Al Ghanim Bilingual School

Middle School Division

Program Guide

For the academic year 2025-2026

Accredited by

The Council of International Schools (CIS)

"We want to keep children in charge of their learning and [for them] to become responsible for it.
We want them to be responsible for their successes and failures,
show them how engaging learning is,
and that the motivations for learning should be the child's intrinsic interests,
not an external reward."

Dalton Miller-Jones

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Welcome to Middle School

"Coming together is a beginning, keeping together is progress, and working together is a success."

Henry Ford

We look forward to working together with you and your parents, as a team, to help you do your very best and get the most out of the middle school years.

Middle School is a time of growth. As a Middle School student, you will be dealing with more complex intellectual tasks and social situations. You will gradually become more empowered in your own learning. You will be expected to behave in a more mature manner and will be held more accountable for your actions. You are expected to become more independent in your studies and assume the responsibility for organizing your work and study materials. You also learn to become a more responsible citizen and develop your self-identity as part of the community.

As a young adolescent, you have more control over how you apply yourself to your schoolwork and on the kinds of friends you make. Use your energy, innate curiosity, imagination, and intelligence to make middle school an exciting learning experience. Your teachers, the school administrators, and the School Counselor, are there to help you. Whenever you have a problem or need questions answered, you can always talk to them.

This guide is intended to provide you with an overview of the GBS MS program. It will also provide basic information regarding middle school policies and procedures related to the day-to-day operation. Please share it with your parents, read it carefully, and keep it as a reference.

GBS 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.

Admission Policy

1. Eligibility

GBS has a non-discriminatory admission policy. GBS admits any student who satisfies the admission requirements. Staff children receive no preferential treatment at any level in the school. To be eligible for application to GBS, students should satisfy all requirements. Priority in admission is given to applicants with siblings currently enrolled at GBS.

2. Admission/Placement

All applicants must sit for an entrance assessment and interview. The entrance assessments assess skills in English, Arabic, and Mathematics. MAP is used to assess reading, language, and Mathematics while a written assessment is used to assess English writing and Arabic skills. The entrance assessment is also a screening tool to ensure that all students have the ability to cope with the demands of the GBS program. Teachers are required to administer admission tests, mark them, and turn the tests to the register (or division). Members of the administration review the entrance assessment results and the student application file and make a decision on admission and placement. If an applicant's performance/behavior during the test gives any reason for concern, the School Counselor is notified. The Counselor interviews the applicant and requests further information from the parents. In those cases, the Student Counselor and her notes become part of the decision making process for admission. In the event that there are more applicants than space available, the priority of admission will be determined based on the most favorable result in the entrance assessment and the date of application. The remaining applicants who meet GBS admission criteria will be placed on a waiting list. Confirmation of admission once an opening occurs will be subject to the same admission criteria.

Placing and Transferring Students Procedure

1. Placing Students

In May of each year core subject teachers gather to assist in the creation of class lists for the next academic school year. The criteria used by teachers include the following:
- Academic
- Behavioral
- Gender

Teachers are requested to group students based on the criteria above to create balanced classes fostering students' wellbeing by enhancing their motivation, interaction, and engagement. Once created by teachers, the class lists are reviewed by the counselors and the Vice Principal. They will recommend changes if they believe it is for the student's interest. Any movement of students from one list to another must always maintain a balance of academic, behavioral and gender considerations. When the lists are finalized by the above stakeholders, they are sent to the Principal for final consideration. Parents' requests will be considered as long as their request is made early in the process and adheres to the following restrictions:
- A particular teacher cannot be requested.
- A request that their child be placed in a particular class with a friend will not be granted.

2. Transferring Students

Once class lists have been finalized and published, there should be No transfer between classes. The division Principal, however, can transfer a student if it is deemed in the best interest of the child.

School Life

1. School Hours

The school day starts with the morning routine at 7:15 a.m. You are expected to be on time and to participate in the morning assembly. The first period begins at 7:30 a.m. Dismissal is at 2:15 p.m. from Gate # 4 on Al Mutanabi Street. Students participating in after-school activities must be picked up by 3:00 p.m. from the reception area.

2. Attendance, Tardiness and Absences

Students are expected to arrive on time and attend all sessions punctually. Regular attendance is essential for academic success and active participation in learning activities. The following guidelines outline the school's expectations and consequences related to attendance, tardiness, and absences. This procedure ensures fairness, accountability, and academic integrity while maintaining high standards for attendance and punctuality at GBS.

Attendance

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. Attendance counts as 5% of the overall grade.

- Classes starts at 7:30 a.m., and students must arrive before 7:15 to attend the morning assembly.
- Attendance is recorded in every period, and unexcused absences will result in a zero for any missed assignments, quizzes, or assessments.
- Students who are absent for more than two periods are recorded absent for the day
- Students who miss an assessment due to an excused absence are eligible to request a reschedule. The date and time will be coordinated with the corresponding teacher.
- Assessments cannot be taken ahead of time for pre-planned absences.
- Students should not be pulled from class to attend events held in other school divisions.
- Middle School teachers post all notices and assignments on Skoolee and/or Google Classroom. It is the student's responsibility to check these platforms and ensure they complete any missed work in case of absence.

Early Dismissal

- Medical appointments should be scheduled after school hours whenever possible.
- If a student must leave during the school day, a note from their parents must be provided to the Middle School Office in advance.
- A parent/guardian must sign an early dismissal form at the reception before the student is allowed to leave.
- Early dismissal will not be granted after 12:30 p.m.

Tardiness

Punctuality is essential for maintaining discipline and maximizing learning time. Tardiness disrupts the learning environment and will be addressed strictly.

Late to School:

- Any student arriving after 7:30 a.m. will be marked late.
- Students arriving after 7:45 a.m. will be marked absent from the first period.
- Students arriving after the first period without a valid excuse, the parent will be contacted for follow up.

- Three late arrivals in one week will result in after-school detention on Tuesday until 3:30 PM.
- Students who are tardy more than five times per semester will not be eligible for the Honor Roll or the Principal's Honor Roll ceremony.

Late to Class:
- Students arriving late to any period will be marked late.
- Tardiness to class will result in a zero for attendance, which accounts for 5% of the course grade.

Absences
Absences should be minimized to prevent academic setbacks.

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

Unexcused absences will result in a zero for all missed assignments, quizzes, and assessment with no possibility for make-up.

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 middle school administration to seek approval.

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 and their peers. They are encouraged to seek teachers' support and guidance.
- Teachers are available to provide support if needed.

3. Breaks and Snacks
During the day, there are two outbreaks. Students are encouraged to bring healthy snacks, and the canteen will be accessible during both breaks. 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.

4. Supplies/Lockers/Mobiles
Students are responsible for bringing all needed supplies and their electronic device fully charged to school on a daily basis. Students' lockers can be rented once students and their parent/guardian agree to the guidelines stated in the "Locker Agreement and Expectations". Students can access the lockers during breaks, before the morning routine, and at the end of the day.
Mobile phones are not permitted in school. If students breach this rule, the mobile will be confiscated and returned to the parents as per school regulations.

5. Uniform
Students are required to wear the full school uniform when in school and on field trips unless otherwise officially notified. On designated "free dress" days, students must not violate acceptable GBS dress code. The following are strictly prohibited:
- Body hugging, tight, transparent, revealing, or torn clothing.
- Open shoes, sandals, Crocs, or slippers.

- 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 face and if long, tied.
- Make-up, non-prescription lenses, colored nail polish, and lipstick.
- Expensive jewelry, watches, or gadgets.

When students violate the uniform code, they will be asked to change into the proper uniform or they will be sent home.

6. Bring your Own Device (BYOD) Program
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. Check Appendix A for the BYOD Policy. Internet access is provided to all MS students. A "Technology Code of Conduct" document is shared with students and parents listing all rules and regulations that explain the use and the policy. All students are required to sign the agreement at the beginning of the school year. Check Appendix B.

7. Vandalism/ Posting of Papers Flyers
Any act of vandalism of the school property, or of any member in the school community is prohibited. In case of breach, disciplinary consequences will be applied. Parents will be informed in case of any damage that requires repair costs. The school takes this issue seriously.
Posting flyers within the school, on walls, windows, and boards is banned unless with school permission and supervision.

8-School Deliveries/ Parties & Celebrations
Deliveries, parties and celebrations are not permitted unless there is a written approval signed by the HS Principal.

9-Discipline

Maintaining a structured and respectful learning environment is a top priority. To ensure clarity and consistency, middle school students must adhere to the GBS discipline policy and procedures, outlined in Appendix C. This policy is available on the school website under the Student Life section.

A written copy of the detailed procedures will be shared on the Middle School Office Google Classroom, serving as an official record of their delivery and acknowledgment. At the beginning of each academic year, students will attend an orientation session in the school theater, where all rules and regulations will be thoroughly explained.

10- Student Safety
The school has developed a set of procedures to ensure students' safety in case of emergencies. The school conducts regular emergency drills to ensure students are familiar with all health and safety procedures (fire drill, shelter inplace, lockdown, earthquake, etc.).

11. School-Home Communication
GBS utilizes several means of communication to keep parents informed of their children's education. The MS Program Guide, Course Description Letters, Academic Reports, Progress Reports, Orientation sessions, and Parent-Teacher Conferences, are examples of regular communications with parents. In addition, the school operates a website, a Facebook and Instagram account, all of which are used to communicate with parents. Google Classroom and Skoolee (learning management system) will also provide a means of communication with parents. Teachers' emails are available for parents' reference. Any updates on parents' emails should be shared with the school Registrar and the division administrative assistant to ensure proper communication between school and home. Furthermore, parents can call the administrative assistant's office to schedule an appointment with a designated teacher or to request communication with him/her via phone call.

Resources and Activities

1. Middle School Counselor

 The middle school counselor plays a vital role in supporting students' emotional well-being and helping them develop positive behaviors for academic and personal success. The counselor works with students, teachers, and parents to address emotional concerns and foster a productive school environment.

- **Behavioral Support**: The middle school counselor helps students manage behaviors and build positive habits through individual or group sessions, promoting self-regulation and emotional control.
- **Social & Emotional Support:** The counselor helps students develop self-awareness, self-esteem, and healthy coping mechanisms to deal with stress, anxiety, and peer relationships.
- **Crisis Intervention & Conflict Resolution:** The counselor provides immediate support during crises and helps resolve conflicts, promoting positive and respectful solutions.
- **Collaboration with Parents & Teachers:** The counselor maintains open communication with parents and teachers to ensure consistent support and provide strategies for student growth.

The middle school counselor is committed to helping students build emotional and social skills, guiding them toward success both academically and personally. Parents and teachers are encouraged to reach out for support and assistance.

2. 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 programs, as well as alternative ways of grouping and instructing students.

3. Activities

The school provides a breadth of activities that aim to support students 'wellbeing, to develop social and global citizenship skills. Local and international trips and school events are examples of the activities that are held throughout the school year.

3.1 MS Student Council

The Student Council fosters active citizenship, the practice of democratic principles, and the promotion of positive behavior and leading by example. It encourages opportunities for volunteering work to serve within and outside the school community. Furthermore, it allows students to express their opinions and concerns, exchange ideas, and provide solutions through positive communication. It helps in increasing students' engagement in an inviting culture for all students. Two staff members are assigned as Student Council advisors to support and facilitate the work of the members.

3.2 GBS MUN

The Model United Nations (MUN) program is an extracurricular activity in which student's role-play as delegates representing various countries in the United Nations or its specialized agencies. In this dynamic setting, participants take the role of delegates from different countries and discuss pressing global issues. The MUN experience is designed to cultivate key skills, including public speaking,

research, negotiation, and teamwork. By engaging in debates on global challenges, students gain valuable insights into diplomacy and international relations. This internationally acclaimed program is highly regarded by college admissions officers and provides students with essential skills that contribute to their academic and professional success.

Grading System

GBS adopted formative and summative assessments. The major difference between formative and summative assessments is that the former is used to improve student learning, providing 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 objective.

1. 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 will be calculated as 30% of the assessment grade.

2. Summative Assessment:
Summative assessments are given periodically 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 will be calculated as **65%** of the assessment grade.

3. Student Evaluation:
The end of year average for each subject is calculated based on the following percentages: 1st Semester (40%) + 2nd Semester (60%).

The semester average will be calculated based on the summative grades and formative grades, **and attendance**. Subjects marked as Incomplete (I) or Non-Applicable (N.A.) are not computed as part of the total average. Each content area has a weight-value. The average grade is multiplied by the numerical weight-value of the subject, then, resulting values for all subjects are added up and a total average is calculated.

The weight values assigned for subjects are as follows:

English x1.5, Arabic x1.5, Math x 1.4, Sciences x1.4, Islam x 0.6, Quran x 0.3, French x 0.6, Social Studies x 0.6, Computer x 0.6, P.E. x 0.6, Cultural Studies x 0.6, Art/Music x 0.3

Promotion/Retention/Re-sit Exams

1. Promotion:
In order to be eligible for regular promotion, a student must have passing grades (50% or above in the yearly average and the four core subjects), meet attendance requirements, and have an acceptable

disciplinary record.

2. Academic Probation:
Students who have an overall average of below 60%, and those 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.

3. Retention:
Students failing three or more required courses will be automatically retained in their current grade level without the re-sit exam option.

4. Re-Sit Exams and Probationary Promotion:
A student who obtains a failing grade in one or two core subjects should take a re-sit exam. If the grade obtained on the re-sit exam is a passing grade, it will replace the end-of- year grade on the report and the overall yearly average recalculated. If the student obtains a failing grade on the re-sit exam, he/she will be promoted under the conditions that the final grade in the failed subject is above 45%, the final grade in at least 2 core subjects is above 60%, the yearly average is over 60%, met attendance requirements, and work habits and overall behavior are acceptable.

The student is then placed on probation in the failed subject and parents commit to home support until performance reaches an acceptable level.

A student can benefit from probationary promotion or be retained only one time in the middle school. If he/she fails a second time, the school will follow the Ministry of Education, Private Education Department, guidelines. Any re-registration that may have preceded the end-of-year results would be deemed canceled. If the student is absent during the last marking period including the end-of-year exams and there is no chance to schedule make-up tests before the summer vacation, the re-sit exam will be scheduled for early September, prior to the official school opening. If the student is absent for 30 days or more during the academic year, a committee consisting of the School Director, the Division Principal, and the School Counselor will study the case to decide upon giving a comprehensive test in the four core subjects before promoting him/her to the next grade level.

Appraisal System

GBS formally recognizes students' academic and behavioral achievements at the end of the first semester. Advisors will submit ahead of time to the Principal a list of students who qualify for Middle/High School Awards as follows:

- Principal's List Award: students must achieve a 93% or above as the cumulative average in semester one report card, maintain good attendance with no more than three unexcused absences and/or five tardies in the first semester, and maintain excellent disciplinary records with a maximum of two demerits in the first semester.
- Honor Roll Award: students must achieve a 90% or above as the cumulative average in semester one report card, maintain good attendance with no more than three unexcused absences and/or five tardies in the first semester, and maintain good disciplinary records with a maximum of two demerits in the first semester.

English Language Art

GBS English Language curriculum is aligned with the current U.S.A. Common Core State Standards. The focus of the MS English curriculum is in the areas of reading, writing, speaking, and listening. Students are exposed to, and study, various genres of literature. These include multicultural literature, historical fiction, biographies, poetry, fantasy, etc. The diversity of reading material provides students with a deeper understanding of the world around them, as well as a greater appreciation of their own culture and its place in the world. Independent reading is an important part of the curriculum. The curriculum includes the study of standard grammar, vocabulary, and spelling. Writing instruction is based on the writing process: planning, drafting, editing, revising, and publishing. Student work is often shared through class readings

and presentations. Current informational text, history, geography, and cultural studies units are also part of the English program.

Students are expected to read for a minimum of fifteen minutes nightly. They will learn to apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to literary and expository reading texts. They will be able to participate in a broad variety of speaking and listening situations in an appropriate manner. They will have ample opportunity to practice expressing their ideas effectively in a coherent, well-organized written work for a variety of purposes and audiences.

Mathematics

Based on the Common Core State Standards, Mathematics focuses on helping students gain a deep understanding of mathematical concepts and become adept problem- solvers with improved reasoning skills. Students will be able to analyze and use proportional relationships, understand and apply the properties of exponents, and compute with integers and rational numbers. They will be able to express quantitative relationships using algebraic terminology and to solve real-life and mathematical problems involving angle measure, area, surface area, and volume. They will be able to collect, organize, and represent data sets and solve probability problems.

Science

Based on the Next Generation Science Standards, science is interactive and student-centered, which enhances students' engagement and interest in the process of learning. The science curriculum integrates literacy instruction (e.g. reading, writing, information literacy) to strengthen students' literacy and ensure they are prepared for rigorous high school programs. Classroom activities integrate technology, math, and engineering with science to sharpen the students' critical thinking, problem-solving, creativity, inquiry, and hands-on skills. Students will also improve their analytical and experimental skills through laboratory work. In MS, students will continue to develop their understanding of the different branches of science, which include: Life science, Earth science, and Physical science.

English Cultural Studies

The Cultural Studies Program enables students to develop critical thinking abilities as concerned citizens and better understand developments taking place in their society and the world. In Grade 6, the program begins with a strong geographical foundation, introducing physical and human geography, essential map skills, and the study of continents, oceans, and ecosystems. Students explore how geography connects to global challenges such as climate change and sustainability, and begin to see how these issues tie into global citizenship and the SDGs. In Grade 7, students study regions such as the United States and Canada, Latin America, and Europe, while in Grade 8, the focus shifts to Africa, Asia, and Oceania. Alongside regional geography, students also explore history and human geography to understand how societies evolve and how lessons from the past can guide wise decisions in the present and future.

Building on this foundation, the Cultural Studies Program places a strong emphasis on enduring ideas, events, and personalities that shape people's lives, with special attention to current events at the state, national, and global levels.

Information Technology

In Middle School, students are expected to become proficient in the use of technology and to understand the nature and operation of technology systems. Access to technologies opens the door to the world beyond the classroom and increases the students' chances for success. It is the IT Department goal to develop lifelong learners who make informed decisions about the role of technology in their lives. Technology will be integrated in education, communication, problem-solving, analysis, and research in accordance with GBS Guiding Statements, and moral decision making.

The IT curriculum follows the ISTE standards to develop digital citizens aware of the importance of proper

use of technology in the 21st century.

French

The French Language is introduced in Grade 6 with the aim to develop basic communication skills and an appreciation of the French culture. Students practice basic day-to-day French, expressing themselves and communicating in structured and open-ended situations, using most basic forms, grammar, language conventions, and vocabulary skills and knowledge. Skills and knowledge are developed in the context of oral communication, reading, and writing activities. Students are introduced to the cultural diversity of the French- speaking world.

Students are encouraged to enrich your French experience by pursuing opportunities outside the classroom, such as reading restaurant menus, store labels, and comic books. Watching French TV programs and movies, attending cultural events such as French festivals, or visiting French learning websites are culturally enriching and help reinforce language acquisition. They have the opportunity to demonstrate their learning of French and appreciation of the French culture through activities celebrating the International Francophone Day "Journée Internationale de la Francophonie".

Physical Education

The physical education program offers enjoyable activities and learning experiences that emphasize lifelong healthy habits, good attitudes, sports skill and knowledge, and physical fitness. In PE we aim to maximize each student's potential through building positive attitudes toward physical activities and through gauging each student's level of physical fitness. Students will acquire the motor skills and movement patterns needed to perform a variety of physical activities that would improve performance and general health. They will also gain knowledge of concepts, principles, and strategies that apply to the learning and performance of physical activities as well as physical fitness.

Visual and Performing Arts

The Visual and Performing Arts curriculum integrates current U.S. educational standards and the requirements of the Ministry of Education curriculum that include Arabic and Islamic content components. It aims to enable students to become literate and expressive in the arts (visual arts, music, dance, and drama) as cultural manifestations of human development and allows them to grow as creative, intellectual, and spiritual human beings. The Arts nurture students' artistic perception, creative expression, aesthetic appreciation, and historical and cultural knowledge.

Students learn to appreciate the historical contributions and cultural dimensions of the arts. They become proud of their own culture and foster respect for the multiplicity of cultures worldwide. Each student can work at a personalized pace to learn and develop self-expression and self-confidence.

Drama is integrated into the curriculum.

التربية الإسلامية

المنهج المتبع بالنسبة للتربية الإسلامية هو منهج الوزارة يشرح بأسلوب سلس ومشوق مع الاستعانة بالوسائل السمعية والمرئية.

القرآن الكريم

المنهج المتبع في مادة القرآن الكريم هي المقرر من وزارة التربية. هذا وستكون طريقة تحفيظ القرآن الكريم من خلال الاستماع إلى الأشرطة وتدريب الطلاب على التلاوة الصحيحة. وللمساعدة على الحفظ والتجويد في البيت يمكنكم العودة إلى موقع برنامج المحفظ لتلاوة القرآن الكريم.   http://www.salaamsoft.com/mohaffez/mohaffez.htm

الدراسات الاجتماعية

نطبق المنهج الرسمي المعتمد من قبل وزارة التربية والكتاب المدرسي التابع له ويعتمد على استخدام وسائل توضيحية وعلى البحث. ونسعى في تدريسي المنهج إلى تعريف الطالب بالعالم الذي يعيش فيه وتمكينه من فهم طبيعته الفيزيولوجية والبشرية والثقافية وتقدير أوجه الاختلاف والتشابه بين المجتمعات بشكل موضوعي ونقدي. المهارات التي يكتسبها الطالب تتجاوز المادة إلى إعداده ليكون إنساناً باحثاً، متأقلماً مع عالمه وناجحاً في المستقبل.

اللغة العربية

تؤكد فلسفة المدرسة وتعاليمها الالتزام بالثقافة والتراث والقيم العربية والإسلامية. والاهتمام بتعزيز مستوى إتقان اللغة العربية هدفه الأسمى ترسيخ الانتماء إلى هوية ثقافية متميزة وتعزيز الشعور الوطني والقومي. ويكتسب تعليم اللغة الأم أهمية أكبر في المدارس ذات المناهج الأجنبية ليشعر الطلبة بالفخر والاعتزاز بتراثهم ولغتهم ويحافظوا على اللغة العربية وسيلة للتعبير والتواصل؛ لذا فإنه في رأس قائمة أهدافنا تعزيز مهارات التعبير الوظيفي والوجداني. ولا ننسى دور المطالعة الحرَّة باللغة الأم في تنمية الفكر وتعزيز روح الانتماء الثقافي والمواطنة.

نطبق المنهج الرسمي المعتمد من قبل وزارة التربية والكتاب المدرسي التابع له؛ كما نستعين بمواد مساندة خارجية تساعد في تطوير المهارات اللغوية عامة وتنمية الثروة اللغوية والتذوق الفني. ونستخدم الأسلوب المبسط في تعليم اللغة مستعينين بالوسائل الإيضاحية والتقنيات الحديثة. نعتمد في المواد المساندة قصصا ومؤلفات يقوم الطلبة بدراستها وتحليلها ويطبقوا من خلالها المهارات المطلوبة ويقفوا عند الأساليب الفنية المستخدمة بهدف إثراء حصيلتهم اللغوية وتطوير أسلوبهم الأدبي.

المهم اليوم لطلاب القرن الحادي والعشرين، العصر الرقمي، ليس أن يحفظوا المعلومات وإنما أن يتعلموا الوصول إلى مصادرها والبحث فيها واختيار المناسب وتحليله مستخلصين المفيد منها لاستخدامه في التعبير عن أفكارهم بشكل واضح، كل ذلك بسرعة فائقة. ولتحقيق ذلك بنجاح مازالوا بحاجة للتمكن من المهارات الأساسية في القراءة والكتابة، سواء كانت على الورق أو باستخدام التقنيات الحديثة. يتدرب الطلاب على القراءة النقدية وتحليل المعلومات المختلفة النوع والمصدر على نحو فعّال، كما ننمي لديهم القدرة على البحث واستخراج المعنى من النص وعلى إنتاج نص مترابط معنوياً يؤدي هدفه التواصلي. ونعمل على تشجيع الطلبة على المطالعة وقراءة الأنواع الأدبية والكتب المختلفة والصحف والمجلات والبحث في المصادر المتنوعه في المدرسة والبيت. ولتعريف الطلبة على تراثنا الفكري والأدبي تتضمن المواد المساندة مؤلفات لأعلام الأدب والفكر العربي كما ننظم حملة سنوية للمطالعة العربية يتبارى فيها الطلبة قراءةً وتأليفاً.

<p style="text-align:center">Appendix A</p>

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

<p style="text-align:center">Revised January 2025</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**
   - 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.
   - Devices must have updated operating systems and antivirus software installed.
   - The IT department will provide assistance for connecting devices to the school network and troubleshooting network-related issues.
   - Hardware and software maintenance of the devices is the responsibility of the student and their family.

2. **Internet Usage**
   - 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.
   - Personal internet connections/routers are prohibited in school to maintain network security and monitoring. Breaching this guideline will result in disciplinary measures.

3. **Responsibility**
   - Students are responsible for the safety of their devices.
   - Students must keep their devices either in their bags or in the lockers (MHS) when not used in the classroom.

4. **Devices Usage**
   - 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.
   - Students must comply with the Technology Code of Conduct when using their devices.
   - 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 <u>not</u> 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.
- Suspension from school.

- 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.

This slip is kept with the teacher.

"Technology Code of Conduct"

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.