

Al-Ghanim Bilingual School



High School Division Program Guide



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

Jean Piaget

Welcome to the High School!

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

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

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

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

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

Al Ghanim Bilingual School Guiding Statements

Mission:

Al Ghanim Bilingual School inspires students to become national and global citizens by promoting a Kuwaiti identity and embracing multicultural values through a balanced bilingual curriculum and a safe and nurturing environment.

Vision:

To develop independent, confident, lifelong learners

Core Values:

- Develop students physically, emotionally, intellectually, and socially.
- Offer quality education based on a well-rounded bilingual curriculum that fosters twenty-first century and global citizenship skills.
- Leverage technology to support our students and improve their learning.
- Promote an enjoyable, healthy, and safe learning environment.
- Promote collaboration among all the members of the school community to fulfill the school's mission and vision.

Al Ghanim Bilingual School Teaching and Learning Policy

A. Aims of the Policy

This policy has been created by and agreed upon by the teaching staff, administrators, and Governing Body. Al Ghanim Bilingual School is committed to quality teaching and learning to provide a well-rounded education for our students. All teaching staff, administrators, and governors were consulted when developing this policy. It summarizes expectations and common working practices and procedures and reflects what has been agreed in terms of approach and consistency. It also reflects the school's mission and vision.

B. Principles of Teaching and Learning

Al Ghanim Bilingual School believes that education is fundamental to the overall positive development of the child's personality and that the ultimate goal is to assist in the development of the child's ethical system, abilities and the cultivation of his/her creative and critical aptitudes. GBS believes that the learner is the central interest of the school; the school must help every child experience success in the learning process. Education involves children, parents, staff, and governors.

Therefore we aim to:

1. Promote the values of cooperation and solidarity among all participants in the educational process.
2. Provide an enjoyable and healthy learning environment.
3. Develop the values of respect, honesty, equality, integrity, tolerance, fairness and trust.
4. Link theory to practice, adopting a rational attitude towards knowledge and valuing strong work ethics and high moral standards.
5. Promote tolerance of individual differences and free exchange of ideas and views.
6. Embrace and promote the Arab and local culture, heritage, and values.
7. Encourage our students to value and embrace cultural diversity.
8. Provide a bilingual curriculum which promotes the intellectual, psychological, physical and social development of the children.
9. Encourage our students to be active and responsible global citizens and effective participants in national and global development.

C. Roles and Responsibilities

Parents are encouraged to support their children's learning by:

1. Ensuring their child attends school regularly and punctually and wearing the school uniform.
2. Ensuring their child is well prepared with all the necessary supplies.
3. Ensuring their child completes the assigned homework as per school homework policy.
4. Supporting the school's discipline policy.
5. Attending school events and parent-teacher conferences.
6. Regularly communicating with the school regarding their child's progress, behavior, and well-being.

Students are expected to:

1. Attend school regularly and punctually.
2. Be prepared and organize.
3. Abide by the school policies and procedures such as homework policy, discipline policy, etc.
4. Engage, participate, and act appropriately.

D. Assessment:

Assessment is a measurement of GBS students' acquisition and application of skills and knowledge and plays an essential role in their learning. Assessment results will be strategically used to drive the instructional program. Assessment is an integral part of planning, teaching, and learning and is aligned with the curriculum. Assessment of students at GBS is based on ongoing informal observations and supervision of class work and homework, in addition to formative, summative and standardized assessments. Standardized assessments will be used in grades 3 through 10 and will be used to help teachers develop the goals and objectives for students as well as teaching next steps.

Using the processes of assessment, we aim to:

- Monitor progress and support learning
- Recognize the achievements of students
- Guide future planning, teaching and curriculum development
- Inform parents and students about student achievement
- Use a variety of assessment tools including formative and summative assessments.

E. Homework:

1. All homework assignments must be properly explained in class and in application of recently covered material.
2. New materials/lessons are not assigned as homework when not covered adequately in class.
3. The average time a HS student should not exceed 120 minutes.

Admission Policy

1. Eligibility

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

2. Admission/Placement

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

3. HS Course Equivalence

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

Placing and Transferring Students Procedure

1 . Placing Students

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

- Academic
- Behavioral
- Gender

Teachers are requested to divide current students based on their current academic standing. This is accomplished by having three levels, high, medium and low. The objective with academic grouping is to create classes with an equal number of high, medium and low. Once this has been accomplished, teachers then review behavior. The objective here is to ensure that no one class has an unequal number of students with behavioral issues. The final consideration is gender. The objective is to try and balance, when possible, the ratio of male and female students. Once the teachers have completed their work, the class lists are reviewed by the counselor and the principal. They will recommend a change if they believe it is best to move a student/s. Any movement of students from one list to another must always maintain a balance of academic, behavioral and gender considerations. When the lists are finalized by the above stakeholders, they are sent to the divisional Principals for final consideration. Parent requests will be considered as long as their request is made early in the process and adheres to the following restrictions:

- A particular teacher cannot be requested.
- A request that their child be in a particular class with a friend will not be granted.

2 . Transferring Students

Once class lists have been finalized and published, there should be NO movement. The division Principals can only move a student if it is deemed in the best interest of the child.

School- Home Communication

GBS utilizes several means of communication to keep parents informed of their children's education. The HS Program Guide, Course Description Letters, Academic Reports, Progress Reports, Orientation sessions and Parent-Teacher Conferences, are examples of regular communications with parents. In addition, the school operates a website, a Facebook and Instagram account, all of which are used to communicate with parents. Google Classroom will also provide a means of communication with parents. Teachers' emails are posted on the website for parents reference. Parents' emails are collected at the beginning of the year for the school staff to communicate information and announcements.

School Life

1. School Hours

The school day starts with the morning routine at 7:20 a.m. You are expected to be on time and to participate in the morning assembly. The first period begins at 7:30 a.m. Dismissal is at 2:15 p.m. from Gate # 4 on Al Mutanabi Street. Students participating in after school activities must be picked up by 3:00 p.m. from the reception area.

2. Attendance:

Students are expected to attend school for the entire school day, and to arrive and leave on time. All medical appointments should be made after school hours. However, if they must leave during the day, a note from their parent explaining in details the reason must be provided to the high school office. The parent/guardian needs to sign an early dismissal form at the reception. They should not be pulled from class to attend an event held in one of the other divisions.

If the student arrives late (after 7:30 a.m), then he must register at the reception. With a valid excuse, he may obtain the permission of the HS principal to reschedule a missed test (with a limit of two tests per semester). Being late for a class will result in a zero for any missed work. The teacher will not re-explain any missed part of the lesson. Unexcused absences will result in a grade of zero on missed work including tests, quizzes, and assignments, with no possibility for make-up. In rare cases, tests may be deferred with a valid excuse and the Principal's approval. No tests can be taken ahead of time in case of pre-planned absence. HS teachers post all notices and assignments on Google Classroom. It is the responsibility of the student to check it out. If the student will be absent, his parents may pick up needed material (textbook, practice book, handouts) to complete the work by sending a request by email to the school and calling at least three hours ahead to make sure it was received and acted upon.

3. Tardiness:

Students who are late to class for more than 4 minutes will be recorded late. Students who are recorded three times late within a school week will receive a Saturday detention from 7:00 am to 9:00 am. Being late for the detention will result in one day suspension.

4. Absence:

In coordination with the Ministry of Education's attendance policy, students who register 3 unexcused absences in a given period will receive a warning letter from the registrar. They will be given a "0" on any assigned work or assessment missed during this absence. For an absence to be excused, the student must bring a signed and stamped doctor's note within 2 days of returning to school. An absence is considered excused if it is a personal illness, serious family illness or family death, or other extraordinary circumstances approved by the HS Principal. The term "excused" or "unexcused" is important to determine whether or not the student is entitled to do the missing work or to get support from the teachers.

5. Breaks and Snacks:

During the day, there will be two outbreaks. Students are encouraged to bring healthy snacks, and the canteen will be accessible during both breaks. Only water and juices in plastic or paper containers are allowed on campus. Food deliveries are strictly prohibited.

6. Lockers/Mobiles:

Students are responsible for bringing all needed supplies to school every day. Lockers to store school material are accessed by students once students and their parents/guardians agree to the guidelines stated in the “Locker Agreement and Expectations”. Mobile phones are not permitted in school. However HS students can bring mobiles and keep them in their lockers. Any mobile found or spotted with a student during school hours will be confiscated and returned to parents only. Students will be then denied the privilege to bring their mobiles for the rest of the academic year. Students can access the lockers during breaks, before the morning routine and at the end of the day. Check Appendix B.

7. Uniform:

Students are required to wear the full school uniform when in school and on field trips unless otherwise officially notified. On designated “free dress” days, they must not violate acceptable GBS dress code. The following are strictly prohibited:

- Body hugging, tight, transparent, revealing, or torn clothing.
- Offensive pictures, symbols, or words printed on the clothing.
- Colored, gelled or spiked hairstyles. Boys’ hairstyles must be kept short and tidy. Girls must keep their hair away from their face and if long, tied.
- Make-up, non-prescription lenses, colored nail polish, and lipstick.
- Expensive jewelry, watches, or gadgets.

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

8. Internet Use Policy:

GBS provides internet access to all HS students without any extra charge. A “Technology Code of Conduct” document is distributed to all students with all rules and regulations that explain the use and the policy. All students are required to sign the agreement at the beginning of the school year. Check Appendix A.

9. Vandalism/ Posting of Papers Flyers:

Any act of vandalism of the school property, or of any member in the school community is prohibited. The student will be suspended for two days. Students will also be expected to pay to have any damage repaired. The school takes this issue seriously.

Posting flyers within the school, on walls, windows and boards is banned unless with school permission and supervision.

10. School Deliveries/ Parties & Celebrations:

Deliveries, parties and celebrations are not permitted unless there is a written approval signed by the HS Principal.

11. Discipline:

High school students should follow the GBS code of discipline posted on the school website.

(<https://www.gbs.edu.kw/custompage.php?pid=45&page=Discipline%20Policy>)

12. Student Safety

The school GBS has developed a set of procedures to ensure students' safety in case of emergencies. The school trains the students to familiarize them with the procedures and conducts drills (fire drill, shelter in place, lock down...) throughout the school year to prepare the students in case of emergencies.

Resources and Activities

1. High School College

The high school college counselor provides proper guidance and advice to prepare students for college and career readiness.

The counselor meets during the school year with the students to check performance and to offer guidance regarding course selection based on students' interests and their achievements. The counselor provides orientation sessions to parents and students to plan further steps to take. She/he arranges to host college reps and to conduct visits to college exhibitions and universities. She/he assists students in applying for exams needed for college applications (SAT, TOEFL, IELTS...)

2. School Guidance and Support Program

Core subject teachers specify a day at the beginning of the academic year when they stay till 3:00 pm to support and guide students. It is not a tutoring program. It is an opportunity for the student to seek guidance and help individually.

3. Academic Support

The school has a clear policy and procedures to support the students who are facing challenges and whose performance drops below 65%. Specific steps, personnel and forms are described in details in The Academic Support Program* to ensure students' needs are identified as early as possible and adequate support is provided.

4. Activities

Different committees/teams are created to enhance students' experiences and to foster their sense of leadership and citizenship (Sports Teams, Student Council, Year Book Club, Kindness Club...). HS students receive continuous orientation and guidance regarding college requirements and applications by hosting universities representatives, organizing trips to universities exhibition, and by affiliating with organizations (LOYAC, MUN, Nwayyer...) to provide opportunities to enrich their experiences for career readiness (internships, community service opportunities...)

Grading System

1. Formative Assessment:

Formative assessment is an integral part of teaching and learning. Evaluation is an ongoing process incorporated into classroom practice during instruction. It is an integration of performance and feedback using scoring rubrics and grading scales to delineate consistent criteria for grading. The criteria are shared between students and teachers. This provides a basis for self-evaluation, reflection, and peer review. It also ensures accurate and fair assessment, fosters understanding and allows for adjustments of subsequent learning/teaching. Formative assessment requires constant timely feedback. Formative will be calculated as 70% of the assessment grade.

2. Summative Assessment:

Summative assessments are given periodically to determine what students know and do not know at a particular point in time. The goal of summative assessment is to assess learning after teaching has taken place. Summative assessments serve as formal documentation of a student's progress and mastery of skills and content. Summative will be calculated as 30% of the assessment grade.

3. Make-up Option:

HS students can choose to do make-up in two summative tests during the academic year. The make-up is a chance to improve grades and it has to be approved and scheduled by the subject teacher. The make-up grade will replace the original grade regardless if it is higher or lower.

4. Student Evaluation:

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

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

5. GPA

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

Percentage	GPA	Percentage	GPA	Percentage	GPA
97%-100%	4	93%-96%	4	90%-92%	3.7
85%-89%	3.3	80%-84%	3	75%-79%	2.7
70%-74%	2.3	65%-69%	2	60%-64%	1.7
57%-59%	1.3	54%-56%	1	50%-53%	0.7

HS Diploma Graduation Requirements

English Language	4 credits
Arabic language	4 credits
Mathematics	3 (4*) credits
Sciences	3 credits
Humanities	3 credits +1 credit Kuwait Social Studies
IT	1 credit
Physical Education	1 credit
Islamic Studies	2 credits
Quran	1 credit
Fine Arts	1 credit
Electives	4 credits
Total	28 credits/ 30 credits

*4 credits are required if a student selects the scientific pathway as opposed to the international pathway.

Graduation

To graduate with a GBS High School Diploma, a student must meet the following criteria:

- All graduation requirements (minimum of 28 credits-courses required as identified in the HS Guide) are met.
- An acceptable behavior record.
- Attendance requirements met.
- A total of 40 community service hours.

Promotion/Retention/Re-sit Exams

1. Promotion:

To be promoted to another grade level, a student must meet the following criteria:

- Pass the required courses with a grade of 60% or above
- An acceptable behavior record.
- An acceptable attendance record.

2. Retention:

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

3. Failing one or two Required Courses

If a student fails one or two required courses, then two options will be possible:

- A. The student takes a summer course from a recognized institution. The grade on the course will be changed to “Pass “and the credit will be awarded for the course if the student successfully completed and passed the course. There will be no modification on the end of year GPA.
- B. The student chooses to take the re-sit exam, which will result in the following:
 - Notification of the Re-Sit Exam: On the end-of-year report card, a note will be added to notify parents and students of any required re-sit exam. Re-sit exams will be scheduled immediately after the conclusion of final exams. Students are expected to be present on the day of the re-sit exam. Travel schedules will need to be arranged accordingly. There will be no make-up days for re-sit exams.
 - If the student passes the exam, another report card will be issued showing the new course grade calculated as follows: 40% as the year average and 60% as re-sit exam grade. The GPA will be altered to reflect the new grade.
 - If the student fails the re-sit exam then the course must be repeated and no credit will be awarded for the course.

Honor Roll and Principal List

HS students with a 4.0 cumulative GPA and good behavior record are placed on the principal list.

HS Students with a 3.7 or more cumulative GPA and good behavior record are placed on the Honor Roll.

Grade Level Requirements

Grade 9

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

Grade 10

Course	Credit
English10	1.00
Arabic 10	1.00
Geometry-Algebra II	1.00-2.00
Biology	1.00
World History II	1.00
Kuwait Social Studies 10	0.50
Religion 10	0.50
Quran 10	0.25
Electives	0.5-1.50
Total	7.75

Grade 11

Course	Credit
English 12	1.00
Arabic 12	1.00
Pre-calculus/Calculus	1.00
Chemistry	1.00
Religion	0.50
Quran	0.25
Electives	2.00-3.00
Total	6.75-7.75

Grade 12

Course	Credit
English 12	1.00
Arabic 12	1.00
Pre-calculus/Calculus	1.00
Physics	1.00
Religion	0.50
Quran	0.25
Electives	2.00-3.00
Total	6.75-7.75

Please note the following:

Students planning to attend the Kuwait University and/or plan to take part in the ministry of Higher Education Scholarship Program must take a full-year credit course in the following in order to be eligible for the scientific track:

Sciences: Biology, Chemistry, and Physics.

Math: Algebra II, and Pre-Calculus/ Calculus.

Electives

Languages:

- French I
- French II
- Spanish I
- Spanish II

Mathematics:

- Statistics

Sciences:

- Environmental Science
- Earth Science

Individuals and Societies:

- Arabic Sociology
- Psychology
- Accounting
- Economics
- Marketing
- World Geography
- World Cultures
- 20th Century History

Fine Arts:

- Elements of Art
- Studio Art
- Drawing & Painting
- Fashion Design
- Graphic Design
- Ceramics
- Art & Design
- Instrumental Music Percussion

IT:

- Computer Applications
- IT Language Programming
- Visual Basics
- Individual Media

Others:

- Drama I: Introduction to Theater
- Public Speaking
- Drama II: Theater Production
- Arabic Journalism

In grades 11 and 12, some elective courses are full year courses while others are semester courses.

English Language Arts

English 9

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

Credit: 1

English 10

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

Credit: 1

English 11

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

Credit: 1

English 12

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

Credit: 1

Sciences

Physical Science 9

Grade 9 Physical Science follows the Next Generation Science Standards (NGSS) which integrates 3 dimensions: science and engineering practices, disciplinary core ideas and cross-cutting concepts.

This course includes chemistry and physics topics such as properties of matter, chemical reactions, force interaction, energy and energy transfer, waves and electromagnetic radiation. The teaching and learning strategies focus on developing inquiry, research, hands-on and mathematical skills. This course is prerequisite for HS chemistry and physics.

Credit: 1

Biology 10

Grade 10 Biology deals with unique properties of living organisms. Students will master fundamental concepts that carry through the entire course. Each lesson begins with a problem to solve or a discrepant event or phenomenon to explain, which lays the groundwork for students to explore science in the same way real-life scientists do, by starting with a question. This feature provides intrinsic motivation to spark curiosity and serves as the context for the three-dimensional learning and hands-on activities throughout the lessons. HMH Science Dimensions' three-dimensional learning approach arms students with the tools and habits of mind to apply scientific reasoning and solve STEM problems relevant to everyday life. As a result, students are motivated to critically think and contrast explanations of how and why.

Students will build a deeper understanding of the following topics: Living Systems, Chemistry in Living Systems, Matter and Energy in Living Systems, Ecosystems, The Cell, Structure, and Function of DNA, Genetics, and Heredity, and Ecology through instruction, hands-on activities, projects, and lab investigations.

Credit: 1

Chemistry 11

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

Credit: 1

Physics 12

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

Credit: 1

Mathematics

Algebra I

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

Credit: 1

Prerequisite: Pre-Algebra

Geometry

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

Credit: 1

Prerequisite: Algebra I

Algebra II

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

Credit: 1

Pre-calculus

Pre-calculus designed to build on algebraic, geometric and trigonometric concepts. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations.

Pre-calculus provides a review and extension of the concepts taught in Algebra II and Geometry. It develops advanced Algebra skills, including polynomial, rational and radical functions, analytic geometry, exponential and logarithmic functions, statistics and probability, trigonometric functions, graphs and equations, matrices, limits and continuity. Technology will be used to introduce most of the areas of study listed above. Use of devices, scientific calculators and graphing calculators will be incorporated into each chapter.

Credit: 1

Prerequisite: Algebra II

Calculus

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

Prerequisite: Algebra II – Geometry – Precalculus

Credit: 1

Humanities

World History I

World History I is a required course for grade 9 students. It includes the study of the nations and people of the world, history, geography, political and economic systems and social structures. The student will be challenged to think critically about international relations, human commonalities and differences and their impact on the student's own life. World History I centers on the early modern history of the 1500 and onwards. Starting off with the Enlightenment and Scientific Revolution and the how exploration, development of science and the philosophies people such as Hobbes, Locke and Montesquieu assisted in changing the course of societies, to revolution to democracy to the last unit of Imperialism and its policy of extending power and influence through colonization.

Credit: 1

World History II

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

Credit: 1

Psychology

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

1. Development of Psychology as a Science
2. Psychology of Ancient Greece and famous psychologists
3. Personality Approaches
4. Stress and Health Promotion
5. Positive Psychology
6. Effects of Motivation and Emotion
7. Memory

Credit: 1

Electives

IT-Graphic Design I

Adobe Photoshop

Students will learn the basic skills needed to create digital art work .They also will learn to manipulate images taken with digital cameras by using different tools offered by Photoshop. Finally they can save it in an appropriate format. They will learn how to: differentiate between vector & raster image, start Photoshop, explore Photoshop window elements, work with drawing tools, edit objects, work with layer, work with selection tools, import images, enhance images by using retouching tools, apply mask skills, and save a Photoshop file. Students will use all skills in creating a creative posters and advertisements.

Credit: 0.5

IT-Graphic Design II

Adobe Illustrator

Students will learn the basic skills of Adobe Illustrator which offers tools they need to create scalable vector art for using projects for both print and web in a professional way. They will learn how to: Start Illustrator, Explore Illustrator window elements, Locate tools, panels, bars, and windows in the workspace, create a new document in Illustrator, create and color basic shapes, Learn how to use the pen, selection, line, pencil, eraser, and shape builder tools, create text by itself or on a path of an object, apply different effects on a text, add special effects on objects, define the mask, apply clipping mask on objects, save\save as the document. Students will use all skills in designing professional logos.

Credit: 0.5

Prerequisite: Graphic Design I

Performing Arts-Drama

The theater plays an important role in education as an all-encompassing discipline, and drama performance provides the students with a unique experience provoking them to express their individuality, creativity, and inherent skills. The curriculum is aligned with the California State Standards, introducing the learners to significant acting techniques and instilling in them a high sense of theatrical appreciation. The aim, through this course, is to learn basic theater principles in stage movement, voice, diction, and pantomime. Students will practice techniques to overcome stage-fright; they will develop their self-confidence, and deliver monologues from remarkable plays. The class requires: team work, concentration, memorization, collaboration, proficiency in characterization, and creative expression. Students will realize the importance

of using the performance space through movement and voice when communicating meaning of narratives. Students will be ensured through this course that its objective is not about becoming great actors. Instead, it is about finding out who we are and discovering who we could become". Augusto Boal

Credit: 0.5

French:

French is offered as an elective course in high school. This is a great opportunity for HS students to enhance their fluency in French as the course outcome will be mainly performance based. Diverse activities will be planned such as dialogue, small play, projects and educational trips.

Credit: 0.5

Body Conditioning:

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Credit: 0.5

Digital Media:

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

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

Credit: 0.5

Environmental Science:

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

Credit: 1

Public Speaking:

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

Credit: 0.5

الصحافة العربية:

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

النقاط: 0.5**علم الاجتماع:**

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

النقاط: 0.5**اللغة العربية****الصف التاسع**

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

كما أنّ اللغة العربية ليست فقط مادة تدرّس داخل الفصول الدراسية، بل توفر المدرسة الفرص المتنوعة لممارسة اللغة بجميع فنونها من خلال الأنشطة المختلفة التي يقوم بها طلابنا (أداء المسرحيات - فن الخطابة - الكتابة - حفظ الشعر - القراءة الحرة-المشاريع) يتبع منهج مادة اللغة العربية في مدرسة الغانم ثنائية اللغة للرسائل التوجيهية والخطط الدراسية التي تصدرها إدارة التعليم الخاص في وزارة التربية في دولة الكويت (الكتب الدراسية - خطط الأداء والتقييم - المعايير والأهداف المعرفية..)

الصف العاشر

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الصف الحادي عشر :

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التربية الإسلامية**الصف التاسع**

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

• المشروع : في نهاية كل فترة دراسية.

ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة

- كتاب القرآن الكريم : مكون من جزء واحد يتم تدريسه خلال العام الدراسي . ويتضمن بعض من السور القرآنية الكريمة - وبعض الدروس من أحكام التجويد.

الصف العاشر

بالنسبة لمنهج التربية الإسلامية سننتبع منهج الوزارة (منهج الأهداف) من خلال الكتاب المدرسي لمادتي القرآن الكريم والتربية الإسلامية :

كتاب (التربية الإسلامية) مكون من جزئين أول وثان :

- ويضم كل منها سبعة مجالات دراسية تبدأ بالعقيدة ، وتنتهي بالثقافة الإسلامية مروراً بعلوم القرآن الكريم

والحديث الشريف وعلومه ، ثم السيرة والتراجم والفقهاء والتهديب .

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• المشروع : في نهاية كل فترة دراسية.

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- كتاب القرآن الكريم : مكون من جزء واحد يتم تدريسه خلال العام الدراسي .

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

الاجتماعيات

الصف التاسع

- بالنسبة لمنهج الاجتماعيات سنتبع منهج الوزارة (منهج الكفايات) ويحتوي على دراسة تاريخ الكويت والعالم: الكون من حولي - الإنسان والبيئة - سكان العالم - مفاهيم حياتية - العالم تحديات وتطلعات - الكويت والعلاقات الدولية -
- المشروع : في نهاية كل فترة دراسية. ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة.

الصف العاشر

- بالنسبة لمنهج الاجتماعيات سنتبع منهج الوزارة (منهج الكفايات) ويحتوي على دراسة تاريخ دولة الكويت : جغرافية الكويت (التضاريس - الموقع-الجزر - المناخ) - حكام الكويت - التدريب على رسم الخرائط - أهم الأحداث في تاريخ دولة الكويت
- المشروع : في نهاية كل فترة دراسية. ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة.

Virtual Learning Guide

GBS Commitment to Quality Learning

Al-Ghanim Bilingual School has preference to face-to-face education compared to virtual school as the first leverages instruction, feedback, and social interaction. However, the school provides continuous support to staff members to integrate innovative tools and strategies to ensure student engagement and to improve personalized instruction.

Support and Communication

Al-Ghanim Bilingual School is committed to provide adequate support for students and parents (parents have a main role during remote learning). The school adopted Zoom Education and Google Classroom platforms which all MHS parents and students are familiar with. Additional technical support is provided by the IT Department (Coordinator and teachers). Further guidance is offered by the subject teachers during their periods. Teachers have virtual office hours to discuss concerns/issues and to share mutual feedback. Every week, core subject teachers are available from 2:00 pm to 2:30 pm to support students in smaller groups (Sunday for Arabic, Tuesday for Math, Wednesday for English, and Thursday for Science). Virtual office hours are set by the MHS Principal to discuss concerns and to answer parents 'inquiries. These hours are held by grade level to leverage the efficiency of meeting time.

Schedule

MHS students have a schedule of 7 periods as of regular one with 2 breaks built-in. All periods in MHS are synchronous (live sessions). First period starts at 8:00 am and the school day ends at 2:00 pm (Support starts from 2:00 pm to 2:30pm). Each period is 40 minutes long, and periods are separated by 10 minutes break to ensure enough time and smooth transition between periods. Registered students will be assigned a Google Classroom username and password to receive their class schedule, homework schedule and further information regarding school resources and materials needed. The schedule below shows the distribution of periods and breaks.

Period	Time Interval
1st Period	8:00-8:40
2nd Period	8:50-9:30
3rd Period	9:40-10:20
Break	10:20-10:35 (15 minutes break)
4th Period	10:35-11:15
5th Period	11:25-12:05
Prayer Break	12:05-12:30 (25 minutes break)
6th Period	12:30-1:10
7Th Period	1:20-2:00

Resources/Supplies

The student receives the list of supplies needed based on grade level, course selection (Art/Music in Middle School, elective in High School). E-resources are uploaded via Google Classroom while a special schedule is set and shared with parents to deliver the hard resources.

Additional Resources

The school is using IXL from grade 3 to 12. Turnitin is used in high school for English subjects. More Apps and resources are utilized by teachers providing adequate guidance and support to students.

Academic Plans and Procedures

Core subject teachers dedicate the first 4-5 weeks to review and reinforce previous essential skills. The goal is to ensure a smooth transition between the previous and the new academic year. A weekly plan is shared with parents every Thursday by 3:30 pm that includes the topics and the assignments for the following week. This gives parents and students enough time to prepare or seek help and guidance if needed. The Assignment Schedule is shared with parents and students the first week of school to ensure fair distribution of load and to reduce discrepancy and conflicts. Assignments are posted by 3:30 pm and they aren't posted during the weekend. Teachers are available to answer questions/emails, and to provide feedback within 24 hours range.

Grading Policy and Virtual Assessments

GBS leadership team created an amended grading policy and strategies for virtual assessments that are compatible with remote learning. Formative assessments count 70% and summative assessments count 30% of the total average per subject as in regular school. However, the assessments/assignments used are modified to be compatible with remote learning to ensure grades authenticity and quality feedback. As for HS semester exams, the weight on these exams is included in the semester percentage assuming the whole semester is fully a virtual school semester.

Online Etiquette and Virtual Classes Guidelines

GBS faculty and parents have the same vision and expectations regarding students 'safety and well-being. For both parties, student's benefit and right to learn in a safe nurturing environment come first. Hence, a set of new guidelines regarding online etiquette are embedded in the "Technology Code of Conduct", to ensure a common understanding of school expectations and terms for virtual classes. Parents' role is essential in this topic to make this major transition smooth and compatible with school behavior policy, Kuwait norms, and parents' expectations. The school will apply GBS Discipline Policy consequences in case of any breach of the terms listed in the "Technology Code of Conduct".

Attendance

Virtual Attendance is mandatory for all MHS students and in all subjects. Cameras should be on and teachers take attendance and record it every period. The 10 minutes between the periods and the 2 breaks built in the schedule aim to provide enough time and adequate accessibility to all sessions.

1. Tardiness: The student should join the live session within the first five minutes. If he/she joins between the fifth and the tenth minute, then he/she is recorded late. A student is not allowed to join a period after ten minutes of its beginning and he/she will be counted as absent (unless there is a proof of a technical issue). If a student is recorded absent for 3 times in two weeks interval, then he/she will have a Saturday detention at 8:00 am. During the Saturday detention, the student is supervised (virtually through Zoom) by a designated teacher to complete the missing assignments. The student, who fails to attend the detention on time, is suspended virtually (no online sessions) for a full day and a ZERO will be granted on all his/her assignments during this day.
2. If the student is absent from virtual classes for a full day, his/her parents should send the Division Principal an email explaining the reason to be counted as an excused absence. A parents' email will suffice if the child is absent for one day. If the absence exceeds one day, then parents must complete the School Absence Form. This form can be found on the website.

Activities and Clubs

Field trips are cancelled during the virtual period. As for other activities, curricular and student led activities, adjustments are made on the nature, outcomes, and expectations to accommodate virtual learning requirements.

Special Subjects

As by the school's Mission, the school fosters the overall growth of students: academically, physically, psychologically... Hence, special subjects such as PE, Art, Music, and HS electives curriculum documents are modified to be compatible with online requirements. The school believes that especially during these circumstances, the students need to be exposed to other disciplines beside Math, Science, and languages.

HS Elective Courses

The majority of elective courses are performance based; hence the need to make adequate modification is critical when shifting to remote learning. A clear description of these courses is introduced and shared with students to give them the opportunity to make choices based on the modification.

Appendix A

GBS Technology Code of Ethics

Underlying Principle

GBS shall make effective use of technology to increase student engagement and enhance learning while at the same time developing the necessary skills for success in the economy of the future. Technology can be an important tool to improve the overall quality of education. Equal access to technology resources available at school should be provided to all staff and students.

Technology Code of Conduct

The Internet and related network activities have become part of the school's daily routine. GBS has adopted a *Bring your Own Device* (BYOD) program, whereby students bring their own iPad, tablet or laptop to school to further enrich their academic experience and improve their Information Technology skills. The use of these devices allows for additional resources in the classroom and supports GBS's commitment to 21ST century learning.

GBS Code of Ethics for Technology outlines the school's expectations that apply to all school activities, including the Internet use policy. When using the Internet, students need to be efficient, ethical, and aware of legal utilization of network resources. If a user violates any of these provisions, their access privileges at GBS may be terminated and future access could be denied. Students will be fully responsible for the security of their own devices.

All users are required to review the "Code of Ethics Technology" and agree to abide by it. Students and parents must sign the "Technology Use Contract" and agree that the student will be responsible before access will be granted.

If misconduct is suspected, the Principal will review the case and their decision is final. The teacher may deny access privilege at any time they feel users disregarded the code of conduct while in their room. The administration, faculty, and staff can request the School Director to deny, revoke, or suspend specific user access privileges.

Use of Social Networking Sites

When it comes to social networking, what is shared with friends or posted on social networking sites such as Facebook, twitter, blogs, and other chat sites isn't necessarily only accessed by friends, but in fact could be seen by millions worldwide.

GBS policy on the use of social networking sites aims to protect the individual's and the school's integrity and reputation. All GBS students must be made aware of the importance of responsible use of the internet. Students are prohibited from posting/disseminating any photos taken within the school campus. Posting comments about the school and/or community that may be deemed offensive, libelous, derogatory or

indecent, and comments that divulge confidential information or damage someone's or the school reputation are grounds for disciplinary action and could result in expulsion.

GBS Guidelines for Electronic Social Networking Usage

The following guidelines aim to help GBS students to avoid problems that might emerge with improper usage of social networking websites. "Inappropriate" content is defined as anything that is illegal as per Kuwait Laws or GBS regulations and rules and/or anything that the school community may deem as offensive, libelous, derogatory or indecent.

1. Post only appropriate (as defined above) personal information to their profile:
 - List appropriate e-mail addresses and nicknames.
 - Do not include any reference (pictures, comments, etc.) to events that could possibly be regarded as inappropriate in the general norms of the school community or Kuwait customs.
2. Monitor electronic photo albums.
 - Do not post photos (personal or general) that would be considered inappropriate by Kuwait norms.
 - If you find an inappropriate photo tagged to your name, then un-tag it and ask the person who posted it to delete the picture from their album.
 - Set all personal photo albums to "visible to friends only" to help protect yourself from potential embarrassment and limit the exposure of any doubtful photos that you may have unintentionally included in the posting process.
3. Monitor postings to ensure that all postings on your "wall" are appropriate.
4. Allow only friends and acquaintances to join your group of friends. Set parameters so that only friends may view your profile.
5. Monitor social network usage among friends to ensure that they do not make choices that could result in undesirable consequences affecting your standing with the school.
6. Join only appropriate groups. After joining an appropriate group, continually monitor it to ensure that the group name or focus does not become inappropriate.
7. Use social networking sites in a way that is non-malicious-- that will not harm or disrespect others, teachers, students, or the school as an entity.
8. The school has the right to use the students' photos and pictures on the school's social media to promote school events and display students' achievements. If parents object using their children's photos on the school's social media, they must then indicate that in writing and share it with their child's division principal at the time of signing this contract.

Users Responsibilities

Anyone who accesses the Internet has the following responsibilities:

- Assume responsibility for all material received and sent.
- Obtain approval from the teacher before accessing a site or sending and receiving files.
- Monitor all material received via the Internet. Suspect material must be reported to the teacher.
- Respect copyright. All communication and information accessible via the network should be assumed to be private property and should be treated as copyrighted. All sources received on the Internet must be adequately acknowledged. Any violation is regarded as plagiarism.

Maintain Complete Security

Security on any computer system is a high priority, especially when the system involves many users. This involves:

- Teachers will monitor students' use of technology to maintain the integrity of the system.
- Students must report all suspected violations of privacy. They are responsible for all mail received and/or sent during Internet use. Passwords are to be kept private. Students must not attempt to log in as any other user or as a system administrator. Note that electronic mail (e-mail) is not guaranteed to be private. Those who operate the system have access to all mail.
- Computer vandalism is forbidden. Computer vandalism is defined as any malicious attempt to harm or destroy data of another user. Creating and/or disseminating computer viruses and worms, sending chain emails, or tampering with the work of others, is viewed as inappropriate behavior and harms the integrity of the system.
- Tampering with any software or changing the settings of any software installed on any computer is not permitted.
- Theft or damage to the school equipment/devices or students' own devices will result in severe disciplinary consequences in addition to replacement and/or compensation.

Observe Proper Etiquette

- Be polite. No abusive messages will be tolerated.
- Respect privacy. GBS does not allow the exchange of personal addresses and phone numbers or those of any other student.
- Maintain the integrity of the system. The network must not be used in such a way that would disrupt the use of the network by other users (e.g. Downloading huge files during prime time, sending mass e-mail messages, etc.).
- Respect the laws of Kuwait. All illegal activities are strictly forbidden. Messages related to or in support of illegal activities will be reported to the proper authorities.
- **Cyber-bullying:** utilizing technology such as e-mail, blogs, texting, social networking sites and chat sites to bully others (teachers, staff or students) or intimidate them or cause students and/or teachers to feel fear or intimidation is strictly forbidden. When **cyber-bullying** is

reported, it is immediately investigated by the Principal. If the incident is outside the school, parents will be informed. If the incident results in conflicts among students inside the school it will be immediately dealt with as any behavior threatening the students' safety and the consequence will be suspension – number of days will depend on the incident.

Disciplinary Actions for Violation of Acceptable User Policy

- Confiscation of any inappropriate items.
- Denial of access to the Internet for a given period.
- Violator is required to seek assistance in learning the proper procedure before he/ she is allowed to re-use the Internet.
- Denial of participation in computer class and /or certain school activities.
- Denial of usage of all computer equipment, network and Internet.
- Consequences include reprimand from teacher or Principal / parent-student conference. This conference can also be attended by the Student Counselor, the computer teacher, or librarian, as applicable.
- Behavioral contract.
- Suspension from school.

Technology Use Contract

At the beginning of the school year the Information Technology teacher issues to all students the ""Code of Ethics Technology"" and require them to sign it, take it home to read with the parents, and return it with the parent signature. A copy of the contract is kept with the teacher.

"Technology Code of Conduct"

I have read the above "Technology Code of Conduct" and agree to abide by all the requirements and rules listed.

Student Name: _____

Student Signature: _____

Date: _____

Parent Name: _____

Signature: _____

Date: _____

Appendix B

Locker Agreement and Expectations

Carefully read the following guidelines as you rent a locker at GBS Middle/High School. Having a locker is a privilege and not a right. Lockers are assigned only if the student and the parent/guardian agree to the guidelines below:

- All lockers are the property of the school and assigned to students for their use for approved purposes only.
- The rental fee of the locker is included in the school fees.
- Each student should bring his/her own lock. The school will not provide keys or locks.
- Students are recommended to put the keys in a chain attached to their bags. Forgetting the key at home will not be accepted as an excuse for not being prepared to class.
- The school assumes NO RESPONSIBILITY for loss or damage to personal or school items in an unlocked or locked locker.
- It is the responsibility of the students to keep the locker clean and orderly.
- DO NOT DEFACE damage or otherwise misuse the locker. Students are not to write, place stickers, or vandalize lockers in any manner. Students guilty of such infractions will be charged the full cost of replacement +10KWD fine.
- Nothing may be hung or posted on the outside of the locker.
- Money and jewelry shall NOT be kept in the lockers.
- The storage of food and drink in the locker is not allowed. Students should only keep the items necessary for school work in the lockers.
- Students are responsible for the content of their lockers and **should not share their lockers** with other students.
- Students will have access to the lockers during specific times (before beginning of classes, during breaks, end of the day). They may not visit the lockers during class time.
- Being tardy to class, due to going to the locker, is not acceptable.
- All lockers are subject to periodic inspection. The MS/HS Administration reserves the right to search the lockers at any time.
- If the key is lost, it is the students' responsibility to provide a solution.

Please complete the slip below and return it to the class advisor.

I understand the guidelines stated above and that failing to observe these guidelines may result in the immediate loss of locker privileges.

Student's Name _____ Signature _____

Parent's Signature _____ Date _____