



مدرسة أكاديمية الحضارات العالمية
UNIVERSAL CIVILIZATIONS ACADEMY SCHOOL

PARENTS HANDBOOK 2021-2022

Universal Civilizations Academy
School





Chairman's Welcome

Dear UCA Parents,

Welcome to Universal Civilization 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 well-rounded individuals academically and spiritually and with a sense of responsibility to themselves and to the community at large. The education offered is one which 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 developing the reading skills of all of our students. English is an international language, therefore, we want our children to learn and be well versed in Standard English. At the same time, it is our job as parents to ensure that our children be well versed in Arabic and receive a proper Islamic education. Also central to our mission at UCA is to provide a safe and caring learning environment. We value and welcome the opinion and support of our parents and our community.

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

Mr. Mubarak Al Mutawa
Chairman



Principal's Letter

Dear Parents,

Welcome!

Now that the school year is under way, I would like to welcome you all back to UCA and extend an especially warm greeting to all our new families who have just joined us.

UCA offers an English-Arabic bilingual education from kindergarten through Grade 12. The bilingual aspect of the school is its most distinctive feature. Learning another language gives students skills not achievable 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 necessary for today's growing technologies age. 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 has accredited by AdvancED. 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

Long Term Goals:

1. Students meet or exceed high academic standards.
2. Student centered and results-driven classrooms.
3. Accountability for student learning at all levels.
4. Provide support for all students including those who have learning disabilities.
5. Support student learning and family engagement through the parents' council.
6. All students graduate and are prepared for higher learning and successful careers.
7. Students are actively involved in the learning process and are encouraged to participate in international, cultural, and religious activities.
8. Students are provided culturally relevant learning activities.
9. High school teachers involve students in relevant, real-life experiences.
10. All teachers engage in ongoing professional development focused on student achievement
11. All students are effective communicators.
12. All students are effective researchers and able to use technology to obtain, organize and communicate information and to solve problems.
13. All students demonstrate critical thinking skills.
14. Use data to continuously improve the school.
15. Students are encouraged to become productive members of society.
16. Enhance communication and understanding among staff, parents, students, and community.
17. Improve technology within the classroom

THE SCHOOL'S FACILITIES AND EQUIPMENT

UCA is ideally located in Hawally, Kuwait. It consists of an administration section, two science laboratories, two computer laboratories, library and art section, theater and classroom buildings. Our building is examined and approved by the Ministry of Education. Improvements are made to the building as and when the need arises. Classrooms are in the main block and near the covered activity area.

SPECIFIC PROGRAM OBJECTIVES

A. 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, writing and arithmetic.

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

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

B. ELEMENTARY SCHOOL

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

The elementary department aims to assist each learner by providing:

1. Arabic and English language skills.
2. A critical thinking in solving problems encountered in daily life.
3. Example to develop wholesome habits, attitudes, skills and values toward work;

C. MIDDLE SCHOOL AND HIGH SCHOOL

The middle and high school curriculum aims to reinforce the skills previously learned and continue to support and develop spiritual, moral, civic and intellectual skills and values.

To achieve these goals, each student must have:

1. social skills needed to interact with culturally diverse people
2. basic skills in various subjects
3. skills needed to become successful citizens and life-long learners

ADMISSION POLICIES & PROCEDURES

UCA is pleased to have your child as one of our students. Admission to UCA is granted to qualified applicants with the understanding that the student and his/her parents or guardians agree to comply with the rules and regulations of the school.

ADMISSION FOR NEW STUDENTS AND REGISTRATION POLICY

- Accepting brothers and sisters for students who are already registered in our school is our priority.
- Age requirements are as follows:

Kindergarten and Early Elementary	Age	Date of Birth
Pre- KG	3 years	Before 15/9/2013
KG 1	3 years and half and 15 days	Before 15/3/2013
KG 2	4 years and half and 15 days	Before 15/3/2012
Grade One	5 years and half and 15 days	Before 15/3/2011

- For admission, new applicants must complete the registration form and attach it to the official papers.
- Applicants must take and pass the entrance tests and interview (conducted by the head of department and the principal) on the scheduled date and time. The test fee is 10 KD which is non-refundable.
- The entrance tests for new applicants are in Arabic, Math and English. These tests determine the student's academic level and his/her abilities to meet the graduation requirements for a bilingual school (grades 9 –12).
- Interviews are conducted by the head of the department and the school Director before admission.
- Interviews for a kindergarten applicant are given by the KG coordinator before admission.
- The 100 KD registration fee is irrevocable, according to the private education law.
- An applicant must submit a no objection certificate from his/her previous school in order to complete the procedures for transferring the student's file.

OFFICIAL PAPERS REQUIRED FOR REGISTRATION

- Copy of birth certificate
- Copy of student's Civil ID
- Copy of the father's or guardian's Civil ID
- Copy of a parent/ student Kuwaiti nationality
- Copy of student's passport
- Copy of parent's passports and residency papers
- Four passport size photos of the student
- Health card
- Conduct certificate
- Report Card / Transcript of Records for Transferees
- Transfer Certificate and Clearance Certificate from previous school
- Financial release form
- Certificate of good conduct

The required official documents must be brought in complete and prior to registration; otherwise the student's registration is not official.

Any student who is accepted into the school must comply with school attendance. If the student is absent for four days without prior written parental notification to the school administration on the fifth day UCA will cancel the students name and his/her seat will become available for occupancy.

If by the end of the academic year, the parents fail to pay the tuition fees the student loses the right to register for the next academic year.

The school uniform is essential for all students at all levels. It is strictly prohibited to have colored /dyed hair, colored trim, wear make-up, wear colors other than the school colors, wear short skirts, or to use a mobile during school hours.

WITHDRAWAL PROCEDURES:

1. Complete the withdrawal form and document reasons for withdrawing.
2. Pay the financial dues in order to obtain a clearance.
3. Bring in a no objection form from the new school.

SCHOOL TIMING

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

Kindergarten	7:30 A.M. to 1:00 P.M
Elementary	7:30 A. M. to 2:00 P.M
Middle & High School	7:30 A. M. to 2:00 P.M

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

DISCOUNTS

There is a five percent (5%) discount for each brother/sister after the first enrolled student. If any brothers/sisters withdraw, the discount will be cancelled and re-calculated according to the remaining enrolled brothers/sisters.

Students whose parent's employment is paying for their education:

The discount for brother/sisters will not be granted unless the working place does not pay the entire fees.

If a parent's work place pays the academic fees, then an approval letter must be provided to the school.

Report card will not be issued if the parent's employer delays a payment.

POLICY FOR WITHDRAWAL:

In case of withdrawal, the following procedure will be applied:

The registration fee of (100 KD) is irrevocable.

If the child is withdrawn during the period of 1/9 up to 31/10, then 30% of the annual fees are to be paid.

If the child is withdrawn during the period of 1/11 up to 31/12, then 50% of the registration fees is required.

If the child is withdrawn after the mid-year, then the entire academic fees are required.

For payment of tuition fees, please refer to the accounts department from 7:30 am – 1:00 pm. Kindly see the registrar in order to register your child.

ACADEMIC LEVELS

The school is divided into four levels:

Kindergarten: KG1, KG2

Elementary level: Grades 1 –6

Middle School: Grades 7 - 8

High school: Grades 9 - 12

Course Descriptions:

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. Students 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 changes from one state to another. The students will learn new things about plant 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:

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.

Grade 7:

The seventh grade science program explores earth and physical science. In the Earth systems unit, students are introduced to the Earth's biosphere, lithosphere, atmosphere and hydrosphere and learn how they can interact. It is a full year course in which students study the structure and composition of the earth including the earth's atmosphere, oceans, surface waters, landmasses and interior. Students investigate the dynamics of the earth's changing surface and the role that energy plays in earth systems. Students learn how the earth's ecological systems support life through environmental relationships and natural cycles. Students develop an understanding of ecological resources and wildlife conservation. Students relate the flow of matter and energy within an ecosystem.

Grade 8:

Eighth Grade Science is a full year course which focuses on fundamental physics concepts. The content of the course includes concepts dealing with motion and energy. It includes topics such as waves, magnetism and electricity, and forces and motion. Hands-on laboratory-style activities will be used during the course to develop process. Students investigate similarities and differences in living organisms, and how living things have changed over time. Students learn about the human body systems and factors that are responsible for maintaining human health.

High School Sciences

Biology

Course Description:

Biology provides a review and extension of the Biological principles including: themes of biology, chemistry in the living cells, and biochemistry, which includes: molecules of life and the structures of the cell with the electron microscope. (Homeostasis and transport) Furthermore, this course includes genetics, the fundamentals of genetics, Mendel's experiments, results and conclusion, the two laws of genetics, nucleic acids with their function and structures and how they share in the structures of proteins in the cell. Finally, the students will study plant structure, function, and reproduction.

Chemistry

Course Description:

Chemistry provides the basis for students to address consumer, health, safety, environmental, technological, societal, and scientific issues on a daily basis. Its content defines the fundamental knowledge and skills necessary for students to develop an understanding of the most basic chemistry concepts associated with structure, form, change, availability, and use of matter and energy. Chemistry's standards are appropriate for high school students and comprise the basic content to be incorporated into all first-year chemistry courses. Emphasis is placed on the Physical Science domain, but many possible connections to the Earth and Space Science domain as well as to the Life Science domain are made. This chemistry course is laboratory-based and encourages critical thinking and the use of basic chemical concepts and scientific strategies by students as they learn to make intelligent decisions

and solve practical problems. Technology is important to this course and is used for measuring, probing, and analyzing matter and energy. Chemistry-related technology includes probe ware and devices such as spectrometers that can be interfaced with computer- or calculator-based programs in order for data to be acquired directly during investigations both within and beyond the school laboratory. It is also essential that students place theories and discoveries of significant persons into a historical perspective. Students should use clear and accurate language, keep accurate records, make reports, present oral and written projects, and participate in discussions regarding the results and conclusions of scientific investigations.

Environmental Science

Course Description:

Environmental science provides a review and extends to include many types of pollution: air pollution, acid precipitation, atmosphere and climate change, the importance of the ozone shield, how we use land, urban land use, food and agriculture, feeding the world, crops and soil, mining and mineral resources, and mineral exploration and mining. Moreover, the student differentiates between nonrenewable energy including: energy resources and fossil fuels, and renewable energy and alternative energy. Finally, the student should define solid waste and hazard waste.

Physics

Course Description:

Most of the phenomena in the world around you are, at the fundamental level, based on physics, and much of physics is based on mechanics. Mechanics begins by quantifying motion, and then explaining it in terms of forces, energy and momentum. This allows us to analyze the operation of many familiar phenomena around us, but also the mechanics of planets, stars and galaxies. This on-demand course is recommended for senior high school students. The course has a range of interesting practice problems, at-school and at-home experiments, using simple, everyday materials. Prerequisite courses include: Algebra I, Algebra II, Geometry, and Trigonometry. By studying mechanics, the student will understand with greater depth many of the wonders around his/her everyday life, in technology, and in the universe, at large.

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.

Grade 7:

This course will help students develop the skills necessary to solve equations and inequalities. Students will add, subtract, multiply and divide decimals, fractions and mixed numbers. They will understand and solve integers and square roots, write ratios and explore proportions. Students will identify geometric and plane figures, find area, perimeter, surface areas and volume. Finally, students will learn and use the Pythagorean Theorem.

Grade 8**Algebra I:**

This course will help students develop the skills necessary to solve algebraic expression and equations with different steps, use formulas and literal equations, use proportional reasoning, probability, percentage and statistics. This course examines the basic structure of linear functions and slope. Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses and college entrance exams.

High School Mathematics

Geometry:

Students study geometry as a mathematical system through studying circles, chords, secants, tangents segments, finding the area, perimeter, coordinate geometry, and surface area and volume of solids. This course will help students develop more advanced mathematical skills through learning the deductive development of relationships in the plane and space developed intuitively in previous years. Students study congruent segments and angles, secants and tangent segments, parallel and perpendicular lines, angle measure in triangles, transformations, the Pythagorean Theorem, and coordinate geometry.

Algebra II

This course will help students develop the skills as a mathematical system through studying systems of equations and inequalities, exponents and exponential functions, factoring, functions and systems, quadratic equations and functions, polynomial expressions, and the elementary properties of functions. Mathematical modeling of real-life problems and problem solving are major themes of the course.

Pre-Calculus:

Pre-calculus completes the formal study of the elementary functions begun in Algebra 1 and geometry. Students focus on solving problem involving trigonometric functions, their inverses, complex numbers, and quadratic relations. The course also includes the study of relations and functions, exponential and logarithmic functions, trigonometry in triangles, trigonometric functions, identities and equations.

Integrated Math 2:

Math Matters 2 provides a review and extension of the concepts taught in algebra and geometry. Topics covered will include: equations and inequalities, coordinates and graphs, general functions, polynomial and rational functions, exponential and logarithmic function, trigonometric functions of angles and of real numbers, analytic trigonometry, systems of equations and inequalities, sequences and series, identifying the fundamentals geometric and basic geometric postulates, congruent triangles, polygons and circles. Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses and college entrance exams.

Integrated Math 3:

Integrated Math 3 introduces students to plane geometry with integration of some space and coordinate geometry. Furthermore, concepts of transformational geometry, measurement, and the basic concepts of right triangle trigonometry will be taught. This class develops geometric concepts using algebraic application. Algebra is used extensively for areas, volumes, lengths, angle measurements, and graphing. Topics covered will include: equations and inequalities, coordinates and graphs, general functions, polynomial and rational functions, exponential function, systems of equations and inequalities, sequences and series. Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses and college entrance exams.

Calculus:

This course is designed to introduce students to selected concepts of calculus and is not as rigorous as the Advanced Placement courses. It introduces the basics of limit, differential and integral calculus, and their applications. Topics include the slope of a curve, the rate of change of a function, properties of limits, derivatives of algebraic and trigonometric functions, extrema, the Mean Value Theorem, integration, area and volume.

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 able 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 identify 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.

Middle School English:

Students in the middle school develop from dependent to independent readers and writers, who read to understand and read for recreation. Students respond to a variety of literature using both literal and critical thinking skills and communicate orally in group settings. The middle school curriculum promotes proficiency in reading, writing, listening, speaking, and research skills. Emphasis is given to developing vocabulary, comprehension, and effective writing skills.

Grade 7:

Grade Seven Language Arts Program places emphasis on the process of reading, writing, listening, and speaking. Course components include the study of a variety of literatures, writing in the genres of narrative, persuasive, expository, and including vocabulary development, spelling, and grammar, along with a balance of oral and written language activities.

Grade 8:

Grade Eight Language Arts Program places emphasis on the continuing improvement of reading, writing, listening, and speaking to ensure success on upcoming levels. Course components include the study of a variety of literature, writing in the genres of narrative, persuasive, expository, and increasing vocabulary development, spelling, and grammar. Also, increasing development of oral and written language activities in an integrated and inter-related manner.

High School English:

The high school curriculum strives to refine research and writing skills and places emphasis on mastering the conventions of Standard English. The curriculum gives students the opportunity to enhance their knowledge of the English language and to be able to recognize and understand the use of a variety of literary elements. Historical periods and writers and poets of these periods are studied in the eleventh and twelfth grades.

Grade 9:

Grade Nine Language Arts Program continues improving and building reading, writing, listening, and speaking skills. Course components include the study of a variety of literature, writing in the genres of narrative, persuasive, expository, and increasing vocabulary development, spelling, and grammar. Also, increasing development of oral and written language activities in an integrated and inter-related manner with direct instructions in language arts, skills and strategies.

Grade 10:

Grade Ten Language Arts Program emphasizes the use of written language for educational and personal endeavors. Preparation will include critiquing oral presentations and using speaking and listening skills while reading and writing. This course is designed to give students an opportunity to enhance vocabulary-building skills and to recognize and understand the use of a variety of literary elements.

Students will learn to respond to a wide range of literature using intelligent and thoughtful analysis. Students will engage in daily and longer-term projects, in order to develop critical thinking and research skills. This course will prepare students for higher-level English courses and university.

Grade 11:

Grade 11 Language Arts Program emphasizes, refines, and enhances a fundamental literary and communication skills. Indeed, English Language Eleven represents another leap in academic rigor and depth. Beginning in grade eleven, the students will explore the history of the English language. Literary periods and writers and poets of literary periods will be studied. At the end of the year, the students will be required to produce a historical research paper, as this follows their study of the history of the English language. This course will prepare students for higher-level English courses and university.

Grade 12:

English Language Twelve provides focus and polish in personal goals and academic proficiency. Grade twelve students continue to study the historical aspects of the English language. Experiences such as a senior project and a sophisticated research paper (literary subject) culminate the students' high school language experience. Readiness for the work place or post-secondary school is the final reality check. The expansion and appreciation of language and literature is the focus of the senior year. This course will prepare students for university.

Grade 12:

Islamic History

Studying history provides a student with skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs and the ability to analyze and then priorities information is vital to decision making. This not only provides a skills set for a student but it also keeps career options open. Islamic History allows

the students to gain knowledge of history and religion. The following topics are taught and discussed:

- The Arabian Peninsula before Islam and how God prepared it to receive the Message.
- The Prophet received the Message and to spread it through the Arabia.
- The Message was spread outside Arabia.
- The Islamic states from the era of the Rashidun Caliphate till the Ottoman Empire.
- The Islamic civilization and its achievements in science, math, medicine, geography, astronomy, geometry and literature.

Social Studies (Grades 4-10)

Social studies, taught in the Arabic language, is introduced in grade four and prepares students to handle more advanced topics in the middle and high school courses and eventually Islamic History twelfth grades. Social studies is taught per the standards and guidelines of the Kuwaiti Ministry of Education. Physical Education, Art, and Information Technology/Computer classes are taught using age-appropriate equipment, supplies, and computer software.

Courses in the Arabic Language (KG-Grade 12)

Arabic, Islamic Studies, and Quran are taught per the standards and guidelines of the Kuwaiti Ministry of Education.

**School Timings
KG**

Morning Assembly	7:30 -- 7:45 am
First Lesson	7:45 – 8:15 am
Second Lesson	8:15 – 9:00 am
Break	9:00 – 9:30 am
Third Lesson	9:30 -- 10:15 am
Outside Break	10:15 – 11:45 am
Fifth Lesson	10:45 – 11:30 am
Sixth Lesson	11:30 – 12:15 am
Snack Break	12:15 – 12:30 pm
Seventh Lesson	12:30 - 1:00 pm

Grades 1-6 G+B

Morning 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	10:00 – 10:30 am
Fourth Lesson	10:30 – 11:15 am
Fifth Lesson	11:15 – 11:45 am
Prayer Break	11:45 – 12:15 pm
Sixth Lesson	12:15 – 12:50 pm
Seventh Lesson	12:50 – 1:30 pm
Eighth Lesson	1:30 – 2:00 pm

Grades 7 -12G and 7B, 8B

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

School Timings High School Boys

Morning Assembly	7:30 -- 7:45 am
First Lesson	7:45 – 8:30 am
Second Lesson	8:30 – 9:15 am
Break	9:15 – 9:45 am
Third Lesson	9:45 – 10:30 am
Fourth Lesson	10:30 – 11:15 am
Fifth Lesson	11:15 – 12:05 pm
Prayer Break	12:05 – 12:25 pm
Sixth Lesson	12:25 – 1:15 pm
Seventh Lesson	1:15 – 2:00 pm

SCHOOL UNIFORMS

The school uniform is an essential contribution to the development of a community spirit and the pride all students feel by being a part of the UCA. Wearing the correct school uniform is, therefore, compulsory.

All items of the school uniform can be purchased at the school's uniform store.

TEXT BOOKS

The itemized list of books per level is available during enrollment.

TRANSPORTATION FEE

Payment for the transport services is 280 KD and must be paid upon enrollment.

NON-PAYMENT OF FEES

Whenever a student's tuition, surcharge, and/or fees remain unpaid, after a billing invoice has been presented, the student will be denied admission to classes and end of semester exams. All students from the family that has incurred the debt will be refused admission to classes. No school records or copies of school records will be released until the debt is paid in full.

CODE OF CONDUCT

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

STUDENT ENTRY INTO SCHOOL

- All students must arrive at no later than 7:30 each morning.
- Students must enter the appropriate gate:
 - Gate A: KG, Girls 9 -12 students and Special needs students.
 - Gate B: boys grades 9-12.
 - Gate C: Elementary and Middle Boys and Girls.
- Girls grades 6-12 and all elementary students' grades 1-6 should put their bags in their classroom and immediately go to the playground area.
- Students should remain in the playground area until the assembly ends.
- KG students should go directly to their classrooms.
- Boys (grades 9-12) should put their bags in their classrooms and immediately go upstairs.

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 students (grades 1-12) 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 shall 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 credit 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, credit 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 a pattern of unexcused absences occurs.

- Students may not be tardy or absent during test/exam week(s). Medical documentation and administrative acceptance is required to schedule any make-up exam/quarter 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 that excellent 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 classroom teacher/counselor will contact the home and inform parents/guardians that their son's/ daughter's attendance has exceeded three unexcused absences/late arrivals and that the issue has been referred the student to their principal.
- The classroom teacher will continue to discuss the attendance problem with the student.
- The classroom teacher/counselor will inform the Director that the student's attendance has not improved and that the home has been contacted. The Director may decide to suspend the student.

SKIPPING

Any student found skipping will be referred to the guidance counselor. The counselor will contact the home and suspension may result. A meeting with the parent, student and the Director will be required.

EARLY RELEASE, APPOINTMENTS, ETC.

- To release a high 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, elementary, or middle 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 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 students (boys and girls) must wear the following school uniform:

KG to Middle School Grade 8 (boys): polo shirt, short or long sleeves. Color: blue with school logo, navy blue pants

Elementary and Middle School Girls: long navy blue skirt polo shirt, short or long sleeves. Color: blue with school logo, navy blue pants

High School Boys: polo shirt short or long sleeves, white with school logo, black pants

High School Girls: polo shirt short or long sleeves, white with school logo, with long black skirt

- The uniform must not be tight or revealing.
- **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.
- **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 close properly.
- **Physical Education classes:** The P.E. uniform must be purchased from the school. The P.E. uniform consists of gray training pants and a white or gray shirt. Girls from grades 6 - 12 must wear the training set consisting of a black and grey long shirt and grey training pants. 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 for dress standards.

DISCIPLINE PROCEDURE

All students are required to comply with the policies, rules, and procedures established by the administration of United Civilizations 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 will demonstrate fairness and will not take advantage of others.
11. Students will 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 Director or the administration.

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 alteration 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	1 ay 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 or look while subject 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, or fraudulently 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 will occur.

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	Cheating (for Middle School & High School)	Copying homework, cheating in quizzes, exams, assignments and projects required for a course	Students will receive "0" on the work and will receive break detention for 3 days.
14	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 warning letters have been signed.
15	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.
16	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
17	Littering	Dumping	Break detention for a day and mandatory clean-up of the area.
18	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.
19	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.
20	Dress Code	Non compliance with the prescribed uniform	Break detention for two days. If repeated, the parent will be called.
21	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.
22	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.

23	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	Drug users	Anyone who has possession of drugs while on school or is found using it	Expelled from school

STUDENT HALLWAY BEHAVIOR

- 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 BEHAVIOR

- 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.
- All middle school, and high school will be dismissed from school at 2:00.
- 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 and elementary and middle school boys from grades 1-8.
- 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 reaches their stop.
- Students are not allowed to move around, standup, or change seats.
- Food and drink are not allowed in the school's bus.
- Students are expected to behave by listening to the driver or supervisor.
- Supervisors are expected to maintain safety and order.
- If the students' behavior affects other students' safety or well being, or gives a bad image about the school, the student may not be allowed 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 on owed fees. This includes failure to return textbooks, workbooks, or novels.

STUDENTS' LOCKERS

A metallic locker is allocated for every student in grades 3-12. Students must not open their lockers except during the following specific times:

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

MOBILES

Students are not allowed to bring mobile telephones to school. In case of any violation of this rule, by any student and after being warned twice, the teacher will confiscate the mobile and hand it over 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.

IMPORTANCE OF SCHOOL LAWS AND PROTECTION RIGHTS

In order to provide a safe and an adequate educational environment for our students, we have formulated the adequate educational laws to protect the basic rights of each student and teacher, among which:

- Student's right to learn and teacher's right to teach in a safe, organized and positive environment (free of any disturbance).
- Right to mutual respect.
- Right to protect personal and school properties.
- Right to security by not being exposed to any physical or mental abuse.

Each student is responsible for his/her behavior. In order to encourage students to comply with the rules, we will carry out a continuous positive appraisal of good behavior to encourage students to keep up good conduct. However, if the student chooses to violate these stipulated rules, whether class rules or the general discipline rules, we shall take the appropriate measures to correct the non-complaint conduct.

WAYS TO CORRECT STUDENTS CONDUCT

Punishment is not necessarily the only way to correct a student's behavior.

Order in class is the teacher's responsibility. The teacher uses the class rules to correct conduct. Hence, the school system and laws will be clarified and explained in details to the students, who must comply and respect them.

STEPS FOLLOWED TO CORRECT CONDUCT

The teacher is responsible for class order and will use all means and methods to correct the students' conduct.

First Step – The teacher will guide the student individually, clarifying the misbehavior and the result of that behavior.

Second Step – The teacher will determine a punishment logically relevant to the misbehavior; such as: the student will write an apology letter to the person whom he has offended, he/she will complete additional work when he has failed to finish his homework, the student will clean up and arrange the classroom if he/she has thrown papers etc. on the floor, or the student may be required to remain in the classroom and deprived from special activities.

Third Step – The teacher will prohibit the student from going outside for break. However, he/she will be allowed to eat in the classroom.

Fourth Step – If the problem persists, the teacher will write a detailed report about the student and will submit it to the psychologist/counselor in order to study the case and create an appropriate behavioral plan.

Fifth Step – The psychologist/counselor will contact the guardian of his child in order to clarify the guardian's role and to solve the child's problem.

Sixth Step – The counselor and teacher apply the plan for approximately one month, while concentrating on the positive aspects of the student.

Seventh Step – If the student continues breaking the school rules or commits a gross violation, the Director will be notified. The Director’s interference often takes the form of a meeting with the student, his guardian, and the teachers to discuss the problem and find possible solutions. Also, the Director will ensure that the student complies with the rules and corrects his/her conduct.

In-School Detention, Suspension, and Expulsion:

The Director will ensure that the student complies with the school rules by:

1. In-school detention: Temporary depriving a student from joining the class by isolating him in a secluded room during an entire school day and giving him/her work pertaining to each of the subjects.
2. After school detention
3. Conduct contract between the student, parents, and administration which follows-up the student's conduct in every period, with the signature of all the teachers.
4. Temporarily suspend the student.
5. If the problem persists, despite all the steps taken by the school, the Director may deem necessary to expel the student indefinitely.

It should be noted that the administration has the right to choose the appropriate punishment; especially as regards gross violations, without following the above mentioned steps, in order to provide a safe educational environment for its students.

DUTIES AND RESPONSIBILITIES OF STUDENTS

Students have the following duties and responsibilities:

1. 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.
2. 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.
3. To promote and maintain the peace and tranquility of the school by observing the school rules of discipline, and by exerting efforts toward the attainment of harmonious relationships with fellow students, faculty, and school personnel.
4. To participate actively in civic affairs, and in the promotion of the general welfare, particularly in the social, economic and cultural development of the community, toward the attainment of a just, compassionate and orderly society.
5. 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.

DUTIES AND RESPONSIBILITIES OF PARENTS

1. It is the primary duty and responsibility of parents and guardians to keep track of the progress of their children in school. They are encouraged to confer with school authorities whenever necessary or whenever calls for conferences have been issued.
2. All parents are required to attend the parent-teacher conferences after the distribution of the report card, which is scheduled every after each grading period.
3. Conferences and consultations of parents with teachers or school administrators is by appointment through the administration, which should be done at least a day before the actual date of appointment.
4. Entry of visitors and parents on school premises is confined only to the administration. Parents, guardians and/or visitors are not allowed to speak to the teachers in the classrooms while classes are going on. Conferences with the teachers are done by appointments only and these take place in the designated places only.
5. All materials, messages, medicine, etc. to be given to the students during class hours must be approved by the administration.
6. Parents or guardians must inform the administration when their children are unable to attend classes due to illness or other serious reasons. This excuse slip must be approved by the principal.
7. No parent or outsider may take a child from his/her class without a written permit from the administration.
8. The choice of transportation is the decision of the parents. Students who are authorized by their parents/guardians to walk/drive home on their own after school hours shall be required to present written authorization to the administration. Without authorization from parents/guardians, students will not be allowed to leave the school premises.
9. During dismissal time, parents/guardians or house helpers with private transport are advised to wait for their children outside of the classroom (KG/Elementary) and on the playground for older students.

HEALTH SERVICES

In order to achieve the required level of safety and health care for our children, we kindly request parents/guardians who have children who require special health care to inform the school's administration and the school's nurse.

A medical file is necessary in order to accept the student into the school. In order to complete the file, the following documents are required:

- School Health Record
- Pink Card (BCG)
- Current vaccination records
- School medical form

You are also required to inform the nurse of any special circumstances she should know, bearing in mind that this information is confidential.

SAFETY PROCEDURES

EMERGENCIES

In view of protecting 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 students whose parents usually pick them up from school, their parents will be contacted, in order to take their children.
- 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 work at once and ask students to line up.
- The teacher must take the emergency class package with him, and then lead his/her students 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.

COURSE CREDITS

The following table shows the credits for each learning area in the high school which are the bases for promotion and retention:

Learning Areas	Units / Credits					
	Grade 9	Grade 10	Grade 11(S)	Grade 11(I)	Grade 12 (S)	Grade 12(I)
Islamic Studies	1.0	1.0	1.0	1.0	1.0	1.0
Arabic Language /A.F.L.	1.0	1.0	1.0	1.0	1.0	1.0
Quranic Recitation (Ministry Curriculum)	0.5	0.5	0.5	0.5	0.5	0.5
Qur'an Kareem (School Curriculum)	0.5	0.5	0.5	0.5	0.5	0.5
Hadeeth	0.5	0.5	0.5	0.5	0.5	0.5
English Language	1.0	1.0	1.0	1.0	1.0	1.0
Environmental Science				1.0		1.0
Biology	1.0					
Chemistry		1.0			1.0	
Physics			1.0			
Geometry	1.0					
Algebra 2		1.0				
Pre-Calculus			1.0			
Calculus					1.0	
Integrated Mathematics				1.0		1.0
Social Studies (Arabic)	0.5	0.5				
Islamic History						0.5
Computer	0.5	0.5	0.5	0.5	0.5	0.5
French	0.5	0.5	0.25	0.5		
Art/Home Economics	0.5	0.5	0.5	0.5	0.5	0.5
P.E.	0.5	0.5	0.5	0.5	0.5	0.5
Conduct						
Total	9.0	9.5	8.25	9.0	8.0	8.5

CONDUCT GRADES

A deliberating body presided over by the principal and composed of homeroom teachers, subject teachers, and discipline coordinator sits down 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 flag ceremony.

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

- Troublemaker / Disturbing classes/ Suspension
- Smoking inside the campus
- Improper Uniform and/or (Using make- up)
- Destroying school property
- Using mobiles during class hours
- 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.

CODE OF CONDUCT GRADES FOR MIDDLE AND HIGH SCHOOL

90 - 92 % A			
89 - 87 % B+	79 - 77 % C+	69 - 67 % D+	59 % - F
86 - 83 % B	76 - 73 % C	66 - 63 % D	
82 - 80 % B-	72 - 70 % C-	62 - 60 % D-	

ATTENDANCE AND TARDINESS

Elementary : Total No. of School Days = 180
Middle School : Total No. of School Days = 180
High School : Total No. of School Days = 180

$$\left(\text{Example: } \frac{173}{180} \times 100 = 96\% \right)$$

THE GRADING SYSTEM

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

Middle and High School

<u>Percentage</u>	<u>Letter Grade</u>	<u>USA GPA</u>
100 – 97	A+	4.0
96 – 93	A	4.0
92 – 90	A-	3.7
89 – 87	B+	3.3
86 – 83	B	3.0
82 – 80	B-	2.7
79 – 77	C+	2.3
76 – 73	C	2.0
72 – 70	C-	1.7
69 – 67	D+	1.3
66 – 63	D	1.0
62 – 60	D-	1.0
59 and below	F	0

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

Elementary School

Percentage Letter Grade

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, announced tests, projects, reports, and semester examinations.

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.

GRADING SYSTEM CALCULATIONS: CUMULATIVE GPA

<u>First Quarter</u> 30% Quarter Test 70% Class Participation	<u>2nd Quarter</u> 30% Quarter Test 70% Class Participation	Average $\frac{1^{st} + 2^{nd}}{2} =$ 100%	Term Work (70% of Average)	Mid Term 30%	1 st Sem Grade Term Work + Mid Term = 100%	GPA $\frac{1^{st} + 2^{nd}}{2}$ =100%
<u>3rd Quarter</u> 30% Quarter Test 70% Class Participation	<u>4th Quarter</u> 30% Quarter Test 70% Class Participation	Average $\frac{3^{rd} + 4^{th}}{2} =$ 100%	Term Work (70% of Average)	Mid Term 30%	2 nd Sem Grade Term Work + Final Term = 100%	

MARKING SCHEME

A student's grade in each quarterly grading period is based on the following percentage weight distribution.

Class Participation	- 70%
Quarterly Examinations	- 30%

English

Quiz	- 20%
Class Work	- 10%
Homework	- 10%
Projects	- 10%
Class Attendance	- 10%
Behavior/Participation	- 10%
	<hr/>
	70%

Mathematics

Quiz	- 20%
Class work	- 15%
Homework	- 15%
Unit Test/ Class Participation and Project	- 10%
Behavior / Class Attendance	- 10%
	<hr/>
	70%

Science

Quiz	- 20%
Class Work	- 10%
Homework	- 10%
Projects / Laboratory Work	- 10%
Class Attendance	- 10%
Behavior / Participation	- 10%
	<hr/>
	70%

Computer

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

70%

Art

Behavior	- 20%
Material	- 20%
Project	- 60%

100%

Social Studies /Islamic History

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

70%

Physical Education

Participation	- 50%
Uniform	- 20%
Class Attendance	- 15%
Behavior	- 15%

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/Islamic History
Tuesday	Islamic Studies/French
Wednesday	Science
Thursday	Math

Quizzes in other subjects will be given as the need arises but these will be scheduled on a day when there is only one scheduled test.

POLICY ON MISSED CLASSWORK AND HOME WORK:**Elementary/Middle/High:**

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.

MIDDLE AND HIGH SCHOOL (7-12)

- Student may be promoted to the next grade if all core subjects are passed.
- Student must repeat the grade if he/she fails in three or more core subjects. He/She is not allowed to take retest exams.
- The student may take the retest exam in September, if they fail in one to two core subjects.
- The student must repeat the grade if they fail the retest exam.

EXAMINATIONS (GRADES 8-12)

1. The school year is divided into four (4) quarters and (2) semesters. At the end of each quarter an evaluation test in all subject areas is administrated to assess the performance status of each student.
2. An examination schedule is given to the students at least one week before exams begin. The schedule is posted in the classroom and school bulletin boards.
3. All school activities are suspended one week before the quarterly examination in order for the students to prepare for and concentrate on the upcoming exam.
4. Any student caught cheating during exams, quizzes, and the like will be given a zero for that particular exam or quiz and F in conduct for the quarter.
5. Violations of exam procedures, for example, talking, possession of textbooks or notes, etc. will merit the appropriate penalty.
6. During quarterly examinations the students must follow these rules:
 - Silence at all times.
 - Sit in appropriate assigned seat
 - Keep books, bags, and other personal items in the designated place before exam begins.
 - Desk must be empty of all learning materials, unless required.
 - Follow all instructions from proctor.
 - Talking is strictly forbidden. Asking petty questions is not allowed.
 - If any problems or concerns arise, hand must be raised in order to call attention to the proctor.
 - Refrain from borrowing any materials such as calculators, corrector, eraser, pens, etc. at any time during the examinations.
 - Leaving the examination room for any reason during the exam, for example, going to the restroom, is strictly forbidden.

MAKE-UP EXAMS

Any student who does attend the exam during the first or second period semester must obtain the director's permission in order to take a make-up exam.

RETEST POLICY

The retest exam policy is relevant to students who fail in one or two courses in the Middle/High school. The retest will be held before the start of the new academic year. (August/September)

The student fails if he/she fails in 3 core classes and he/she cannot take the retest under the following conditions:

- Students, who fail the retest, fail their grade and must repeat it.
- The retest grade replaces the exam grade and sets the final grade according to the course; therefore, 70% of the yearly activities and 30% of the retest exam will be counted.

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 be 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.

Middle School (7-8)

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.

High School (9 – 12)

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. In the high school, homework should not exceed two hours per day.

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	* 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)

