Al Ghanim Bilingual School

High School Division

Program Guide

For the academic year 2025-2026

Accredited by

The Council of International Schools (CIS)

"The goal of education is not to increase the amount of knowledge, but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things".

Jean Piaget

Table of Contents

Welcome to High School

High School at GBS is not just a phase, it is a life experience!

The High School program prepares the students for university and career life. The variety of courses in languages and sciences and the diversity of co-curricular and extracurricular activities constitute a strong foundation for students to develop critical thinking skills and to equip them with the tools needed to become global citizens in the 21st century.

Student well-being is the core interest of the school. Creating a positive, friendly and welcoming environment is essential to foster good citizenship and leadership skills. Students learn to appreciate the values and the ethics of their own culture and to embrace the diversity in other cultures.

GBS believes in the originality and the potential of each individual. Administration and staff members strive to meet the needs of each student, working collaboratively to allow him/her to reach their potential.

GBS sets high standards for both its staff and students to grow to their full potential as problem solvers and lifelong learners.

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.

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.

3. HS Course Equivalence

New students should provide a descriptive report that includes the courses and the credits they have completed in their previous school. A comparison with GBS HS courses and graduation requirements will be made to ensure the student has what is needed to join GBS and to select the courses needed for graduation.

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 or based on his/her elective selection for scheduling purposes. 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 # 6. 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.
- High 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 High 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 High 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 high 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 the 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 HS 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, high 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 High 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. High School College Counselor

The High School College Counselor provides comprehensive college and career guidance to high school students, preparing them for university and their future careers. The Counselor meets regularly with students throughout the school year to monitor their academic performance and provide informed advice on elective course choices that align with their interests and achievements.

The College Counselor guidance and support are achieved through:

- **Academic Monitoring & Support:** Tracking student grades and performance to offer personalized guidance. This includes recommending support programs such as one-on-one tutoring or credit recovery when necessary.
- **Elective Screening & Selection:** Conducting screening processes to ensure students are enrolled in suitable electives that meet their academic and career goals.
- **University & Admissions Guidance:** Assisting students with university applications, including guidance on the admissions process, essay writing, and recommendation letters.
- **Standardized Testing Support:** Helping students register for and prepare for necessary exams such as the SAT, TOEFL, and IELTS.
- **Parent & Student Information Sessions:** Organizing orientation sessions to educate families on the college application process, career pathways, and academic planning.
- **College & Career Exposure:** Arranging visits from college representatives, hosting university fairs, coordinating student participation in college fairs, and facilitating university visits to expand students' awareness of post-secondary options.
- **Individualized Student Support:** Helping students set and achieve academic and career goals through one-on-one meetings and personalized guidance.

2. High School Counselor

The high 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 high 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 high 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.

3. 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.

4. Activities

Different committees/teams are created to enhance students' experiences and to foster their leadership and global citizenship skills. HS students are provided with a wide range of activities as part of the preparation for college and career life in coordination with local and international agencies and organizations.

4.1 HS 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.

4.2 HS Graduation Committees

The graduation committee includes a number of students selected from the same grade level and is supervised by a member of the HS staff. The selection process is made by the students and the members are selected for a period of time based on the advisor's agreement and the students' input. The purpose of these committees is to foster opportunities for community service and to raise funds for graduation purposes.

4.3 Al Ghanim National Honor Society

Al Ghanim Bilingual School is a member of the National Honor Society. Students in grades 10, 11, and 12 can apply for membership in the chapter. Al Ghanim NHS faculty council grants acceptance based on the terms and the criteria listed in the NHS Handbook. An induction ceremony is held at the beginning of the school year in recognition of the new members. NHS members are empowered to be transformative leaders in their community and beyond.

4.4 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.

5. Student Clubs

Students clubs (Debate Club, Chess Club, etc...) are student-led activities. The purpose of student-led clubs is to develop students' organizational and communication skills while fostering confidence, creativity, and initiative. Furthermore, clubs enhance students' resumes and college applications, demonstrating initiative and engagement. Founders who meet participation requirements earn community service hours.

To start a club, students seek approval to start a club from the HS Principal. This approval is granted based on the mission, criteria, and guidelines of the club proposed by the applicants through the "Club Proposal Template". Such clubs enhance the students' organization and communication skills. The Principal will assign personnel to facilitate and supervise the students' meetings and activities.

Grading System

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. Retake Option

The retake option provides GBS High School students the opportunity to redo two summative assessments within a semester period except for midterms and finals. Retaking a summative is recommended when the student performs lower than expected in a summative. HS students should request the retake within two days of receiving the summative grade. Once the retake is approved, cancellation is not applicable on the same day of the retake. Failure to show up for or refusing to take the retake will result in receiving a zero, regardless of the original grade. The retake grade will replace the original grade, regardless of whether it is higher or lower.

4. 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 formative and summative grades, and attendance count as 70% of the semester average and the end of semester exams count as 30% of the semester average. Subjects marked as Incomplete (I) or Non-Applicable (N.A.) are not computed as part of the total average. Each course has a credit value. The average grade is multiplied by the credit value of the course then resulting values for all courses are added up and a total average is calculated.

5. Grades Grievance Policy

Al Ghanim Bilingual School has a transparent and authentic grading policy in alignment with GBS Guiding Statements. Accordingly, parents have the right to question a report card grade within two working days of releasing the report cards. Parents and students weave their right to ask for re-grading/ re-checking exams after two working days of sending the report cards.

Advanced Placement "AP" Courses

1. Introduction

Advanced Placement "AP" courses are college-level courses sponsored by the College Board. They are usually offered in grades 11 and 12. The courses will be built in the schedule and in parallel to regular courses. They are designed to expose the students to materials at a higher level which enriches their academic experience while providing them with the comfort of a familiar environment.

At the end of the school year, "AP" students will take a course's "AP" exam. The exams are scored on a scale of 1-5, with 5 being the highest grade the student can earn.

In order to earn full college credit for the course, a student must score at least a GPA of 3 or higher on the exam. However, other colleges and universities might have different requirements to grant credit equivalence, with some asking for a minimum of a 4 on a given exam.

2. Benefits

Taking "AP" courses and exams can help students:
- Stand out on college applications.
- Highlight their willingness to take challenges and their potential to succeed at a university/college level.
- Earn college credit and/or skip introductory courses in college. Most four-year colleges and universities in the United States—as well as many institutions in more than 100 other countries—grant students credit, placement, or both for qualifying "AP" Exam scores. Search credit policies by the college of interest.

3. Eligibility to join "AP" courses

A student is eligible to join an "AP" course if he/she meets the following:
- A minimum of 3.7 GPA in the corresponding prerequisite course.
- A recommendation letter from the previous corresponding prerequisite teacher.
- Signing a contract that outlines the expectations and the requirements of the course and that highlights the commitment of the student to complete this course successfully.

The students will be given a two-week period at the beginning of the school year before finalizing their decision regarding joining the "AP" classes.

If a student decides to withdraw from the "AP" courses after the two-week period:
1. The exam fee is not refundable
2. The "AP" designation will be removed from the transcript.
3. The GPA will be calculated based on the regular courses. ("AP" weighting of grades will be removed from the report).
4. The student will join the courses that are offered in parallel with the "AP" course.

If an "AP" student chooses <u>not</u> to take the "AP" exam, the following steps apply:
1. The exam fee is not refundable and cancellation will incur an additional fee due to the AP regulations as specified by College Board guidelines.
2. "AP" designation will be removed from their transcript.

3. The colleges/universities the student applied for will be contacted.
4. The GPA will be calculated based on the regular courses.

4. Course Resources

"AP" courses resources will be available once a student is registered. The resources include "AP" daily videos, any assignments from their teacher, and they access the "AP" classroom on the College Board platform.

GPA

In High School, the percentage average will be assigned an equivalent GPA (Grade Point Average). At the end of grade 12, a cumulative GPA will be calculated as an average for the 4 high school years (25% for each year).

AP Exams are scored on a scale of 1 to 5 following the schedule below:

GBS (Skoolee) Grading system % Grade	GBS GPA	AP/GPA
93-100	4	5
90-92	3.7	4.7
85-89	3.3	4.3
80-84	3	4
75-79	2.7	3.7
70-74	2.3	3.3
65-69	1.7	2.7
60-64	1.3	2.3
0-59	0	0

Graduation

To graduate with a GBS American High School Diploma, a student must meet the following criteria:
- All graduation requirements (minimum of 28 credits-courses required as identified in the HS Guide) are met.
- An acceptable behavior record.
- Attendance requirements met.
- A total of 40 community service hours.

Promotion/Retention/Re-sit Exams

1. Promotion:

To be promoted to another grade level, a student must meet the following criteria:
- Pass the required courses with a GPA of 2 or above.
- An acceptable behavior record.
- An acceptable attendance record.

2. Retention:

Students failing three or more required courses will be automatically retained in their current grade level without the re-sit exam option. A student may be retained only once during High School at GBS.

3. Failing one or two Required Courses:

At the end of the academic year, if a student fails one or two required courses, then the following option will be possible:

➢ Taking the re-sit exam, which will result in the following:
- Notification of the Re-Sit Exam: On the end-of-year report card, a note will be added to notify parents and students of any required re-sit exam. Re-sit exams will be scheduled immediately after the conclusion of the final exams. Students are expected to be present on the day of the re-sit exam. Travel schedules will need to be arranged accordingly. There will be no make-up days for re-sit exams.
- If the student passes the exam, another report card will be issued showing the new course grade. The GPA will be altered to reflect the new grade.
- If the student fails the re-sit exam, then the course must be repeated and no credit will be awarded for the course.

Appraisal System

1. Honor Roll and Principal List
2. Valedictorian and Salutatorian

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 GPA of 3.95 or higher 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.
- Honor Roll Award: students must achieve a GPA of 3.65 or higher 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.
- The Valedictorian title is awarded to the graduating student with the highest grade point average (GPA). To qualify, the student must have achieved the highest GPA and has been at GBS for all four years of high school.
- The Salutatorian title is awarded to the graduating student with the second highest grade point average (GPA). To qualify, the student must have achieved the second highest GPA and has been at GBS for all four years of high school.

HS Diploma Graduation Requirements

English Language	4 credits
Arabic language	4 credits
Mathematics	3 (4*) credits
Sciences	3 credits
Humanities	3 credits +1 credit Kuwait Social Studies
Information Technology	1 credit
Physical Education	1 credit
Islamic Studies	2 credits
Quran	1 credit
Fine Arts	1 credit

Electives	4 credits
Total	28 credits/ 30 credits

- 4 Math credits are required if a student selects the scientific pathway as opposed to the international pathway.
- Students who plan to attend Kuwait University and/or plan to take part in the Ministry of Higher Education Scholarship Program must take a full-year credit course in the following in order to be eligible for the scientific track:
  - ➢ Sciences: Biology, Chemistry, and Physics.
  - ➢ Math: Algebra II, and Pre-Calculus/ Calculus.

Grade Level Requirements

Grade 9

Course	Credit
English 9	1.00
Arabic 9	1.00
Algebra 1/Geometry	1.00
Physical sciences	1.00
World History I	1.00
Kuwait Social Studies 9	0.50
Religion 9	0.50
Quran 9	0.25
Electives	1.50
Total	7.75

Grade 10

Course	Credit
English10	1.00
Arabic 10	1.00
Geometry	1.00
Algebra II/Elective	1.00
Biology	1.00
World History II	1.00
Kuwait Social Studies	0.50
Religion 10	0.50
Quran 10	0.25
Elective	0.50
Total	7.75

Grade 11

Course	Credit
English 11	1.00
Arabic 11	1.00
Algebra II /Pre-calculus	1.00
Chemistry	1.00
Religion	0.50
Quran	0.25
Electives	3.00
Total	7.75

Grade 12

Course	Credit
English 12	1.00
Arabic 12	1.00
Pre-calculus/Calculus/Elective	1.00
Physics	1.00
Religion	0.50
Quran	0.25
Electives	3.00
Total	7.75

English

English 9 - Credit: 1
Grade 9 English Language Art aims to develop the critical and analytical skills to communicate clearly and effectively orally and in writing. The curriculum focuses on reading, writing, listening, speaking, and language. Students will be introduced to a variety of activities such as discussions seminar, literature circles and oral presentations. The writing emphasizes on research skills and synthesis of sources and literary analysis. The reading/writing genres covered in this course include memoir, literary essay, research-based argument (persuasive essay), informational writing, poetry, science fiction, drama and others.

English 10 - Credit: 1
Grade 10 English Language Art aims to develop the critical and analytical skills to communicate clearly and effectively orally and in writing. The curriculum focuses on reading, writing, listening, speaking, and language. Students will be introduced to a variety of activities such as discussions seminars, literature circles, and oral presentations. The writing emphasizes research skills, synthesis of sources, and literary analysis. The reading/writing genres covered in this course include memoir, literary essay, research-based argument (persuasive essay), informational writing, poetry, science fiction, drama, and others.

English 11 - Credit: 1
English 11 Literature is an English course that incorporates the Common Core State Standards for English Language Arts into the curriculum. Students learn the general framework of literature, language, writing, and oral communication focusing on characterization across universal themes in a rich variety of genres. Students will make connections within and across different disciplines, experiences, and cultures using literary interpretation, analysis, comparison, and evaluation. A variety of e-resources will be used to support the learning and to provide rich assessment tools.

English 12 - Credit: 1
Grade 12 English Language Art enables students to become skilled readers of a wide range of literature, including prose, poetry, and short stories. Students are expected to read and respond to a variety of literature, independently, in group discussion, and in writing. All facets of language arts - listening, speaking, reading, and writing will be covered. The study of language in use – grammar, mechanics, sentence structure, and usage will be incorporated in this yearlong course as well. Test-taking skills are tackled as well.

AP English Language and Composition -Credit: 1
The AP English Language and Composition course is an introductory college-level course. There are NO prerequisite courses for AP English Language and Composition. This course cultivates the reading and writing skills that students need for college success and for responsible civic engagement. It guides students in becoming curious, critical, and responsive *readers* of diverse texts and becoming flexible, reflective *writers* of texts addressed to diverse audiences. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

Public Speaking - Credit: 0.5
This course is an introduction to speech communication that emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. Its goal is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches.

English Writing Lab -Credit: 0.5
The English Writing Lab is an elective course that aims to enhance students' writing skills. This course enables learners to seek help on varied writing tasks and improve their overall writing skills. The writing lab services that will be provided are mainly as follows: One on one/group tutoring sessions, proofreading and editing, documentation and citation assistance, and developing students' understanding of writing purposes, audiences, genres, and styles.

Performing Arts-Drama - Credit: 0.5
The theater plays an important role in education as an all-encompassing discipline, and drama performance provides the students with a unique experience provoking them to express their individuality, creativity, and inherent skills. The curriculum is aligned with the California State Standards, introducing the learners to significant acting techniques and instilling in them a high sense of theatrical appreciation. The aim, through this course, is to learn basic theater principles in stage movement, voice, diction, and pantomime. Students will practice techniques to overcome stage-fright; they will develop their self-confidence, and deliver monologues from remarkable plays. The class requires: teamwork, concentration, memorization, collaboration, proficiency in characterization, and creative expression. Students will realize the importance of using the performance space through movement and voice when communicating the meaning of narratives. Students will be ensured through this course that its objective is not about becoming great actors. Instead, "it is about finding out who we are and discovering who we could become". Augusto Boal

Sciences

Physical Science 9 - Credit: 1
Grade 9 Physical Science follows the Next Generation Science Standards (NGSS) which integrates 3 dimensions: science and engineering practices, disciplinary core ideas, and crosscutting concepts. This course includes chemistry and physics topics such as properties of matter, chemical reactions, force interaction, energy and energy transfer, waves, and electromagnetic radiation. The teaching and learning strategies focus on developing inquiry, research, hands-on and mathematical skills. This course is a prerequisite for HS chemistry and physics.

Biology 10 - Credit: 1
Grade 10 Biology deals with the unique properties of living organisms. Students will master fundamental concepts that carry through the entire course. Each lesson begins with a problem to solve or a discrepant event or phenomenon to explain, which lays the groundwork for students to explore science in the same way real-life scientists do, by starting with a question. This feature provides intrinsic motivation to spark curiosity and serves as the context for the three-dimensional learning and hands-on activities throughout the lessons. HMH Science Dimensions' three-dimensional learning approach arms students with the tools and habits of mind to apply scientific reasoning and solve STEM problems relevant to everyday life. As a result, students are motivated to critically think and contrast explanations of how and why.
Students will build a deeper understanding of the following topics: Living Systems, Chemistry in Living Systems, Matter and Energy in Living Systems, Ecosystems, The Cell, Structure, and Function of DNA, Genetics, and Heredity, and Ecology through instruction, hands-on activities, projects, and lab investigations.

Chemistry 11 - Credit: 1
Chemistry is offered to grade 11 students. It is a well-structured, comprehensive, and rich course which provides learners with the foundation of chemistry and sparks their interest in science and science-related careers. The program is aligned with Next Generation Science Standards (NGSS) to ensure our students achieve a high level of science literacy. Chemistry is a dynamic course, where students are engaged in various challenging lab activities that help solve problems and explain natural phenomena. It integrates a set of practices that support our learners with 21st-century skills through engaging them in Engineering Design Processes and STEM activities.

Physics 12 - Credit: 1
Physics course provides an understanding of the subtle, profound, and fundamental laws that govern the behavior of all matter. Students explore and analyze the laws of physics (mechanics, thermodynamics, electricity, waves, electromagnetism, and atomic physics) in microscopic and macroscopic systems. This course follows the Next Generation Science Standards (NGSS) which foster students' curiosity, problem-solving, and critical thinking skills. Throughout various investigations and simulations, the students will be motivated to ask questions, make predictions, conduct experiments, and interpret data to explain real-life phenomena.

AP Biology- Credit: 1
AP Biology is an introductory college-level biology course. Students need to have completed one year of high school biology, have a good understanding of chemistry, and have some mathematical skills as prerequisites. Students cultivate their understanding of biology through inquiry-based investigations that

focus on analyzing and understanding of biological concepts rather than memorizing. This course covers evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

Environmental Science - Credit: 1
Environmental science course mainly focuses on project-based learning. The course surveys key topic areas including the application of the scientific process to environmental analysis; ecological structures, weather and climate, environmental concerns and problems, the impact of humans on our Earth, natural resources, and environmental resource management. Students explore the topic through varied active case studies, research activities, presentations, and projects, virtual field study, questioning and hypothesizing, analyzing data, community engagement, and reflection while building skills in teamwork and communication.

Nutrition- Credit: 1
This year-long course offers students a comprehensive understanding of essential nutrition principles crucial for physical and mental well-being. Through project-based learning and practical applications, students engage in real-world scenarios, develop critical thinking skills, and explore the impact of dietary choices on individual health and societal well-being. Topics include healthy eating patterns, nutrition and disease prevention across the lifespan, food science and technology, eating disorders, nutrition advocacy, and mental health. This course encourages students to develop positive life habits, evaluate diverse food sources, and make informed decisions to shape a healthier future for themselves and others.
Prerequisite: Biology, Fundamentals of Chemistry & Environmental science.

Advanced Biology- Credit: 1
Advanced Biology is a year-long course that offers an in-depth exploration of the intricate mechanisms governing life at the cellular level, providing a strong foundation for students interested in pursuing fields related to medicine. Through interactive discussions, laboratory investigations, simulations, and data analysis, students delve into essential topics for understanding the complexity of living organisms. The emphasis is on comprehending biological concepts rather than accumulating facts, challenging students to apply this understanding to real-life scenarios. Topics include biochemistry, cell structure and function, cellular energetics and communication, genetics, and human anatomy.
Prerequisite: Biology

AP Chemistry- Credit: 1
AP Chemistry is a rigorous, college-level course that provides students with a deep foundation in the principles of chemistry while also developing advanced problem-solving, critical thinking, and laboratory skills. The course emphasizes both conceptual understanding and quantitative analysis of chemical phenomena. Students engage in inquiry-based laboratory investigations, data interpretation, and scientific communication.
The course is designed for motivated students interested in pursuing studies in chemistry, biology, engineering, medicine, environmental science, or other STEM-related fields. Successful completion may allow students to earn college credit or advanced placement in chemistry at the university level.

Mathematics

Algebra I - Credit: 1
In Algebra I, students will be able to recognize and expand patterns using tables, graphs, and equations. They will be able to model situations using equations and functions. They will use critical thinking skills and incorporate technology to investigate relationships between quantities: Linear/ Quadratic and Exponential relationships. The Algebra I Curriculum follows Common Core State Standards (CCSS) which gives the students the opportunity to understand real situations, interpret and model with mathematics, and

use appropriate tools strategically seeking accuracy and precision.
Prerequisite: Pre-Algebra

Geometry - Credit: 1
Geometry is designed to build on algebraic and geometric concepts. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real- life situations. Geometry provides a review and extension of the geometric concepts taught in previous academic years and Algebra I. It develops advanced Geometric skills, including congruence, similarity, properties of triangles and quadrilaterals, circles, right triangles, and basics of trigonometry. Technology will be used to introduce most of the areas of study listed above. The use of devices and calculators will be incorporated into each chapter.
Prerequisite: Algebra I

Algebra II - Credit: 1
Algebra II is designed to build on algebraic and geometric concepts. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations. Algebra II provides a review and extension of the concepts taught in Algebra I. It develops advanced Algebra skills, including quadratic functions, quadratic inequalities, polynomial functions, rational functions, radical functions, conic sections, exponential and logarithmic functions, probability and statistics, trigonometric functions, and complex numbers. It is a prerequisite for HS Pre-Calculus.

Pre-calculus - Credit: 1
Pre-calculus is designed to build on algebraic, geometric, and trigonometric concepts. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations. Pre-calculus provides a review and extension of the concepts taught in Algebra II and Geometry. It develops advanced Algebraic skills, including polynomial, rational and radical functions, analytic geometry, exponential and logarithmic functions, statistics and probability, trigonometric functions, graphs and equations, matrices, limits, and continuity. Technology will be used to introduce most of the areas of study listed above. The use of devices, scientific calculators, and graphing calculators will be incorporated into each chapter.
Prerequisite: Algebra II

Calculus - Credit: 1
Calculus provides a review and extension of the Algebraic, Geometric, and Trigonometric concepts taught in Pre-calculus. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations. Calculus is the branch of mathematics that deals with the properties of derivatives and integrals of functions, by methods originally based on the summation of infinitesimal differences. It develops advanced Algebraic skills, rational and radical functions, analytic geometry, exponential and logarithmic functions, trigonometric functions, matrices, limits and continuity, derivatives, and integrals. Calculus is used in many different areas such as physics, astronomy, biology, engineering, economics, medicine, and sociology. Technology will be used to introduce most of the areas of study listed above. The use of devices, scientific calculators, and graphing calculators (or "Desmos") will be incorporated into each chapter.
Prerequisite: Algebra II – Geometry – Pre-calculus

Humanities

World History I - Credit: 1
World History I is a required course for grade 9 students. It includes the study of the nations and people of

the world, history, geography, political and economic systems and social structures. The student will be challenged to think critically about international relations, human commonalities and differences, and their impact on the student's own life. World History I centers on the early modern history of the 1500 and onwards. Starting off with the Enlightenment and Scientific Revolution and the how exploration, development of science and the philosophies people such as Hobbes, Locke and Montesquieu assisted in changing the course of societies, to revolution to democracy to the last unit of Imperialism and its policy of extending power and influence through colonization.

World History II - Credit: 1
World History II is a required course for grade 10 students. It provides a comprehensive study of history, geography and cultures of selected civilizations from the Western and non-Western worlds. It will also emphasize on major turning points in the development of the modern world. The students will use maps that will help them understand the origins and evolution of many exciting changes that have shaped our modern history today. World History II will cover World War I and its lasting impacts on the world. It provides a look at the world over the last few decades, and how our understanding of world history shapes our views today.

Psychology -Credit: 1
This course is an introduction to psychology. Students will learn through research about human behavior, self-motivation, emotions, attitudes, and other factors that impact their well-being. Students will also learn about the history of psychology where they will study the psychology of Ancient Greece and theories founded by famous psychologists and philosophers such as Plato, Socrates, Aristotle, and Sigmund Freud. The course is project and research based and students will be actively engaged in the learning process. They will use and apply technology and critical thinking skills to learn and research about:
- Development of Psychology as a Science
- Psychology of Ancient Greece and famous psychologists
- Personality Approaches
- Stress and Health Promotion
- Positive Psychology
- Effects of Motivation and Emotion
- Memory

Marketing 12- Credit: 1
This course is designed to enable students to understand and apply marketing, management, and entrepreneurial principles. The topics covered include a wide range of traditional business topics with a particular focus on the basic principles of marketing. Students study marketing functions including purchasing, pricing, promotion, and distribution functions as well as marketing information management, product management, and career development. The marketable knowledge and skills acquired can be directly utilized in the workplace and will provide a solid foundation for advanced studies in a variety of disciplines/careers. More specifically, students will develop an awareness of careers related to the content of this course study and prepare for a job within the business community.

Global Studies I -Credit: 0.5
Global Studies I is an introductory course designed to familiarize students with the fundamentals of global citizenship and understanding global goals. Through interactive activities such as debates, presentations, and research, students will explore how the world is interconnected and the importance of addressing global challenges. By the end of the course, students will have acquired a basic understanding of global issues and the skills needed to participate in global conversations.

Global Studies II -Credit: 0.5

Global Studies II is an advanced course building upon the concepts introduced in Global Studies I. Students will deepen their understanding of global issues such as human rights, environmental sustainability, and cultural diversity. Through debates, presentations, and advanced research projects, students will critically analyze these issues and explore potential solutions. By the end of the course, students will have developed a more nuanced understanding of global challenges and will be equipped to engage in informed discussions about them.

Political Science - Credit: 1

This course provides a general overview of the major political movements, ideologies, and regimes that have shaped the contemporary world. It is designed to introduce students to several areas of political science such as international relations, comparative politics, political philosophy, and research methods. Students will learn about important theories and models of politics and how political science study is conducted. This course addresses cultural diversity by giving students an introduction to different philosophies of government and how various political systems of the world may be organized. It is project and research-based to ensure students' engagement in the learning process. Students will use and apply technology and critical thinking skills to learn and research.

Sociology – Credit: 1

This course introduces students to the study of human society, exploring how individuals interact within cultural, social, and institutional frameworks. Students will examine key topics such as culture, socialization, crime and deviance, and the impact of media and technology. They will also investigate global inequality, social movements, and the processes of social change. Through the study of research methods, students will develop skills in analyzing social issues and understanding the complexities of human behavior within diverse societal contexts. This course encourages critical thinking and fosters an understanding of how societal forces shape individuals and communities.

College and Career Readiness -Credit: 0.5

This is an elective course designed to provide the students with the skills and the knowledge they need to pursue the college and/or career they aim for through the instruction and cultivation of organizational skills, decision-making, time management, citizenship, and ethical behavior. The latter are a few of the themes emphasized in this course. Among the varied activities in this course, students will research and present a project on a college or university, write a personal mission statement, research a potential career, learn to write resumes, fill out job applications, conduct interviews, manage personal finances, and a lot more.

Equity and Global Responsibility- Credit: 1

Equity and Global Responsibility is an inquiry-based course that examines identity, culture, power, intersectionality, human rights, and justice through the lenses of history, philosophy, and contemporary global issues. Grounded in the UN Sustainable Development Goals (SDGs), students explore topics such as migration, resistance, oppression, well-being, and global crises. Learning takes place through debates, reflective discussions, simulations, design projects, and a culminating capstone action project. The course develops essential 21st-century skills while fostering global citizenship, intercultural understanding, equity, and social responsibility.

<div dir="rtl">

علم الاجتماع - **الوحدات** 0.5:

مادة اختيارية تقدمها مدرسة الغانم ثنائية اللغة، هدفها زيادة الوعي الاجتماعي لدى الطلبة، من خلال تعزيز الانتماء إلى الهوية العربية عامة والكويتية خاصة، وغرس القيم النبيلة تجاه عناصر المجتمع ومؤسساته (الأسرة ـ الأفراد ـ الوطن)، كما أنها تتناول دراسات ميدانية حول الظواهر الاجتماعية المحلية منها والعالمية؛ والتي من شأنها التأثير في الحياة الإنسانية من جميع جوانبها (العادات والتقاليد ـ الاقتصاد والسياسة ـ التطور والتغير).

</div>

Information Technology

Digital Media - Credit: 0.5

Digital Media is offered as an elective course in high school. In this course students will learn basic principles of digital media and develop skills that include writing captions and headlines; digital photography; desktop publishing, and using appropriate technology tools.

Digital Media supports students' development as writers, photographers, editors, independent users of technology.

Digital Audio and Video Editing – Credit: 0.5

The curriculum includes editing video clips, audio, image, translation, sound and light effects, from taking snapshots to presentation, passing through all stages in a professional manner, depending on specialized programs that allow the student to create presentations in a distinctive way in which the content is creatively expressed that keeps pace with the times in terms of technological progress on various platforms Educational, social media, as well as school, work and personal.

Robotics Fundamentals: A Beginner's Guide – Credit: 0.5

Students begin with advanced JavaScript, building on prior coding experience to solve puzzles, develop interactive games, and master text-based syntax while enhancing their programming logic, debugging skills, and ability to design and implement custom projects. Afterwards they transition to Robotics with LEGO Education SPIKE Prime, gaining hands-on experience in robotics and block-based programming as they build and program LEGO models to complete tasks and challenges. Through this integrated approach, students develop a strong foundation in programming, robotics principles, and engineering concepts, equipping them with essential computational and problem-solving skills for advanced technology and engineering studies.

Cybersecurity I: Foundations and Applications– Credit: 0.5

Cybersecurity **I** is a year-long course designed to equip students with foundational knowledge and skills in cybersecurity, network security, and Python programming. This course lays the groundwork for understanding the critical importance of cybersecurity and prepares students for advanced studies in the field. Students will explore cybersecurity principles, network security basics, and Python programming. Upon completion, students will have a solid understanding of cybersecurity principles, beginner-level network security, and foundational Python skills, preparing them for advanced topics.

Cybersecurity II: Advanced Security and Emerging Technologies– Credit: 0.5

Cybersecurity **II** is a year-long course delving into advanced cybersecurity and modern programming techniques. Designed for students who completed Cybersecurity 1 or have equivalent knowledge, this course tackles real-world challenges through object-oriented problem-solving using Java in a fully web-based environment—no extra software needed. Students gain hands-on experience in designing, building, and debugging applications while developing core computational skills in program design, code logic, implementation, testing, and documentation. The course also introduces Artificial Intelligence and Machine Learning, featuring augmented-reality applications like hand and pose tracking using webcams and MediaPipe. Students create image classification models and explore neural networks, all while examining ethical issues through case studies of AI successes and failures. Progress is seamlessly tracked with premium monitoring tools.

Yearbook - Credit: 0.5
This is an elective course that provides students the opportunity to be responsible for the production, design, and publication of the school yearbook. Students are expected to work periodically afterschool due to the nature of publishing deadlines. Most importantly, students will gain skills in the following areas: page design, publishing techniques, copy writing, editing, photography, record keeping, time management, and teamwork, marketing, and leadership skills.
Creating the yearbook is a process that requires good communication and organizational skills.

Fine Arts

Art and Design -Credit: 0.5
Art and Design is an elective course that focuses on contemporary and historical art themes using digital platforms and tools, skills, and techniques. Projects include but are not limited to drawing, painting, printmaking, decoupage, collage, mixed media, pottery, and sculpture. Students will create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art in their work. They will be able to interpret the meaning and draw conclusions from their artwork on various artistic concepts, viewpoints, and themes.

Music Band Basics -Credit: 0.5
This course provides a comprehensive experience in ensemble performance, emphasizing essential skills in instrument playing, collaboration, and performance techniques across diverse musical genres. Learning outcomes encompass developing instrument proficiency, enhancing musicianship, fostering teamwork, exploring musical styles, and preparing for performances.
Topics cover instrumental techniques, music theory, performance preparation, music history, repertoire, and ear training. Recommended prior instrument experience is suggested but open to all passionate learners.

Foreign Languages

French - Credit: 0.5
French is offered as an elective course in High School. This is a great opportunity for HS students to enhance their fluency in French as the course outcome will be mainly performance based. Diverse activities will be planned such as dialogue, short play, projects and educational trips.

Physical Education

Physical Education I- Credit: 0.5
This course offers students the chance to engage in a program featuring fitness activities, skill development, and an understanding of healthy lifestyle choices. Through participation in various sports, students enhance coordination, agility, and cardiovascular health. Assessments will include participation, skill demonstrations, written tests, and health-related projects.

Physical Education II- Credit: 0.5
This course emphasizes foundational skills and concepts in a variety of physical activities, encompassing team sports, individual sports, and fitness. Students learn principles of exercise, proper technique, teamwork, sportsmanship, and injury prevention

Body Conditioning I- Credit: 0.5
This course is tailored to improve overall fitness levels, strength, flexibility, and muscular endurance. Through a blend of resistance training, cardiovascular exercise, and flexibility training, students enhance physical conditioning and cultivate a balanced, functional physique. Emphasizing proper technique, progressive overload, and personalized programming, the course aims for optimal results.

Body Conditioning II- Credit: 0.5
This course explores advanced fitness, strength training, and conditioning techniques, covering topics such as improving strength, flexibility, and endurance, specialized workouts, and injury prevention. Practical application is emphasized, with students designing their conditioning programs.

اللغة العربية

<u>الصف التاسع</u>

تعدّ اللغة العربية إحدى المواد الرئيسة التي تقدمها مدرسة الغانم ثنائية اللغة، ولأنها اللغة الرسمية للبلاد ولغة الدين والتاريخ الثقافي يركز منهج المدرسة على تطويرها وتمكينها لدى الطلبة على حد سواء مع اللغة الإنجليزية.

كما أنّ اللغة العربية ليست فقط مادة تدرّس داخل الفصول الدراسية، بل توفر المدرسة الفرص المتنوعة لممارسة اللغة بجميع فنونها من خلال الأنشطة المختلفة التي يقوم بها طلابنا (أداء المسرحيات – فن الخطابة – الكتابة – حفظ الشعر – القراءة الحرة - المشاريع).

يتبع منهج مادة اللغة العربية في مدرسة الغانم ثنائية اللغة للرسائل التوجيهية والخطط الدراسية التي تصدرها إدارة التعليم الخاص في وزارة التربية في دولة الكويت (الكتب الدراسية – خطط الأداء والتقييم – المعايير والأهداف المعرفية..).

<u>الصف العاشر</u>

تعدّ اللغة العربية إحدى المواد الرئيسة التي تقدمها مدرسة الغانم ثنائية اللغة، ولأنها اللغة الرسمية للبلاد ولغة الدين والتاريخ الثقافي يركز منهج المدرسة على تطويرها وتمكينها لدى الطلبة على حد سواء مع اللغة الإنجليزية.

كما أنّ اللغة العربية ليست فقط مادة تدرّس داخل الفصول الدراسية، بل توفر المدرسة الفرص المتنوعة لممارسة اللغة بجميع فنونها من خلال الأنشطة المختلفة التي يقوم بها طلابنا (أداء المسرحيات – فن الخطابة – الكتابة – حفظ الشعر – القراءة الحرة - المشاريع).

يتبع منهج مادة اللغة العربية في مدرسة الغانم ثنائية اللغة للرسائل التوجيهية والخطط الدراسية التي تصدرها إدارة التعليم الخاص في وزارة التربية في دولة الكويت (الكتب الدراسية – خطط الأداء والتقييم – المعايير والأهداف المعرفية..).

<u>الصف الحادي عشر</u>

تعدّ اللغة العربية إحدى المواد الرئيسة التي تقدمها مدرسة الغانم ثنائية اللغة، ولأنها اللغة الرسمية للبلاد ولغة الدين والتاريخ الثقافي يركز منهج المدرسة على تطويرها وتمكينها لدى الطلبة على حد سواء مع اللغة الإنجليزية.

كما أنّ اللغة العربية ليست فقط مادة تدرّس داخل الفصول الدراسية، بل توفر المدرسة الفرص المتنوعة لممارسة اللغة بجميع فنونها من خلال الأنشطة المختلفة التي يقوم بها طلابنا (أداء المسرحيات – فن الخطابة – الكتابة – حفظ الشعر – القراءة الحرة - المشاريع).

يتبع منهج مادة اللغة العربية في مدرسة الغانم ثنائية اللغة للرسائل التوجيهية والخطط الدراسية التي تصدرها إدارة التعليم الخاص في وزارة التربية في دولة الكويت (الكتب الدراسية – خطط الأداء والتقييم – المعايير والأهداف المعرفية..).

<u>الصف الثاني عشر</u>

تعدّ اللغة العربية إحدى المواد الرئيسة التي تقدمها مدرسة الغانم ثنائية اللغة، ولأنها اللغة الرسمية للبلاد ولغة الدين والتاريخ الثقافي يركز منهج المدرسة على تطويرها وتمكينها لدى الطلبة على حد سواء مع اللغة الإنجليزية.

كما أنّ اللغة العربية ليست فقط مادة تدرّس داخل الفصول الدراسية، بل توفر المدرسة الفرص المتنوعة لممارسة اللغة بجميع فنونها من خلال الأنشطة المختلفة التي يقوم بها طلابنا (أداء المسرحيات – فن الخطابة – الكتابة – حفظ الشعر – القراءة الحرة - المشاريع).

يتبع منهج مادة اللغة العربية في مدرسة الغانم ثنائية اللغة للرسائل التوجيهية والخطط الدراسية التي تصدرها إدارة التعليم الخاص في وزارة التربية في دولة الكويت (الكتب الدراسية – خطط الأداء والتقييم – المعايير والأهداف المعرفية..).

الصحافة العربية ـ الوحدات 0.5:

تهدف مادة الصحافة العربية إلى تمكين الطلبة من الاطلاع على فنون الصحافة وأنواعها وتعلّم كيفية كتابة المقالة أو الموضوع الصحفي، وسوف يتم ذلك من خلال اعتماد عدد من الأنشطة والفعاليات التي سيكون للطلبة دور رئيسي في إعدادها مثل زيارات المكتبات، استضافة رموز صحفية وأدبية، زيارات ميدانية، وإجراء مقابلات مع شخصيات في مجالات متعدّدة.

مادة " نادي المناظرة الطلابي" – الوحدات 0.5:
تتناول مادة "نادي المناظرة العربي" القضايا التي تعنى بالبيئات الاجتماعية والأدبية الثقافية والتعليمية من خلال استهداف موضوعات مثيرة للجدل تشُدُّ انتباه الجمهور، وتجذب اهتمامه حسب الفئة العمرية المستهدفة. إنّ أهم ما يميّز هذه المادة هو العمل الجماعي والتعاوني بين الطلاب نفسهم؛ إن كانوا من أحد الفريقين (الموالاة-المعارضة) أو من الجمهور؛ فمن خصائصها إتاحة الفرصة للجميع بالمشاركة في إبداء الرأي والدفاع عنه واتخاذ القرار. كما أنه من شأن هذه المادة بناء عقلية ديناميّة لطلابها تتشكل بفلسفة الحوار والمخاطبة، واحترام الرأي الآخر وتقبله بعيدًا عن العصبية والتمسك بالرأي.

التربية الاسلامية

الصف التاسع
بالنسبة لمنهج التربية الإسلامية سنتبع منهج الوزارة منهج الكفايات) من خلال الكتاب المدرسي لمادتي القرآن الكريم والتربية الإسلامية:
كتاب (التربية الإسلامية) مكون من جزئين أول وثان:
ويضم كل منها سبعة مجالات دراسية تبدأ بالعقيدة، وتنتهي بالثقافة الإسلاميّة مروراً بعلوم القرآن الكريم والحديث الشريف وعلومه، ثم السيرة والتراجم والفقه والتهذيب .

- المشروع: في نهاية كل فترة دراسية.
ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة.
كتاب القرآن الكريم: مكون من جزء واحد يتم تدريسه خلال العام الدراسي.

ويتضمن بعض من السور القرآنية الكريمة – وبعض الدروس من أحكام التجويد.

الصف العاشر

بالنسبة لمنهج التربية الإسلامية سنتبع منهج الوزارة (منهج الأهداف) من خلال الكتاب المدرسي لمادتي القرآن الكريم والتربية الإسلامية:
كتاب (التربية الإسلامية) مكون من جزئين أول وثان:
ويضم كل منها سبعة مجالات دراسية تبدأ بالعقيدة، وتنتهي بالثقافة الإسلاميّة مروراً بعلوم القرآن الكريم والحديث الشريف وعلومه، ثم السيرة والتراجم والفقه والتهذيب .

- المشروع: في نهاية كل فترة دراسية.
ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة.
كتاب القرآن الكريم : مكون من جزء واحد يتم تدريسه خلال العام الدراسي.
ويتضمن بعض من السور القرآنية الكريمة – وبعض الدروس من أحكام التجويد.

الصف الحادي عشر
بالنسبة لمنهج التربية الإسلامية سنتبع منهج الوزارة (منهج الأهداف) من خلال الكتاب المدرسي لمادتي القرآن الكريم والتربية الإسلامية:
كتاب (التربية الإسلامية) مكون من جزئين أول وثان:
ويضم كل منها سبعة مجالات دراسية تبدأ بالعقيدة ، وتنتهي بالثقافة الإسلاميّة مروراً بعلوم القرآن الكريم والحديث الشريف وعلومه، ثم السيرة والتراجم والفقه والتهذيب.

- المشروع: في نهاية كل فترة دراسية.
ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة.
كتاب القرآن الكريم: مكون من جزء واحد يتم تدريسه خلال العام الدراسي.
ويتضمن بعض من السور القرآنية الكريمة – وبعض الدروس من أحكام التجويد.

الصف الثاني عشر
بالنسبة لمنهج التربية الإسلامية سنتبع منهج الوزارة (منهج الأهداف) من خلال الكتاب المدرسي لمادتي القرآن الكريم والتربية الإسلامية:
كتاب (التربية الإسلامية) مكون من جزئين أول وثان:
ويضم كل منها سبعة مجالات دراسية تبدأ بالعقيدة ، وتنتهي بالثقافة الإسلاميّة مروراً بعلوم القرآن الكريم والحديث الشريف وعلومه، ثم السيرة والتراجم والفقه والتهذيب.

- المشروع: في نهاية كل فترة دراسية.
ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة.

<u>كتاب القرآن الكريم</u>: مكون من جزء واحد يتم تدريسه خلال العام الدراسي.

ويتضمن بعض من السور القرآنية الكريمة – وبعض الدروس من أحكام التجويد.

الاجتماعيات

الصف التاسع

بالنسبة لمنهج الاجتماعيات سنتبع منهج الوزارة (منهج الكفايات) ويحتوي على دراسة تاريخ الكويت والعالم: الكون من حولي - الإنسان والبيئة - سكان العالم - مفاهيم حياتية - العالم تحديات وتطلعات - الكويت والعلاقات الدولية.

- المشروع: في نهاية كل فترة دراسية. ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة.

الصف العاشر

بالنسبة لمنهج الاجتماعيات سنتبع منهج الوزارة (منهج الكفايات) ويحتوي على دراسة تاريخ دولة الكويت: جغرافية الكويت (التضاريس – الموقع – الجزر – المناخ) - حكام الكويت - التدرب على رسم الخرائط - أهم الأحداث في تاريخ دولة الكويت.

- المشروع: في نهاية كل فترة دراسية. ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة.

Appendix A
Bring Your Own Device (BYOD) Program Policy

Revised January 2025

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**
   - 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.