



مدرسة أكاديمية الحضارات العالمية
UNIVERSAL CIVILIZATIONS ACADEMY SCHOOL

KG & ELEMENTARY STUDENT HANDBOOK

2021-2022

Universal Civilizations Academy School





Chairman's Welcome

Dear UCA Students,

Welcome to UCA Bilingual Academy!

Established in 1994, UCA provides a balanced education for students from kindergarten to high school. Our curriculum is both American and Islamic based.

UCA not only provides an education, but also builds character. We strive to focus on guiding students to become fully developed both academically and psychologically and with a sense of responsibility to themselves and to the community at. The education offered is equally emphasizes knowledge, good morals, ethical values, and the development of physical health.

We are pleased to inform you that as part of our literacy program, we will be conducting extra English, Islamic and Quran classes. This expansion is critical to further develop the reading skills of all of our students. English is an international language; therefore, we want our students to learn and be instructed in Standard English. At the same time, it is our job as parents to ensure that our children receive a proper Islamic and Arabic education. Also, our main mission at UCA is to provide a safe and exciting environment. We value and welcome the opinion and support of parents and community.

With your help, we are looking forward to an amazing academic year!

Mr. Mubarak Al-Mutawa

Chairman



Director's Letter

Dear UCA Students,

Welcome!

It is my pleasure to welcome everyone back for another great year in UCA the Universal Civilization and I extend especially warm greeting to all our new students who have just joined us.

UCA offers bilingual education of both English and Arabic high school. The bilingual aspect of the school is its most distinctive feature. Learning another language gives students skills not achieved through a regular language arts program. Perhaps more importantly, a bilingual education prepares students for higher learning in a rapidly changing world, while still maintaining contact with their Arab culture and heritage.

Our vision at UCA is to inspire students to become responsible, creative, and enthusiastic learners. Students have access to a computer lab that meets their needs of doing research and coping with the latest technologies. The science lab is safe and fully equipped. Reading lessons take place in our bilingual library. We are also pleased to inform you that our school is accredited by AdvancED accreditation. An accredited institution provides a quality education program for students based upon a clearly defined philosophy and objectives that are appropriate for the school's unique population.

We have a caring and positive staff. Our school strives to develop strong skills that allow students to pursue dreams and goals, as they become young adults.

Looking forward to a successful academic year!

Dr. Ahlam Khattab

Director

Vision Statement

UCA is dedicated to building generations of students who strive to excel academically, are proud of their culture and beliefs, and are open-minded to the world.

Mission Statement

UCA is committed to providing students with the best of two worlds; empowering them with the knowledge that diversity of culture and background is a strength to be respected. Students are encouraged to meet academic challenges with openness, enthusiasm, and a willingness to learn.

Purpose Statement

The focus of UCA is to create an atmosphere of cooperation by respecting individual differences and instilling a sense of pride and accomplishment in our students. We achieve this through exposure to both our curriculum and instruction by a culturally diverse staff. Our students will be prepared for higher learning and become responsible and socially aware citizens.

Core Value

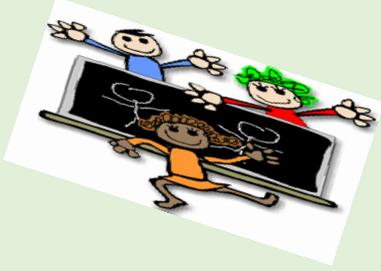
We strive at UCA to build moral character and develop tolerance, cooperation, creativity, and patience within our students. We motivate our students to become proactive thinkers and lifelong learners.

Objectives:

UCA students strive to:

- Acquire the skills needed to become independent learners.
- Become responsible and socially aware citizens.
- Develop a positive self-image so that they may become patient, tolerant, and creative individuals.
- Understand and appreciate their own culture as well that of others.
- Meet challenges with openness and enthusiasm.
- Appreciate the value of time management.
- Work well with others and learn the art of cooperation.
- Acquire the skills needed to become proactive thinkers and lifelong learners.
- Acquire positive attitudes towards different cultures, traditions, and beliefs.

Motto: Faith unites us, knowledge builds our future



PROGRAM OBJECTIVES:

KINDERGARTEN:

The kindergarten curriculum is designed to meet the needs of new learners. It prepares them for formal education and aims to help them make the most of their potential. They are exposed to activities where they experience the beauty and joy of living and working with others. They are given challenging, satisfying and interesting experiences to help them acquire the basic skills needed to become competent at study and play. The emphasis of the program is placed on learning the basic skills of reading.

It is therefore expected that at the end of the year, each kindergarten student will have:

1. basic communication skills in Arabic and in English
2. creative and critical thinking skills
3. social skills
4. independence

ELEMENTARY SCHOOL:

The elementary school curriculum aims to provide a broad general education that will assist each individual learner. These skills will develop productive and enthusiastic learners.

The elementary department aims to assist each learner by providing:

1. Arabic and English language skills
2. logical, analytical and critical thinking skills in order to learn how to solve problems encountered in daily life
3. basic science ideas and health knowledge suited to his/her level in relation to his/her environment;
4. wholesome habits, attitudes, skills and values toward work



School Timing:

Regular classes are held from Sunday to Thursday according to the following schedules:

Kindergarten	7:30 A.M. to 12:30 P.M
Elementary School	7:30 A. M. to 2:00 P.M

* The timing will be changed during the Holy Month of Ramadan.

* Make up classes: Courses, which are scheduled after regular, school hours.

CURRICULUM OVERVIEW:



Science

Kindergarten:

The kindergarten science curriculum is aligned to the CCSS / NGSS Standards. The course includes the study about earth and space, learning about the gravity and its effect on objects. The students will learn to identify the moon, sun, stars and the differences between the day and night. The students will explore the Earth and space by learning what gravity is and its effect on objects. Students identify the moon, Sun, and stars, and they learn the differences between day and night. The students are taught how to describe and explain the differences between different objects using the properties of an object. Student's practice using categories to organize different objects and learn that objects change in many different ways over time. Pushes and pulls are discussed as a way to introduce the idea of force to the students. Sound and the movements that cause it are also explained. Finally, the students will explore biology by determining if a living being is a plant or an animal. They will describe the parts of a plant and what plants and animals require to live.

Grade 1:

This course follows CCSS / NGSS Standards for 1st grade science. The students are provided an overview of many different types and aspects of science, including scientific inquiry, biology, physical science, and geology. The students will practice using their five senses to make observations of the world around, the basis of science. The students learn the difference between living and nonliving things based off of their properties. Plants are discussed, including different types of plants, their parts, and how they develop. Next, the students learn about animals, what they eat, where they live, and how they are different from plants. The students study the functions of the organs in their body, including the brain, heart, lungs, skeleton, skin, and stomach. Students explore the Earth, from the inside out, and study how the Earth changes through weathering, erosion, and earthquakes. Students will learn why day and night occur, and will learn about constellations in the night sky. The students will learn about what is matter, how to describe its properties, and the three states of matter.

Grade 2:

This class is aligned to CCSS/ NGSS Standards for 2nd grade science. While it covers many of the same topics covered in the previous science classes, it expands on these ideas, adding a greater depth of knowledge. Students will learn the basics of force, will explore gravity, and will learn about magnets. They will review the states of matter, while adding an explanation of how a substance change from one state to another. The students will learn new things about plants and animals, including how they move, how they get food, and what keeps them safe from harm. Students will review the function of key organs in the human body, such as the brain, heart, muscles, and digestive system. In addition, students will learn about how to keep their body healthy through proper food, exercise, and avoiding germs when possible. Students will review the function and motion of the Earth, Moon, and stars. They will also learn about slow and fast land changes and fossils. Finally, the students will learn about weather, including the water cycle, the four seasons, and the types of severe weather they may experience.

Grade 3:

In accordance with CCSS / NGSS Standards this course covers many types of science including physical science, biology, and earth science. The students start by reviewing the parts of plants and how they grow and change. Then they learn some new information about cells, how materials move through plants, and how plants reproduce. The students then move onto studying animals, including how they are grouped, how they use life-supporting substances, and how animals grow and change. The students learn about their senses and how their eyes, ears, nose, and taste buds work. Students will then learn about ecosystems; what they are, how they function, and how to protect them. Next the students expand on previous knowledge gained about how the Earth's surface changes and the major parts of our solar system. They are introduced to new information about comets, asteroids, meteoroids, and the contributions of Galileo Galilei to astronomy. The students will then explore different types of energy such as light, sound, heat, and electricity. Finally, the students learn about the scientific method and use their knowledge to design and conduct an experiment.

Grade 4:

This class is aligned with CCSS/ NGSS State Standards for 4th grade science. It covers a variety of scientific topics, some of which have been covered in previous classes and some of which is new material. The students will review matter and its states, atoms and elements, and properties of matter. Students will learn about the special properties of metals, acids, and bases. They will also learn the differences between molecules, compounds, and mixtures. The students will review the solar system, the movement of the Earth, and the contributions of Galileo Galilei to our knowledge of astronomy. The students will learn about minerals and the different types of rocks, as well as investigate the rock cycle. They will learn the differences between renewable and nonrenewable resources. The students will review the life cycles and characteristics of both plants and animals. The students will learn about energy and the energy that we can harvest from the world around us like solar, heat, wind, and water. The students will explore how you hear, talk, and see, including a study of colors and why we see them. The students will learn about electricity and magnetism, including how they are used and the relationship between the two. They will explore the differences between speed, velocity, and acceleration. They will also learn about the laws of motion and how they apply to the world around us. The purpose of, and types of, machines will be studied so that students can understand that compound machines they see in lives. The students will also explore the application of scientific knowledge, technology. Finally, the students will review the scientific method and design and conduct their own scientific investigation.

Grade 5:

This course follows CCSS/ NGSS Standards for 5th grade science. The students will receive a broad overview of many different types of science in order to better understand the world around them. They will begin by reviewing the scientific method and the steps to designing a good experiment. The students will learn about galaxies and will review information about our solar system and the planets within it. They will learn about the water cycle and the causes of the weather we see around us. The students will learn that environmental changes can cause evolution in both plants and animals. They will review the major systems in the human body and then will learn about similarities between those systems and the parts of a plant. The students will learn about how the atomic theory has developed over time and will review the states of matter and the changes that matter can undergo. The law of conservation of energy will be learned, along with the types of energy transformations that commonly occur. The students will review electricity and will learn about its properties and uses in our lives. Finally, the students will review forces and Newton's laws of motion.

Grade 6:

This course follows CCSS/ NGSS Standards for 6th grade science. Sixth grade science explores fundamental life science concepts and basic investigative skills. The purpose of this course is to develop an awareness of the unique relationship among organisms and their interactions with the environment. All hands-on activities stress the scientific method of problem solving and allow students to see how experimentation and observation are the bases of scientific inquiry. Students learn to conduct scientific investigations, think scientifically, and use scientific tools and technologies. Students learn to communicate scientific information and processes, and understand how developments in science and technology affect society and the environment. The depth and breadth of concepts are determined by course length.

Mathematics

Kindergarten:

This course will help students sort, classify and order objects by size, number and other properties. Furthermore, students will apply and adapt a variety of appropriate strategies to solve problems and connect number words and numerals to the quantities they represent using various physical models and representations. Student will learn to count with understanding and recognize “how many” in sets of objects. Student will recognize, describe, and extend patterns such as sequences of shapes and of simple numeric patterns and translate from one representation to another. Students will develop an understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections. Finally, students will understand the effects of adding and subtracting whole numbers.

Grade 1:

This course will help students develop the skills necessary to manipulate numbers, understand place value, add and subtract whole numbers, and compare numbers or objects. Furthermore, students will order and learn fractions concepts of addition and subtraction. Students will identify the geometric figures and plane figures, and learn about the calendar and time.

Grade 2:

This course will help students develop the skills necessary to manipulate numbers, add and subtract 2-and 3-digit numbers, place values, time, multiplication and division, and fractions. Students will be able to identify geometric figures, plane figures and patterns, and find perimeter.

Grade 3:

This course will help students develop the skills necessary to manipulate numbers, understand place value, add and subtract whole numbers, and compare, order and round. Moreover, grade 3 math concentrates on multiplication and division facts, which includes multiplying and dividing by 1-digit and 2- digit numbers. Also, students will understand decimals and fractions concepts. The students will learn to add, subtract, multiply, and divide fractions. The students will learn to identify geometric and plane figures, as well. Finally, the students will learn about money and time.

Grade 4:

This course will help students develop the skills necessary to manipulate numbers, understand place value, add and subtract whole numbers. Students will continue to learn multiplication and division facts, as well. Students will learn to collect, organize interpret and graph data. Moreover, students will multiply and divide by 1-digit and 2- digit numbers. Students will learn fractions concepts, in order to add, subtract, multiply and divide fractions, and mixed numbers. Students will learn the number theory and patterns and identify geometric and plane figures. Finally, students will learn to find perimeter, surface area and volumes and study and understand decimals and place value.

Grade 5:

This course will help students develop the skills necessary to manipulate numbers. Students will learn place value, addition, subtraction. Furthermore, students will learn to multiply and divide whole numbers and learn about expressions and equations. Finally, students will understand how to add, subtract, multiply and divide decimals. At the end of the year, students will study the number theory and fractions concepts; such as: adding, subtracting, multiplying and dividing fractions and mixed numbers.

Grade 6:

This course will help students develop the skills necessary to manipulate numbers, multiply and divide whole numbers, write in exponent form, evaluate exponents, write decimals and place values. Also, students will add, subtract, multiply and divide decimals. They will learn integers, fractions, and mixed numbers and know the rules of divisibility. Finally, students will identify geometric and plane figures, and find perimeter.

English

Kindergarten (s)

Emphasis is on reading readiness, alphabet recognition, beginning sounds, learning to read phonetically, and comprehending what has been read. The student is involved in strengthening written and oral language, writing, speaking, and listening skills.

Elementary:

Students are immersed in a literature rich environment. The children grow in language development through reading, writing, speaking, and listening. Students apply skills learned in previous years to develop the skills needed to succeed in

Grade 1:

Grade One Language Arts Program builds and prepares students with the beginning skills needed for later learning in the language arts. In grade one, students develop their knowledge of letters, words and sounds, so that they may read simple sentences. They identify basic facts and ideas to show their comprehension of what they have read, heard, or viewed. They learn strategies to understand text, and listen and respond to both fiction and non-fiction texts. They learn basic story elements and how to retell familiar stories. Grade one students also learn to write words and brief sentences that are legible, using their developing alphabetic knowledge.

Grade 2:

Grade Two Language Arts Program helps students be able to read and write more independently. Second grade students begin to learn how to decode letter patterns by using phonics, syllabication, and word parts. They work toward improvements in oral and silent reading. They learn a variety of comprehension strategies in order to read and understand grade level text, in both fiction and nonfiction. Second grade students learn to identify and describe the basic elements of a story. In grade two, students write coherent sentences and paragraphs that develop a central idea, and learn to use the writing process. They write narrative and expository descriptions of familiar objects and experiences.

Grade 3:

Grade Three Language Arts Program increases work-recognition fluency, deepens understanding of text, and increases writing proficiency. Third grade students continue to develop skills in decoding letter patterns using phonics, syllabications, and word parts. They work on achieving improvements in oral and silent reading. They develop better comprehension skills and strategies, in order to read and understand grade level text, in both fiction and nonfiction. Third grade students also learn to compare and contrast different plots, setting, and characters. In grade three, students write coherent sentences and paragraphs that develop a main idea. Students progress through the writing process. They write narratives based on familiar experiences and friends.

Grade 4:

Grade Four Languages Arts Program provides the continuing education learned in the last period of formal phonics instructions, and provides increasing emphasis on vocabulary development, comprehension strategies, and writing. Fourth grade students continue to improve in decoding multi-syllabic words and read with appropriate pacing, intonation and expression. They extend their literal and inferential comprehension of grade level material, and increase their ability to read in a variety of genres. Fourth grade students distinguish main ideas and supporting details, and are more cable to determine theme or author's message in fiction and nonfiction text. In grade four, students write paragraphs that develop a topic sentence with supporting facts and details. They write narratives and descriptions with well-chosen details, and learn the correct format for writing personal.

Grade 5:

Grade Five Language Arts Program helps students move from learning to read to reading to learn in subject-matter content. Fifth grade students read increasingly complex narrative and expository texts and use appropriate pacing, intonation, and expression. They use appropriate comprehension strategies when reading for different purposes, and learn to compare and contrast information on the same topic after reading different texts. Students also learn to define and identity figurative language. In grade five, students write multiple-paragraph compositions, with an introduction, supporting paragraphs, and a conclusion. They write narratives, responses to literature, informational reports, and summaries.

Grade 6:

Grade Six Language Arts Program continues to ensure that students are prepared to read complex narrative and expository texts in subject-matter areas. Sixth grade students discern main ideas, concepts, and evidence in text. They continue to learn how to identify conflict and resolutions in fiction, and understand and recognize themes, as well as common literary devices. In grade six, students write effective multiple-paragraph narrative and expository compositions. They write formal introductions, use supporting evidence, and summarize important ideas in a conclusion. They write narratives, responses to literature, research reports, and persuasive compositions.

School Timings

Grades 1-6

Assembly	7:30 -- 7:45 am
First Lesson	7:45 – 8:30 am
Second Lesson	8:30 – 9:15 am
Third Lesson	9:15 – 10:00 am
Break 1	10:00 – 10:30 am
Fourth Lesson	10:30 – 11:15 am
Fifth Lesson	11:15 – 11:50 am
Prayer Break	11:50 – 12:10 pm
Sixth Lesson	12:10 – 12:55 pm
Seventh Lesson	12:55 – 1:35 pm
Eighth Lesson	1:35 – 2:00 pm

CODE OF CONDUCT

UCA students should conduct themselves appropriately and project a positive image of themselves, their family, and our school. If students misbehave disciplinary action will be taken. The following information is offered so that students and parents are aware of our rules:

- All students must arrive at school, no later than 7:30.
- Students must enter the correct gate:

Gate A: all KG students

Gate B: all high school male students (grades 9-12)

Gate C: All girls (grades 1-12), elementary and middle school boys (grades 1-8).

- All girls and elementary and middle boys (grades 1-8) should keep their bags in their classroom and go to the courtyard.
- Students should remain in the playground area until the assembly ends.
- KG students should go directly to their classrooms.

ATTENDANCE

The benefit of classroom instruction, lectures, activities, discussions, and participation cannot be replaced. Therefore, it is pertinent that each student attend school daily.

ASSEMBLY

- All students should be in school before the assembly bell (7:30 a.m.) rings. If you are not in school by this time, you are tardy.
- All elementary students (grades 1-6) will have assembly from 7:30-7:45.
- Assembly is important because special announcements, awards, and instructions may be given at this time.

TRUANCY AND TARDINESS

- Students must not be absent or tardy from school without the appropriate permission or excuse.
- Students of UCA must take responsibility for their own punctuality.
- Students must come to the administration in order to receive a late pass to class and to present any written documentation.
- If a student is late more than twice in a week, a verbal warning from the administration will be issued. If a student is tardy more than three times, a telephone call will be placed to the parent or legal guardian of the student and the appropriate disciplinary action will be taken. If a student continues to be tardy, a meeting will be set for the student, parent, and principal.
- Tardiness affects students' progress and educational experience.

ABSENCES

- Upon reaching four unexcused absences, a student may lose grades in his/her classes.
- Students with excessive absences will be required to provide medical documentation in order to remain in class. If additional absences occur and no medical documentation is provided, grades may be withheld. If a medical exemption is given for the semester it may not carry over into the second semester.
- Any student may be placed on an Attendance Contract upon reaching a total of four unexcused absences or when of unexcused absences occur.
- Students may not be tardy or absent during testing periods. Medical documentation and administrative acceptance is required to schedule any make-up quiz/test. In addition, a meeting with the principal may be required.
- If an entire period is missed because of an excused or unexcused tardy, that period is counted as an absence and will count against the limits of the attendance policy.

ATTENDANCE POLICY

We believe attendance is a key to a successful educational experience. Absenteeism negatively affects students' academic progress at school. Students who do not attend regularly miss daily instruction and develop gaps in their learning.

It is the responsibility of parents/guardians to ensure compliance with this requirement and the responsibility of UCA to ensure that parents/guardians are informed promptly when the attendance is not satisfactory.

Teachers are required to maintain accurate student attendance records and to report attendance to the principal or vice principal and/or parents/guardians in accordance with school rules.

AFTER (3) EXCUSED/UNEXCUSED ABSENCES/TARDIES

- The guidance counselor will contact parents/guardians to inform that their son's/daughter's attendance has not improved and that this situation has been referred to the principal.
- The principal may decide to suspend the student.
- The guidance counselor will fill out a 'Student Progress Feedback Form' that will be completed by the student's teachers.
- The guidance counselor will meet with the student and the parents to create an 'Attendance Plan'. This plan and an attendance policy letter will be given to the parents.

SKIPPING CLASSES:

The absence of a student from class without permission will be referred to the guidance counselor. The counselor will contact parents and suspension may result. A meeting with the student, parent and the Director will be requested.

EARLY RELEASE, APPOINTMENTS, ETC.

- To release a high school student early for an appointment, a parent/guardian must call the administrative office in advance.
- A parent/guardian must be present and sign an early release slip in order for a kindergarten or elementary school student to be dismissed early. If a parent/guardian is unable to come to the office, the parent/guardian must call the school's administrative officer and provide the following information: the student's name, time of release, reason for leaving, and name of person that will pick up the student.

UNIFORM POLICY

- Students must wear the uniform at all times, without exceptions.
- UCA uniforms may be purchased from the school.
- All girls in the elementary school (Grades 1 - 6) must wear a light blue polo shirt and a navy blue skirt. All boys in the elementary school (Grade 1 - 6) must wear a light blue polo shirt and navy blue trousers. The KG students should wear navy trousers or skirts and light blue polo shirts.
- The uniform must not be tight or revealing. All shirts must be plain. No writing or pictures are allowed.
- **Jewelry:** For security purposes, students may not wear jewelry to school.
- **Make-up:** Girls may not wear make-up or dye their hair.
- **Nail Polish:** Students may not wear nail polish.
- **Hair for boys:** All boys must have a neat, clean hairstyle. Gel is not allowed.
- **Girl's hairstyle:** All girls must put their hair up during school hours. There are no exceptions.
- **Hijab (headscarf):** Girls may wear either a black or a white headscarf.
- **Shoes:** Shoes must be black. Girls may not wear heels. If shoes have laces or straps, they must be closed properly.
- **Physical Education classes:** The P.E. uniform may be purchased from the school. The P.E. uniform consists of gray training pants and a white or gray shirt. The student must wear white or black tennis shoes in order to participate in the P.E. activities. The P.E. uniform must not be tight or revealing in any way.

The administration reserves the right to use discretion concerning what is not acceptable according to the dress code.

DISCIPLINE PROCEDURE

All students are required to comply with the policies, rules, and procedures established by the administration of UCA Academy. The following information is presented so that students are aware of the basic codes. This list is not meant to be all encompassing.

CLASSROOM EXPECTATIONS

1. Students must actively participate in the classroom.
2. Students must complete all assignments (class and homework) given by all teachers.
3. Students must behave respectfully, at all times.
4. Students are expected to bring all textbooks, workbooks, school diary, and class supplies everyday.
5. Students must keep their classrooms neat and tidy.
6. Students are required to try their best, always.
7. Students must demonstrate honesty and trustworthiness.
8. Students must treat others with respect and be considerate of the feelings of others.
9. Students must demonstrate responsibility, use of self-control and self-discipline.
10. Students must fairness and will not take advantage of others.
11. Students must obey all rules and regulations and will cooperate with the administration, teachers, staff, and classmates.
12. Students are expected to exhibit moral, Islamic behavior at all times.

OFFENSES

1. Students may not use foul or inappropriate language or gestures in school.
2. Students may not make verbal or physical threats of bodily injury or use of force to anyone, including other students, teachers, staff, or administration.
3. Students may not damage school property, which includes the school building, classrooms, bulletin boards, displays, buses, textbooks, etc.
4. Students may not intentionally take any personal property of another person without the consent of that person.
5. Students may not loiter in the corridors or on the stairways.
6. Students may not ridicule anyone.
7. Students may not skip classes. If done, he/she may lose class points or receive a warning letter from the administration. If this behavior continues, the principal will be informed and a principal/teacher/parent conference will be scheduled.
8. Students may not play in the classroom or in the corridor. This includes writing on the classroom white boards.
9. Students may not bring any electronic device to school. Such equipment includes mobile telephones, I-Pods, CD players, game boy, laptop computers, and any type of device that the administration deems unfit for school.

10. Students may not bring laser pointers, water balloons, matches, lighters, fireworks, or like items into the school.
11. Weapons, of any kind, are not permitted on the school grounds. Weapons include the following: knives, chains, guns, explosive or any threatening instruments.
12. Smoking and/or possession of tobacco is not allowed inside or outside of the school campus. This includes smoking at the mini-market across the street.
13. Loitering outside of the school or at the mini-market across from the school is not permitted.
14. Students may not scream or talk loudly in the corridors.
15. Fighting and/or instigating others to fight is strictly prohibited.
16. Students may not leave the school campus without the permission of the Principal, Administrative Officer, or School Counselor.

CHEATING

Student may not plagiarize, cheat, or tamper with educational materials. If a student is found cheating, he/she will be given a 0% for that particular test or assignment.

DISCIPLINARY ACTIONS

	BEHAVIOUR	DEFINITION	CONSEQUENCES
1	Weapons(or look-a-like weapon), knives, or any other dangerous objects	<u>Use</u> – Threatening to utilize or utilizing a weapon or a look-a-like weapon <u>Possession</u> – having on your person, clothing, in locker or other personal effects	- Recommendation to Principal for immediate expulsion from school- Suspension
2	Physical Assault or threat to use physical assault against an administrator or staff member	Assault – A violent physical or verbal attack from the student or his parent to one of the school staff	- Recommendation to Principal for immediate expulsion from school or suspension
3	Theft (to steal)	To take or assist others in the taking or attempting to take the property of others without permission and with the intent of keeping or making use of wrongfully	Complete restitution for property taken at its full replacement value and up to five (5) days suspension. May also result in expulsion.

4	Fighting	To engage in a physical activity or altercation that causes or has the possibility to cause harm to others. All combatants, regardless of who initiates the combat, are guilty to some degree for engaging in a fight	An acknowledgement statement and depending upon the severity of the altercation, day (s) of suspension.
5	Smoking	To be in possession or use tobacco products on school property, or at any school-related activity	Suspension for the 1 st time, 2 days suspension for the 2 nd time, 3 days suspension for the 3 rd time. The 4 th time, a recommendation for immediate expulsion from school will be issued.
6	Unlawful Behavior	Committing an unlawful act according to the authority of Islamic Religion and the Kuwaiti traditions	An acknowledgment statement signed by the student must be taken. A second offense will result in calling the parent to come and sign a warning letter.
7	Document Forgery (Signature)	To falsify, sign another's signature or to alter a signature, especially a parent's/guardian's signature	Suspension for (1) day
8	Vandalism	To willfully or maliciously destroy or deface school, student or faculty property	Full and complete restitution of property at its full replacement value. Consequences will depend upon the severity of the vandalism and may range from suspension to expulsion
9	Physical Assault or threat of physical assault on another student	Assault: A violent physical attack or the threat of violent physical attack on a student	Suspension for (3) days
10	Sexual Harassment	Any communication or conduct of a sexual action	An acknowledgement statement signed by the student will be taken and a suspension depending on the nature of the harassment that occurred.

11	Mobile Phones	Using or keeping the mobile phone in the classroom	An acknowledgement statement signed by the student will be taken. If repeated, a first warning will be issued and signed by the parent. If the action happens a second and third time, warning letters will be issued and signed. However, if the action occurs again, a recommendation for suspension will be issued.
12	Truancy/Tardiness	Unauthorized absence from school	Break Detention for (2) days
13	Persistent Disobedience	Repetition of the same inappropriate and disruptive behavior/conduct or accumulation of instances of varied misbehavior/ misconduct	Suspension for a day after acknowledgement and a warning letters signed.
14	Bad Language	Insult and say bad words to another student	A warning letter will be issued and signed and break detention for 2 days. If repeated, a 2 nd warning letter will be issued. If this action happens again, suspension will ensue.
15	False Fire Alarm	The act of breaking the fire alarm glass and causing the student body to exit the school when no fire exist	Indefinite suspension until a parent/guardian, student and school administrative held to resolve the situation. Increasingly serve consequences for additional infractions
16	Littering	Dumping	Break detention for a day and mandatory clean-up of the area.
17	Food, Chewing Gum, and Drinks	Consuming food, chewing gum or drinking soda or juice in a classroom at any time	Break detention for a day.

18	Morning Assembly	Late to the assembly or nor following the assembly rules	Break detention for a day. If repeated, a warning letter will be issued.
19	Dress Code	Non compliance with the prescribed uniform	Break detention for two days. If repeated, the parent will be called.
20	Dismissal Policy	If a student is suspended during the exam period	The exam grade will be a zero. The principal has the right to give a student a zero on his exam even if the suspension didn't occur during the exam period, as per punishment of bad behavior.
21	Tapes & Photos which are against public morality	Bringing tapes, CD or photos against public morality	Confiscation of material that violated public morality, then suspension for a week with a warning letter. If the student repeats the incident, he/she will be expelled from school and deprived from receiving a certificate of good behavior.
22	Publication or distributions (video recordings, audio, posters, books, pictures) against country laws.	Bringing publications or distributions (video recordings, audio, posters, books, pictures) against country laws.	Suspension for 3 days for the 1 st offense. If the incident occurs a week suspension will ensue. If the action is repeated a third time, then she/he will be expelled and deprived of a good conduct certificate.
24	Disrupting or disturbing the class	Incitement to disorder or try to disable the study, whatever the purpose of incitement.	Suspension for 3 days for the 1 st offense. Suspension for a week for the 2 nd offense. For a further offense, expulsion and deprivation of a good conduct certificate.

25	Leaving school without permission from the school administration. (Skipping)	Encouraging students to abstain from school or leaving school without permission from the school administration.	Suspend the student for a week with warning letter. If the student repeats the incident, he/she will be expelled from school and deprived from good conduct.
26	Drugs users	Anyone who has possession of or is found using on school premises	Expelled from school

STUDENT HALLWAY BEHAVIOUR

- Students are not allowed in the hallways during classes unless permission has been given by the administration or the teacher.
- Students may not disrupt other students by speaking loudly or excessively while in the hallways.
- Students may not disrupt class sessions.
- Students may not run in the hallways.
- Students may not loiter in the hallways or the stairways.

BREAK BEHAVIOUR

- Students must walk quietly down the stairs or through the corridor and enjoy their break outside.
- Students may not remain in the classrooms during the break.
- Students may not loiter in the hallways or on the stairs during the break.
- Students may not shove, push or fight during the break.
- Students may not litter.
- Students must line up properly at the canteen.
- Students may not eat inside of the classrooms.
- Students must listen to and follow instructions given by the administration, duty teachers, or any teacher.

DISMISSAL FROM SCHOOL

- All elementary students will be dismissed from school at 2:00 p.m.
- Students must exit the appropriate gate while leaving the school grounds.
- Gate A is for all KG students.
- Gate B is for all male students from grades 9-12.
- Gate C is for all girls, elementary and middle school boys grades 1-8.
- Parents or guardians must come into the school to pick up their child(ren).
- Students may not loiter at the mini-market across the street after school.
- Students may not loiter outside the school gates or near the streets.
- Students may not loiter at the school after the school day has finished. All students must promptly leave the school grounds.
- Students should never approach moving vehicles.
- Students must follow the duty teachers' instructions.
-

BEHAVIOR ON SCHOOL BUS

- Students are expected to remain seated until the driver and supervisor permit them to leave.
- Students are not allowed to move around, standup, or change their seats during the ride home.
- Food and drink are not allowed in the school's buses.
- Students are expected to show the best of their behavior and listen to the driver or supervisor.
- The school's discipline policy will be implemented on all buses.
- Supervisors are expected to maintain safety.
- If a student's misbehavior affects other students' safety and well-being or gives a bad image about the school; then, the supervisor must inform the administration. The administration will decide which action will be taken, which includes not allowing the child to ride the bus.

SCHOOL PROPERTY

Transcripts may be withheld from students who fail to return school property or who have failed to make satisfactory settlements of payments due. This includes failure to return textbooks, workbooks, or novels.

STUDENTS' LOCKERS

A metallic locker is allocated for every student in grades 2-6 to be used for placing their books, copybooks and requirements. Students are not allowed to visit their lockers except during the following specific times:

- Beginning of school day.
- First break
- Second break
- End of school day

The homeroom teacher shall receive the locker keys at the end of every school year, after ensuring that the lockers are clean and free of any dirt or stickers. If the locker has been damaged, the student will be required to pay a replacement fee.

MOBILES:

Students are not allowed to bring mobile telephones to school. In case of any violation, after being warned twice, the teacher shall confiscate the mobile telephone and deliver it to the school administration.

SEARCH AND SEIZURE

The administration has the responsibility to protect the safety of all students and will conduct searches if reasonable belief exists that some matter is detrimental to the health, safety, or welfare of the school or students.

Lockers are school property and are subject to control and search. The school is not responsible for locker theft.

DUTIES AND RESPONSIBILITIES OF STUDENTS

Students have the following duties and responsibilities:

To exert their utmost best in the development of their potentialities for service, particularly by undergoing an education suited to their abilities, in order that they may become assets to their families and society.

1. To uphold and academic integrity of the school, endeavor to achieve academic excellence, and abide by the school rules and regulations governing their academic responsibilities and moral integrity.

2. To promote and maintain peace and tranquility throughout the school by observing the school rules of discipline, and by exerting efforts toward the attainment of harmonious relationship with fellow students, faculty, and all school personnel.
3. To participate in civic affairs, and in the promotion of the general welfare, particularly in the social, economic and cultural development of our community. In order to attain a just, compassionate and orderly society.
4. To exercise their rights responsibility with the knowledge that they are answerable for any infringement or violation of the general welfare or the rights of others.

SAFETY PROCEDURES:

EMERGENCIES:

In order to protect all students and workers, the school performs regular trainings to guarantee the general safety in possible emergency cases such as fire, etc.

EVACUATION:

If an emergency occurs, the school will take the following measures:

- The students using school buses will be taken home.
- The parents of students who usually pick up their children from school will be contacted in order to take their children home.
- All school employees will remain in school until all students are evacuated.

EVACUATING THE BUILDING IN EMERGENCY CASES

If a fire breaks out in the school building, the alarm rings and everyone must take the following measures:

- Stop working at once and line up.
- The teacher will take the emergency class package with him/her, and then lead his/her class out of the building to the meeting point.

MEASURES TO BE TAKEN IN CASE OF FIRE

Special procedures have been set by the school administration to be prepared for any emergency. Please study this plan well in order to avoid any problem that may arise. All students must walk to the meeting area (large parking lot behind the school) in case of emergencies. After the danger is gone or the practice is over, all students must return to school with their teacher.

CONDUCT GRADES

A deliberating body presided over by the principal and composed of homeroom teachers, subject teachers, and counselors sit together to give quarterly conduct grades to every student.

RULES/POLICY ON GIVING CONDUCT GRADES

90% - Ceiling grade / Highest grade

Excellent behavior
Perfect attendance

85% - Excused Tardiness/ lateness with excellent behavior.

80% - Unexcused absences more than 5 times with excellent behavior.

70% - Unexcused tardiness

Students who come early but fail to attend the morning assembly.

60% - Cheating in any form during tests and examinations.

- Troublemaker / Disturbing classes/ Suspension
- Improper/ Incomplete Uniform
- Destroying school property
- Verbal abuse: insulting the teacher, calling the teacher derogatory names, and use of indecent language.
- Leaving the campus/ classroom without permission during class hours/ in between periods.

ATTENDANCE AND TARDINESS

The annual attendance and tardiness is determined by the following formula:

$$\text{Elementary: Total No. of School Days} = \left(\text{Example: } \frac{173}{180} \times 100 = 96\% \right) 180 \text{ days}$$

THE GRADING SYSTEM

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

<u>Percentage</u>	<u>Letter Grade</u>
100 – 97	A+
96 – 93	A
92 – 90	A-
89 – 85	B+
84 – 80	B
79 – 75	B-
74 – 70	C+
69 – 65	C
64 – 60	C-
59 – 57	D+
56 – 54	D
53 – 50	D-
49 and below	F

The letter **grade (I)** is assigned to the student who has not completed all requirements of the course due to reasons accepted by the administration. A student must complete the missing requirements within the deadlines set by the administration. If the student fails to complete these requirements, the students may receive an F for the subject.

COMPUTATION OF AVERAGE

Semester grades are computed as follows: 70% of the semester grade is based on course work, 30% is based on the semester exam results, 50% of the final annual grade is based on the first semester grade and 50% is based on the second semester grade.

EVALUATION AND PROGRESS REPORTS

Evaluation of student achievement is based on informal observation and supervision of class work and homework. In addition, formal assessments may include oral recitations, presentations, quizzes, tests, and projects.

Students will receive a progress report three times per year (fall midterm, end of first semester and midterm of second semester). These reports give the results of the continuous evaluation, and help the student's progress. Parents are invited to meet with teachers to find ways to help the student progress.

The final promotion decision is recorded on the second semester/final report, which is issued in June.

COURSE WORK

Grades are based on student participation, quizzes, projects, tests, observation, and other forms of assessment.

MARKING SCHEME

A student's grade in each quarterly grading period is based on the following percentages:

Class Participation	- 70
Quarterly Tests	- 30%

English

Quiz	- 20%
Class Work	- 10%
Homework	- 10%
Projects	- 10%
Class Attendance	- 10%
Behavior/Participation	- 10%

Mathematics

Quiz	- 20%
Class Work	- 15%
Homework/Assignment	- 15%
Unit Test/ Class Participation And Project	- 10%
Behavior / Class Attendance	- 10%

Science

Quiz	- 20%
Class Work	- 10%
Homework/Assignment	- 10%
Projects / Laboratory Work	- 10%
Class Attendance	- 10%
Behavior / Participation	- 10%

Computer

Quiz	- 20%
Laboratory Work	- 10%
Project	- 10%
Class Attendance	- 10%
Behavior	- 10%
Homework	- 10%

Art

Behavior	- 20%
Material	- 20%
Project	<u>- 60%</u>
	100%

Social Studies

Quiz	- 20%
Class Work	- 10%
Project	- 10%
Class Attendance	- 10%
Behavior	- 10%
Homework	- 10%

Physical Education

Participation	- 50%
Uniform	- 20%
Class Attendance	- 15%
Behavior	<u>- 15%</u>
	100%

POLICY OF GIVING QUIZZES & LONG TESTS

Elementary:

There will be a maximum of five (3) quizzes to be given for each subject per quarter.

The days of giving quizzes will depend on the internal arrangement among teachers to avoid giving quizzes on the same day.

Raw scores will be recorded and totaled at the end of the grading period and then computed as percentages.

Quiz Dates:

Quizzes are given biweekly.

To avoid giving quizzes and tests on the same day, a schedule has been drawn up as follows:

Sunday	Arabic/Computer/Social Studies
Monday	English
Tuesday	Islamic/ French
Wednesday	Science
Thursday	Math

POLICY ON MISSED CLASSWORK AND HOME WORK:

Elementary:

Make-up quizzes are given to students whose absences are excused. The excuse must be duly approved by the Principal.

No make-up quiz will be given to students whose absences are unexcused. The score is an automatically zero (0) for that quiz.

No make-up is given for missed classwork for both excused and unexcused absences because this is part of daily attendance in class.

If a student fails to do his homework, he/she is given a score of zero for that homework.

If a student is absent on the day the homework is given, he is given consideration if he/she submits the homework on the day reports back to school.

PHYSICAL EDUCATION:

Physical Education is a required subject for all students. Each student should increase his/her abilities to play competitive and recreational sport and games. The P.E. uniform is mandatory.

Students may be exempted from Physical Education activities by reason of health or physical disabilities, but must have the permission of the Principal. In these cases, the students shall be given activities or projects which are equal to the actual Physical Education activities.

REPORT CARDS:

Report Cards are issued after each grading period. The report card is an official school document which shows the student's performance per quarter.

A Parent-Teacher Conference (PTC) will be scheduled after the distribution of the report card. This occasion will also afford parents/guardians to gain knowledge about their child(ren) directly from the teachers. Parents/Guardians may also take advantage of this opportunity to seek the teacher(s)' advice.

Parents who failed to get the report cards on the scheduled distribution day may collect them from the administration during office hours.

Tampering with report cards is a serious offense.

FAILURE AND PROMOTION POLICY

ELEMENTARY (1-6):

- Student shall be promoted to the next grade level if all core subjects have passing grades.
- Students will fail and stay in the same grade if failure occurs in four core subjects.

HOMEWORK

Homework is considered essential to academics; it reinforces educational skills and develops and reinforces the student's feeling of responsibility. Homework is not only represented by solving exercises, it also means to study and review what has been taught in class. It is expected that the students fully complete their homework and turn the assignments in on time.

The teacher may punish students who neglect to complete their homework. This may result in the students losing their break time, in order to complete their incomplete homework. In the event a problem remains, the issue will be taken to the counselor. If a solution is reached, then, the school director should be informed.

KG:

Homework will be given every Monday and Thursday, twice per week.

Elementary (1 – 6)**Grades One and Two:**

Students are encouraged to regularly read at home and to also review their daily studies and accomplish the homework that was not done in class.

Grades Three and Four:

Students are encouraged to regularly read at home and to also review their daily studies and accomplish the homework that was not done in class. Homework requires one hour (60 minutes) per day during the week days.

Grades Five and Six:

Students are encouraged to regularly read at home and to also review their daily studies and accomplish the homework that was not done in class. Homework requires one hour and a half per day during the week.

Tardiness Policy

Morning Tardiness:

It's important for the students to come to school early in order to attend all classes. Students who are late (after 7:30 a.m.) will be reported to the counselor.

During the first week of the academic year, teachers should explain the tardiness policy, after that, punishments will be applied as follows:

Tardiness:	Punishments:
First and second	Verbal warning from the teacher and/or counselor explaining to him/her the consequences if the action is repeated.
Third and fourth	The counselor will call the parents and make an inquiry into the reason for the student's tardiness. The counselor will ask the parents to come to school to meet and sign a behavior contract promising not to be tardy anymore.
Sixth and more	A message to the parents will be sent to inform them that their child will NOT be allowed to enter the school and will not take any missed quiz or test.
Repeated incidents	Suspension will result and the student will not be allowed to register for the for next year. Furthermore, the student's name will be reported to the Ministry of Private Education.
Note:	* Lessons missed by the student will not be explained again * Missed quizzes and/or tests will be taken only upon the Director's approval.

Missing periods and tardiness without an excuse:

Regular attendance in class helps the student to achieve academic goals and shows respect toward his / her school and the school's policy. Being late for school or absent for classes is not acceptable. The only exception is if the student provides an authenticated medical excuse from an area clinic or signed parental letter explaining the reason of the absence and both must be approved by the school principal.

Tardy to Class:

Being late with no excuse	Procedures taken
First	Verbal warning and marks will be deducted from classwork.
Second	Meeting with the counselor and signing a warning letter. Parents will be informed and the student will take a zero for any missed classwork or quiz.
Third	In-school detention and parent/counselor meeting. The student and his/her parent must sign a final warning letter. The student and the parent will be warned that any repeated action may lead to the following: suspension, classwork and attendance mark will be zero, and the student will not be allowed to take quizzes.
Fourth	Suspension, classwork and attendance mark will be zero, and the student will not be allowed to take quizzes. In extreme situations, the students may be prohibited from taking the exam for that subject.

Missing/Skipping periods with no excuse	Procedures taken
First and second	The student will be taken to the counselor to clarify the consequences of missing/skipping classes. The parent and the student will be required to sign a behavioral contract. Grades will be deducted from classwork and attendance.
Third	Parents will be informed about their son/daughter action and the student will be suspended. The parent and the student must sign a final warning letter. The classwork grade will be a zero.
Fourth and more	The student will not be allowed to take the quarter or semester exam(s). The student will not be allowed to register for the next academic year.

Unexcused Absences	Procedures taken
Absent for 3 days	Notification will be sent to the parents explaining the consequences of being absent for school. Attendance grades will be deducted and the student will not be allowed to retake the weekly quizzes.
Absent for 6 days	A meeting will be set for the parents and the counselor. The parents and the student must sign a final warning letter about missing school for any reason. Attendance grades will be deducted and the student will not be able to retake any missed quizzes.
Absent for 9 to 15 days continuously (or) separately	<ul style="list-style-type: none"> * The student will be suspended. * The student will not be allowed to register for the next academic year. * The student will not be allowed to take final exams. (pending principal's decision)