning and implemented assessments that suits the shift to virtual learning. The formative assessment is 30%, the summative assessment is 65%, and attendance is 5% of the total average for each subject (as in normal school days). However, the mechanism for assessments and assignments is being adjusted to comply with virtual learning to ensure accurate grading.

General Guidelines during Virtual Lessons
The academic staff and parents at GBS share the vision and expectations regarding students' safety and well-being. The student's interest and his/ her right to learn is everyone's priority. There are a set of new guidelines for Netiquette that have been identified to ensure proper understanding of school expectations and requirements for virtual classes. Parents play a major role in making this transition smooth and consistent with the school behavior policy, the recognized standards in Kuwait, and parents' expectations. GBS will implement the "Discipline Policy of AlGhanim Bilingual School" (refer to appendix C) in the case a student violates the following guidelines:
- The student must attend classes on time.

- Writing the student's name, family, and class name clearly during the live broadcast via Google Meet.
- The student must wear the school uniform.
- The student's hair must be brushed and properly arranged.
- The student's supplies, handouts, teacher's requirements should be ready for class.
- Not eating or drinking during class.
- The students should be seated in a suitable place (for example, it is forbidden to attend the class in the kitchen). It is preferable to use earphone in case the student shares the study place with others at home.
- The student should sit properly in an appropriate position during class time (no sleeping or playing...).
- It is forbidden to put a background photo of cartoon characters that attract attention to avoid distracting other students.
- The students should not speak without teacher's permission.
- The students should be clam and attentive during the lessons.
- The students should be respectful to classmates (they should not interrupt others while talking)
- The students should participation during the lesson
- Cameras should be turned on during the lessons at all times. The students face should be visible to the teacher at all times during the lesson.
- The teacher has the right to ban the student from entering the class for a specific period of time or for the whole class if the student does not adhere to the guidelines mentioned above.
- It is forbidden to use a mobile phone to take photos of students or the screen during a live session.

Attendance and Absence during Virtual Learning:
Virtual attendance is mandatory in all subjects and cameras must be on. The teachers will take attendance and mark absences in each period.
1. Tardiness: The student must join the live session within the first five minutes of the session. If he/she joins between the fifth and tenth minute, he/she will be recorded late. After ten minutes of the class, student will be prohibited to join and will be recorded as absent unless there is an evidence of a technical issue.
2. If the student is absent for the entire day, the parents must send an email to the Principal explaining the reason for the absence to be considered as excused. If the student is absent for one day, an email from the parents is sufficient, but if the absence exceeds more than a day, parents must bring a doctor's note. The doctor's note form is found on school's website.

<p style="text-align:center;"><u>**Appendix A:**</u> <u>**BYOD Policy**</u>
Bring Your Own Device (BYOD) Program Policy</p>

Purpose: This policy establishes guidelines for students in grades 3-12 bringing personal devices to school to ensure their use supports educational goals and outcomes and aligns with the school's IT and security standards.

Program Overview: The BYOD program enriches the student learning experiences by providing wider access to current information and additional resources that support material taught and enable further exploration and research. The BYOD provides learning materials and methods to match the level of each student and the adequate challenge to motivate the under-achievers and the gifted.

Policy Guidelines

1. **Device Requirements**
   o All personal devices must meet the specifications set by the IT department. These specifications are shared annually with the supply lists. IT requirements differ between ES and MHS.
   o Devices must have updated operating systems and antivirus software installed.
   o The IT department will provide assistance for connecting devices to the school network and troubleshooting network-related issues.
   o Hardware and software maintenance of the devices is the responsibility of the student and their family.
2. **Internet Usage**
   o Students are required to use the school's secure internet service for all online activities. The school has a firewall in place to ensure a safe internet access.
   o Personal internet connections/routers are prohibited in school to maintain network security and monitoring. Breaching this guideline will result in disciplinary measures.
   o Students should not download VPN on their devices.
3. **Responsibility**
   o Students are responsible for the safety of their devices.
   o Students must keep their devices either in their bags or in the lockers (MHS) when not used in the classroom.

4. **Devices Usage**
   o Devices are used for learning as directed by the teachers. Non-educational activities, such as gaming, social media and WhatsApp use, are not permitted during school hours. Students must log in to their school email during the school day. Personal emails must not be used during school hours.
   o Students must comply with the Technology Code of Conduct when using their devices.
   o The school reserves the right to check the device in the presence of the student if the school suspects misuse of the device such as taking photos and or recordings of students and staff without prior permission, and/or using unauthorized applications.
5. **Consequences**
   o Violations of this policy may result in disciplinary actions such as the temporary confiscation of the device and disconnecting the internet.
   o Repeat offenses may lead to more serious consequences depending on the offense.

Review and Updates
This policy will be reviewed regularly by the IT department and school administration.

Appendix B: GBS Technology Code of Conduct

Underlying Principle
GBS shall make effective use of technology to increase student engagement and enhance learning while at the same time developing the necessary skills for success in the economy of the future. Responsible use of Artificial Intelligence (AI) tools will also be promoted to enhance learning, administrative efficiency, and skill development while ensuring ethical practices. Technology can be an important tool to improve the overall quality of education. Equal access to technology resources available at school should be provided to all staff and students.

Technology Code of Conduct
The Internet and related network activities have become part of the school's daily routine. GBS has adopted a *Bring your Own Device* (BYOD) program, whereby students bring their own devices to school to further enrich their academic experience and improve their Information Technology skills. The use of these devices allows for additional resources in the classroom and supports GBS's commitment to 21ST century learning.

GBS Code of Ethics for Technology outlines the school's expectations that apply to all school activities, including the Internet use policy. When using the Internet, students need to be efficient, ethical, and aware of legal utilization of network resources. If a user violates any of these provisions, their access privileges at GBS may be terminated and future access could be denied. Students will be fully responsible for the security of their own devices.

All users are required to review the "Code of Ethics Technology" and agree to abide by it. Students and parents must sign the "Technology Use Contract" and agree that the student will be responsible before access will be granted.

If misconduct is suspected, the Principal will review the case and their decision is final. The teacher may deny access privilege at any time they feel users disregarded the code of conduct while in their room. The administration, faculty, and staff can request the School Director to deny, revoke, or suspend specific user access privileges.

Use of Social Networking Sites
When it comes to social networking, what is shared with friends or posted on social networking sites such as Facebook, Twitter, Blogs, and other chat sites isn't necessarily only accessed by friends, but in fact could be seen by millions worldwide.

GBS policy on the use of social networking sites aims to protect the individual's and the school's integrity and reputation. GBS has blocked access to social media sites within the school campus. However, if access is available, either inside or outside the school, all GBS students must be made aware of the importance of responsible use of the internet. Students are prohibited from posting/disseminating any photos taken within the school campus without prior approval. Posting comments about the school and/or community that may be deemed offensive, libelous, derogatory or indecent, and comments that divulge confidential information or damage someone's or the school reputation are grounds for disciplinary action and could result in expulsion. Students must also refrain from using AI tools to generate content that could harm the school's reputation, violate privacy, or disseminate inappropriate or fabricated information.

GBS Guidelines for Electronic Social Networking Usage
The following guidelines aim to help GBS students to avoid problems that might emerge with improper usage of social networking websites. "Inappropriate" content is defined as anything that is illegal as

per Kuwait Laws or GBS regulations and rules and/or anything that the school community may deem as offensive, libelous, derogatory or indecent.

1. Post only appropriate (as defined above) personal information to their profile:
   - List appropriate e-mail addresses and nicknames.
   - Do not include any reference (pictures, comments, etc.) to events that could possibly be regarded as inappropriate in the general norms of the school community or Kuwait customs.

2. Monitor electronic photo albums.
   - Do not post photos (personal or general) that would be considered inappropriate by Kuwait norms.
   - If you find an inappropriate photo tagged to your name, then un-tag it and ask the person who posted it to delete the picture from their album.
   - Set all personal photo albums to "visible to friends only" to help protect yourself from potential embarrassment and limit the exposure of any doubtful photos that you may have unintentionally included in the posting process.

3. Monitor postings to ensure that all postings on your "wall" are appropriate.

4. Allow only friends and acquaintances to join your group of friends. Set parameters so that only friends may view your profile.

5. Monitor social network usage among friends to ensure that they do not make choices that could result in undesirable consequences affecting your standing with the school.

6. Join only appropriate groups. After joining an appropriate group, continually monitor it to ensure that the group name or focus does not become inappropriate.

7. Use social networking sites in a way that is non-malicious-- that will not harm or disrespect others, teachers, students, or the school as an entity.

8. The school has the right to use the students' photos and pictures on the school's social media to promote school events and display students' achievements. If parents object using their children's photos on the school's social media, they must then indicate that in writing and share it with their child's division principal at the time of signing this contract.

Users Responsibilities
Anyone who accesses the Internet has the following responsibilities:
- Assume responsibility for all material received and sent.
- Obtain approval from the teacher before accessing a site or sending and receiving files.
- Monitor all material received via the Internet. Suspect material must be reported to the teacher.
- Respect copyright. All communication and information accessible via the network should be assumed to be private property and should be treated as copyrighted. All sources received on the Internet must be adequately acknowledged. Any violation is regarded as plagiarism.

- Avoid any form of cyberbullying when using social media platforms, messaging apps, or emails.

- Use AI responsibly, maintaining academic integrity and avoiding plagiarism (with proper MLA credit).
- Verify AI-provided information for accuracy and reliability.
- Focus on skill development, not over-relying on AI.

- Use AI tools only for teacher-approved tasks and be transparent about their usage.
- Understand the limitations of AI tools; they may provide suggestions but are not always accurate or contextually aware.

Maintain Complete Security

Security on any computer system is a high priority, especially when the system involves many users. This involves:

- Teachers will monitor students' use of technology to maintain the integrity of the system.
- Students must report all suspected violations of privacy. They are responsible for all mail received and/or sent during Internet use. Passwords are to be kept private. Students must not attempt to log in as any other user or as a system administrator. Note that electronic mail (e-mail) is not guaranteed to be private. Those who operate the system have access to all mail.
- Computer vandalism is forbidden. Computer vandalism is defined as any malicious attempt to harm or destroy data of another user. Creating and/or disseminating computer viruses and worms, sending chain emails, or tampering with the work of others, is viewed as inappropriate behavior and harms the integrity of the system.
- Tampering with any software or changing the settings of any software installed on any computer is not permitted.
- Theft or damage to the school equipment/devices or students' own devices will result in severe disciplinary consequences in addition to replacement and/or compensation.
- Any concerns related to the misuse of AI should be reported to the IT Coordinator and the division Principal.
- Data shared with AI must remain anonymous to ensure compliance with privacy and security standards.

Observe Proper Etiquette

- Be polite. No abusive messages will be tolerated.
- Respect privacy. GBS does not allow the exchange of personal addresses and phone numbers or those of any other student.
- Maintain the integrity of the system. The network must not be used in such a way that would disrupt the use of the network by other users (e.g. Downloading huge files during prime time, sending mass e- mail messages, etc.).
- Students must not use their personal emails, WhatsApp, and/or social media accounts while at school during school hours. Such behaviors will lead to disciplinary actions.
- Respect the laws of Kuwait. All illegal activities are strictly forbidden. Messages related to or in support of illegal activities will be reported to the proper authorities.
- **Cyber-bullying:** utilizing technology such as e-mail, blogs, texting, social networking sites and chat sites to bully others (teachers, staff or students) or intimidate them or cause students and/or teachers to feel fear or intimidation is strictly forbidden. When **cyber-bullying** is reported, it is immediately investigated by the Principal. If the incident is outside the school, parents will be informed. If the incident results in conflicts among students inside the school, it will be immediately dealt with as any behavior threatening the students' safety and the consequence will be suspension – number of days will depend on the incident.

Disciplinary Actions for Violation of Acceptable User Policy

- Confiscation of any inappropriate items.
- Denial of access to the Internet for a given period.
- Violator is required to seek assistance in learning the proper procedure before he/ she is allowed to re-use the Internet.
- Denial of participation in technology class and /or certain school activities.
- Denial of usage of all computer equipment, network and Internet.

- Consequences include reprimand from teacher or Principal / parent-student conference. This conference can also be attended by the Student Counselor, the computer teacher, or librarian, as applicable.
- Behavioral contract.
- The student may be suspended if the offense is repeated after several warnings, counseling sessions with the school counselor, and a meeting with the parents, depending on the severity of the offense (displaying inappropriate material in class or defamation/slander of staff and/or students)**.**
- Denial of access to AI tools for a specified period for misuse, including unethical use, plagiarism, or violation of privacy standards.

Technology Use Contract

At the beginning of the school year the Information Technology teacher posts on Google Classroom to all students the ""Code of Ethics Technology" and require them to read it with parents. Students are expected to return this slip signed by student and parent. A copy of the slip is kept with the teacher. Even if the parents and/or students do not sign this document, this does not excuse the child from the consequences, since this document has been shared via email, Skoolee, and Google Classroom, which serves as an acknowledgment from the parents that they agree on its content.

<center>

"Technology Code of Conduct"

</center>

I have read the "Technology Code of Conduct" posted on Google Classroom and agree to abide by all the requirements and rules listed. This acknowledgment also includes the understanding and agreement to follow the AI Usage Guidelines outlined in the Technology Code of Conduct.

Student Name: _____

Student Signature: _____   **Date:** _____

Parent Name: _____

Signature: _____   **Date:** _____

Appendix C: Discipline Policy

The school's discipline policy aims to foster a **positive learning environment** by ensuring **safety, respect, and responsibility** among all members of the school community. The policy emphasizes **proactive strategies** to encourage good behavior, teach necessary social skills, and prevent misconduct. When inappropriate behavior occurs, consequences are **fair, appropriate, and sequential**, with the goal of supporting student growth rather than punishment.

Key Principles

1. **Safe Environment:** Unsafe behavior on campus or buses is not tolerated.
2. **Respect for Others:** All members must uphold the values of tolerance and respect.
3. **Right to Learn:** Disruptions to learning are unacceptable.
4. **Integrity & Responsibility:** Cheating, lying, vandalism, cyberbullying, and other serious offenses will result in corrective measures.
5. **Fair and Consistent Discipline:** Consequences focus on behavior, not the individual.
6. **Role Modeling:** All adults must exemplify responsible and respectful behavior.

Expected Student Behavior

Students are expected to:

- Attend school regularly, participate actively, and complete work responsibly.
- Follow school and class rules, show respect to others, and use appropriate language.
- Avoid negative peer pressure and embrace digital and global citizenship.

Inappropriate Behavior & Consequences

Unproductive behavior includes:

- **Disrespect:** Bullying, defiance, disruption, tardiness, dress code violations.
- **Inappropriate Language:** Teasing, name-calling, swearing.
- **Damage/Theft:** Destroying or stealing property.
- **Lying/Cheating/Plagiarism:** Dishonesty in academic or social settings.
- **Technology Misuse:** Violating GBS's technology Code of Ethics.
- **Physical Aggression:** Fighting, hitting, or intimidating others.
- **Possession of Prohibited Items:** Weapons, toys, or items that disrupt learning.

Disciplinary Actions

- **Minor Misconduct:** Handled by teachers through verbal warnings, parent notifications, and demerits.
- **Serious Offenses:** Referred to the Vice Principal/Principal and Counselors for investigation and tracking, parental meetings, and potential suspension.

Corrective Measures: The school uses a variety of corrective measures depending on the offense. These are listed below in the procedures.

Roles & Responsibilities

- **Principals:** Ensure understanding and implementation of the Discipline Policy by different stakeholders
- **Teachers:** Maintain discipline, set expectations, and reinforce positive behavior.
- **Counselors:** Support students with life skills, conflict resolution, and behavioral concerns.
- **Parents:** Collaborate with the school, address underlying issues, and reinforce school expectations at home.

Discipline Procedures:

The discipline policy outlines a structured approach to maintaining a safe and positive learning environment through clear expectations, interventions, and consequences. Below is the procedure:

1. Addressing Student Misbehavior
A. Teacher's Role
- Teachers handle minor misconduct by providing verbal warnings.
- After three verbal warnings, parents are notified via Skoolee, email, or phone.
- If misconduct continues, the teacher may schedule a conference with the parents.
- For serious offenses, the teacher refers the case to the Counselor/Vice Principal (VP) and/or Principal with a written explanation.

B. Escalation to Administration for serious offenses
- The Counselor, VP, and/or Principal investigates by gathering eyewitness accounts.
- Parents are contacted for a meeting.
- A behavioral report is issued and signed by parents, then placed in the student's file.
- Depending on the severity, the student may face suspension or expulsion. For example, physical fights, toward students and/or teachers warrant suspension for up to three days.

2. Tracking and Monitoring Student Conduct
- Elementary Level: The school counselor tracks behavior through a shared document with teachers and sends demerits for recurring bad conduct via Skoolee.
- Middle & High School: The VP and counselor track behavior and send demerits via Skoolee.
- Both ES and MHS counselors use a tracking sheet for record keeping and behavior data analysis.

3. Corrective Measures
Misconduct leads to one or more of the following interventions:
- Break Detention (after three demerits/parental notices). Supervised by school staff
- Denying students from sports clubs, activities, and/or fieldtrips.
- Fines of Bankee application.
- Referral to Counselor: When misconduct is linked to particularly emotional or psychological concerns.
- Parent Meeting with the Counselor, teacher and/or Principal.
- Behavior contract & counseling sessions for repeated offenses.
- Suspension up to three days: This is considered as unexcused absence and students will risk receiving zero on any school work on that day. A "Suspension Letter" will be sent home describing the incident and specifying the suspension period. This letter should be signed by the parents and returned back to the division office the first day the student resumes school. It will be kept in the student file.
- Disciplinary Probation: Students will be denied re-enrollment if the misbehavior continues. Students' behavior will be closely monitored.
- Expulsion (for extreme cases, decided by the Counselor, Division Principal, and the Director in accordance with the Ministry of Education, Private Sector Department.

4. Behavior Contracts:
- Administration-issued contracts for severe/repeated offenses.
- Includes monitoring, feedback from teachers, and periodic meetings with the counselor.

5. Role of School Staff

A. Principals

- Ensure understanding of the Discipline Policy by different stakeholders.
- Conduct assemblies to explain procedures and expectations.
- Follow-up and supervise implementation of the policy.
- Ensure proper communication and documentation are completed where needed.

B. Teachers:

- Establish clear classroom rules.
- Use proactive discipline strategies (e.g., positive reinforcement).
- Maintain fairness and consistency in managing behavior.
- Document serious misconduct and notify administration.

C. School Counselor:

- Provides personal, social, and behavioral counseling.
- Conducts Life Skills classes (e.g., anger management, study skills).
- Tracks student conduct and collaborates with parents and teachers.

6. Role of Parents

- Communicate with teachers and counselors regarding concerns.
- Cooperate with school discipline policies and attend meetings.
- Avoid challenging school rules in front of students.
- Monitor their child's social media activity for cyberbullying or digital abuse.

The goal of the GBS Discipline Policy and Procedures is to help students reach a heightened sense of awareness of what makes good citizens able to succeed in life. We hope, with the support of parents, that our Discipline Policy will help make our children independent, lifelong learners, and active participants in the development of their community.