



AJIAL BILINGUAL SCHOOL
PARENT / STUDENT HANDBOOK
2020 – 2021

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Disclaimer

Policies and procedures, information, programs, and courses are subject to change at the discretion of the School Administrative Team.

While every effort was made to ensure that the 2020-2021 Parent/Student Handbook is accurate and up to date, some information may have changed between the printing and actual distribution of this handbook. It is meant as a resource for the whole school, but due to the pandemic, additional information and policies will be valid in conjunction with this handbook.

دقيق ومحدث، فقد تكون بعض المعلومات قد تغيرت بين الطباعة 2020-2021 الطالب /بينما تم بذل كل جهد ممكن للتأكد من أن دليل الوالدين ستكون المعلومات والسياسات الإضافية صالحة للوباء، ولكن نظرًا بأكملها، من المفترض أن تكون مصدرًا للمدرسة. والتوزيع الفعلي لهذا الكتيب جنبًا إلى جنب مع هذا الكتيب

WELCOME LETTER FROM THE DIRECTOR, 2020-2021

Dear Ajial Family,

We at Ajial wish to extend a warm welcome to you and your families for the new academic year. It is hoped that we are all well and safe and continuing efforts to remain vigilant against the pandemic Kuwait and the rest of humanity are facing. In light of the ongoing risks, the Ministry of Health guides our planning and policies to help protect our Ajial Family.

The start of school has been much the same way the end of the academic year 2019-2020 began. Our online learning with Microsoft Teams will be even better for the updates and experience everyone has had. The challenges remain and the new year's curriculum has been modified to meet our calendar while still ensuring skills and learning requirements do not fall short. High School students will receive all classes for their credit requirements. Middle School will run concurrent with the High School schedules. Elementary School has a robust schedule and KG has busy afternoons planned.

We look forward to the opportunity to continue to nurture academic and social growth through virtual contact and we pray for the day when we are able to greet students on campus once more. We are already planning possible alternatives to "on campus" classrooms that will provide safety and social distancing by way of "Blended Classrooms" with 12 students of a class attending online and 12 attending in a classroom at the same time, then switching every other day on a rotating basis. We welcome ideas for the best ways to provide a safe environment for your children. We are all responsible for their success and wellbeing.

Ajial is excited to announce the arrival of the only Augmented Virtual Reality Lab in any school in Kuwait! It will be available to students in grades 9 – 12 for 3D practice in Sciences, Math, Geography, and technical skills, such as design and architecture, and much more. We will begin working with teachers recording labs to share with students online until they are able to work in the lab themselves.

Ajial continues to work towards improvements throughout the school, and the KG Department is working on special interactive opportunities for the parents, students, and community.

Parent support has always been an essential component of student success, but this year will be one where greater observation and encouragement will be needed to ensure every child is making the most of his/her learning experience. Our children are our future, and there is no time to lose in preparing them for their turn to improve the world.

Sincere regards to all,

Sarrah Al-Gharabally

VISION STATEMENT

Ajial Bilingual School (Ajial) has a Vision to become a widely respected bilingual educational institution and a model of Academic excellence, focusing on the provision of 21st-century skills.

MISSION STATEMENT

Ajial's Mission is to:

- Provide an excellent college preparatory education that promotes academic and linguistic proficiency in Arabic and English.
- Promote self-discovery and inquiry-based learning that inspires students to be confident, critical thinkers, and lifelong learners, who take pride in their cultural and religious heritage.
- Challenge and support our students to become successful and responsible global citizens, committed to the service of the community in which they live.
- Employ and retain multinational, qualified and skilled employees, who create a safe, nurturing, collaborative and individualized structured learning environment.
- Develop successful partnerships between the school and its families that support communication, teaching, and learning.

CORE BELIEFS

The *Ajial* Board is constitutionally obliged to support the school in ensuring its stated Vision, Mission and Core Beliefs are realized.

The *Ajial* Community must robustly promote a sense of global citizenship, whilst instilling Islamic values and sustaining Kuwaiti culture.

High expectations are held for all students, faculty and staff.

Frequent assessment and analysis of teaching and learning data supports student progress, curriculum innovation and development.

A strong professional teaching and learning culture exemplified by trust, collaboration and commitment from faculty and staff members is required.

A strong, constructive relationship must exist between the school and its families, which will play a positive and significant role in determining student success in school and life.

EXPECTED SCHOOL WIDE LEARNER OUTCOMES (ESLR)

1. *Ajial* students will be 21st century learners, equipped with lifelong learning skills that allow the individual to adapt and change according to a micro or macro world context. *Ajial* will provide them with the necessary skills to:
 - Effectively communicate and willingly collaborate
 - Demonstrate technology literacy
 - Continually assess, evaluate and adjust their work, using technology where appropriate
 - Become self-motivated learners, who practice inquiry-based learning
 - Be able to process relevant data and develop suitable conclusions
 - Logically reason to solve complex problems
2. *Ajial* students will be Global citizens, with a strong sense of social conscience in any cultural setting. *Ajial* will provide students with the necessary skills to:
 - Be honest and principled (ethical)
 - Demonstrate awareness and respect for the rights of others, interacting responsibly and seek to improve the lives of others
 - Demonstrate care and concern for the environment
 - Support the United Nations Declaration of Human Rights

3. *Ajial* students will be Communicators, who have listening, speaking, reading, writing, and IT, media skills to effectively communicate in an appropriate and ethical manner. *Ajial* will provide students with the necessary skills to:
 - Understand the audience that the communication concerns
 - Incorporate/utilize technology as a communication tool
 - Demonstrate wise judgment and ethical consideration when communicating, especially so with social media
 - Ask questions in a considerate manner, listen carefully and process information in a logical and unbiased manner
 - Be multilingual
4. *Ajial* students will be Collaborators, who function successfully in formal or informal group settings. *Ajial* will provide students with the necessary skills to:
 - Be able to show respect and recognize the rights of others
 - Possess strong interpersonal skills, strive to accept and appreciate different points of view
 - Be prepared to lead or follow as circumstances dictate
 - Communicate
 - Use logic/reason to make decisions and emotion that is regulated
5. *Ajial* students will be able to carry into the world the legacy and values of the Muslim faith. *Ajial* will provide students with opportunities to:
 - Know and understand the life and teaching of Allah as reflected in the beliefs of the Quran (5 Pillars of Islam)
 - Participate in Muslim service and embrace its values, fostering a sense of community that includes an understanding of justice, compassion and respect for the diversity of others as citizens of the global community
 - Attend prayer regularly, even during school hours

HONOR CODE

Ajial remains committed to being a place where every student is treated fairly, and with dignity and respect. The expectation is that every student will demonstrate these same qualities when interacting with teachers, administrators, staff and each other.

The *Ajial* Honor Code sets forth the high expectations that we place upon ourselves as teacher/administrators and that we expect our students to either develop or already possess. Therefore, the Honor Code follows and represents the behaviors expected of our students.

- I promise to be honest in all that I do in my words and my work
- I promise to be helpful and cooperative with administrators, teachers, classmates and guests
- I promise to be respectful and courteous towards teachers, students, and guests
- I promise to be responsible for homework and study, and to meet all deadlines for assignments, projects, and exams
- I promise to care for my personal property, and that of my classmates and the school
- I promise to observe and obey all established school policies, rules, regulations, and teacher and administrative guidelines relating to academic performance, appropriate behavior, and regular school attendance and classroom punctuality
- I promise to use my time wisely, both in and out of school, and to safeguard the time of others so that the learning process will not be disturbed
- I promise to accept the discipline of the school as desirable and necessary for my well-being and that of my classmates
- I promise to put forth maximum effort on my own behalf to achieve high academic results and superior ethical behavior ensuring all work submitted is my original effort
- I promise to keep myself under good emotional self-control and to be positive/cheerful; and when I feel wronged by teacher or classmates, I will utilize due process to redress my grievances
- I promise that I will exhibit proper and safe behavior and not be disruptive in class or during other school activities and on the playground or school property
- I promise that I will behave in an orderly manner when using the corridors so as not to disturb others
- I promise that I will not bring unsafe objects to school nor throw any object that could cause injury to another person

INTERCULTURALISM

Ajial believes that it is good to develop respectful, understanding and cooperative relationships for those with varied cultural experiences and views.

INTERNATIONALISM

Ajial believes that it is good for people of different countries to work and learn together.

NON-DISCRIMINATION

Ajial believes that no individual shall be discriminated against on the basis of race, nationality, ethnicity, national origin, color, religion, gender, age, or economic background. The letter and spirit of applicable human rights laws shall be carefully observed, enforced, and supported, so all members of the school community including staff, students, parents, and visitors may work together in an atmosphere of tolerance and respect for individual differences.

This policy of non-discrimination shall prevail in all matters of employment, instruction, and course selection, in the choice of instructional materials and the provision of career guidance.

HEALTH AND SAFETY

Ajial will operate in compliance with the relevant legislation of Kuwait in relation to Health and Safety.

Ajial will maintain an environment that is as safe as possible and provides adequate hygiene, sanitary and welfare facilities.

Ajial will take all reasonable steps to ensure that the school campus is safe, and equipment is well-maintained.

Ajial will ensure that all employees are made aware of their responsibilities and duties in respect of health and safety, and ensure they are given sufficient information, instruction, training and supervision to enable them to carry out their duties and responsibilities effectively and safely, and to contribute positively to their own health and safety and to anybody who may be affected by their work.

Ajial will consult with all employees with a view to securing their co-operation in the development of measures to ensure the health and safety of themselves and all school community members, and to check the effectiveness of those measures.

All *Ajial* staff and students are familiar with the school's fire and evacuation procedures and regular practices are held, to ensure students' safety and that of the whole *Ajial* community.

Ajial recognizes that it plays an essential role in protecting children and keeping them safe. It is an on-going responsibility that involves continuing commitment from all involved, in order to create and maintain a safer environment for everyone.

Kindergarten has strict guidelines as to who can and cannot pick up students. Students can only be picked up by parents / legal guardians. Any request to make an addition (Nanny/ Maid) or modification to this list, must be made in writing by the child's parent or guardian, together with a copy of the requested person's Civil ID. If a student is being picked up by a driver, there MUST be a designated Nanny (maid) present. In case of an emergency and the parent or legal guardian is unable to pick up their child, a family member will be granted permission to collect the student, only after the school has called the student's parents to clarify the situation. A copy of the family member's civil ID will be made, as a record.

STUDENT SAFETY OUTSIDE SCHOOL (Family Violence)

If a student is exposed to violence outside the school leading to physical, social, emotional injury or neglect then the school will take the necessary action for the student's safety.

NO-SMOKING POLICY

Smoking, and the use or possession of tobacco products (including e-cigarettes) is prohibited on the *Ajial* campus; this includes students, staff, and visitors.

ACADEMIC PHILOSOPHY

The following key instructional strategies and philosophies are embedded in our daily teaching practices and the *Ajial* Curriculum:

- Teachers use as wide a variety of teaching and learning strategies to enable every child to learn, using his or her own talents and learning styles. Differentiated practices are planned for. Problem-solving and critical thinking are encouraged through open-ended tasks
- A holistic, authentic approach addresses the issue of language acquisition by looking after both the student's mother tongue, (often Arabic) and the second language (usually English), and reinforcement of each happens within the two languages of instruction
- Teachers integrate multiple literacies into the classroom

- There is an increasing balance between formative and summative assessment as the child moves upwards through the grades, with a focus on formative and performance-based assessment
- *Ajial* teachers understand that academic development requires them also to be compassionate towards a student's physical, social and emotional needs

ACADEMIC STANDARDS

Ajial utilizes the American Common Core State Standards in Mathematics, English Language Arts and Literacy from Kindergarten (KG2) to Grade 12. They outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students progress through each grade with the skills and knowledge necessary to succeed in the subsequent grades, college, career and life. In particular, problem-solving, collaboration, communication and critical thinking skills are interwoven into the standards.

THE USE OF ENGLISH AND ARABIC LANGUAGES

All subjects are conducted in English at *Ajial*, except for Arabic, Islamic, Arabic Social Studies and Character Education /*Ajialuna*. This will promote and improve fluency.

AJIALUNA / CHARACTER EDUCATION

This is a program, taught in Arabic, that allows students to identify themselves in relation to others, to talk about similarities and differences and to identify their feelings and emotions. Students begin to recognize that others have feelings, emotions and perspectives. *Ajialuna* focuses on promoting Islamic values and principles to guide socially acceptable behavior and development. This program is only offered in Kindergarten and Elementary.

HOLISTIC ASSESSMENT

Ajial believes in a combination of evidence from a range of tools and perspectives, to help develop an accurate picture of a student's prior and current ability. Teachers keep parents informed on an on-going basis about the progress of their child, phone calls, e-mails, formal progress and semester report cards.

In Elementary, grading is based on student mastery of *Ajial* content and benchmark standards. Effort and character are also reported on.

For specific grading policies for MHS, please refer to the information provided on page (62) of this handbook.

ENTERING THE SCHOOL GROUNDS; VISITORS AND PARENTS

All visitors, including parents, are expected to abide by the school's rules and regulations, when they enter *Ajial*. Anyone who fails to adhere to our expectations of courtesy and appropriate manner, when communicating with any member of the *Ajial* staff, will be reported to the appropriate school authority and may be subject to sanctions agreed by the school administration. This may range from signing a pledge of non-repetition to legal action.

Visitors must obtain clearance from security staff before entering the school grounds, through Gate 2. They must register and submit their Civil ID card to obtain a Visitor's Pass.

Once in reception, the school receptionist will support any visitor with their inquiry or request for an appointment.

Visitors are asked to remain in the Reception area until escorted to any scheduled appointment. **All Ministry of Health and Ministry of Education guidelines regarding the use of face masks, gloves and social distancing must be observed when entering the school. Please always follow safety procedures including restrictions on the number of people allowed into the Reception area at any time to avoid crowding. As often as possible, request an appointment by phone or email and we can help with your request safely.**

At no time may a Parent/Guardian or other visitor visit an area of the school facility, without administrative approval and the individuals must be escorted by an academic staff member.

If Parents/Guardians do not follow the required School rules, their child may be suspended or removed from the school, as per the Ministry of Private Education policy.

Visitors are asked to return the Visitor's Pass to the point of origin, before leaving the campus.

ADMISSIONS PROCESS FOR NEW STUDENTS

Admission and re-enrollment at *Ajial* take place every year, according to an official announcement from the School Administration. Admission procedures and guidelines are available from the Admission's Office.

Ministry of Education Age Requirements:

Grade Level	Age Requirement
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Pre-K *	2 years 8 months
KG1 *	3 years 6 months
KG2 *	4 years 6 months
Grade 1	5 years 6 months

*All Kindergarten students must be fully toilet trained, as per the school's Bathroom Policy.

First: To apply, please provide the following documents before testing (copies only)

- 6 recent photographs (4x6 sizes)
- A photocopy of student's Birth Certificate and Vaccination Card
- Complete Health file from Kuwait Ministry of Health (If the student is transferring from another school, the student's health file must be brought from the school previously attended) Health Files must be submitted to the registration before a student is allowed to attend classes as per the Ministry of Health requirement
- A photocopy of the student's and both Parents/Guardians Civil ID card
- A photocopy of the Father's Nationality Certificate (for Kuwaitis)
- A photocopy of the Student's Passport for all students (with Residency page for non-Kuwaitis)
- A photocopy of the Father's Passport (with Residency page for non-Kuwaitis).
- The Last Transcript or Report Card showing the student's status (Pass/ Fail) from the schools previously attended (If the student transferred from another school) from inside or outside Kuwait. In divorced circumstances, submit the Custody Certificate
- In circumstances where one parent may have passed away, submit the Death Certificate
- Complete student's file (If the student is transferring from another school, the student's file must be brought from the previous school)
- Transfer Certificate from the school previously attended (If the student is transferring from another school in Kuwait)
- Clearance Certificate from the school previously attended (If the student is transferring from another school in Kuwait)

Registration can only take place with a valid residency permit.

Children of Stateless

Registration of students (children of Stateless residents) depends on the following conditions:

- A valid Security Card for the student and guardian or a valid service card for the guardian
- The original Birth Certificate or a letter from the Cases and Claims Committee stating that the guardian is on the procedure to obtain the birth certificate and proof of descent

Children Outside Kuwait

Any new student coming from outside of Kuwait must bring their passport to check the date of entry into the country, not later than one month from the date of entry. The student's academic certificate must be certified by the Embassy of the State of Kuwait and the Ministry of Foreign Affairs, in the country where the student has come from.

Only students who have entered the country as a family member are allowed to be registered, provided that two months have elapsed from the date of entry, to complete the residence procedures.

Registration is open to the above categories, until the end of January 2021.

Second: Assessment Test

When **ALL required documentation has been submitted with the appropriate fees*** to the school registration and admission office, the *Ajial* Registrar will contact parents to schedule an interview for Pre-KG to KG2 applicants and an assessment test for Grades 1 to 11 applicants. Only diplomatic corps are given exception to possible grade 12 enrollment. [Failure to disclose any testing results from outside centers for student learning disabilities will jeopardize student's enrolment at *Ajial*.]

Once the assessment test has been completed, the applicant's file will be reviewed by the Admissions Committee. Admissions may be granted, denied or *Ajial* may place the student on a waiting list. In all cases, the parent/guardian will be notified of the outcome of the assessment.

If assessment results are satisfactory and places are available, parents will be invited to register their child.

Third: If accepted, please submit the following documents immediately to complete the student file. Payment of Admissions Fee is due within 3 calendar days to reserve the student's seat.

- Complete Health File from Kuwait Ministry of Health / Previous School
- Original Transfer Certificate from previous school
- Financial Clearance Certificate from previous school

It is very important that *Ajial* ALWAYS has the most up-to-date parent(s) e-mail address(es) and current (working) telephone numbers for important academic communication and in the event of any emergency.

NOTE: Any changes during the year to phone contacts, address, or email accounts should be submitted to the Registration Department immediately to prevent any lapse in communication.

When a student is officially enrolled at the school by his/her parent, this implies a full commitment by both the parent and the student towards the school rules and policies. Parents must sign the commitment form which is included in the Student/Parent Handbook.

RE- ENROLLMENT INFORMATION FOR CURRENT STUDENTS

- Parents should visit the Registration Department to complete the re-enrollment form and pay the KD 100/- re-enrollment fee.
- Failing to submit the re-enrollment form and payment before the re-enrollment deadline, may cause your son/daughter to lose his/her seat for the following academic year. The school is not under any obligation to re-enroll students who miss the re-enrollment dates, and according to the Ministry of Private Education policies, will no longer be considered *Ajial* students.
- A student's placement at *Ajial* for the following academic year is subject to satisfactory completion of the current academic year. Students who are experiencing either academic or behavior problems and are placed on an Academic or Behavior Contract, and who do not improve their academic and/or behavior within an appropriate timeline will be placed on the Hold List and may not be allowed to re-enroll in *Ajial* for the ensuing school year.
- Students may be placed on a waiting list, when all seats in a grade level are full. *Ajial* will place siblings (brothers and sisters) of enrolled students first, then open places to extended family members (cousins), and finally, to any new applicant, according to the announced re-enrollment deadlines.

STUDENT WITHDRAWAL

Parents/Guardians who will be withdrawing their children from *Ajial* are asked to contact the Admission's Office in writing as soon as the family knows. In any event, the school should be notified at least two (2) weeks prior to the date of the student withdrawal so that procedures may be implemented immediately. Any obligations (books, lockers, uniforms, exams, etc.) must be satisfactorily resolved before any official records will be released. When students withdraw, transcripts and other academic documents are normally emailed to the receiving school. If parents sign the necessary release form, they may be given an official transcript which will be stamped "Hand Carried".

In case of withdrawal, the following procedures shall apply:

- Following the Ministry of Private Education guidelines, the 100 KD. registration fee is non-refundable.
- A student, who withdraws from day 1 of the school year until October 31, shall pay 30% of the tuition fees; the registration fee is excluded.
- A student, who withdraws from November 1st until end of the first semester, shall pay 50% of the tuition fees; the registration fee is excluded.
- A student, who withdraws from the first day of the second semester or thereafter, shall pay the tuition fees in full.
- Parents are requested to inform the school during the pre-registration process for the next academic year, of their intention to withdraw their child.

CLASS ASSIGNMENT

Ajial reserves the right to place students in a manner that balances classes as fairly and equitably as possible. The departmental principal is responsible for placing students in class sections. No personal requests or preferences will be accepted unless expressly related to counsellor records for that student. It is the policy for twin siblings to be placed in separate classes at least by grade 3 in the interest of development academically, socially and emotionally. Opportunities exist for children to meet at lunch and break times throughout the day.

SCHOOL UNIFORM

All *Ajial* students are required to wear *Ajial* uniform in school, at all times. This includes the ***Ajial* ID badge/card**. The school uniform assists the staff in identifying our students. This is particularly important for safety on the school campus and during field trips. The school reserves the right to change or amend the dress code, as it deems appropriate. Uniform infractions will follow the discipline code. Please see also Dress Code.

All *Ajial* students will be issued with an *Ajial Bilingual School* ID card and lanyard and are required to wear this while in school, it is part of the uniform. It is needed to sign into school or check out books from the libraries. There are consequences for non-compliance when not wearing the school ID.

Note: School uniforms can be purchased from the *Ajial* Store located at the new outdoor location inside the Boy's Main Gate. Uniforms are available throughout the school year.

COMMUNICATION WITH PARENTS

Communication between parents (families) and *Ajial* is a key component of building and maintaining a home / school partnership. To maximize your child's educational opportunity, *Ajial* encourages a two-way flow of communication between parents and school.

Written forms of communication are sent through the school's electronic platform called 'PlusPortal.' '**PlusPortal**' is the official means of communication between parents, teachers, and the administration. Parents must activate their accounts after registration and seek support from the school for setting up if needed. Newsletters and pertinent information are sent electronically.

Additional information can be found on *Ajial*'s website: <http://www.ajial.edu.kw> and on *Ajial*'s Instagram page [ajialbilingualschool_kwt](#).

Chain of Communication

We ask that all parents follow the chain of communication listed below.

Steps	Academic or Behavior Concerns
Step 1	<p>Communicate with the Teacher: Most questions, issues and concerns are handled through direct communication with your child's teacher. If you wish to meet with the teacher, please arrange a meeting in advance. Email is a reliable method of communication because teachers can respond at a time when they are not instructing students.</p> <p>Teachers will notify you of their e-mail address through PlusPortal at the beginning of the school year. <u>Teachers are unavailable to receive parent phone calls or conduct conferences during instructional time.</u></p> <p>Appointments can also be made through the departmental secretaries.</p> <p>Please note: Parents, who come into school requesting to meet a teacher without an appointment, may not be guaranteed a meeting that day, depending on the teacher's schedule. It is recommended that parents make appointments with departmental secretaries, in advance, to determine teacher availability. Meetings will have a staff member or secretary to translate between parties.</p> <ul style="list-style-type: none"> • In Kindergarten and Elementary there are Grade Team Leaders, and MHS, Heads of Departments, who can be requested to provide support/ clarity on academic and social concerns. • Parents are not permitted to make calls to a teacher's private residence or mobile number; neither are parents permitted to contact a teacher using a teacher's private e-mail or form of social media or group.
Step 2	<p>Communicate with the Counselor, Vice Principal or Principal: If after meeting with the teacher you have questions, issues or concerns that remain unresolved, please arrange in advance a meeting with the Counselor, Vice Principal or Principal.</p>
Step 3	<p>Communicate with the Director: After completing steps one and two, you may request a meeting with the Director, through the MHS Secretary or Administrative Secretary.</p>

Open House / Parent Orientation

At the beginning of the academic year, KG and Elementary departments hold an 'Open House.' Dates appear in the school calendar and are staggered to accommodate families with children in differing departments. It is strongly advised

that parents/ guardians attend. This is an opportunity for parents/guardians to visit the classroom, meet the teacher(s), understand routines and grade level expectations. Teachers and members of the school administration will be available to answer your questions. KG and Elementary invite parents to visit Homerooms. MHS holds Parent Orientation in the School Auditorium on Grade 6 transitioning from Elementary, and High School for Grade 9 – 12 understanding of GPA and Credit Systems as well as choosing Strands of Science or Humanities and course requirements for each.

Parent/Guardian -Teacher Conferences

Parent/Guardian-Teacher Conferences are scheduled throughout the school year. Please consult the School Calendar in the front of this handbook to identify formal Parent-Teacher Conference dates.

Both teachers and parents/guardians may schedule meetings. All parents/guardians are strongly encouraged to contact their child(ren)'s teachers if they have any questions or concerns. It is especially important for the integrity of the educational process that this simple procedure be followed to maintain and nurture a positive and supportive family-school partnership. Parents/Guardians should first attempt to resolve any classroom issues with the teacher.

Reports

KG Report Cards are generated each semester; two times per academic year. Progress reports are issued Quarter 1 and Quarter 3.

At-Risk Reports are written at the end of quarter one and quarter three only for students at risk of failing.

Elementary & MHS Report Cards are generated at the end of each quarter; four times per academic year.

ON-LINE LEARNING AND COMPUTER USAGE

Ajial acknowledges that their students are interacting more online for learning and have set clear expectations about respectful online learning behavior. Communication and content should always reflect professional staff/student or staff/parent/guardian relationships. *Ajial* has clear reporting and referral procedures for disclosures and duty of care for concerns where there is evidence of misuse or abuse on devices used for school.

Access to the Internet and usage of the computers at *Ajial* is a privilege, not a right. All Students/Parents are responsible for the **Ethical Use of computers (whether school equipment or personal devices) on campus or during school lessons.**

NOTE: MHS students require devices to be a LAPTOP, not an iPad and preferably not an iMac or MacBook as these do not offer compatible systems for use with the Microsoft 365 Forms and functions of student accounts. Online learning strictly prohibits use of cell/mobile phone for any part of e-Learning.

Students using the Internet must not access material that violates commonly accepted standards of decency in Kuwait. No improper language or image may be displayed or printed. Bullying or abuse of staff or other students is strictly prohibited. Being involved in a situation in which such infractions occur will result in loss of Internet use at *Ajial* and disciplinary action by the teacher and/or administration which can include suspension or if very severe, expulsion. Ultimately of course, Students/Parents are responsible for their actions.

It is hoped that a combination of teacher and parental involvement will eliminate any potential problems. With guidance, we expect that our students will make the proper choices.

Students who violate the *Ajial* school network using hacking or intrusive software will face severe disciplinary action including suspension or expulsion.

In addition, students are not to alter any computer settings. Also, students are expected to follow appropriate copyright laws and never use the computer to reproduce any work which is not their own. Students who damage *Ajial* School computers in anyway must pay for damages and will face severe disciplinary action including suspension or expulsion.

MICROSOFT 365/TEAMS Student Accounts for all MHS students and newly added KG – Elementary Departments

Microsoft 365 is your child's primary access to all class requirements at home. Microsoft 365 Accounts are provided for all MHS students, and as of 2020-21, KG through Grade 5

- Students will receive a Username and Password for use until graduation
- Through this one account / email address, a student can access each subject/class group to receive homework, messages, materials and downloads

- Students can post messages in the meeting chat to their teachers and receive feedback
- Student groups can be arranged to allow team work on projects and assignments
- KG - Grade 6 Parents are welcome to access their child's account by requesting the Password from the homeroom teacher, in order to offer support
- Students are held responsible for checking their accounts every day, after school, for any assignments or homework, or important notices submitted by their teachers
- Students must report any technical difficulty with the account, immediately, to the homeroom teacher, who will contact the IT department
- Students are expected to communicate with classmates for updates should their site experience difficulties / Parents can email through their Parent Portal Account to inform the teacher or School
- Students are responsible for all assignments during absence to be made up within reasonable time as agreed by the subject teachers

NOTE: Student's recent photograph for school IDs should be used on the ID and Initials for their Microsoft Teams accounts to enable easy identification of student participation and recognition – All other photos are not accepted, particularly offensive images, or weapons, e.g., guns of any kind.

MOBILE PHONE POLICY

Ajial complies with the Kuwait Ministry of Education regulations that ban the use and possession of mobile phones or communication devices by students, at school. This policy also includes personal electronic devices, including unauthorized (*meaning not approved and registered from their serial numbers with the IT Department*) iPads, Tablets, or computers with Phone Chip ability, Smart phones, Smart Watches, Wi-Fi and Bluetooth devices or Ear Buds. All these devices should not be brought or used on school campus including end of day pick-up (**NOT** to be brought into school playground by parent or driver or maid. Wait until you go to your car to use these or they will be confiscated.)

- A **First Infraction** – the first time an electronic item is found on a student, it will be confiscated for a minimum of 2 working weeks.
- A **Second Infraction** will result in the item being confiscated for 8 working weeks. *Please note that any student with a device infraction recorded any time in the previous year, will automatically start on the Second infraction penalty. All students are well-informed of the policies.
- A **Third Infraction** will result in the school holding the **device and the phone chip** until end of school year (June).

The Ministry of Education strictly prohibits all use or possession of phone devices including Bluetooth earphones or watches on school property at any time.

Ajial will provide a secure storage area for confiscated devices. *Ajial* and its staff will not be held accountable for the physical condition of confiscated devices.

USE OF OFFICE PHONES

Office phones are not for student use. However, in an emergency, students may use the department secretary's phone under supervision of administration staff. Violation of office telephone usage will result in disciplinary consequences.

ELEVATOR PASS

Students should not use any elevator unless they are in possession of an Elevator Pass issued by the School's Doctor under guidelines from the Ministry of Health and the School. Temporary Passes are issued with dates clearly stating duration of the pass and will be collected at the end of the physical recovery of an injury according to medical recommendation.

SCHOOL DAY SCHEDULE

SUNDAY – WEDNESDAY	Kindergarten, 7:15 AM – 1:00 PM * Please refer to After School Care program
	Elementary and Middle/ High School, 7:15 AM– 2:25 PM
THURSDAY	Kindergarten, 7:15 AM – 12:10 PM
	Elementary, 7:15 AM – 12:20 PM
	Middle/High School 7:15 AM – 12:25 PM

AFTERCARE PROGRAM

Kindergarten runs an Aftercare program solely for KG students registered at *Ajial*. The program consists of Literacy, Math, Science, Story time, and other activities that will keep your child engaged and learning during this period. A snack is offered daily. The Aftercare program runs from 1:00 - 2:30 PM. Please be prompt in picking up your child. To place your child in Aftercare, please contact the School accountant. Note that spaces are limited.

ARRIVAL AND DEPARTURE

Ajial is a closed campus and for the safety of all, students are not to leave campus unsupervised during the school day from time of arrival until dismissal at the end of the day.

Arrival

Students can begin *Early Arrival* to the Boys' and Girls' playgrounds from 6:30 AM through the following gates:

Gates (1) Girls and (3) Boys respectively.

Girls' Drop-off from 7:00-7:15 AM will also include Gate (6).

From 7:15 AM students are escorted to class and all other visitors will kindly exit the playground area.

To facilitate faster flow of students from 7:15 AM, Gates (1) Girls, and Gate (3) Boys will remain open to allow late arriving STUDENTS ONLY. Students must swipe the Student I.D. Pass and register their arrival to school and move directly to their classrooms.

Kindergarten:

From 7:31 AM, swiped passes count towards 'Unexcused Late Arrival'.

Elementary and M/HS:

From 7:15 - 7:30 AM swiped passes will record as 'Excused Late Arrival'.

From 7:31 AM swiped passes count towards 'Unexcused Arrival'.

Students arriving after 9:15 AM without proof of a medical excuse or unattended by parent, will not be allowed to enter class and counted as a day's unexcused absence. Parents will be contacted by the respective Department.

Student Dismissal

Kindergarten: Dismissal through Gates 1 and 6.

Elementary and M/HS: Dismissal through will Gates 1 and 6 for Girls, and Gates 3 and 4 for Boys.

All late leaving, or tutored students will be collected from Reception, where they will wait under staff supervision.

Note: Students and Parents, Guardians, Drivers, or Maids are Not Allowed to go back upstairs or to classrooms at the end of the day. If an item has been forgotten, only the teacher or teaching assistant must accompany the student to retrieve an item before leaving the school. Once gates are closed, no one is allowed back at school to retrieve items.

STUDENT ATTENDANCE POLICY

***Ajial* will follow all Kuwait Ministry of Education guidelines relating to attendance. If a student's absence exceeds 15 days in one continuous absence or from several different occasions without an acceptable excuse in one semester, the student can be placed on a Behavior / Academic Contract, the Hold List for re-enrolment, and reported to the Ministry of Education for possible Exit List. Additionally, MHS students exceeding the 18 days for the academic year, excused or unexcused, will be blocked from sitting Final Exams and be placed on the Hold List for re-enrolment. Such students will have to take Re-Sits in August to know whether they passed the school year.**

Parents/Guardians are to make sure their child(ren) attend school and arrive on time. Every student must arrive at school before the official start of the school day. No student will be allowed to leave the school before the official end of the school day, except in special circumstances and with the approval of the Administration (principal, vice principal.) It is important to know the following:

REGULATIONS OF ABSENCE / MEDICAL REPORTS:

- Medical Excuses must be issued by the Government Clinic or Hospital and approved by the school. These official reports can be sent electronically, or printed copy delivered to the Homeroom Teacher. The **New Ministry of Health App** provides every person with an online account for Medical Excuses and these can be forwarded by email or downloaded and brought to school.
- The school will not accept any medical excuse documents if submitted after three days from the student's return to school after absence.
- Medical reports must be dated and stamped by the Ministry Health Clinic if it is from a private hospital or doctor's office. If it is from a Government Hospital or Clinic, the report must be dated and stamped by the doctor and the area governorate Clinic Stamp, otherwise the school will not accept it and it will be unexcused.

- An accepted medical excuse allows a teacher to administer a make-up quiz or test within 2 days of a student's return to school according to the teacher's schedule. No Classwork is allowed to be recovered as it requires actual presence in the class to be credited. A (*) will be marked on the report card for excused medical reports to avoid negatively impacting a grade.

Ajial strongly emphasizes complying with the dates specified in the school calendar. School absences can have a detrimental effect on learning as students miss important concepts taught and must catch up with their peers when they return.

Reasons presented for a student's absence may be confirmed or rejected by the Administration (principal or vice principal.)

Daily unexcused absences procedures:

After 3 days - 1st warning to the student, the Counselor will notify the parent/guardian of the student's absence and parent will sign that they have been informed.

After 6 days - 2nd warning to the student, the Counselor will notify the parent/guardian of the student's absence and parent will sign that they have been informed.

After 9 days - If the absence is unexcused, the student will be prohibited from entering the Final examination (MHS) in all subjects and the parent/guardian will be informed. If the days are not consecutive, the Counselor will inform the parent/guardian after reviewing the situation and explain the consequences, which will be signed by the parent/guardian as having been informed.

MHS teachers check student attendance each class period, every day during the school year. Absence from any class without an acceptable excuse is considered absence for the whole school day, and a student who is truant (skipping class) will be suspended for not less than one day for the first offence.

- At the conclusion of every quarter, a parent conference will be held for any student who has accumulated four (4) or more daily absences.
- If a student exceeds 6 days' absences in any class, the student will be placed on Academic Probation.
- If the following criteria are met while the student is on probation, they will receive credit for the course; excellent attendance, being punctual for all classes and demonstrating a commitment to academic work.
- In case a MHS student is absent 9 consecutive days or 18 separate days, without an excuse during a semester, the student may be prohibited from entering the exams and may be at risk of not being re-enrolled for the following school year. Re-sits may be taken at the August period to provide a report card showing if a student passed the grade level.
- If the percentage of a student's absence exceeded 25% of school days, whether excused or unexcused, the student will be prohibited from sitting the Final Exam and has the right to re-sit the exam at a scheduled date at the end of the summer break, and before the next academic year.

REASONS STUDENTS MAY BE EXCUSED FROM ATTENDING SCHOOL

Personal illness: The principal requires certification from a physician. Illness/absence of one or more consecutive days, requires a medical excuse from a government clinic stamped by doctor and clinic stamp, or if a private hospital, stamp of the doctor, the hospital AND the Ministry of Health stamp from Salmiya.

Please note: If student is ill on a day when there is an assessment, they may not come to school just to write the assessment.

Death of a family member requires a copy of the notice of death

Student's health services: The principal will require a note signed by the parent/guardian requesting that a student be released for an appointment. Every attempt should be made to schedule appointments after school and on Saturdays.

Religious days and activities: Any student of an established religious faith will be excused if his/her absence is for the purpose of observing a religious holy day that is consistent with his/her creed or belief.

Authorized school sponsored activities: A student may receive excused absences for participating in off-campus school related activities.

Judicial/Official Governmental appearance: The principal shall require the presentation of an appropriate court document, subpoena, etc., which indicates that a student should appear.

College Testing requires a copy of the appointment if not part of a class/grade level event

EARLY DISMISSAL FOR A DOCTOR'S APPOINTMENT, ETC.

Parents should make every attempt to schedule appointments outside of the school day. There may be times, however, when an appointment must be scheduled during the school day.

Students must present a parent/guardian note prior to the start of the next school day (24 hours in advance) that contains the following information:

- A phone number where the parent/guardian can be reached for verification.
- Name and phone number of doctor or dentist.
- Date, time and reason for dismissal

-The departmental secretary will liaise with the parent and then seek principal/ vice principal approval. If 'early release' is agreed by the administration and the 'Permission to Leave' form signed by the principal/vice principal and parent, the form is then returned to the receptionist in the main reception.

-The receptionist will arrange for the student to be brought into Reception. Upon exiting the campus, the parent will hand over the signed form to the school security.

-Parents must contact the school for early release, even when sending a driver. Maids and drivers are not allowed to request student early leave. Siblings and relatives are not legally allowed to request early leave or collect a student without parent confirmation.

-For the protection of students, early release will only occur from campus after contact has been made with a parent or guardian and an administrator has signed the exit form.

-If a student shows a pattern of excessive early departures, then an early departure may be denied.

-Early departures follow the same guidelines outlined in the attendance policy and it should be noted that, early departures affect the absence count for the missed classes.

Note that a student leaving before 9:30 AM and not returning, will be considered absent for the whole day. It is strongly advised that students are not taken out on days when tests/ projects are scheduled, as it may mean a loss of a grade that is connected to a 'class work' grade. Parents are required to sign an acknowledgement slip that they are responsible for their child's loss of grades if notified of Classwork or Tests scheduled that day.

Kindergarten: Permission will not be accepted for early leave after 12:30 p.m. on any school day, except Thursday. No early permission will be granted on Thursdays because of the shortened day.

REGULATIONS REGARDING MEDICAL/SICK NOTES & MISSED ASSIGNMENTS

Medical leave must be approved by the school.

The school will not accept any medical excuse documents if submitted after three days from the student's return to school after absence. The **New Ministry of Health App** provides a Medical Excuse for government clinics instantly and these can be forwarded by email so as not to delay.

An accepted medical excuse allows a teacher to administer a make-up quiz or test within 2 days of a student's return to school according to the teacher's schedule. All other work such as Homework or assignments should also be returned no later than 2 days after a student returns to school, and no deduction for late submission will apply), but if work is not made up after the 2 days of excused absence return, it will be graded as a (0) zero. No Classwork can be recovered as it relates directly to skills or activities during a lesson and requires actual presence in the class to be credited. A (*) will be marked on the report card for excused medical reports to avoid negatively impacting a grade.

EARLY DISMISSAL DUE TO ILLNESS

Students in **Kindergarten and Elementary** will be escorted to the school clinic, if unwell. Parents/Guardians will be notified immediately and asked to pick-up their child if warranted either from the departmental office or the clinic.

MHS students must have a medical pass issued by the department discipline officer or VPs upon request of the subject teacher. No student is permitted to leave the campus without authorization. Parents/Guardians will be notified immediately and asked to pick-up their child, if warranted, from the departmental office or the clinic.

ABSENCE WITH PRIOR ARRANGEMENT

Where absenteeism is unavoidable, the following procedures must be followed:

1. A letter of request is to be submitted to the divisional principal, outlining reasons for the absence stating the expected duration and departure date. If the student will miss more than 5 days of school, parents must meet with division administrator prior to the arranged absence.
2. A **Prior Arrangement Form** will be issued from the Principal's office, to be presented by the student to his/her teachers.
3. Teachers will indicate appropriate learning expectations and tasks to be completed on the Prior Arrangement Form. In MHS, work will be sent through the student's *Microsoft 365 student account* to minimize the potential harm from being absent.

4. The student is responsible for completion of all missed work requirements.

Ajial's Administration reserves the right to accept or refuse parent notes and requests for their child's absence for non-emergency issues. They will be limited to a maximum of three days per semester in the MHS.

In MHS, students must attend 90% of each class; this means no more than 18 total days' absence (excused or unexcused) for each year, in order to receive credit for the course. Prior Arrangement Releases are not considered excused absences unless it is an emergency or due to medical circumstances.

GROUP ABSENCES

Attendance at school is critical to support learning and future opportunities for a good grade point average. Using undue influence (through social groups or any means) on peers to not attend school is unacceptable. Joining with others and skipping school is unacceptable and consequences will result.

Students will be placed on Academic Probation, and this will be a considering factor when re-enrollment takes place. Probation Contracts are a permanent record in a High School student's file and negatively affect Honor Roll and Valedictorian opportunities.

The student is responsible for all work missed on the day of the truancy for the purpose of not falling behind on their learning, but he/she will receive a grade of zero for tests/assignments missed. MHS students are responsible for checking their *Microsoft 365 Accounts* daily, to check for assignments and notices from teachers.

MAKE-UP WORK

When students are absent from school, it has a negative impact on their grades. Please note that students will be allowed to make up work, whenever possible. However, there are certain types of graded activities that require a student to be present in the classroom and thus, are impossible to make up, if a student is absent. Students are responsible to contact their teacher if there are concerns regarding missed work. Teachers do not give full credit for tardy work unless circumstances warrant it. If a student misses graded CW-classwork, HW-homework, or assessments because of an absence, they will receive a grade of zero (0). This grade of zero (0) will only be changed, when the student makes up the work. Make-up work will only be accepted with an excused absence and is limited to homework and assessments; it does not include Classwork, which will only receive an (*) to indicate the excused absence.

If a student arrives late to an assessment, then the time missed will not be compensated for. In the case of a missed assessment (due to an excused absence), the student will have to reschedule a make-up assessment, with permission from the administration. The time of the make-up assessment will be within 2 days of returning to school and at the convenience of the administering teacher, but not during class time.

CO-CURRICULAR ABSENCES

Students who wish to participate in co-curricular activities that will require them to miss class time during the school day must demonstrate satisfactory behavior and be passing in all the classes that are to be missed. This is an excused absence.

COUNSELLING DEPARTMENT

The school counselling program supports student needs by integrating the counseling standards within the domains: academic, career, personal/social, and global development. Children face many challenges while growing up and may find at times that they need someone to talk to external to the home environment.

The school counselors are available to give advice to the school community. Parents may ask to see a counselor at any time to gain assistance with providing help for a student. Please refer below to the specific departments:

KG Elementary and MHS.

Kindergarten Counselling Dept.

Counselling is a process which offers support and guidance when things feel particularly difficult. They may be about developmental issues, resolving problems, improving relationships, making choices, coping with changes, gaining insight and understanding, growing as a person. Counselling can:

- Help students to improve their capacity to learn
- Help students to understand their relationships better and improve them
- Help students to increase their level of self-awareness
- Help students to explore their feelings, and understand and manage them better
- Help students to recognize unhelpful thought patterns and adopt new ones
- Help students to improve their communication skills

- Help students successfully transition from one department to another; KG2 to Grade 1, leading to transitions from Grade 5 to Grade 6 etc.
- Offer a place to talk openly, without being judged

Counselors may also refer students and their parents to special programs, specialists, such as school doctor, physicians, administrators, external service agencies, as needed.

Elementary Counselling Dept.

The Elementary counselor provides academic, social and emotional guidance and counseling services to our elementary students and their families. Students may be referred to the counselor by teachers, parents, administration and other school personnel, or they may come to see the counselor on their own. Upon referral, the counselor will assess the needs of the student and take whatever action is deemed necessary. This assessment may be formal or informal in nature. The counselor may organize and facilitate Child Study Team meetings and will coordinate follow-up on any recommended action. The counselor may contact parents to request their involvement in the process and/or inform them of the action being taken to meet their child's needs. If the Child Study Team determines that outside services and/or testing is required, the counselor will follow appropriate policy and procedures for securing external assistance.

All counselling files are confidential. No information will be released from the school without permission.

In addition to providing individual and group counselling services, the counselor may be involved in many aspects of school life such as:

- Admissions Testing
- Character Education
- Orientation, Exit and Transition Programs
- Intervention
- Parent and Student Workshop
- Staff Development
- Academic Probation
- Child Study Teams
- Classroom Management

The counselling experience is intended to be a positive one and all decisions will be made in the best interest of the child. With the support of the school community, the elementary counselor will meet the needs of our students while helping to build strong bonds of respect, cooperation and communication between teachers, administrators, students and parents. Our counselors follow a comprehensive guidance curriculum and work with students in individual, small group and classroom settings. They help students create an academic plan for their education to prepare for successful transition to Middle school and help students develop the necessary skills, such as organizational, time management, and study skills. They also help students overcome obstacles that may form barriers to learning by helping students respond to issues such as divorce or death in their family, as well as developmental issues typical in childhood and early adolescence.

MHS Counselors

Counselors for the MHS deal with a variety of issues for students learning to cope with the demands of subject teaching, schedules, and independence. Additionally, age related social and emotional challenges give rise to problems for some students. This can include behavior changes at home as well as at school that may impact academic performance. We strive to facilitate access to Counselors on the Boys' and Girls' campuses and arrange opportunities to meet at lunch breaks to provide contact/communication with students needing support. Careful and confidential records are kept at all times and the School works with methods for teachers to use for support in the classroom environment as guided by the Counselors for students in need.

College and Career Counselor

MHS Career Counselors are knowledgeable about the world of work, career theories, and related life processes, and develops programs and interventions to promote the career development of all students.

High School students are encouraged to explore various college options as it relates to their career goals. The High School Career Counselor will meet with students in each grade level (9-12) to discuss the current and subsequent years' schedules, graduation requirements and new courses that are being offered (**HS Four-Year Plan**). High School (grades 10 & 11) students will receive an Elective Form listing courses to be offered the following school

year. Each student is expected to submit the course selection form, signed by a parent, before the designated deadline. As an important facet in the entire college counselling process, we strive to meet with all parents at least once per year to discuss the future plans and academic pursuits of their child.

BEHAVIOR

Ajial recognizes that the acceptance of responsibility for behavior is developmental and is dependent on students having opportunities to discuss and practice appropriate behavior. Students learn to accept responsibility when they are involved in decisions about behavior and when teachers/administrators explicitly teach and model responsible behavior, and consistently reinforce and always expect individuals and groups to accept responsibility for their behavior. *Ajial* acknowledges students' varying levels of ability to understand the relationship between rights and responsibilities.

Ajial students are expected to follow the Student Honor Code at all times and to respect their teachers, peers, and other adult staff members and workers, both in their words and actions. The school philosophy and objectives clearly indicate that *Ajial* will ensure all students acquire the fundamental skills of civic responsibility, human relationships, ethical character, and social competency. These guiding principles will frame the appropriate behavior expectations for students within each department. *Ajial*'s Behavior codes are explicit.

Behavioral expectations that students should be guided by:

- **We treat ourselves and other people respectfully.**
- **We take care of the precious gifts God has given us.**
- **We are good listeners and speak politely.**
- **We are honest.**
- **We are responsible.**
- **We keep our hands and feet to ourselves.**

Ajial rewards good behavior and develops consequences for irresponsible behavior and will consistently apply these.

DISCIPLINARY CONSEQUENCES

Ajial will provide consequences for students who choose to engage in inappropriate behavior, or otherwise disrupt the teaching and learning environment within the jurisdiction of the school. The school retains jurisdiction of students while on school premises, while engaged in school- sponsored activities, and during other school designated times and/or other school related locations.

Some offenses, such as academic dishonesty and plagiarism will carry academic consequences in addition to disciplinary action. Students from Grade 6 through 12 will receive clear instruction and practices on how to avoid plagiarism. Students who cheat will receive a zero (0) on the assignment in question unless, at the discretion of the teacher and principal, a rewritten assignment is an acceptable consequence. A

second offense will require a parent meeting with the principal, and suspension or further consequence could result if linked directly to Final Exam or Final Projects.

Ajial will make every attempt to enlist and inform parents/guardians in all disciplinary matters. The school reserves the right to impose disciplinary consequences to insure a safe and orderly teaching and learning environment where teachers can effectively teach, and all students can learn. Parents are responsible for their child and only their child.

Parents are never allowed to contact a student or parent of another student directly for the purpose of disciplining another's behavior. All procedures will go through the school administration.

The following disciplinary process is recommended, however with certain inappropriate/misconduct situations, administrators may skip a number of steps to immediate suspension or expulsion:

Step 1 (In Class)

Teacher Verbal Reprimand

This is typically a verbal discussion with the student describing what inappropriate behavior the student has chosen to engage in that has violated one or more of the disciplinary guiding principles. For extreme inappropriate behavior, students may be immediately sent to their school level vice principal or principal.

Step 2 (In Class)

Behavior Modification

When a student does not respond to verbal reprimands, the teacher will utilize behavior modification procedures that are appropriate for the age of the student and the inappropriate behavior. The school's Vice-Principal, Counselor, and parents/guardians may become involved at this stage.

Step 3

Vice-Principal's Conference

After the initial steps have been taken with no significant change in a student's inappropriate behavior, the teacher will refer the disruptive student to their school level Vice-Principal. The Vice-Principal will take additional administrative steps, with possible involvement of the Counselor.

Step 4

Principal/Parent/Guardian Conference

The purpose for a meeting consisting of the student, teacher(s), Counselor, Principal and parents/guardians is to discuss the inappropriate and disruptive behavior and develop a strategy for preventing future inappropriate and disruptive behavior from occurring. A

discussion of possible consequences for future inappropriate and disruptive behavior will also be addressed.

Step 5

In-school Suspension

A Principal may consider assigning a student to in-school suspension when all previous attempts to correct a student's inappropriate and disruptive behavior have not been successful. Students serving suspension may not attend *Ajial* functions or participate in extracurricular activities until the suspension has been lifted, or possible Behavior Contract ended.

Step 6

Out-of-school Suspension

When the above disciplinary steps do not resolve the student's inappropriate and disruptive behavior, the principal may consider and implement an out-of-school suspension. The Director will be immediately notified of an out-of-school suspension and will be provided a detailed record for the out-of-school suspension (i.e., academic, attendance, and behavior records, previous actions, times and dates of parent conferences, etc.).

- Out-of-school suspensions are served at home and students will not be allowed to make up academic work in any content areas missed.
- All tests, quizzes and exams given on the day(s) of suspension will receive a grade of (0) zero.

Any project or paper that had been assigned prior to the days of suspension and due on one of the days of suspension, will be accepted on the due date either delivered to the school by a parent/guardian or submitted through Microsoft 365/Teams and receive a 10% grade deduction overall on the assignment. Note: Students must bear responsibility for their actions and know there are consequences.

- A Behavioral Contract may be prepared for the student that specifies the disciplinary consequences for continued misbehavior of the student. If a behavior contract already exists, it will be reviewed and modified to avoid future inappropriate behavior.
- Students serving suspension may not attend *Ajial* functions or participate in extra-curricular activities until the suspension has been lifted or possible Behavior Contract ended.

Step 7

Expulsion

Expulsion will only be considered when all previous attempts to correct inappropriate and disruptive behavior have not been successful – it is a last resort. However, expulsion may be considered when a serious infraction occurs and there is no opportunity to realistically adhere to previous disciplinary steps. The Director may convene a student, teacher(s), counselor, principal and parent/guardian meeting to determine if a recommendation *to expel the student from Ajial is warranted and should be recommended to Head Office. The Ministry Private Education will be informed and provided with records of repeated behavior or the infraction leading to dismissal.*

- Expulsion is required for student membership or participation by a student in a group of students who threaten or harm other students.

- Expulsion is required for student behavior that, if the student were an adult, would be considered an extreme violation of cultural or civil laws.
- Expulsion is required for chronic violations of school policies, rules, and regulations and will follow Ministry of Education procedures for reporting students placed on Exit Status.

The disciplinary consequence chart for inappropriate student behavior serves as a guide.

The age and grade level of a student engaging in inappropriate behavior will always be considered and consequences modified if the Director/Principal believe such modification serves the best interest of the student and the school.

CONSEQUENCE TABLE

BEHAVIOR	DEFINITION	CONSEQUENCES
Verbal Assault (or threat of assault) against another person.	A verbal attack or the threat to do harm to another without actually doing any physical harm.	Suspension up to 5 days or recommendation to the Director for immediate expulsion from school based on investigation.
Theft (to steal)	To take or assist someone in taking, attempting to take, or being in possession of the property of another without permission with intent to keep or make use of wrongfully.	Complete restitution for property taken at full replacement value and up to three-days suspension. A second offense will result in a recommendation for expulsion.
Unlawful Behavior	Committing an unlawful act while subject to the authority of the school on or off campus during a school day or event.	The school has the obligation and right to remove students who have been involved in an unlawful activity. The severity of the punishment (suspension/ expulsion) will be based upon the severity of the act and the resulting investigation. In cases of violent behavior, the school may suspend a student until a full investigation has been conducted.
Fighting	To engage through physical contact or altercation. All who participate, regardless of who initiates the combat, are guilty participants including students who encourage the fighters.	Full and complete apology required along with a 1–5-day suspension or possible expulsion depending on the severity of the altercation. Additional violations may result in a recommendation for immediate expulsion.
Alcohol, Drugs (use, possession, paraphernalia, or distribution)	<u>Use</u> - to consume, ingest, take or drink in school regardless of whether the offence is on campus or not. <u>Possession</u> - having on your person, clothing, locker or in other personal effects. <u>Distribution</u> - to divide or apportion to one or many, whether free or for money.	Recommendation of immediate expulsion from school.
Weapons (or look-a-like weapons), knives, or any other dangerous objects.	<u>Use</u> - Threatening to utilize or utilizing a weapon, a look-a-like weapon or an object used as a weapon. <u>Possession</u> - having on your person, clothing, locker or in other personal effects.	Suspension up to 5 days or recommendation to the Director for immediate expulsion from school.

Document Forgery (official school document)	Falsely or fraudulently making or altering official school documents or instruments of any kind, for example, a report card to parents.	Immediate indefinite suspension until a meeting with parents, student and other relevant school personnel. A second violation will warrant a recommendation for immediate expulsion.
Vandalism /destroying school property.	To destroy or deface school, student or faculty property. (with/or without intent).	Full and complete restitution of property at full replacement value. Consequences will depend upon severity of the vandalism. Consequences may range from suspension to possible expulsion.
Physical Assault or threat of physical assault on another.	A violent physical attack or the threat of violent physical attack on another.	Suspension up to 5 days or recommendation for expulsion from school after thorough investigation.
Bullying	Bullying is repeated verbal, physical or psychological intimidation that creates a pattern of abuse and harassment over time. It is deliberate, repeated over time and intended to harm. Cyberbullying is a form of psychological bullying that utilizes technology (e.g., e-mails, blogs, texting, social networking and chat sites)	Suspension for up to 5 days and increasingly severe consequences for additional infractions including possible expulsion from school.
Obscenity	Use of obscene, or vulgar language by students, in verbal or written form, or in gesture or in pictures or caricatures in or on school property, or during school day or activities including e-learning classes or Teams platform.	Detention followed by increasingly severe consequences for additional infractions, or suspension depending on the nature of the offence.
Sexual Harassment	Any communication or conduct of a sexual nature where the conduct interferes with educational performance or creates a hostile or offensive environment on the basis of sex. Any sexual acts offensive to Islamic and Public Laws.	Detention or suspension up to 5 days, depending on the nature of the harassment. Increasingly severe consequences for additional infractions including expulsion from school.
Truancy	The act of unauthorized absence from school for any period of time. A student tardy in excess of 30 minutes shall be considered Truant. Skipping E-Learning lessons after attending other subject lessons on the same day without excuse or notice.	Suspension and increasing consequences for additional infractions will be assessed depending on the severity of the Truant behavior.
Academic Dishonesty (Elementary School)	Cheating, copying, plagiarism, or assisting another student on tests, quizzes, papers, etc. Submitting work on e-Learning that is not the student's work.	Student may be assigned a failing grade for the assignment, quiz or test (not lower than 50%) depending on the situation. Up to 5 lunchtime detentions and increasingly severe consequences for additional infractions.

Academic Dishonesty (MHS)	Academic dishonesty occurs when there is a question about whether the work submitted is that of the student or someone else. It is up to the student to prove his or her integrity. Academic dishonesty is defined as: violating test protocol such as talking or communicating in any form, copying, plagiarism, assisting another student on tests, quizzes and papers, or cheating. It may include using unauthorized materials, misrepresenting sources, using intellectual property without proper authorization, using the work of other students or others, and quoting without proper attribution.	Cheating offences will result in total loss of credit. The student will receive a zero on the assignment or instructional activity. In addition, depending on the severity of the offence, the student may be required to serve suspension. Cheating during Mid-term or Final Exams results in a (zero) and 2 days suspension. Other exams missed as result will be re-sat on the re-sit date and a loss of 20% applied to results
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Persistent Disobedience	Repetition of the same conduct or accumulation of instances of varied misconduct.	One day suspension or more increasingly severe consequences for additional infractions.
Insubordination or Disrespect	Failure to respond or carry out a reasonable request by a staff member, including failure to abide by reasonable school rules and/or classroom rules. In addition to talking back and other forms of disrespect.	Immediate removal from class activity and suspension, with a student-teacher-parent- administrator conference. Additional infractions may result in non-re-enrolment.
False Fire Alarm	The act of intentionally breaking the fire alarm glass and causing the student body to exit the school when no fire exists.	Indefinite suspension until a parent-student-administrative meeting is held to evaluate the situation. Possible expulsion.

Littering	Dumping, depositing, placing, throwing or leaving litter in or on school property other than in garbage receptacles.	Detention or school grounds clean up during an assigned date and time. Increasingly severe consequences for additional infractions.
Food, Chewing Gum, Drinks	Chewing gum, consuming food or drink in classroom at any time, unless a planned school event.	Detention or classroom clean up at the end of the day. Increasingly severe consequences for additional infractions.

Dress Code Violation	Students are in non-compliance with the prescribed uniform dress code.	Students will be requested to change into appropriate attire and will be assigned a detention for each violation. Suspension may be recommended for repeated violations. Seniors who repeatedly ignore uniform dress code may lose senior dress privileges.
Make-up /nail polish	Students are in non-compliance.	Students will remove make-up/nail polish. Repeated violations, parents will be contacted. Consequences may include lunch detention, discipline contract drawn up.
Jewelry	Students are in non-compliance.	Students will remove jewelry and place in locker. Repeated violations, jewelry will be confiscated and returned after to student. Repeated violations, parents will be contacted. Consequences may include lunch detention, discipline contract drawn up.
ID badge	Students are in non-compliance.	The first infringement means a temporary badge is issued. Further violations will lead to detention, parent conferencing and further consequences. Replacement ID badges can be bought at a cost.
Dishonoring/ Discrediting the School's Reputation	Student engages in inappropriate behavior on or off school grounds that dishonors or discredits the reputation of the school.	Suspension or immediate recommendation by Director to expel student.
Transportation Inappropriate Behavior e.g., Field Trips	Student does not follow the guidelines, rules and regulations for using school bus transportation.	A warning and parent meeting for the first incident. For a serious safety situation, serious consequences will result.
Inappropriate Use of Electronic Equipment	Student enters the building with and uses, without permission from a school staff member, an electrical device. Students are not permitted to bring/use their own internet connections.	Electronic equipment (including mobile phones) will be confiscated as laid out in our mobile use policy.

Inappropriate use of electronic social network technology and visiting inappropriate websites.	The use of Electronic Social Network sites/programs to insult, degrade or harass students and staff members. Visiting inappropriate websites on or off the school grounds.	Suspension for up to 5 days and increasingly severe consequences for additional infractions. Possible expulsion.
Inappropriate use of elevator	The elevator is out of bounds unless student has an Elevator Pass.	Suspension 1 day, increasing consequences for repeated infractions.
Skiping Class	The willful act of not attending class while on school campus. Skipping classes on campus or during e-Learning by missing scheduled class times.	Suspension and increasing consequences for additional infractions. Parents sign a behavior contract. Chronic offenders required to serve suspension with imposed academic penalty.

ACADEMIC/ BEHAVIOR/ATTENDANCE PROBATION

When a student is not meeting grade level expectations then it is important that the student needs to improve and make progress. Academic warnings, academic probation and being on academic hold, are all possible consequences. Similarly, a student may be placed on behavior hold if he/she needs to improve their behavior. If there is no acceptable level of improvement, then a student may be placed on the School's exit list.

Academic and behavior support is addressed differently in the different departments, and there are differing consequences when a student is not making the expected academic or behavioral progress. Please refer also to the departmental sections.

Kindergarten: Academic Probation

Our ultimate objective in the Kindergarten Department is to prepare the student to develop his/her academic skills so grade level requirements are met. We are continuously assessing your child's progress and ability to meet the demands of our bilingual curriculum.

Following any report card period students with below grade level in any of the core subjects are considered to be on Academic Probation. This indicates a student needs to improve and make progress. It results in a child being placed on the re-enrollment hold list.

If a student is placed on Academic Probation at any time, the counselor will set an official meeting between the teachers, counselor and vice principal or principal. In this meeting an action plan geared towards the weaknesses of the student, will be decided jointly by the counselor, vice principal or principal, teachers and parents.

Elementary: Academic Probation

Any student who receives a score of (1) in any two of the core academic subjects of English language arts, mathematics, or Arabic for the first semester will be placed on an *Academic Probation* contract to be signed by the father or legal guardian. If a student is placed on academic probation at any time the school administration will send a letter home informing the parents. The guidance counselor will set an official meeting between the teachers, counselor, and vice principal. In this meeting an action plan, geared towards the weaknesses of the student, will be decided jointly by the counselor, vice principal, teachers and parents. Depending on the grade level the student may also be included.

Elementary: At Risk/Academic Warning

Any student, who receives a score of 2 in any of the core academic subjects of English language arts, mathematics, science or Arabic will be considered at risk in quarters 1, 2, or 3. If a student is at risk, the school administration will send a letter home informing the parents. The homeroom teacher will set up a meeting with the parent to discuss the academic weaknesses and design a plan to promote academic progress.

Elementary: Academic Hold

A student who receives a score of one [1] in any of the core academic subjects (English language arts, mathematics, science & Arabic), on their semester 1 report, will be placed on *Academic Hold*. The administration will meet with the parents before the end of the 2nd quarter of the affected students to inform them of the Hold, and together devise an approach for future academic success. Students who are placed on Academic Hold will not be able to re-register until their grades have shown an acceptable level of improvement. This must be accomplished by the end of 3rd quarter. Students who do not achieve the minimum acceptable standard will remain on Academic Hold, and subsequently be placed on the *Ajial's* Exit List.

Note that up to grade 3 a student can be "Placed In" (Not "Promoted To") the next grade level and remain on a "Conditional Acceptance Agreement" until a child attains required grades of 3 or above. Grades 4 and 5 students will not move up to the next grade level if failing but will be asked to repeat the same grade level in hopes of reaching required standards. Students would need to sit end of year assessment and meet the minimum required grade level score to move up.

Elementary: Behavioral Hold

A student, who consistently violates *Ajial's* discipline policy, resulting in suspension(s), will be placed on a Behavioral Hold. They will not be able to re-register until they have demonstrated an improved level of behavior, to an acceptable level on a consistent basis. A student who does not improve by the end of 3rd quarter will remain on the Behavioral Hold, and ultimately be placed on *Ajial's* Exit List.

Elementary: Exit List

Students, who have not progressed academically or behaviorally by the end of 3rd quarter by receiving grades of 1 in two core academic subjects or have numerous disciplinary infractions will be placed on *Ajial's* exit list after being placed on academic or behavioral hold.

MHS: Academic, Attendance, and Behavior Probation

Students who are placed on Academic/Attendance/Behavior Probation after quarter one, will need to show significant improvement in their deficient areas to be allowed to re-enroll in *Ajial* for the next school year.

Following the semester 1 reporting period, students with a score of 0% to 59%, in any of the core subjects (Math, English, English Social Studies, Science and Arabic) are considered to be on Academic Probation. This indicates a student is failing the course, and this results in being placed on the re-enrollment hold list. Students with a score of 60% to 69% in any of the core subjects are also placed on Academic Probation, which in this case serves as a warning the student is at risk of failing the course.

If a student is placed on Academic Probation, at any time, the counselor will set an official meeting between the teachers, counselor and vice-principal. In this meeting, an action plan for 'success' will be created and geared towards areas in need of improvement. Parents, counselors, the vice principal and students will work as a team to create the plan.

If a student has been placed on Academic Probation for 3 quarters and their re-registration is on hold, a meeting will be conducted with the Administration, counselor and parent. If the student's placement in the next grade is in jeopardy because of failing any core subject, a conditional enrollment notice will be discussed for review the following year. If a student fails any core subject, they must re-sit an exam in August after having attended summer school or tutoring. Failing the exam will result in being held back to repeat the grade level.

Any MHS student on probation may *not* represent or participate in any sports, clubs or after school activities that occur before or after school and at weekends.

PARENT ACADEMIC ASSISTANCE

Parents/Guardians can assist the school in enhancing their child's academic success by:

- Getting their child to school on time
- Providing a suitable study environment for study and practice
- Showing a genuine interest in their child's schoolwork
- Talking with their child about what is happening in school, what they are studying and learning, and helping them to help themselves, rather than doing the work for their child
- In specific instances when it seems necessary for a parent/guardian to intervene and provide direct help with homework in skill subjects, they should know the method used in the classroom
- Encouraging their child to work at and complete each homework assignment
- Attending parent/guardian-teacher conferences
- Attending school meetings

TARDINESS

Students are expected to arrive at school, no later than 7:15 AM. At 7:15 AM all students are escorted to their classrooms. A student is excused tardy, when arriving at school after 7:15 AM but before 7:30 AM. Students, who arrive from 7:15 AM must swipe their Student ID to receive a late/tardy slip, before going to the class.

Students arriving after 7:30 AM will have 'late arrival' recorded in *Ajial's* attendance system; this will be applied to their report card and affect the participation grade. Students arriving after 7:30 AM will enter through the Reception Area to swipe their ID card and must present the late/tardy slip to the class teacher.

If a student does not have their ID badge, the Receptionist will document their arrival and issue them with a late/tardy slip, through using the bar code register. This procedure is a one-off occurrence. If a student has lost their ID badge, parents will be contacted to pay for a replacement.

If a student is late or tardy to a class more than 30 minutes, the absence is considered unexcused for the entire class period. Any reason other than those listed under "Excused Absences" shall be classified as unexcused. Absences initially classified as unexcused may be changed to excused, if a parent/guardian contacts their child's principal within one school day after the absence, with an acceptable Medical Excuse.

Tardy slips are to be given to the teacher and stored for a final tally at the end of the week.

- After 3 tardies, the counselor will call parents to inform them of the lateness.
- After 5 tardies, a warning letter will be sent home, to be returned to school with a parent signature.
- After 8 tardies a meeting will be held between the parents and administration. A commitment letter will be created and signed by all parties involved.

TRUANCY, SKIPPING CLASS AND LEAVING SCHOOL WITHOUT PERMISSION

A student is considered 'truant' if he or she is absent from school, without the knowledge and consent of a parent.

Skipping Classes is:

- Being absent from class, after once arriving on the campus, without consent or knowledge of school.
- Obtaining a pass to go to a certain place and not reporting there.
- Failing to follow the daily schedule, without permission to deviate, from the administration (principal or vice principal).

The 'truant' student is responsible for work missed on the day of the truancy, but he/she will receive a grade of zero for tests/assignments missed. Disciplinary action will be taken for truancy.

Skipping a class is an automatic suspension and the student and parent will be required to sign a Behavior Probation Contract. Probation Contracts will be a considering factor, when deciding if a student is allowed to re-enroll. Students who are suspended will receive a 'zero' grade for all work or assessments for the duration, and these cannot be made up. Leaving school without permission or skipping a class will follow the same consequences as truancy.

WHOLE SCHOOL TESTING

Measures of Academic Progress - MAP

All students in Grade 1 to Grade 11 participate in the Measures of Academic Progress, or MAP, each year to chart their academic growth. These tests are administered three times a year (fall, winter, spring) MAP tests are computerized assessments taken in the subject areas of Reading, Math and Language. The test is adaptive, which means that it adapts to each individual student's ability level. Teachers and administrators use MAP data

to understand what each student is ready to learn, to help students, teachers and parents set learning goals, and to track student growth over time, through the school year and over several years.

Parents will be informed of MAP Testing/Schedules for each school division and are expected to have their students in attendance on these days.

Standardized testing

Standardized testing may be used to provide additional data points that can provide some perspective on student learning.

HOMEWORK

Homework assignments represent activities that are designed to meet long and short-term course objectives and individual student needs. Homework assignments may be assigned on a daily basis. Successful completion of homework assignments is essential for students to achieve academic success in school.

Typically, homework will be assigned for:

- practice, drill and reinforcement of course-related skills
- review and preparation for daily class, quizzes, test and examinations
- background reading research utilizing the library and community-related resources
- laboratory, art project preparation
- writing of assigned journals, laboratory, and technology reports
- individual enrichment
- media-related viewing and listening as preparation for next day's class activities (Flip Class)

Students need to organize and budget their time to complete homework assignments and prepare for upcoming classes. The amount of time needed for homework assignments will vary from level to level and from course to course. The following indicates the approximate maximum time that a student should dedicate to homework (English and Arabic) completion, daily:

KG2	=	Daily reading / 20 minutes
Grade 1	=	Less than 60 minutes
Grade 2	=	60 minutes
Grades 3 – 5	=	90 minutes
Grades 6 – 12	=	120 minutes.

**HW = 10% of the overall grade for a subject in MHS. Grading is based on completion and submission on time. No points are deducted for wrong answers. Plagiarized work will receive a (0).*

The teacher's role in assigning homework is to select assignments that are closely aligned to the objectives of the course being taught and the ability level of students individually and collectively. Teachers should clearly convey to their students' what level of achievement constitutes satisfactory completion. Homework assignments are considered an important part of formative assessment.

The parent/guardian role in assisting their child with homework assignments is to provide a quiet, well-lit space at home that will be conducive to the successful completion of homework assignments. In addition, and equally important, parents/guardians need to actively show an interest in their child(rens)'s home study habits and regularly provide supportive encouragement. Students are encouraged to read during the summer months and during vacation. Elementary and MHS students will be referred to departmental vice-principals for assistance, when regular refusal to do homework is an issue. A parent meeting will be requested.

TUTORING PROCEDURES AND GUIDELINES

Tutoring is an integral component of our academic program at *Ajial*. We believe that tutoring is valuable for those students, who, from time to time, need additional support outside of the regular classroom to enhance their learning to achieve a higher degree of academic success. The School works in collaboration with parents to utilize all the resources available. *Ajial* provides several tutoring options and parents are asked to speak to the Activities Coordinator for further information.

The purpose of the *Ajial* Tutoring Program is to enhance the academic performance of students who participate in the program. Teachers, counselors and members of the administrative team often make the recommendation to parents whose sons/daughters are in need of additional assistance. Parents are also informed that tutoring is carried out without a guarantee that the grades of the students will be enhanced in the classroom. In most cases, the grades of the students will improve during and after tutoring, however, *Ajial* does not make that guarantee. During the course of the tutoring contract, the tutor will have the responsibility of communicating with the parents of the student. The purpose of this is to keep the parents informed of the progress their child is making.

It is the expectation of *Ajial* that once a tutoring contract has been established between the school, students, tutor and parents, all parties will adhere to all the requirements stipulated in the said contract. It is particularly important for students and tutors to attend all agreed upon days and times. In the event of an emergency, the individual who is unable to attend, is required to notify the other by at least one day in advance. It is preferable the other party know a day in advance if possible.

Tutoring Guidelines:

- Teachers do not tutor their own students
- ½ hour sessions are not accepted
- *Ajial* teachers are not allowed to tutor off the school property
- Tutors are limited, and preference is given to the following: 1) students with a "C" or lower grade, 2) students that are on a student support program, 3) conditional re-enrolment contract, requiring tutoring.

The tutor and classroom teacher should also be in regular communication to support each other's efforts in getting the student to achieve at the highest level.

TEXTBOOKS

All required textbooks and novels are supplied to students on a loan basis from the school. Students will be required to pay for any lost or damaged textbooks. A book will be considered damaged if it has been written in, has ripped pages or is otherwise vandalized. School records will not be released until all financial obligations to the school are met. If a textbook or other item is lost, please check the department lost and found. All thefts should be reported to the departmental principal or vice principal. Lost textbooks will not be replaced until the lost books are paid for in the office and records are cleared. Please keep in mind that a textbook is a precious commodity at *Ajial* and when issued to a student, it becomes the responsibility of the student, regardless of the circumstances surrounding the loss or damage of a textbook.

LIBRARY

It is the goal of *Ajial* Library spaces to develop independent and life-long library users and to ensure that students and staff are effective users of ideas and information. Additionally, the MHS Library aims to provide the knowledge, tools, and technology to research for personal interests and educational needs encouraging students to make research and reading a life-long skill.

All school-wide rules apply in the Library spaces; Kindergarten, Elementary and MHS. The library rules will be posted and visible to all users.

Librarians will select library materials in accordance with the Kuwait Ministry of Education. Recommendations from staff and parents will be considered, if possible and appropriate.

Book gifts/donations are appreciated and will be accepted if they meet selection policy standards.

Ajial Library Rules of Conduct:

- Be considerate of those studying and work quietly
- Food, drinks and gum are prohibited in the library
- Leave bags and other large containers at the door of the library
- Be courteous and follow directions of teachers and librarians
- Clean the area around the table before leaving and push chairs under the table
- Remember always to sign out books and materials and return them on time
- Classroom rules apply in the library; one of respect and doing the right thing
- Students must present their student ID for the barcode to scan and record the book sign out
- Use of computers in the library is covered by the rules of technology, computers, Internet as found in On-line Use and eLearning Policies

Library Access

Kindergarten and Elementary students have fixed schedules to visit the book collection in Kindergarten and the Elementary library.

The following procedure is followed by MHS students:

- All students need an approved pass or a teacher to accompany them to enter the library and must always remain supervised
- MHS students cannot use **ZENA System Virtual Lab laptops or screens** without express teacher supervision
- Library access to games, reference materials and equipment is a privilege and can be revoked at any time a student is found to conflict with rules and policies for their use
- Games cannot be signed out, only used in the Library under supervision as part of a reward incentive for good behavior
- Not all books are accessible to students and require a teacher's guidance for use, and some books due to age/condition must remain in the library for use and cannot be signed out
- Large Atlases and reference books must remain in the library for use

The Book Loan period is typically 1 week, and a book should be returned and then can be signed out again for a second week if it is not an only copy of the book or on a waiting list for another student or staff member

Elementary: Weekly with Homeroom Teacher Scheduled Library Period

MHS: 1 Week

Faculty and staff: 2 weeks with prior notice

LOCKERS

Students will be assigned a locker for their storage of school bags, books, lunch, jackets and laptops. Students must sign for receipt of their locker key. The school administration respects a student's right to privacy. However, all students should understand that school authorities have the right and responsibility to inspect lockers, to ensure the safety and welfare of all students.

As a precaution against loss of materials from lockers, students are always urged to keep lockers locked, and not to give their key to other students. *Ajial* is not responsible for items that are lost or stolen from student lockers or left outside of the lockers.

Locker rules

- Students are responsible for the contents of their lockers at all times
- Lockers should be locked when not in use
- There should be no writing or the attachment of stickers, pictures, etc., to the outside/inside of the lockers or to the inside
- Locker numbers are not to be removed
- No food or drink items should be left in the lockers overnight
- Lockers are only to be used for student storage of school-related items
- A replacement locker key cost 5 KD
- Damage to lockers will be assessed and charged accordingly
- Continued key loss or damage to lockers may result in a suspension of privileges
- At the end of the academic year, lockers must be emptied, with keys returned to the student's homeroom teacher. Any items found remaining in lockers will be discarded or given to charity

SEARCHES OF STUDENTS AND THEIR PROPERTY

Ajial will take reasonable steps to protect and ensure the safety of all students and staff, or to determine the involvement of student's inappropriate activities. When any teacher or administrator has reasonable grounds for assuming that a particular student is concealing an object or substance that is prohibited under school policy (drugs, alcohol, tobacco, weapons, electronic devices, stolen property, etc.), the teacher accompanied by an administrator or discipline officer, may ask the student to empty pockets, backpacks, lockers, etc. Failure to cooperate with such a search, will constitute insubordination and will be reported immediately to the principal for further action which may include contacting the parent to come to the school.

GYM AND PLAYGROUND RULES

***Ajial's* behavior expectations of fair play must be adopted by all students, in the multi-purpose gym and playground areas, during recess and lunch breaks. There should be no fighting, pushing, inappropriate language, insubordination or misconduct; any behavior infringements will be treated, according to the school's table of consequences.**

There are multi-purpose spaces within *Ajial*, used by different departments. The gym is one such space. It is primarily, a teaching space and as such, all students, teachers and visitors must be respectful of the PE teacher and class members, when lessons are in progress. Lessons should not be disturbed. *The teaching space must be left free of litter and waste when the space is used for recess, as a playground.*

- These spaces are **only** available to students during scheduled lessons or supervised recess/lunch times. At other times, they are out-of-bounds. Supervision for early morning drop-off starts at 6:30 AM.
- There should be **no** touching or pushing one another during play time.

SWIMMING EDUCATION

Swimming is a significant part of the educational program Starting from KG and continuing through Elementary, and due to its nature in terms of changing and safety requirements, it is given special mention in this handbook. *Ajial* has a fully qualified Lifeguard, who is present at all times during swimming lessons; swimming lessons are cancelled if the lifeguard is absent for any reason. Care is taken to maintain correct water quality and water and air temperature in the swimming pool and changing areas. Any student who is not following the swimming teacher or lifeguard's rules, indicated below, will lose pool privileges. This may affect their grade. Students must follow all swimming pool regulations posted in the pool area and shared with students and parents at the start of the school year.

Proper swimming attire must be worn for pool use. A full swimming suit, slippers, swim cap, goggles and floaties for non-swimmers. Regular clothing is not permitted in the swimming pool –no exceptions.

Only students who have obtained a medical excuse will be excused and will not be graded for the swimming classes.

DRESS CODE

All *Ajial* students are required to wear *Ajial* uniform in school, at all times. Students will be checked so that there is compliance. The school uniform presents a smart and neat appearance and assists in identifying our students. This is particularly important for safety on the school campus and during field trips. The school reserves the right to change or amend the dress code as it deems appropriate. Uniform infractions will follow the discipline code.

It is recommended that students clearly mark their personal belongings with their name or other identifying mark so there cannot be any dispute of property ownership.

All students should be reasonable, decent and display good taste in their dress for school. Senior Class uniforms are required for all Senior Students.

All students will be issued with an Ajial Bilingual School ID card and lanyard and are expected to wear this while in school; it is part of the uniform. The ID card is needed for attendance and access services, such as borrowing books.

Note: School uniforms can be purchased from the Ajial Store. Uniforms are available throughout the school year. No clothing of transparent, torn, or a revealing nature is allowed on campus at any time during or after school hours (this includes any graphics or language deemed offensive, which must not be worn.) Additionally, clothing decorated with ink marks, graffiti, decorative badges, holes or tattered edges is not permitted. No caps, hoods or winter hats should be worn on campus. No type of gang or tribal name references are to be worn on campus.

SHIRTS AND BLOUSES Uniforms may not be altered and styled. Girls' arms must be covered to the top of the elbow; **blouses without sleeves are not allowed.** T-Shirts will not be permitted except for PE. In the interest of modesty, all uniforms should be loose fitting. Undergarments must be white and not hang out underneath the bottom or top of the shirt.

Shirts are not to be removed, unbuttoned, or otherwise changed in appearance at the end of the school day when students are leaving school or waiting for their ride home.

TROUSERS/SLACKS Appropriate "looseness of fit" is required in the interest of modesty. Excessively low hanging, "baggie" short or long trousers are also unacceptable.

MAXI SKIRT OPTION for Girls (Grade 6 – 12)

CULOTTES/SKORT for Girls (KG to Grade 8) **Appropriate length, below the knee**

AJIAL CARDIGANS/VEST/PULLOVERS/JACKETS may be worn during the school day. **Hoods of jackets are not to be worn inside the school; there are no exceptions.**

SHOES must cover the entire foot (no toes or heels exposed). None of the following footwear is allowed in school: sandals, *Crocs*, shoes with cleats on the soles, nor roller blade shoes may be worn to school. Shoe heels may not exceed two inches (2") in height. Shoes should either be navy-blue or black

BELTS should complement the dress code and be either navy-blue or black.

HIJABS should be all one color: navy-blue, black, or white.

MAKE-UP may NOT be worn at school. No Nail polish, fake nails or lipstick.

JEWELRY may not be worn to school with the exception of a watch and one pair of small earring studs (one stud in each earlobe) for Girls only. Body piercing is not permitted such as nose, tongue, eyebrows and lip etc. Boys should not wear jewelry of any kind, other than a wristwatch.

HAIR should be well-groomed, conservatively styled, and appropriate for academic purposes. It should be combed/brushed and clean and of a natural color; no bright tinting, hi-lights, or streaks. Girls should have 'below-shoulder length hair' tied neatly back. Hairbands, hairclips should follow the same color scheme of the blue, white, or black of Hijabs. Boys hair should be above the collar and of a conservative length; no spiked hair or of a length, covering eyes or face.

PHYSICAL EDUCATION (PE) UNIFORM

PE Kit/Uniforms should only be worn on the day of PE lessons according to the class schedule. Sports shoes may be worn on the day. Students wearing PE Kit on non-PE scheduled days will receive a warning and consequences based on the School Uniform Infraction Policy.

Non-Uniform Dress Days

Students will be informed of designated dress up/relaxed dress days. Appropriate attire should reflect the culture of Kuwait and *Ajial* standards.

MONEY AND VALUABLES

Students are advised not to bring money and valuables to school. Students should only bring money necessary for daily needs at school and should never leave money or valuables unattended at any time. The school does not assume any responsibility for money or valuable items lost or stolen.

FOOD / SNACK AND LUNCH

Ajial recognizes that nutritious food helps students develop lifelong healthy eating habits. Health and healthy eating support our School's core mission of education and is explicitly taught by teachers. We ask parents to contribute to a culture of wellness at school, by reinforcing nutrition education with the types of food they pack for their child to eat at school.

Students are encouraged to bring water bottles to school for water consumption during the school day. Similarly, we encourage the use of reusable containers in consideration of the environment. Students are expected to be polite at all times during snack and lunch times and are expected to clean up any mess that they make.

- MS and HS students can purchase food at a designated area for Lunch Breaks per Grade Level Schedules
- Parents are encouraged to send an adequate number of vegetables, fruit, sandwiches, juice, cheese and other highly nutritious food for students to consume during Snack Time and Lunch Time
- Parents are encouraged to send an additional snack during the after-school-clubs period
- Drinks in bottles or tins are not allowed, nor fizzy (carbonated) drinks, no coffee, tea, hot chocolate, or Red Bull or similar drinks with high caffeine levels
- *Seeds with shells* are not allowed, for example sunflower seeds, ‘banak’, or other
- Students must bring a light snack for 9-9:15 AM break, NO SALE of food will be provided for this break
- Chewing Gum and candy are not allowed at school
- Nuts are not allowed at school due to student allergies

There is an order placement system in place for Elementary students to purchase food and drink items from the school canteen. Snacks and drinks are available for MHS students to purchase at specified times and at designated areas. The catered ‘menu’ is within Ministry guidelines. Students, Parents, Maids, Drivers, etc. are not permitted to go down to the Canteens at any time. Food orders are accepted at the entrances in the playgrounds during morning arrival and these will be delivered to classrooms according to lunch schedules.

NO DELIVERIES POLICY

No food deliveries are allowed for students at any time. No orders through any staff member are permitted and deliveries will be turned away at the gate. Any items of food/drink not permitted, will be confiscated from students.

MHS students cannot receive lunches or schoolwork delivered during the day. Students have subject-based classes and move from room to room throughout the day and classes cannot be interrupted for such purpose. Students in Grades 6-12 are old enough to be responsible for their assignments, belongings and schedules.

KG through Grade 5 may have a lunchbox delivered if forgotten. Elementary School students are still learning to be independent and occasional lapses may occur. *A 1-week exception for the new Grade 6 students will be allowed the first week of the new school year to help with the adjustment of independence.*

PARTIES AND SCHOOL CELEBRATIONS

Due to high incidence of food related allergies and food borne contamination, the School in line with the Ministry of Education, bans all Birthday Parties, and school celebrations from sharing food items. This includes a “no sweets shared” policy. No outside food orders can be made or received from/to the School, nor delivery from homes. The health and safety of every child is our first concern.

NO GUNS (IMAGERY OR OTHER REFERENCE) AND NO TOYS

Students are not permitted to bring toy guns, model guns, or draw them in school, to discourage promotion of the violence related to them.

Toys, either electronic or any other kind, are not permitted in school, unless expressly related to a request by the teacher for a project (after taking permission from the Principal)

NO Form of Playing Cards, Cards for collecting and trading of any kind are permitted in school. Such items will be confiscated and returned to a parent on first offense and held until the June closing if found a second time.

SCHOOL CLINIC

A registered school doctor, along with nurses, are available at school throughout the school day. Matters pertaining to student health should be directed to *Ajjal* medical staff.

The clinic provides first aid services and emergency care for sick or injured students.

Student Medical Records

A legible, complete, comprehensive, and accurate student medical record must be maintained for each student as required by Kuwaiti Law and school procedures.

The school clinic facilitates immunizations required by the School Health Department with permission from the parents. Medicines are administered to students, only with written permission from the parents.

For the parents:

1. Please be sure to notify the school doctor about any health problems
For example:
 - Chronic health problems like heart cases, asthma, and diabetes
 - Medication taken daily at home
 - Allergies
 - Food allergies
2. Students must obtain a pass from their teachers before reporting to the school clinic; students must also report to their classrooms before and after their visit
3. Students **WILL** be sent home in cases that involve:
 - Fever
 - Vomiting and /or diarrhea.
 - Undiagnosed rash
 - Severe cough and / or nasal discharge (upper respiratory tract infection).
 - Have pediculosis (Lice)
 - Pink eye - Conjunctivitis
 - Have any communicable disease like flu, German measles
 - Are obviously ill
 - Injury

Note: If any student suffers the above symptoms, parents will be informed by the school clinic.

Children who have a fever, diarrhea, vomiting or a contagious disease such as measles, chicken pox, strep throat, head lice or conjunctivitis MUST remain at home. Your child must have been fever-free without medication for 24 hours before returning to school.

The school doctor should be aware of any changes in your child's health during the year, for his/her safety and well-being.

Medication Policy

The clinic is responsible for the receipt, storage and administration of medications for students attending school.

The school clinic will administer non-prescribed drugs (e.g., *Adol*) as allowed by the school health department. Self-medication by the children is not allowed.

Teaching staff are not authorized to give a student medication. For the students' safety it is not allowed for the parents to send the medicine with the students or put it in their bags, not even Panadol. It is the parents' responsibility to personally submit the medicine to the clinic at the beginning of the school day, with a written note including the following:

- *Student's name*
- *Class*
- *Dose of the medicine*
- *Time of the medicine*

Parents must take any medicine from the clinic, at the end of the day. Glucose test kits should also be placed with the Clinic by the parent or accompanying adult and follow the above routine.

PRAYER PROCEDURE

Students can conduct their prayers during supervised lunch time sessions. Prayer is encouraged for all Muslim students at Ajial. The 'Ajialuna' teacher or member of the Islamic department will be present to support students in this practice. MHS students who do not join the prayer, are expected to wait silently and avoid any disruption to the prayer time.

FIELD TRIPS

Field trips are an important part of an authentic, hands-on curriculum and *Ajial* expects students to participate. While on the field trip, students are representing *Ajial*, and proper decorum and conduct is expected from all participants. All school policies, rules, and regulations apply.

- School uniform must be worn including the Student ID
- All planned field trips enrich the academic and cultural experience of our students and are related to the curriculum taught in each grade level. Students are expected to attend scheduled field trips, and should a student miss the trip, any related classwork grade missed will be treated as unexcused.

- Parents must give written consent for their child to attend a school field trip. Any student who does not have written parental permission cannot attend a field trip. She/he will be placed in a suitable class for the day and will remain at school under the supervision of other teachers
- If students collectively collaborate and agree not to participate in a field trip, disciplinary action will be taken
- Students should bring a lunch or snack from home on school trip days. No purchase of Fast Food or eateries while on a School Trip is permitted according to the Ministry of Education
- Students who may be a concern or considered a behavior risk may be asked to have parents/guardians accompany their child on the field trip, if their child is to participate in the field trip. Ajial reserves the right to restrict students who frequently misbehave or are on probation from attending the field trip. Students who are restricted from the field trip will complete class work at school during the time of the field trip under supervision of another class teacher or administration

AFTER SCHOOL / EXTRA-CURRICULAR ACTIVITIES

When attending an after-school activity, students need to take their books, clothing and other personal material and equipment they intend to take home with them. Students cannot return to the classroom after the school activity. The benefits of after-school activities for students are wide and varied, ranging from physical benefits due to the promotion of increased activity, to psychological and social advantages.

SURVEILLANCE

Throughout the *Ajial* campus, cameras monitor activity so that building security, student safety, and care of property can be maintained at the highest level.

SCHOOL ANNUAL EVENTS

There are annual events calendared at *Ajial*, such as the International Day and Carnival. Action plans for these events and information letters are sent home in advance of the day. These educational school activities and fun days are only for *Ajial* students and parents as announced.

TRAFFIC SAFETY

All students and staff members will obey the following traffic safety rules:

- Parents and any drivers must not park along the School sidewalks to prevent blocking flow of traffic for arriving students and staff
- Students drop-off should only happen from the side of the vehicle closest to the sidewalk to ensure safety of children from cars passing on the street side
- It is advisable to find a spot to park and escort your child to the gate, watching to ensure the children enter the building
- Students are not permitted to exit the building once they arrive and have swiped in their student IDs
- Students being collected at the end of the day should follow the procedure for drop-off by entering the vehicle from the side next to the sidewalk
- Please be courteous always, and watch for children crossing the street or getting out of cars
- Drive slowly anywhere around the school for everyone's safety
- Parents are liable for any child driving a vehicle registered to them and students below the age of 18 years or without a valid driver's license should never be permitted to operate a vehicle on public roads
- Students that drive to school with a valid license needing to leave school for illness, will not be permitted to drive home. A parent or guardian will be contacted to collect the student and a medical excuse will need to be obtained for the absence.

KINDERGARTEN DEPARTMENT

We value People. We value Learning.

KINDERGARTEN INFORMATION, POLICIES AND PROCEDURES

Ajial School rules and policies are important and remain consistent for all students, including Kindergarten-aged students, as stated in the previous pages.

Please note: *Ajial* Kindergarten will follow all Kuwait Ministry of Education guidelines relating to attendance. If a student's absence exceeds 15 days in one continuous absence or from several different occasions without an acceptable excuse in one semester, the student can be placed on the Exit List from the school after informing the Ministry.

We promote student punctuality. Being late to class can have a negative effect on a child's success in school.

Parents are reminded that **all students admitted to the Kindergarten Department are required to be fully toilet trained before attending school and no 'pull-ups' are allowed.** If a student has frequent toileting accidents at school, they will be required to stay home until fully trained. This is in line with our **Bathroom Policy.**

*Fully toilet trained means that they consistently inform an adult that they need the bathroom and "accidents" are rare.

Careful consideration is taken to create balanced classrooms with consideration of behavioral, social and academic abilities of the class, and input from teachers, counselor, vice principal and principal. All class lists are finalized and approved by the vice principal and principal. No personal requests or preferences will be accepted unless expressly related to the counselor's recommendations. The Kindergarten Principal reserves the right to approve any changes that are deemed necessary according to the School's policy.

KINDERGARTEN PROGRAM

At *Ajial* we offer three levels of instruction from Pre-K, KG 1 and KG2; entry into each grade is dependent on age criteria as per Ministry guidelines. The purpose of the Kindergarten program is to prepare each child for the academic demands of first grade and later learning. Content, skills and understanding are addressed through a bilingual program of English Language and Arabic instruction. We have specialist teachers in Arabic, Islam, and Physical Education. The Kindergarten Department has created a Program around play-based inquiry. We recognize that young children actively reach out to interact with other people, and in the world around them. Development is not an automatic process; however, it depends on each unique child having opportunities to interact in positive relationships and enabling environments. In Kindergarten, we recognize that differentiation is required in order for each student to appropriately develop.

We believe that every child is unique - a child who is constantly learning and can be resilient, capable, confident and self-assured.

Our teachers:

- Understand and observe each child's development and learning, assess progress, plan for next steps
- Support children to develop a positive sense of their own identity and culture
- Identify any need for additional learning support
- Keep children safe
- Value and respect all children and families equally

We believe that children learn to be strong and independent through positive relationships.

Our Teachers:

- Create positive relationships with students that are warm and loving
- Foster a sense of belonging
- Are sensitive and responsive to a child's needs, feelings and interests
- Are supportive of a child's own efforts and independence
- Are consistent in setting clear boundaries
- Create a stimulating learning environment

We believe that children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between teachers and parents /guardians.

Our Teachers:

- Create enabling environments, offering stimulating resources
- Provide rich learning opportunities through play and playful teaching that are relevant and acknowledge a child's cultural heritage
- Provide support for children to take risks and explore

We believe that children develop and learn in different ways.

Our Teachers:

- Foster playing and exploring

- Foster active learning where children are motivated, are involved and keep trying
- Foster creativity and critical thinking where children have their own ideas, question and make connections

DAILY SCHEDULE

SUNDAY –WEDNESDAY	Kindergarten 7:15 AM – 1:00 PM
THURSDAY	Kindergarten 7:15 AM – 12:10 PM

The Kindergarten gate opens at 6:30 AM and closes at 7:30 AM. Teachers are available for supervision at this time. It is very important that children are picked up on time. Any child who is picked up later than 1:15 PM, will be taken to our Aftercare program.

On Thursday, school finishes at 12:10 PM.

The school day schedule will be shared with you at the beginning of the year by the Homeroom teacher to indicate when students have specialist lessons.

Students must attend all classes for the full school day.

- **Morning Assembly**

Every Sunday at 7:15 AM, the Kindergarten Department begins the day with a morning assembly in the girls' playground. We start by reading the Quran, followed by the Kuwait National Anthem. We also celebrate student achievements and learning highlights. Please ensure that your child arrives by 7:00 AM to attend this morning assembly.

AREAS OF LEARNING

In Kindergarten we believe in the importance of the Prime areas, and that they are fundamental in a child's life. If they are not achieved, then other areas cannot be developed efficiently.

Prime Areas in Kindergarten	Description
Personal, Social and Emotional Development	Well-being, making relationships, self-confidence and self-awareness, managing feelings and behavior
Physical Development	Movement, coordination, balance and handling equipment (balls), health, healthy eating and self-care
Communication and Language (Arabic and English)	Listening and attention, understanding, speaking
Specific Areas	
Literacy	Reading and writing
Mathematics	Numbers, shapes and patterning, measurement, data collection
Understanding the World	For example: School life, families and relationships, healthy eating and food, animal characteristics and habitats, plants, seasons, weather, places, transportation, jobs in the community, day and night
Technology	Understanding the role of technology, being technology literate and gaining skills to support learning
Expressive Arts	Imagining, creating, designing and responding to art- inspired opportunities

Well-Being

Well-being is intrinsically linked to all aspects of a student's experience at school and beyond, and it starts naturally in *Ajial's* Kindergarten. Our Program encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to a student understanding about himself /herself, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle. Every Kindergarten teacher has a responsibility to support each student's personal, social and physical development through all learning engagements. We have a dedicated Kindergarten Counselor, who works collaboratively with parents and teachers to decide on what action needs to be taken to address issues interfering with a student's learning process.

Physical Education

Ajial's Kindergarten Physical Education (PE) Program focuses on whole body or gross motor skill development through student participation in sports and games. Additionally, its purpose is to develop a combination of transferable skills (communication, ethics, team building, leadership) while promoting physical, intellectual, emotional and social development. PE encourages present and future choices that contribute to long-term healthy living. Students in Kindergarten are beginning to understand the cultural significance of physical activities for individuals and communities. We celebrate our Kindergarten students' sporting achievements by holding an annual Sports Day. Students need to be appropriately dressed for their PE lessons.

- **Swimming**

Swimming lessons are an integral part of the kindergarten school program for KG2 students only. Swimming is an important life-skill to master. *Ajial* has strict health and safety measures in place. The school employs a fully trained lifeguard and swimming coach; comprehensive risk assessments have been completed. Only students with a medical excuse will be excused. They will not be graded for swimming.

***Ajial* strongly advises Parent/Guardians to support the swimming program for KG2 students. Swimming is a low-impact sport. It develops a child's strength, coordination and flexibility. Making sure that your child is comfortable in and around water is essential to their safety.**

- **Recess Times**

Within the daily schedule, there are times when students have 'recess' for free play and games. These times are fully supervised.

- **Fine motor skill development**

Throughout Kindergarten there is a focus on fine motor skill development in the students, getting them to use the small muscles in their fingers, hands and forearms. Some of the activities that are planned, aim to target:

Academics skills including pencil skills (scribbling, colouring, drawing, writing) and scissors skills (cutting)

Construction skills using Lego, Duplo, puzzles, train tracks

IT use (e.g., mouse and stylus manipulation)

Self-care skills including dressing and undressing (during swimming), eating (using cutlery, opening lunch boxes and containers)

Hygiene skills - toileting.

Communication and Language

In Kindergarten we emphasize the student's role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas.

In Kindergarten we have a balanced program of well-planned opportunities for students to participate as listeners, as well as speakers in both English and Arabic; see the Arabic Language Curriculum. Our Kindergarten classrooms are places where children are encouraged to listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say. They discuss and respond appropriately. Classrooms are never quiet!

Reading

We recognize that 'Reading' is a developmental process that involves constructing meaning from text. The process of learning to read occurs in Kindergarten. It is interactive, involving the student's purpose for reading, the student's prior knowledge and experience, and the text itself.

In Kindergarten, students begin to realize that print conveys meaning and they become concerned with trying to make sense of the marks on the page. The most significant contribution we, as teachers and you, as parents can make to the success in reading is to provide a captivating range of picture books. *Ajial* Kindergarten provide students with a wide variety of interesting, informative, intriguing and creative reading materials in the classroom and in the designated 'library space'.

Areas of learning in Kindergarten include:

- Phonemic awareness
- Letter/sound correspondence
- Sight-word recognition
- Rhyming and word families

By the end of Kindergarten, it is an expectation that students are independent readers.

Writing

Kindergarten students experiment with writing, using different writing implements and media. Students write individually and take part in collaborative projects. They learn that how they write (letter formation) and what they write conveys meaning; writing is a purposeful act.

Students have an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded.

In KG2 students write informally about their own ideas, experiences and feelings in a journal, using simple sentence structures.

Mathematics

It is important that Kindergarteners recognize that Mathematics is everywhere! Wherever possible, Mathematics is taught through the relevant, realistic context of the units. However, it is also addressed as a stand-alone subject through short, mini lessons. Building pre-number math skills is a prerequisite to understanding numbers, and this occurs in Pre-K and KG1. Time is spent building the pre-number skills of matching, sorting, classifying, ordering and comparing, which will set the stage to build a strong number sense. Numbers are only introduced after this.

Areas of learning in Kindergarten include:

- Measurement - involving comparing objects and events. Students recognize that objects have attributes that can be measured using non-standard units. Students understand that events can be ordered and sequenced.
- Shapes - involving described and organizing shapes according to their properties. Students understand the common language of position and direction.
- Patterns - involving recognizing patterns and sequences. Students understand that patterns repeat and grow.
- Numbers - Students understand:
 - one-to-one correspondence
 - the relationship of number and quantity
 - that numbers can be constructed in multiple ways by combining and partitioning
 - how to visualize number (Subitizing)
 - whole/part relationships

Students use the language of mathematics to compare quantities, for example, more-less, first- second.

Understanding the World / Units of Inquiry

Authentic, high quality literature is specifically selected for our Kindergarten students to succeed. Students use decodable texts to build their text and visual literacy skills. This means that content knowledge is not taught in isolation, but students use their literacy skills of reading, writing, listening and speaking in these ‘unit’ lessons. Unit lessons begin with ‘Big’ questions, designed to spark inquiry, discussion, and debate using information from a variety of sources: books, videos, artefacts and visiting presenters.

ON-LINE PROGRAMS

Ajial Kindergarten offers a range of on-line programs, such as IXL, to gain fluency and confidence in Mathematics, Science, and English Language Arts: phonics, reading comprehension and spelling. These platforms help students master essential skills at their own pace, through fun and interactive questions, built in support, and motivating awards.

ARABIC LANGUAGE CURRICULUM

It is acknowledged that development of mother tongue language is crucial for cognitive development, and in maintaining cultural identity. Success in mother-tongue development is a strong predictor of long-term academic achievement, including acquisition of other languages.

At *Ajial*, we aim to instill the Arabic Language into the students, developing interest and forming a positive attitude to learn and use it properly by:

- Helping the child acquire comprehensive oral vocabulary, correct expressions and simple grammatical forms that relate to the child life and his/her surroundings
- Helping the child acquire listening, speaking skills and the ability to express his/her ideas and thoughts
- Helping the child acquire a group of Arabic letters and words to form basic linguistic knowledge essential for future linguistic development
- Helping the child acquire the basic reading skills

- Activating the child to learn writing skills through visual perception, applying good habits of penmanship through varied activities
- Providing the child with effective opportunities to develop imagination and creativity
- Providing the child with opportunities to acquire the language through practice and simulation
- Teacher role modelling spoken Arabic Language.

These skills are to be achieved in the Arabic Language curriculum through:

- Experiences
- Phonetics

We refer to the Ministry of Education curriculum designed for Kindergarten.

ISLAMIC EDUCATION PROGRAM

At *Ajial* we aim to instill Islamic values into our students, help them develop good behaviors, acquire desired morals and values. We provide students with every possible opportunity to think about others.

Areas of understanding:

Islamic religion and being a Muslim

- Promoting faith and true belief in Allah and the prophet Mohammed (PBUH)
- Promoting the love of the Holy Quran
- Helping to learn and remember Noble Quranic and prophetic Hadith
- Strengthening the religious feeling and its good value and morals
- Helping to acquire values and religious attitude that help the child to communicate with others properly
- Helping to be a well- behaved student in Kindergarten, at home and in public
- Realizing the Pillars of Islam and forming Islamic exemplar by providing a student with examples of Islamic values

All the above-mentioned goals are to be achieved in Islamic Education curriculum through:

- Simple short Surah's from the Holy Quran
- Some prophetic Hadith
- Some blessings (Doaa)
- Islamiyat (some rhymes, Islamic morals and principles)

BEHAVIOR MANAGEMENT

In Kindergarten we have clear and consistent behavior management. This helps maintain a positive classroom environment, while enabling teachers and students to be accomplishing learning.

At the start of the school year, teachers take the time to create classroom expectations that students contribute to, so that collectively all understand how to create 'a great learning classroom' (What does it look like, feel like and sound like?).

Classroom expectations are posted up and visible to all; they are referred to daily and expected behaviors are explicitly taught. Classroom expectations are shared with parents. Teachers start each day, positively greeting their students.

Consequences for unacceptable behavior are all based on a positive discipline model so students can strive to improve. Teachers use re-direction strategies (choices) and reinforcement / rewards are immediate and children understand why they have received them. We want awards to increase the occurrence of the desired behavior. Teachers use a variety of strategies, for example cards to acknowledge an accomplishment or marble jars as a whole-class incentive to receive a class prize, such as free recess or a party with the principal! 'Star' student awards are handed out to students who have shown positive performance, whether academic or behavioral and have a positive attitude to learning.

FIELD TRIPS

We ask that parents support their child and give permission when there is an opportunity for their child to go on a Field Trip. On field trips students get a chance to witness new things. They are excited to have these new experiences.

PARENT EXPECTATIONS

It is essential for parents to support the learning that happens in our Kindergarten setting and at home as well. Parents who are in tune with what is happening in their child's classroom are better able

to establish a connection between what is learned at school and what takes place in the home. This connection is a key component of a child's development and supporting further learning. Not only

does family or parental involvement help extend teaching outside the classroom; it creates a more positive experience for children and helps children perform better when they are in school.

Parent involvement can extend the experience that a child has in the classroom to real-world activities that happen in the home. A parent who understands what their child is working on at school has a better sense of their child's competency and which areas they need to work on to improve confidence and ability. We encourage parents to take a key role in the education of their children.

Some of the ways that you can support your child here at *Ajial* are:

- Make sure your child has a healthy breakfast, before coming to school
- Make sure that your child regularly attends school and arrives punctually at the start of the school day
- **Check *PlusPortal* daily for any newsletters or important information from the teacher or school**
- Make sure your child brings a healthy snack/lunch each day and is dressed appropriately for school
- Check with your child's teacher on a regular basis
- Visit the school when parents are invited, for special occasions (Open House, Parent-Teacher Conferences, Celebrations of Learning)
- At home, make sure your child goes to bed at a reasonable hour and take the time to read to your child before he/she goes to bed
- If any parent would like to come in to school to share their experiences to support any of the units of inquiry, or to read to your child's class, please speak with your child's teacher or the divisional secretary

All of these things will help to ensure that your child's school experience is a positive one here at *Ajial*.

HEALTHY EATING

We all know that getting your child to eat healthy foods can be a struggle sometimes. Every child is different, and every child comes from a different environment that might influence his/her eating habits. In Kindergarten, we want to start, with your cooperation and encouragement, to teach the students that eating healthy can be both fun and satisfying. Eating the correct foods can also help with focus and alertness in school, which is the key to success. Healthy eating activities and experiences are timetabled into the students' routine, which teach them to recognize different foods and encourage them to experiment with new foods, tastes, flavors and textures.

HOMEWORK

It is important that all students in Kindergarten, whether in Pre-K, KG1 or KG2 are involved in daily reading activities; either being read to by a parent, for students to handle books independently and 'behave' as readers or for those independent readers, to read to self or others.

In KG2, the daily activities are designed to reinforce, and support skills taught in school. They are simple, fun, and engaging for students, and we hope that you, as parents, will enjoy doing them with your child.

JEWELRY, TOYS AND MONEY

We recognize that at the start of the school year, some children might find it comforting to have a small 'love' that they can have in their backpack to help with the home/school transition. Unless specifically requested by the teacher for 'Show and Tell' or other classroom activity, toys can be disruptive to the learning environment, so we ask that they are not brought into school.

Students should not bring money to school, except when it is requested by the school, for field trips or events and placed in a sealed envelope labeled with the student's name, class and purpose. Additionally, jewelry is not permitted, and the school will not take responsibility for any items lost.

SCHOOL UNIFORM

All *Ajial* Kindergarten students must wear the school's Kindergarten uniform. For P.E. students must wear appropriate running shoes and we ask that students do not wear any jewelry or large watches, for health and safety reasons.

SCHOOL BAGS

We ask that your child's school bag is clearly marked with your child's name and class. For safety reasons, school bags should be small and able to be hung on a peg/hook or placed in a cubby. Large, wheeled school bags are unsuitable. A separate lunch bag is required.

It is important to check your child's bag each day, after school. There may be important notes/weekly homework/field trip notification/clinic note that have been sent home by the teacher, which may require your attention. Should there be any question regarding these forms/documents please do not hesitate to call our Kindergarten Department office.

REPORTING PROGRESS

In Kindergarten we recognize that children develop at their own rates, and in their own ways. We use age/stage bands within the areas of personal, social and emotional development, communication and language, physical development, mathematics and literacy in Kindergarten to describe a typical range of development from Pre-K through to KG 2. In KG 2 we refer to the standards within the Common Core State Standards in Mathematics, English Language Arts and Literacy.

Observations of children are vital. The starting point is always with the child. Teachers observe what children choose to do, what their interests are and who and what resources they enjoy playing with. Observation also provides opportunities to gauge children's needs and so more accurately plan next steps in their learning. Observations take place on a regular basis as part of our daily routines; evidence may include written and creative pieces produced by a student, photographs and video recordings of a student demonstrating a skill, actual spoken words said, or questions generated. Discussing these with the student, their parents and Kindergarten team members (including the counselor) gives a starting point for a holistic approach that will ensure that a child within *Ajial* Kindergarten, is always central to the learning that is being planned. Our teachers use assessment and evaluation practices and procedures that are designed to offer feedback that is clear, meaningful and timely.

The Initial Progress Report (sent home late October/November)

The purpose of this report is to provide an overview of observations of your child's learning since the start of the school year and early evidence of growth in learning in relation to the overall expectations of the Kindergarten Program.

This first formal report of the school year can help teachers and families develop a positive relationship as partners, who share the goal of helping children to be successful.

End of Semester Reports

Comments written by the teachers will tell you about your child's key learning and growth in learning. It will provide you with specific examples. Teachers may include next steps to support your child's learning at school and at home.

Grading Rubric
E: Exceeds expectation
M: Meets expectation
D: Developing
NI: Needs Improvement
NA: Not yet assessed
*: Low Attendance

Celebrations of Learning/ Student-led conferences

Opportunities occur throughout the year when students take the lead, and they share their learning and their progress with their parents.

ACADEMIC PROBATION

Following any reporting period, students with below grade level expectations in any of the core subjects, are considered to be on Academic Probation. This indicates a student needs to improve and make progress. It results in a child being placed on the re-enrollment Hold List.

If a student is placed on Academic Probation at any time, the counselor will set an official meeting between the teachers, counselor and vice principal or principal. In this meeting an action plan will be jointly decided, to improve areas of weakness within a given time period.

AFTER SCHOOL CARE

The Aftercare program is designed to accommodate Kindergarten students in Pre-K and KG1, so that they remain at school until 2:30 PM. The Aftercare program will provide students with a well-balanced program of instruction. The program begins at 1:00 PM and dismisses at approximately 2:30 PM. Two adults are always present to supervise the program. Parents/guardians who wish to have their children attend the school Aftercare program will need to contact the Business Office to inquire about costs. Our program's enrollment is limited and on a first-come, first-served basis. Parents/Guardians are asked that they collect their child promptly at 2:30 PM.

ELEMENTARY DEPARTMENT

We value Inquiry. We value independence.

OVERVIEW OF ELEMENTARY PROGRAMS

Ajial offers programs within the Elementary Department that are based on sound educational principles and practices. Many of the programs, materials, and techniques used at *Ajial* have been adopted from successful U.S. and international based curricula. The school strives to provide the best educational opportunities and experiences for the students, and every effort is made to meet individual needs and interests and to ensure that high self-esteem is maintained in each student.

By providing a caring and supportive classroom environment, the students are encouraged to develop independence, a respect for others and a sense of responsibility for themselves. By working both independently and in cooperative groups, our students develop life-long learning skills. The curriculum emphasizes traditional disciplines, including English Language Arts (e.g., English usage, writing, etc.), Arabic, Islamic studies, Mathematics, Social Studies, Science, Informational Technology (IT), and Physical Education (fitness and health).

As the students' progress from the lower elementary Grades (1-2) to the intermediate (Grades 3-5), they continue to meet the challenges of a stimulating and expansive curriculum. They are provided with an understanding of the world in which they live and with the tools for future success. The concepts introduced in the primary grades are further developed and new concepts and skills are introduced. New ideas are explored and creative solutions to problems are encouraged. Students learn appropriate work habits and become independent and responsible individuals.

Though the primary language of instruction is English, Arabic is taught as part of the regular curriculum and is the language of instruction for Religion and Kuwaiti Social Studies. The periods per week vary with each grade level. Additionally, students have other opportunities to experience a well-rounded education. These activities include, but are not limited to field trips, sports day, assemblies, science activities and classroom presentations.

CURRICULUM

English Language Arts

The Elementary Language Arts lessons are made up of several components including: guided, shared and independent reading and writing. grammar, phonics, spelling and word study are taught within the components of the language block as part of the guided and shared lesson so that students learn these skills within the context of reading and writing. Whole class instruction, small group instruction, independent group work and center-based activities are the instructional methods used during the language lessons. Running record assessments are completed regularly to monitor student reading levels and to inform instructional practices to support student learning needs.

Mathematics

Our aim in Elementary is to make sure that our students have a strong understanding of Mathematics. What students learn today will help to position them to solve everyday problems and to increase their employability.

As the students' progress through elementary school, they will develop their ability to think mathematically, learn about different concepts and relationships, and to apply their knowledge. Key concepts include addition, subtraction, division, and multiplication, which will help to set the stage for more advanced skills, including Algebra, and working with integers and decimals, among others.

By developing a strong understanding of numbers, students will be able to perform mathematical calculations quickly and accurately - whether they do so mentally, on paper, or by using a calculator. The goal is for them to be able to

perform mathematical procedures with ease. This skill will also support students as they develop their skills in critical thinking and problem solving.

Social Studies

The Social Studies program focuses on the major themes relating to our environment and ourselves. Our goal is to provide students with multiple opportunities to learn about themselves and explore the world around them by studying their families, communities, different countries, as well as current and historical events. Kuwait Social Studies is also an integral part of the curriculum for Grades 4 & 5.

Science

The Science curriculum consists of earth, life, and physical science as well as investigation and experimentation. Emphasis is placed on the science process skills of inferring, observing, predicting, classifying, identifying, comparing, communicating, measuring, and analyzing. Hands-on experiences are vitally important in the study of science concepts and therefore are incorporated within the science curriculum.

Arabic/Islamic Studies

Arabic Language instruction is provided for all students in Grades 1- 5 according to Ministry guidelines. Islamic Religion is required by the Kuwaiti Ministry of Education and is provided three periods per week.

Art

Students are provided a wide variety of mediums and media to express their individual ideas in visual form. In addition to drawing and painting, students experiment with various expressive artistic materials such as clay.

Information Technology (IT)

The Technology program provides students with opportunities to learn and use computer technologies to enhance learning. The software that students are exposed to and use supports other classroom teaching activities. Important skills such as operating a computer, accessing web sites for educational information, learning simple word processing, using educational games are part of the computer science/technology curriculum.

Library/Instructional Media

The goal of the library program is to develop in students a love of reading. The library program includes scheduled class periods with the librarian who exposes students to the library and teaches library and research skills. Librarians also facilitate arranging books to be available to support a topic or subject lesson as a resource beyond the classroom.

Physical Education

The Physical Education curriculum encourages physical, motor, and mental development as well as body and spatial awareness. The course teaches basic locomotion skills, fitness activities, and games that support the learning of team sports. The program promotes a healthy attitude towards competition while emphasizing the qualities of sportsmanship. The overall goal of the program is to teach students the importance of physical fitness in their lives. Students have regular swimming lessons.

Online Learning Platforms

In order to assist those students whose English skills are below grade-level standards, *Ajial* offers English Language, Math, and Science Resource Programs, which focus on areas of practice in each. These programs are utilized for Grades 1-8. However, it should be noted that this program provides limited instruction and is not meant to replace a professional after-school remedial program.

Field Trips

All planned field trips enrich the academic and cultural experience of our students and are related to the curriculum taught in each grade level. Any student who does not have written parental permission cannot attend a field trip. S/he will be placed in a suitable class for the day and will remain at school under the supervision of other teachers. Parents must give written consent for their child to attend a school field trip.

ATTENDANCE

An important component for student success is ensuring you child comes to school on time and is attending school regularly. School absences can have a detrimental effect on learning as students miss important concepts taught and must catch up with their peers when they return. Please ensure your child is not missing the important learning that is taking place during the school day. Teachers are frequently assessing student learning for reporting purposes; if your child has frequent absences this will affect the grades on the report cards. If attendance or tardiness patterns emerge, parents will receive a letter notifying concerns. Serious cases (15+) absences will be investigated. **If the student's absence exceeds 15 days in one continuous absence or from several different occasions without an acceptable excuse in one semester, the student risks expulsion (absent policy as per Ministry of Education.)**

EVALUATION OF STUDENT PROGRESS

Formative assessment is an important part of assessing how students are doing and addressing student learning needs, so they are moving forward in their understanding and skill development. The first parent/teacher conference of the academic year is a good time to review student progress and address any concerns. Instructional practices that support student understanding and skill development can be discussed at that time. Parents can support student success by supporting their child's interest in reading and by having discussions with them about their learning.

ACADEMIC AND SPECIALS SUBJECT GRADE SCALE

Grading

Standards-based grading measures students' mastery of essential standards. At the beginning of every unit, teachers will break down the standards for the unit into smaller objectives and criteria using a detailed rubric. During the unit, the student is assessed to see if they truly know the material using a variety of assessments. The class grade will be based on all of the evidence the teacher collects demonstrating mastery of the essential standards. Standards-based grading does not separate out tests, homework, or projects. All of the work a student does is used to assess the student's mastery of the essential standards. A student's scores from their work are tracked by the essential standards, which give the teacher, student, and parents a very detailed picture of which standards a student has mastered. The goal of *Ajial* is to report grades that are accurate, consistent, meaningful, and supportive of learning. Achievement Indicators are Satisfactory, Needs Improvement, Unsatisfactory, Not applicable and Exempt

Students need to achieve a minimum overall course score of 2 to pass a class. All final course grades must be based on the values attached to class participation, homework, examinations and projects. All scores for these categories must be documented in a teacher's grade book with easily identifiable values and dates of completion designating each categorized score.

Listed below is the scale for how grades are derived:

Type	Examples	Percentage
Assessments	Tests, quizzes, and essays	40%
Classwork	Labs, in class assignments, essays and participate	57%
Homework	Extension of class work, enrichments, and practice	3%

Fair Grading Practices

Students' grades (apart from Character Education) will solely be based on their academic performance in meeting grade level standards. Behavior will not be factored into a student's grades unless their behavior causes them to miss assignments, classwork and assessments. Students who are frequently absent or leave early during the school day will notice a reduction in their grades as the result of missed work and participation marks. Students submitting late assignments who do not fall under an excused absence will have points or grades deducted. Students with excused absences will have an opportunity to make up missed classwork, homework and assessments. Teachers will make appropriate referrals to deal with student disciplinary and attendance issues.

Measures of Academic Progress (MAP Testing)

The Measures of Academic Progress (MAP) assessments are designed to measure how well students acquire the skills and knowledge of the American Common Core Standards. The information from this assessment is used to identify individual student strengths and weaknesses as well as progress toward grade level standards. Students in

Grades 1-11 take MAP assessments in reading, language, and mathematics. This computer- adaptive assessment is given three times a year (fall, winter, spring).

INTERVENTION

Language Support Unit (LSU)

The school also offers LSU classes for those students who need additional help. LSU teachers work with students in small groups who require extra English language, grammar and writing support. Support is provided within the classroom during language lessons to ensure they are following the lessons in class but using modified materials. Only selected students are asked to join the LSU and they must have written approval from the parents to join and participate. Students receiving LSU support both in homeroom and LSU classes for additional/modified language support will have the *Modified Language Program in the field of the English Language grade. Regular assessments of student progress are shared with the Homeroom teacher and the Principal will be informed when it is decided that the child no longer requires intervention.

ACADEMIC PROMOTION

All Elementary students must meet grade level expectations in order to be academically promoted to the next grade level. Classroom teachers recommend to school administrators those students who should be promoted and those who should not. School administrators rely on teacher input and other school related information and documentation when deciding who will and will not be recommended for promotion. Any consideration of retaining a student must adhere to school probation and retention policies and a well-defined timeline. Note: Students who fail to meet required grade level expectations in KG2-Grade 3 will receive a report cards stating the student has been “Placed In” the next grade level (NOT “Promoted To”) and will be on probation from the start of the new academic year. See additional references below.

PROBATION/RETENTION - ELEMENTARY SCHOOL

It is important to understand the Ajjal has a formal retention process, where Grades 4-5 level students can be required to repeat the year (not promoted). The steps include meetings with administrators, teachers, learning support teachers and counselors. Meetings are held throughout the year to review your student’s grades, attendance records, and strategies to help your child succeed.

When a student is not meeting grade level expectations after all school services have been provided, then the student will be placed on academic probation or will be considered for retention. Parents are expected to be cooperative and work with the school in order for their child to reach their full potential. In addition to Academic Probation, students who have serious behavior or attendance problems may be placed on *Behavior Probation or Attendance Probation*. When a student is placed on probation, future enrollment may be blocked until such time that school expectations are met.

Academic Probation

Any student who receives a score of one (1) in two of the core academic subjects of English Language Arts, Mathematics, Science or Arabic for the first semester will be placed on academic probation. If a student is placed on Academic Probation at any time, the school administration will send a letter home informing the parents. The department secretary will set an official meeting between the teachers, counselor, principal and vice principal. In this meeting an action plan, geared towards areas in need of improvement, will be decided jointly by the counselor, vice principal, teachers and parents. Depending on the grade level the student may also be included in these meetings.

At-Risk/Academic Warning

Any student who receives a score of two (2) in any of the core academic subjects of English language arts, mathematics, science or Arabic will be considered at risk in quarters 1, 2, or 3. If a student is at risk, the school administration will send a letter home informing the parents. The homeroom teacher will set up a meeting with the parent to discuss the academic weaknesses and design a plan to promote academic progress.

Academic Hold

A student who receives a score of one (1) in of the core academic subjects [English Language Arts, Mathematics, Science & Arabic], on their semester 1 report, will be placed on Academic Hold. The administration will meet with the parents before the end of the 2nd quarter of the affected students to inform them of the Hold, and together devise an approach for

future academic success. Students who are placed on Academic Hold will not be able to re-register until their grades have shown an acceptable level of improvement. An acceptable level would be at least a 3 in all the core subjects mentioned. This must be accomplished by the end of 3rd quarter. Students who do not achieve the minimum acceptable standard will remain on Academic Hold, and subsequently be placed on the school's Exit List.

Behavioral Hold

A student who consistently violates the school's discipline policy, resulting in suspension[s], will be placed on a Behavioral Hold and will not be able to re-register until they have demonstrated an improved level of behavior, to an acceptable level on a consistent basis. A student who does not improve by the end of 3rd quarter will remain on the Behavioral Hold, and ultimately be placed on the school's Exit List.

Exit List

Students who have not progressed academically or behaviorally by the end of 3rd quarter by receiving grades of one (1) in two core academic subjects or have numerous disciplinary infractions will be placed on the school's exit list after being placed on academic or behavioral hold.

TUTORING

Any academic support needs are addressed through the Elementary counselor, as per school rules and regulations. Parents seeking additional academic support may contact the school at any time for advice.

ELEMENTARY STUDENT AWARDS

Special recognition assemblies may be held throughout the year. The purpose of these assemblies is to recognize those students who are making notable contributions to the school or community.

BEHAVIOR

Students in Elementary need to have clear expectations for behavior and a sense of consistency for behavior in their classrooms, on the playground, and at home. In order to be successful in meeting these expectations, they need to model and practice desired behaviors on a daily basis, then celebrate their success.

Behavioral expectations that students should be guided by:

- **We treat ourselves and other people respectfully.**
- **We take care of the precious gifts God has given us.**
- **We are good listeners and speak politely.**
- **We are honest.**
- **We are responsible.**
- **We keep our hands and feet to ourselves.**

The levels on the elementary behavior matrix align with the school wide discipline consequences described in the disciplinary consequences section of this handbook.

CONSEQUENCES

For hitting another student by hand or object

<i>First offense</i>	Suspension for 1 day and the vice principal must inform parent. Should the offense be deemed severe the vice principal may give a stronger consequence according to the discipline guidelines.
<i>Second offense</i>	3 days suspension, parent must sign a behavior contract with the counselor and the vice principal. Should the offense be deemed severe, the vice principal may give a stronger consequence according to the discipline guidelines.
<i>Third offense</i>	The principal will suspend the student for one week and the student may not be permitted to re-enroll for the next school year. Should the offense be deemed severe a stronger consequence with approval of the Director, the student may be exited from the school.
Any classwork missed because of suspension will result in a grade of "0" zero.	

Progressive Infraction Levels		
Level	Infraction	Disciplinary Responses

Level 1 Uncooperative/ Noncompliant Behavior	<ul style="list-style-type: none"> • Not following basic classroom rules • Failing to wear the required school uniform • Bringing prohibited items without authorization • Behaving in a manner which disrupts the educational process (e.g., making excessive noise in the classroom, constant talking, and getting out of seat) • Engaging in verbally rude or disrespectful behavior 	<ul style="list-style-type: none"> • Being reprimanded by the teacher • Student-teacher conference • The school will call the parent for meeting and ask uniform be brought in • Parent-Teacher conference in the school • Parent must sign a pledge of non-repetition • Disciplinary action (no-recess/exclusion from extracurricular activities)
Level 2 Disorderly Behavior	<ul style="list-style-type: none"> • Using profane or vulgar language, gestures, or behavior • Lying and giving false information • Engaging in inappropriate or unwanted physical contact • Cheating 	<ul style="list-style-type: none"> • Can be one of the disciplinary responses from Level 1 but can include a “Time Out” by the teacher.
Level 3 Disruptive Behavior	<ul style="list-style-type: none"> • Defying school personnel • Using racial, ethnic, or religious slurs • Stealing • Engaging in a physical altercation • Engaging in vandalism and destruction of school or personal property 	<ul style="list-style-type: none"> • Can be one of the disciplinary responses from Level 1 and 2 but can include a Principal’s suspension of 1-3 days. The parent will pay for what is destroyed and sign a pledge of non-repetition.

Playgrounds Rules

The Playground is an extension of Ajjal and the rules that apply in school also apply while students are on the playground. Students are reminded of them and the consequences when they are not followed.

- Be kind and friendly to others
- Do Not touch or push each other
- Play safely and fairly, and do not exclude others in play/games.

If infractions occur, the on-duty supervisor will speak with the student and depending on the situation, the following possible actions may be taken:

- Time-out for several minutes during the recess
- Missed recess in collaboration with the classroom teacher
- Referral to the counselor
- Referral to the vice principal, who will meet with the parents

PARENT COMMUNICATION

As a reminder to Parents/Guardians - Please check *PlusPortal* (the school’s website), student planners, and bookbags daily to help your child be organized.

Communication between the home and school is extremely important. There are many ways in which we communicate with parents/guardians throughout the school year (weekly newsletters, progress reports, school website, Instagram). Parents/guardians may request an appointment to speak with their child’s teacher(s), the counselor, the vice principal, and/or the principal. The use of email is the main option; all staff email addresses are available through *the PlusPortal*.

HOMEWORK

A homework schedule is drawn up at the beginning of each academic year so that there is an even allocation of subject specific homework thus avoiding too much homework being set on any given day. The table below indicates the approximate amount of time per day for homework.

Grade 1- 50 mins.

Grade 2- 60 mins.

Grade 3, 4, & 5 - 70 mins.

Please note that continued issues regarding a student’s inability or refusal to do homework in the Grades 1-5 classrooms will be referred to the school counselor and/or vice principal.

BRINGING IN UNAUTHORIZED TOYS

Toys, unless authorized by a classroom teacher, are not allowed in school; especially no toy guns or weapon-like toys. They do not have any place in the educational process. Please check your child's school bag frequently and kindly, do not allow your child to leave home with any such toys.

MIDDLE/ HIGH SCHOOL DEPARTMENT

We value problem-solving. We value self-discovery.

MHS CURRICULUM

The *Ajial* MHS school curriculum includes challenging content material, study skills, critical thinking skills and problem solving, media, and computer technology. Teachers have high expectations for student performance in all courses.

In Middle School, high quality instruction is provided in the core subjects of Arabic, English/Language Arts, Mathematics, Social Studies, and Science. Students are expected to master basic knowledge and to apply that knowledge using higher order thinking skills. In addition to core classes, all students participate in Islamic Studies, Physical Education, Information Technology and Art.

Arabic Subjects such as (Arabic, Quran, Islamic Studies) follow the Ministry of Education guidelines.

In High School from grades 11-12, a student must take a combination of core courses and electives to earn a minimum of 29 credits to graduate and receive a High School Diploma.

COUNSELLING

Middle /High School Counselor

The Middle/High School Counselor is available to any student in Grades 6-12, who may be going through many different phases in their life such as: peer problems, grief, depression, anxiety, stress, family issues, attaining self-confidence, bullying, and making positive decisions. The counselor works closely with students, teachers, parents, and staff to provide support. Classroom observations and assessment data are used to understand a student's learning ability and behavior in their learning environment.

High School - College and Career Counseling

The Career Counselor will meet with students in each grade level to discuss their following year's schedule, graduation requirements, and new courses to be offered. High School students will receive an **elective course selection form**, listing both required (prerequisites) and elective courses to be offered the following school year. Each student is expected to submit this course selection form, signed by a parent before the designated deadline.

MHS COURSES

ELA (ENGLISH LANGUAGE ARTS)

English Language Arts is taught with a focus on the *Common Core Standards* in English. Equal attention is given to literary and informational texts, reading, writing, comprehension, speaking, and listening. The focus on text analysis and critical thinking, including comparing texts and mediums, prepares students to be analytical about resources and ideas. A wide range of resources are used in the teaching process: CD-ROMs, online resources, PowerPoint notes, grammar, novel studies, short story analysis, research documents and audio tutors are applied in the teaching process. From Grade 9 and up, the very serious lesson of Academic Honesty and a Zero-Tolerance for Plagiarism is instilled. Grades 11-12 learn College Research Writing skills using MLA and APA formats to prepare them for the rigors of writing requirements at university.

ARABIC

The Middle and High School Arabic Studies program focuses on teaching grammar, composition, comprehension, oral and writing skills, and spelling. There are frequent spelling tests and assessments throughout the year. Each semester has four short tests, with mid-semester and semester exams. All assessments are reviewed and approved by the Ministry of Arabic Education. The Arabic Studies department host frequent visits by Ministry representatives, who monitor all aspects of the Arabic Studies program at *Ajial*.

MHS ARABIC SOCIAL STUDIES

The Arabic Social Studies is taught from Grade 6 through to Grade 10. Taught in Arabic, the program focuses on the history, geography and evolution of the Middle East. Assessments are frequent with 4 exams a year. All assessments are monitored and approved by the Ministry of Education with frequent Ministry visits to ensure the program is of a high educational standard.

ISLAMIC STUDIES

The Islamic Studies program teaches Islamic beliefs, Prophet Traditions, the biography of our Prophet Mohammed (PBUH) and discipline within Islam and Islamic culture. Assessments occur through the school year with a Mid-semester and Final-semester exam. All aspects of the program and assessments are reviewed, monitored and approved by the Ministry of Islamic Studies.

QURAN

Students learn Quran memorization, intonation, understanding and meaning. There will be frequent assessments, including Mid-semester and Final-semester exams. All parts of the program and assessments are monitored and approved by the Ministry.

MIDDLE SCHOOL MATHEMATICS

The Middle School Mathematics curriculum, in its entirety, is designed to continue a student's development of mathematical fluency, problem-solving skills, mathematical reasoning, and ability to communicate mathematically. The curriculum focuses on the following five strands: Number and Number Sense; Computation and Estimation; Measurement and Geometry; Patterns, Functions and Algebra; and Probability and Statistics. By studying each of these strands as delineated in the Middle School curriculum, students will best be prepared for High School level course work, in Mathematics.

HIGH SCHOOL MATHEMATICS

Algebra I (Grade 9) is a course that builds on arithmetic skills and Algebraic concepts taught in Middle School in addition to problem solving skills. This course covers the content of the Common Core State Standards for Mathematics.

Highlights of the course include:

- Solving systems of equations and inequalities
- Linear functions
- Polynomials and exponents and factoring
- Data analysis and probability

Geometry (Grade 10) is a course that teaches how to problem-solve, identify, and understand common properties of triangles, special quadrilaterals, and including the sine, cosine, and tangent ratios. Additionally, students should be able to apply Analytic Geometry to solve problems involving the intersection of two straight lines and verify geometric properties of triangles and quadrilaterals.

Algebra II is a one-year course that provides a review and extension of the concepts taught in Algebra 1. Topics covered will include quadratic functions, polynomial functions, exponential and logarithmic functions, piecewise functions, sequences & series, probability and statistics. **This class is mandatory for grade 12 students selecting the Science strand.**

Pre-Calculus course consists of one academic year of work in advanced mathematics and a preparation for calculus. This course is designed to cover topics in Algebra ranging from polynomial, rational, exponential, and logarithmic functions to conic sections. Trigonometry concepts such as Laws of Sines and Cosines will be introduced. Students will then begin calculus concepts such as limits, derivatives, and integrals. Graphing calculator technology will be emphasized to enhance and support the mathematics in this course of study. Students must be able to use a variety of techniques to solve problems: graphical, numerical, algebraic/analytic, and verbal. Students are expected to develop an appreciation of all these methods of representation, understand how they are connected in each problem, and learn how to choose the most appropriate method(s) to solve a problem. **This class is mandatory for grade 12 students selecting the Science strand.**

Business Math/Personal Finance (Grade 11-Humanities Strand) course focuses on mathematical functions using whole numbers, fractions, decimals, and percent, that are required to function in today's business world as well as to handle personal finance. The ability to estimate and approximate answers in solving financial problems will be emphasized. Students will work with computer spreadsheets and learn to create and interpret graphic representations of numerical data. Business topics that will be covered include interest rates, job costing, merchandising, payroll, credit, taxes, insurance, and global business.

MIDDLE SCHOOL SCIENCE

Middle School Science assists students in becoming life-long learners who grow in their understanding of the world. The nature of science includes the concept that scientific explanations are based on logical thinking, subject to rules of evidence, consistent with observational, inferential, and experimental evidence and is open to change with the addition of new scientific evidence.

Sixth grade students focus on understanding Earth and Space science systems. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth's structure and place in the Solar System, atmospheric processes, composition of matter, populations, communities, and ecosystems. Critical thinking, collaboration, accuracy, and communication skills will be practiced as students extend their scientific literacy. Instructional practices will incorporate integration of a more detailed study of the solar system and space exploration.

Seventh grade emphasis is on Life Science, with a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms and change as a result of the transmission of genetic information from generation to generation. A few topics in Physical science related to properties of waves and interactions of light are also covered. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes based on logical thinking. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error.

Eighth grade focus is on Physical Sciences that stress an in depth understanding of the nature and structure of matter and the characteristic of energy. The concept of change is explored through the study of transformations of energy and matter. The standards place emphasis on the technological application of Physical Science Principles. Major areas covered by the standards include the organization and use of the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force, and motion. The Physical Science standards continue to build on skills of systematic investigation with a clear focus on variables and repeated trials.

HIGH SCHOOL SCIENCE

Biology I (Grade 9) course is an introduction to the study of living things and their interdependence with the environment. There will be an emphasis on the development of a student's scientific process skills, laboratory techniques, and an understanding of the fundamental principles of living organisms to investigate, study, analyze, and explain the world around them. Students will explore biological science as a process, cell structure and function, genetics and heredity, evolution and classification, history and diversity of living organisms and their ecological roles. Population

dynamics and an introduction to animal structure and function are addressed, helping to develop a deeper understanding of how biology impacts students' daily lives.

Chemistry I (Grade 10) course explores the fundamental principles of chemistry which characterize the properties of matter and how it reacts. It provides a solid foundation in the study of matter and its changes. Traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include measurement, atomic structure, electron configuration, trends of the periodic table, stoichiometry, bonding, and acids and bases. All the above will be linked with experiments, which will be done in the lab, focusing on lab and safety techniques. Through many activities, students will demonstrate how theory is applicable in laboratory situations and will develop sound methods of problem solving and proper laboratory techniques.

Physics I (Grade 11) course is a standards-based study of fundamental physics concepts, such as measurement, calculation, and graphing in kinematics and dynamics, propagation and conservation of energy and momentum, gravitation, heat, waves, optics. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, graphical, and communication skills as well as interdisciplinary approaches to discovery. Concepts and skills are reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science. Applications to society, individuals, and the utilization of technology are included. **This class is mandatory for grade 11 students selecting the Science strand.**

MIDDLE SCHOOL SOCIAL STUDIES/HUMANITIES

Sixth grade students will study the Eastern Hemisphere, its geographic features, early history, cultural development and economic change. Students will learn about early civilizations, early governments, cultures, and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas and cultural diversity. The goal is for students to develop their understanding of the role of consumers and the interaction of markets, resources and competition.

Seventh grade course is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historical events are shaped by geographic, social, cultural, economic and political factors. Students will develop an understanding of how ideas and events from the past have shaped the world today.

Eighth grade historical focus is the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into chronologic view of the development of a country. Students will examine how historical events are shaped by geographic, social, cultural, economic and political factors.

HIGH SCHOOL HUMANITIES

Geography students will learn about Earth's physical features and progressions as it relates to human settlement patterns and environment around the world. They will focus on human settlement, global development and the quality of life.

World History- Grade 9 focuses not only on the uniqueness of history but also on the similarities of different continents and in different countries. Special attention is given to eight significant and recurring themes: Power and Authority; Religious and Ethical Systems; Revolution; Interaction with Environment; Economics; Cultural Interaction; Empire Building, Science and Technology.

World History- Grade 10 course provides students with the tools they need to interpret ancient history, ancient languages, how to handle evidence and distinguish between civilizations. Human activity is studied through Archeology and Epigraphy. Close attention is paid to the works of Homer and Virgil. Textual criticism and databases are covered. Advanced research techniques for ancient history programs may include numismatics, the history of coinage, as well as the latest in digital documentation. Also, it provides research about Egyptian, Greek, and Roman gods and goddesses, focusing on the purposes of each deity. Students also look at cross-cultural deities, such as the presence of Isis in both Egypt and the Greco-Roman Empire.

Modern World History- Grade 11 focus is specifically on the actions of man from the Renaissance to the present day. Old systems are modernized; religions and beliefs are researched in detail. Movement of people in the modern world forms a large part of this syllabus. The change to democracy in many countries, as well as the big wars of the modern era,

are studied. Lastly, this syllabus takes a specific look at unresolved problems of the world: Environmental changes; feeding a growing population; economic issues in the developing world; the search for global security and human rights are some of the exciting themes being scrutinized.

ART

Students in grades 9 & 10 will apply art skills in 2-dimensional and 3-dimensional forms in a hands-on environment through a variety of different mediums. Students will explore different forms of Art, and be able to analyze, describe and evaluate. They learn about art from a historical, social and cultural contexts. All students will recognize, analyze and describe connections among the Arts; between Art and other disciplines; between the Art and everyday life.

INFORMATION TECHNOLOGY

Students in grades 9 & 10 start with an introduction to technology and it empowers them to discover technology through project-based learning, giving hands-on understanding and preparation to use computer technology in an effective and creative manner. Students expand their knowledge of Microsoft Office such as spreadsheets, desktop publishing, graphics, word processing, database, online collaboration tools, presentations, communication, web tools, and digital media software. Students will learn to understand what it means to be a good digital citizen and how to use technology creatively with the creation of a digital portfolio. Students apply skills and knowledge to real life problems to communicate ideas through quality products. Our computer course combines education and technology, to provide students with core computing skills that will best prepare them for the future.

PHYSICAL EDUCATION/ HEALTH SCIENCES

This course is designed to develop grade 9 & 10 students' tastes and interests in physical activities, their physical fitness, and healthy-life habits. Students must wear proper P.E. kit and shoes to class, and they will be graded on participation, skills, fitness testing, skills testing. They will complete written assignments and a final project. Major units include Volleyball, Soccer, Basketball, Track and Field. Students will also participate in Dodge Ball, Kickball, Ping Pong, 'Capture the Flag' and Jump Rope. Monitoring and recording a student's fitness levels is part of the requirements, as well as reading supporting literature and research. This is a course, which also emphasizes teamwork, sportsmanship, and having fun!

HIGH SCHOOL ELECTIVES COURSE SELECTION (GRADES 11 & 12)

Course Title: Career and Life Management

Department: Counseling

Grade Level: 12

Prerequisite: None

Course Overview:

Many students learn more when schoolwork is connected to their interests that address real-world problems. This course will offer the students the skills needed to be worldwide thinkers. Students will use technical writing, writing mechanics, vocabulary building, and innovative technology. The course offers skills in business, leadership, communication, presentation, and employability while building a portfolio with the required documentation for college applications and job interviews. The duration of is one complete academic school year: semester 1 and semester 2. Students in this course will meet four times a week for 108 total hours, equaling 36 weeks of instruction.

Course Title: Public Speaking

Department: English

Grade Level: 11-12

Prerequisite: None

Course Overview:

This skills-based course is meant to help you become a better public speaker through theory and, most importantly, practice. We will learn concepts and models of communication, how to adapt a speech for different occasions and audiences, how to effectively support your ideas, how to select and organize materials in preparation for a speech, and how to utilize multimedia tools in presentations, among other skills. This course should be relevant in academic, business, and social settings. You should become a better public speaker and listener, while thinking about and maintaining ethical standards.

Course Title: Journalism

Department: English

Grade Level: 12

Prerequisite: "B" or better in English 11

Course Overview:

Students learn how news is gathered, ethical fact gathering, how various types of news stories are handled, and how to author such stories using good journalistic style. Professional responsibilities and the editing process are also covered.

Students also learn about proofreading and editing. As students are required to complete numerous writing assignments in this course, students should have a solid foundation in English grammar and mechanics before taking this subject.

Course Title: Environmental Science

Department: Science

Grade Level: 11-12

Prerequisite: Biology I

Course Overview:

Environmental Science is the study of the interaction of people with their environment-what constitutes their environmental “footprint”. This course covers a broad range of environmental topics and issues while at the same time giving students the background necessary to understand the basic science behind the issues. Students then apply what they have learned to new situations, which may involve research.

The course will cover population dynamics, air and water quality, types of soil, global warming, natural resources, and many other topics.

Course Title: Chemistry II

Department: Science

Grade Level: 11

Prerequisite: Chemistry I with “B” or better

Course Overview:

This course is designed to provide a solid foundation in the study of matter and its changes. The course is designed for students who have shown a proficiency in studying Chemistry and who have exhibited interest in and enthusiasm for, the deeper aspects of the subject. Topics to be studied include chemistry laboratory skills, the classification and structure of matter, ratio and proportion of chemical reactions, physical chemistry, acid-base chemistry, kinetics, thermodynamics, electrochemistry, nuclear and organic chemistry. This will develop science ethics, critical thinking and inquiry skills. All the above will be linked with experiments, which will be done in the lab, focusing on lab and safety techniques. **Mandatory for Science strand.**

Course Title: Physics II

Department: Science

Grade Level: 12

Prerequisite: Physics I with “B” or better

Course Overview:

This course focuses on investigating transmission and conversion of various forms of energy and both the theoretical and practical facets of electricity and magnetism. Students will investigate basic techniques to quantify variables involved in physical interactions and the energy underlying them. Students also apply measurement, observation, statistical, and technological skills, while investigating physics concepts. General areas of study will include, light, sound, magnetism and electricity, thermodynamics and fluid mechanics, optics and nuclear physics.

Course Title: Biology II

Department: Science

Grade Level: 12

Prerequisite: Biology I with “B” or better

Course Overview:

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, cell structure and function, genetics and heredity, homeostasis, and animal structure and function. Emphasis will be placed on achievement of the detailed knowledge and refinement of skills needed for further study in various branches of the life sciences and related fields. Labs will include appropriate use of lab equipment, microscope work, simulations, dissections, gel electrophoresis, graphing and models resulting in complete lab write-ups. Lab activities will promote technical lab competence, utilize the scientific process of research and reporting, as well as teach and reinforce scientific principles.

Course Title: Statistics

Department: Math

Grade Level: 12

Prerequisite: Algebra I

Course Overview:

This course is an introduction to the study of probability, representation and interpretation of data, and the application of fundamental statistical procedures to real-world problems. Academic content in this course is designed to provide students with a solid foundation in probability and statistics, providing skills needed for becoming informed citizens and intelligent consumers.

Course Title: Pre-Calculus

Department: Math

Grade Level: 12

Prerequisite: Algebra II

Course Overview:

The student will study functions and their graphs, including polynomial, rational, radical, trigonometric, exponential, and logarithmic, as well as analytic geometry and limits. **Mandatory course for Science strand.**

Course Title: Psychology

Department: Humanities

Grade Level: 11-12

Prerequisite: None

Course Overview:

This course focuses on the study of human behavior. As an introduction to the field of psychology, this course includes consideration of psychological principles, terminology, major theories, careers, methods of experimentation, and practical applications. Specific topics include personality development, problem-solving, group dynamics and motivation. **Mandatory for Humanities strand. Offered only to Science strand in Grade 12.**

Course Title: Sociology

Department: Humanities

Grade Level: 11-12

Prerequisite: Psychology -Humanities Major only

Course Overview:

This course investigates the process of socialization—the study of people, why they do what they do and how this impacts other people, how individuals learn to be part of the groups around them, including the family and larger organizations which make up their society and culture. It also discusses why sociology developed, its research methods and some of the major sociological studies. In addition, this course focuses on current trends in three major areas of social concern—the family, crime, and urban development. **Mandatory for Humanities strand. Offered only to Science strand in Grade 11.**

Course Title: Economics

Department: Humanities

Grade Level: 12

Prerequisite: None

Course Overview:

Introduces basic economic concepts including microeconomics, macroeconomics, the history of economic ideas, international trade (global economy) and a variety of economic issues. It helps students understand how economics play a part in their daily lives, and how it affects the world around them. In addition, students also gain some insight into how to manage their money wisely by learning about topics like financial planning, budgeting, and investing.

Course Title: Intro to Business

Department: Humanities

Grade Level: 11

Prerequisite: None

Course Overview:

This full-year course introduces students to the world of business and sets a solid foundation for high school, college, and career. The study skills aspect of the course covers organization, time management, improving reading for comprehension, note-taking skills, and more. The business units help students acquire sound values and acceptable attitudes regarding their personal lives and on-the-job success. Students will be engaged in teamwork, presentations, computer-related activities, and current events while learning the following topics: today's economy, business ownership, career exploration, getting and keeping a job, how to be a wise consumer, managing money, understanding banking and credit, and types of insurance. The knowledge obtained in this class is practiced and reinforced throughout the course and is transferable to other courses as well as everyday life.

Course Title: Business Studies

Department: Humanities

Grade Level: 12

Prerequisite: None

Course Overview:

This course helps students prepare for managerial positions in their future careers. Students will focus on the development of core skills required to become a successful manager, including operations management, inventory control, marketing, financial planning, scheduling and communication.

Course Title: Spanish I

Department: English/Foreign Language

Grade Level: 11

Prerequisite: None

Course Overview:

This one-year course is designed to acquaint students with the basic skills of listening, speaking, reading, and writing Spanish at an introductory level. The focus is communication incorporating understanding of Hispanic cultures, connecting with other disciplines, comparing native language to Spanish, and participating in multicultural communities. The course provides practice in correct usage of basic vocabulary and language structures to enable students to function effectively within realistic settings.

Course Title: Spanish II

Grade Level: 12

Department: English/Foreign Language

Prerequisite: "C" or better in Spanish I

Course Overview:

This second-year course is designed to continue the development of proficiency in the Spanish language. It will further the ability to communicate in authentic oral and written context and increase the ease and confidence with which the student uses the language in the community. Connecting with other disciplines and comparing the native language to Spanish will be stressed, expanded, and developed. It will promote a better understanding and appreciation of the Hispanic cultures.

Course Title: Art & Design I

Grade Level: 11

Department: Fine Art

Prerequisite: Humanities Strand

Course Overview:

This course stresses the ability of the student to explore the arts and begin to develop his/her own personal style. Students must be able to work independently and show a high level of understanding of the elements and principles of art, techniques and media used. **Offered only to Humanities strand in Grade 11.**

Course Title: Art & Design II

Grade Level: 12

Department: Fine Art

Prerequisite: Art & Design I / Humanities Strand

Course Overview:

This course offers fundamental instruction in **drawing and painting**. Experimental techniques are the focus of the class where students are encouraged to experiment and to discover their own talents and interests. Many projects undertaken will be directly related to current exhibitions, field trips and/or individual museum research. **Offered only to Humanities strand in Grade 12.**

Course Title: Lifetime Fitness

Grade Level: 11

Department: Health Sciences

Prerequisite: None

Course Overview:

This elective course focuses on students owning their personal health and wellness. Students will explore the areas of physical, mental/emotional, and social health. Standards that support analyzing and using information, personal responsibility, and collaborating with others will be used as secondary targets. These skills are essential to supporting student success beyond the classroom. Major Topics or Themes: (additional topics may be covered)

•Mental Health • Nutrition •Fitness •Emergency first aid (CPR)

Course Title: Healthy Living

Grade Level: 12

Department: Health Sciences

Prerequisite: None

Course Overview:

This elective course is designed to help students make informed and responsible decisions on setting healthy goals, managing emotions, building relationships, making better consumer choices and more. The course combines teacher interaction, vibrant visual tools and real-world projects that engage students.

Course Title: Coding

Grade Level: 11

Department: IT

Prerequisite: None

Course Overview:

This elective course will teach a foundation for computer science and basic programming. Coding knowledge is a must-have 21st century skill. The ability to read, write, and understand code has never been more-important, useful, or lucrative as it is today. Computer code has forever changed our lives. Some people can't even make it through the day without interacting with something built with code.

If you're ready to learn the magic behind web and app development but don't know a style sheet from a string, Coding for Beginners is the perfect place to start. Explore the basics of HTML, CSS, JavaScript, Ruby and Python.

Course Title: Digital Media

Grade Level: 12

Department: IT

Prerequisite: None

Course Overview:

Digital Media is a course designed to educate students on the ever-changing digital world, as well as to provide hands-on experience with industry standard software and equipment.

The curriculum covers a wide range of areas, so it appeals to a diverse group of students. Topics covered include graphic design, animation, audio production, and web design.

MHS Misbehavior Levels 1 - 4 Table:

Level One: Misbehavior Handled without administration referral.	
Levels and Examples of Student Behavior:	Forms of Expected Consequences (either individual or combined):
Minor disruptive classroom conduct Minor disobedience Uniform infractions Use or possession of an electronic device Tardy to class	Contact parents Reflecting in another room Lunch detention Uniform violations – sent to office - Parent contacted to bring uniform/MHS parent takes student home for suspension
Level Two: Misbehavior that results in a referral to administration.	
Repetition of Level 1 offenses Major disruptive classroom conduct, bus or campus Insubordination Leaving or entering school property without approval Being truant or having excessive absences Profane or abusive language Gambling Possession of an electronic or cellular device	Contact parents Removal from the classroom Loss of extracurricular privileges Confiscation of property Lunch detention of varying lengths Parents will be required to pay for damages Student will be suspended. Depending on misbehavior and severity, may be upgraded to Level 3
Level Three: Misbehavior that results in short-term suspension	
Repetition of Level 1 or 2 offenses Obscene material/publication Engaging in inappropriate physical contact Possession and use of an electronic or cellular device Unauthorized use of the elevator Falsifying or forging documents Plagiarism Inciting or involvement in whole class absenteeism Student may be suspended if it is determined that the student's presence in the regular classroom on campus presents a danger of physical harm to the student or to others. If the student is engaged in serious or persistent misbehavior that violates the school's previously communicated standards	A student will be suspended for a period not to exceed five days unless the family has been notified of a long-term suspension. The time of suspension shall be added to absences from school. 1-day suspension and a zero grade Obligation of non-repetition has to be signed by parent Parents will be required to pay for damages Mandatory meeting with the parents to discuss the change in the student behavior.
Level Four: Misbehavior that results in expulsion	
Recommended for expulsion for serious offenses, such as the use of tobacco, vape devices, drugs, alcohol, theft, and extortion, possession of a weapon or any other illegal substances. Assault Illegal activities Engaging in inappropriate physical contact	A discipline committee will recommend long-term suspensions and expulsions to the Board after a hearing is held. Mandatory meeting with parents will be held throughout the process. The student will be on exit list for next school year.

STUDENT LEARNING AND ASSESSMENT

Student Progress is evaluated continuously. Overall grading of students will be based upon:

- Classroom Participation

- Class Work
- Projects
- Tests
- Quizzes
- Exams
- Homework
- Science labs

GRADING SYSTEM

Evaluation of student progress

Evaluation of student progress by members of the faculty, is a continuous process. Teachers evaluating student achievement consider homework assignments and classroom participation, together with test, quiz, and project scores. Teachers observe performance in the classroom daily. When students miss classes, waste time during the class period, or are disruptive, learning opportunities are lost. Teachers consider these things when assigning grades to document student progress. Grades therefore provide a measure as to what extent a student has attained pre-determined learner outcomes.

Semester 1 = Mid Semester 1 + End Semester 1 + MID EXAM (40%) + (40%) + (20%)
Semester 2 = Mid Semester 2 + End Semester 2 + FINAL EXAM (40%) + (40%) + (20%)
FINAL COURSE MARK = Semester 1 + Semester 2 (50%) + (50%)

ABSENCES AND GRADING

Please note that students will be allowed to make up work whenever possible due to an accepted Excused Absence. However, there are certain types of graded activities that require a student to be present in the classroom and thus, are impossible to make up if a student is absent. Students are responsible to contact their teacher if there are concerns regarding missed work. Teachers do not give full credit for late work unless circumstances warrant it. Students who are absent from school are required to make up all missed work. Students with approved Excused Absence will be allowed to re-sit assessments. The timeline to submit missing work is two days for each day of absence. It is the responsibility of the student to ask teachers about missing assignments and tests. Note, that all assignments are posted through Microsoft Teams and accessible to students through their individual accounts. The teacher will provide a date within two days of the student's return according to their available schedule. If a student fails to re-sit a quiz / test within two days after Excused Absence, they will receive a (0) zero for the grade. Missing work and assignments will receive a grade of zero and cannot be made-up at the end of the quarter.

Students are responsible for checking their Microsoft 365 Accounts daily, to check for assignments and notices from teachers.

MID-TERM AND FINAL EXAMS

Exams will take place at the end of each semester. The exam schedules are posted on the school website and distributed to all students prior to the start of the exam schedule. Teachers will provide clear guidance on what topics, skills and units will be included in the exams to assist student with the preparation. Projects can be used for a Mid-Term or Final Exam grade at the discretion of the MHS Administration for "Specials" with one exam period (Mid-term or Final) a theoretical written exam if a project is included.

ACADEMIC DISHONESTY

Any students in which it has been determined to have been academically dishonest (including **plagiarism**) during an exam or assessment will receive a zero and will be reported to the vice principal for further consequences.

Academic Dishonesty includes any of the following activities:

- Bringing notes or devices with information into exam or assessment
- Giving or receiving exam/assessment information of any kind to/from other students
- Looking at other student's exam/assessment papers
- Communicating with other students during exam/assessment for any reason
- ON-LINE EXAM/Mid-Term + Final Projects included: Plagiarism for grades 6 –12 will earn a (0) zero grade

PLAGIARISM FOR CLASSWORK OR GRADED ASSIGNMENTS

Students from Grade 6 through 12 will receive clear instruction and practices on how to avoid plagiarism.

Definition: Plagiarism is presenting the ideas or statements of another without crediting the original source. Even if it is unintentional, plagiarism is theft. Plagiarized sources include but are not limited to the written word. Other possible sources are pictures, photographs, music, internet sources, works of art, and the spoken word.

Consequences for Grades 9 - 12:

- The student will receive a (0) zero for the assignment and the principal will be notified.
- A mandatory conference with student that may include parents, teachers and/or school administrators upon the second offense
- requiring the student to rewrite the assignment at the discretion of the teacher and agreement with the principal for a first-time offense (not allowed for tests or exams)
- A failing grade for the assignment, report period or course

PROMOTION AND RETENTION

Promotion Policy

At the end of the year, school students who pass all subjects (the passing grade is 60 % or greater) are promoted to the next grade level.

Ajial's Core Subjects are Math, English Language Arts, Science and Arabic.

In order to be promoted to the next grade level a student must achieve the minimum credit requirements each year of High School; Grades 9 to 12.

Students must attend 90% of each class; this means no more than 18 total days' absence (excused or unexcused) for each year in order to receive credit for the course.

A student who fails three or four core subjects will be asked to repeat the grade and will not be promoted and are not included in August Re-Sit Exams.

Students who fail one, or two core subjects will be required to take an examination in August, before school opens for the new academic year. If they pass the exam/s they will be promoted to the next grade level.

If a student fails even one core subject Re-Sit Exam, they can opt to repeat the grade level or withdraw from Ajial.

Students who need to take subject exam/s in August of the new school year may enroll in a summer school program and have tutoring in the concerned subject/s.

Students who fail subjects which are not core subjects (Art, P.E, Quran, IT) will be given consideration in regard to promotion to the next year. The administration will decide if a student can be promoted, based upon agreement with the parents regarding restitution for the failed subject. This may include, but not be limited to, attendance at a summer school, an August exam, a stipulated repeat of the failed course during the following year, after normal school hours. A student who fails the same subject in two consecutive years may also have reenrollment denied.

Information regarding the August "re-sit" exams will be included with the reports cards of all students who were not successful.

AJIAL GRADE POINT AVERAGE (GPA) Calculation Scale

High School students will earn a letter grade of A, B, C, D, or F which corresponds to points earned. Only courses taken at *Ajial* are used to calculate a student's *Ajial* GPA.

Every student will have their GPA calculated twice a year, end of semester 1 and end of semester 2. A cumulative GPA (Grade 9-12) is calculated on the final transcript in order to facilitate university and college admissions.

Grading Scale	Grade	Points Earned
90-100	A	4
80-89	B	3
70-79	C	2
60-69	D	1
59 or below	F	0

GRADUATION REQUIREMENTS – HIGH SCHOOL

For your child to successfully graduate from *Ajial*, they must meet the listed criteria. The requirements are shown below with subject, and credits needed. We hope your child is successful in meeting these requirements.

Electives are offered based on students' grades, requests and availability of subject related teachers. Only Grade 11 and 12 students take electives.

It should be remembered that High School is the most important 4 years that will determine where a student will go in the future (for university and career opportunities). Please be mindful that the GPA will be based on the grades each student earns in High School from Grade 9-12. Maintaining an excellent GPA plays an important part in a student's acceptance into university, either in Kuwait or abroad.

Ajial's High School Graduation Requirements

5 Credits (1.25 credits per year)	English Language: English 9 English 10 English 11 English 12	Grade 9 Grade 10 Grade 11 Grade 12
3 Credits (1 credit per year)	Social Studies: Geography World History Modern World History	Grade 9 Grade 10 Grade 11
4 Credits (1 credit per year)	Math: Algebra I Geometry Algebra II/Business Math Pre-Calculus	Grade 9 Grade 10 Grade 11 Grade 12
4 Credits (1 credit per year)	Science: Biology I Chemistry I Physics I / Psychology Physics II, Bio. II, or Chem. II / Sociology	Grade 9 Grade 10 Grade 11 Grade 12 (choose the one that will assist you in University)
4 Credits (1 credit per year)	Arabic Language: Arabic 9 Arabic 10 Arabic 11 Arabic 12	Grade 9 Grade 10 Grade 11 Grade 12
1 Credit (0.25 credit per year)	Holy Quran: Holy Quran 9 Holy Quran 10 Holy Quran 11 Holy Quran 12	Grade 9 Grade 10 Grade 11 Grade 12
1 Credit (0.25 credit per year)	Islam: Islam 9 Islam 10 Islam 11 Islam 12	Grade 9 Grade 10 Grade 11 Grade 12
1 Credit (0.5 credit per year)	Arabic Social Studies: Arabic Social Studies I Arabic Social Studies II	Grade 9 Grade 10
0.5 Credit (0.25 credit per year)	Physical Education: Physical Education Physical Education	Grade 9 Grade 10
0.5 Credit (0.25 credit per year)	Art: Fine Arts Fine Arts	Grade 9 Grade 10
5 Credits	Grade 11 and 12 (any electives available)	
29 Credits required.	Total Credits: minimum 29 credits	

GRADE 9

COURSE	CREDIT	COURSE	CREDIT
ELA	1.25	ELA	1.25
ESS-Geography	1	ESS-World History	1
Math-Algebra I	1	Math-Geometry	1
Science-Biology I	1	Science-Chemistry I	1
Arabic	1	Arabic	1
SSA	0.5	SSA	0.5
Quran	0.25	Quran	0.25
Islamic Studies	0.25	Islamic Studies	0.25
Physical Education	0.25	Physical Education	0.25
Computer	0.5	Computer	0.5
Art	0.25	Art	0.25
TOTAL	7.25	TOTAL	7.25

GRADE 10**GRADE 11**

Grade 11-Arts/Humanities		Grade 11-Science/Math/Engineering	
COURSE	CREDIT	COURSE	CREDIT
ELA	1.25	ELA	1.25
MATH-Business Math	1	MATH-Algebra II	1
SCIENCE- Psychology	1	SCIENCE-Physics I-Required Elective	1
ESS-Modern World History	1	ESS-Modern World History	1
Arabic	1	Arabic	1
Quran	0.25	Quran	0.25
Islamic Studies	0.25	Islamic Studies	0.25
Elective Choice 1	1	Elective Choice 1	1
Elective Choice 2	1	Elective Choice 2	1
TOTAL	7.75	TOTAL	7.75

GRADE 12

Grade 12-Arts/Humanities		Grade 12-Science/Math/Engineering	
COURSE	CREDIT	COURSE	CREDIT
ELA	1.25	ELA	1.25
MATH	-	MATH - Pre-Calculus	1
SCIENCE- Sociology	1	SCIENCE- (Choice 1: Elective)	-
Arabic	1	Arabic	1
Quran	0.25	Quran	0.25
Islamic Studies	0.25	Islamic Studies	0.25
Elective Choice 1	1	Elective Choice 1: Physics II or Biology II	1
Elective Choice 2	1	Elective Choice 2	1
Elective Choice 3	1	Elective Choice 3	1
TOTAL	6.75	TOTAL	6.75

STUDENT RECOGNITION**Special Recognition Assemblies**

Special recognition assemblies will be held throughout the year. The purpose of these assemblies is to recognize those students who are making exceptional contributions to the school or community. The formal Senior Uniform must be worn for such events by the Seniors. All students must be in proper school uniform to be allowed up on stage, to receive their awards.

Ajial Awards

At the end of each semester, *Ajial* will recognize student achievement. A special award ceremony is held in the school auditorium. Parent attendance is by invitation only.

The Honor Rolls are determined at the end of each semester. Students who are rarely absent, without any behavioral problems and who are ranked in the top 5% or 10% of their grade level, boys and girls separately, will be eligible for these awards. Principal's Honor Roll is top 5%, Honor Roll is the top 10%.

STUDENT COUNCIL

The Student Council meets regularly and exists to provide an important link among students and faculty.

The Council sponsors student activities and provides a method for developing democratic leadership and citizenship and community. Class representatives from each grade level represent the membership, with the Student Council officers conducting and leading meetings as well as guiding activities.

UNIFORM

All students in MHS should adhere to the School's Dress Code and wear the appropriate uniform for their grade level. All Senior Students are required to wear the Senior uniform, at all times.

Uniform infractions will follow the discipline code. There are clear consequences following uniform infractions, the wearing of jewelry and make-up.

When a student is out of uniform, they will be required to be checked regularly until the administrator determines there is compliance.

Consequences for students' uniform infractions

- A first infraction - Parents will be contacted to bring the correct uniform into school, and a letter will be sent home explaining the uniform policy.
- A second infraction - Parents will be contacted to have the correct uniform brought to school; student will receive a lunch detention and will go on a Discipline Contract.
- A third infraction - Parents will be contacted to collect their child and the student will serve a one-day suspension, with all penalties applying.

Consequences for wearing make-up or nail polish, or jewelry (beyond one pair of stud earrings for female students, and no jewelry of any kind for male students)

- A first infraction - student will remove make up or nail polish immediately.
- A second infraction - student will remove make up or nail polish immediately; a letter will be sent home and placed in student file.
- A third infraction - student will remove make up or nail polish immediately, she will receive a lunch detention and parents will be called. The student will be placed on a Discipline Contract, signed by the parent.

Any jewelry in excess of the above description must be removed and placed in a locker.

A second jewelry infraction will mean the item will be confiscated and turned over to the student at the end of the week.

A third infraction will mean a Discipline Contract will be signed by the parent and the items turned over to them.

THE BYOD LEARNING ENVIRONMENT

Ajial uses instructional technology as one way of enhancing our mission to provide an excellent teaching and learning environment where students in Grades 9 -12 learn and understand what it means to be responsible, productive, and ethical citizens. The school strives to create an educational climate where students acquire the essential and necessary knowledge, understanding and skills to reason critically, communicate effectively, learn continuously, and think creatively when solving problems and making decisions.

The school provides a monitored Wi-Fi Server for each registered student device. Computer Use in Grades 9-12 is restricted to **in-class-only**, under the supervision of the subject teacher and for specified class work assignments.

Computers used against policy, with external Wi-Fi will be confiscated. Students who violate the *Ajial* school network using hacking or intrusive software will face severe disciplinary action including suspension or expulsion. Please refer also to: ONLINE LEARNING AND COMPUTER USAGE.

PERSONAL ELECTRONIC DEVICES

Electronic devices, such as unregistered iPads, mobile phones, smart watches, and games, are not permitted to be seen or used on campus unless required for a class. This means NO Wi-Fi devices.

The consequence when a student is found with an electronic item, for the first time, will be that it is confiscated for a minimum of 2 working weeks.

A second infraction will result in the item being confiscated for 8 working weeks.

Please note: Any student with a device infraction, recorded at any time during the previous year, will automatically start on the second infraction penalty.

A third infraction will lead to the school holding the device until the end of school year (June).

TRANSCRIPTS

Official transcripts showing completion of course work to date at *Ajial* will be mailed to colleges/universities or other academic institutions at the request of the parent/student. Academic records and transcripts may never be altered in any way to satisfy the requirements of a country, college, or university.

Transcripts are particularly important documents. Parents should place these documents in a secure location. If lost, such documents will not be replaced by the school.

COLLEGE PLANNING INFORMATION

Each student and his/her parents/guardians must accept responsibility for the proper choice of subjects for graduation and for college/university prerequisites. The same is true for completing college/university entrance requirements. These requirements can vary widely with each college/university. The best way to help your young adult become familiar with these requirements is to go on the college's website and review their specific requirements:

- Note application deadlines for each college you are interested in
- Note the entrance tests required