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Welcome

Dear Parent

Thank you for choosing Ajial Bilingual School for your child/children to learn and grow academically and as individuals. On behalf of the staff, it is my pleasure to welcome you to Ajial Bilingual School and invite you to become a partner in your child's education. Our conscientious staff works hard to meet the needs of each student and understands that communication to parents is critical in order for our students to succeed. School and parents working together help students to achieve their educational goals.

As partners, we share the responsibility for our children's success and want you to know that we will do our very best to carry out our responsibilities. We ask that you guide and support your child's learning by ensuring that he/she:

- 1) Attends school daily and arrives on time, ready for the day's learning experience
- 2) Completes all homework assignments given by teachers
- 3) Reads daily to develop a love for reading and to improve literacy skills
- 4) Shares school experiences with you so that you are aware of his/her school life
- 5) Informs you if he/she needs additional support in any area or subject
- 6) Knows that you expect him/her to succeed in school and go on to higher education.

The following information will help you and your child/children to understand some of the policies and procedures for the school in order for the year to move forward in a positive way.

We will continue to work hard to build a culture of respect, responsibility, and academic success.

Regards

Marilyn Hyatt
Acting Director

AJIAL Administrative Team

Head of School

Marilyn Hyatt
Laila Gouda
LaylaAl Shaya

Acting Director
Acting Director's Secretary
Administration Supervisor

Kindergarten Department

Marilyn Hyatt
Asmaa Bahaa
Amal Hosni
Eman Masri
Hanan Al Sayed
Mona Hussain

Principal
Vice-Principal
Counselor (KG2)
Counselor (Pre-K & KG1)
Arabic & Islamic H.O.D
KG Dept. Secretary

Elementary Department

NaveedaDashti
John Addison
Maher Akel Al Qabasi
Jelena Mustapic
Sajid Abdul Mujeeb
Abdul Wahab Al-Sayed
Ahmad Al-Sayed
AltaffAl-Fadly

Principal
Vice-Principal
Vice-Principal
Counselor
Counselor
Arabic H.O.D
Islam H.O.D
Elem. Dept. Secretary

Middle/High School Department

Robin Chamney
Benjamin Wagor
Dareen Tawil
Jelena Mustapic
Sajid AbdulMujeeb
Mohammad Saad
Fatma Al Hajri
Abdul Wahab Al- Sayed
Ahmad Al-Sayed
Sherine Badr

Principal
Vice-Principal
College Counselor
Girl's School Counselor
Boy's School Counselor
Boy's School Discipline Officer
Girl's School Discipline Officer
Arabic H.O.D
Islam H.O.D
MHS Secretary

Cathrinekarim

Curriculum Coordinator

Eman Al-Farra

Activity Coordinator

AJIAL VISION/ MISSION/ CORE BELIEFS

AJIAL Vision

AJIAL will be a widely respected bilingual educational institution and a model of Academic excellence, focusing on the provision of 21st-century skills.

AJIAL Mission Statement

- 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 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 Kuwaiti culture.
- High expectations are held for all students, faculty and staff.
- Frequent assessment and analysis of teaching and learning data support 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.

School Wide Learner Outcomes (ESLR)

Ajial students will be:

1 -21st-century learners equipped with lifelong learning skills that allow the individual to adapt to circumstances regardless of magnitude.

Descriptors

- 1- Continually assess, evaluate and adjust their work, using technology where appropriate
- 2- Demonstrate technological literacy
- 3- Are able communicators
- 4- Are able collaborators
- 5- Are self-motivated learners, who practice inquiry-based learning
- 6- Able to analyze relevant data and develop suitable conclusions

7- Able to use critical thinking skills to solve complex problems

2 - Global citizens, with a strong sense of social conscience in any cultural setting.

Descriptors

- 1- Are honest and principled (ethical).
- 2- Demonstrate awareness and respect for the rights of others, interacting responsibly and purposefully in all cultural settings.
- 3- Seek to improve the lives of others.
- 4- Demonstrate care and concern for the environment.
- 5- Support the United Nations Declaration of Human Rights.

3 – Communicators who have listening, speaking, reading, writing, and IT, media skills to effectively communicate in an appropriate and ethical manner.

Descriptors

- 1- Understand the audience that the communication concerns.
- 2- Incorporate/utilize technology as a communication tool.
- 3- Demonstrate wise judgment and ethical consideration when communicating, especially so with social media.
- 4- Ask questions in a considerate manner listen carefully and process information in a logical and unbiased manner.
- 5- Are multilingual.

4 - Collaborators, who function successfully in formal or informal group settings.

Descriptors

- 1- Able to show respect and recognize the rights of others.
- 2- Possess strong interpersonal skills.
- 3- Strive to accept and appreciate different points of view.
- 4- Prepared to lead or follow as circumstances dictate.
- 5- Are communicators.
- 6- Use logic/reason to make decisions and emotion that is regulated.

5 – Able to carry into the world the legacy and values of the Muslim faith.

Descriptors

1. Students will know and understand the life and teaching of Allah as reflected in the beliefs of the Quran (5 pillars of Islam).
2. 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.
3. Attend prayer consistently, especially so during school hours.

Students Admission Policies

Admission procedures and guidelines are available from the Admission Office.

Re-enrollment Criteria

- The student is not on the Academic Probation List.
- The student displays good behavior consistently.
- Good home support is evident.
- The student has a good attendance record.

AJIAL re-enrollment takes place every year according to an official announcement from the School Administration.

Parents should visit the Registration Department to complete the re-enrollment form and pay the KD 100/- re-enrollment fee. Only completion of the form and the payment secure a place for a child during the determined re-enrollment period. 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.

Payment of Tuition and Fees

AJIAL reserves the right to withhold a report card due to tuition fees, lost textbooks, and / or library book fines unpaid. Once the payment has been made and there is a receipt of proof of settling the account, the report card will be given to the family. Please note that the Tuition Fee due dates are listed in the school's financial policy signed by all parents and can be obtained from the Registration Department.

Withdrawal from School

In case of withdrawal, the following procedures shall apply:

Following the Ministry of Private Education guidelines, the 100 KD. - registration fee is nonrefundable.

- Students who withdraw from Day 1 of the school year to October 31 shall pay 30% of the tuition fees, including the registration fees.
- Students who withdraw from November 1st to January 31 shall pay 50% of the tuition fees, including the registration fees.
- Students, who withdraw from February 1st, shall pay the tuition fees in full.
- Parents are requested to inform the school during the pre-registration process for the next year of their intent to withdraw their child.
- If withdrawal is to occur during the school year, written notification of intent to withdraw a student from AJIAL should be given to the Admission Office, at least, two weeks prior to the date of withdrawal.
- Upon notification, all applicable administrative and office staff regarding the exiting student and their departure date.
- A "withdrawal form" will also be sent home for parents to complete.

- The "withdrawal form" asks for a forwarding address, date of withdrawal, and the official request for the school to prepare the exit documents.
- "Exit" or "transfer" documents are prepared for students permanently leaving AJIAL.
- These documents will include past school records such as a student's report cards and standardized test scores.
- Exit / transfer documents will not be released until the student has completed the checkout process and has returned all textbooks / workbooks, library books, and other materials belonging to the school.
- All tuition fees, plus any fees for lost or damaged textbooks and library materials, will have to be paid in full before exit documents are issued to the parents.

Governance

Student Class Assignment

- Students are assigned to a class considering behavioral matters, peer concerns, discipline issues, academic performance, general academic abilities and other factors by the Teachers, Counselor, Vice Principal and Principal.
- All class lists are finalized and approved by the Division Level Principal.
- No personal preferences or requests are accommodated.
- The Division Level Principal reserves the right to approve any change that is deemed necessary.

Parents & Visitors Policy

General expectations from visitors are:

- Follow the established school policy.
- Complete a visitor's permit and obtain the Principal / respective Teacher / Counselor approval before proceeding in school.
- Do not interfere with any school activity during the visit.
- Follow the school's established procedures for scheduling an appointment with the teacher(s) and / or Principal / Counselor after the class, if needed.
- Return the visitor's permit to the point of origin before leaving the campus.
- Adults and minors over 16 years of age who enter Ajial and fail to adhere to the posted "Visitor's Policy" may be reported to the appropriate School authority and may be subject to sanctions agreed by the School administration.
- Parents should not go to classrooms.
- Parents need to follow school rules and regulations when they speak to, or in their treatment of teachers or admin staff.
- If the parents are not following the required rules, Their student may be suspended or removed from the school, as per Ministry of Private Education policy.
- In case of violation of any student or parent of a school policy or insult any member of the teaching staff or school administrators will take the following:

- 1. The student will be suspended for 3 days
- 2. A legal guardian (father) has obligate not to repeat the offense
- In the case of repeated prolonged guardian (mother) are taking the following:
 - 1- The student will be suspended for five days
 - 2-Obligate guardian (father) that the mother will not come to the school building after that .
 - 3- Prevent the mother from entering the school building.
- In the event that irregularities will be reported to the Ministry of Interior.

Academic Philosophy

Teaching Strategies and Practice

The following key instructional strategies and philosophies are embedded in our daily teaching practices and the Ajjal Curriculum.

1. Teachers use as wide a variety of teaching and learning strategies as necessary; so that every child is able to learn using his or her own talents and learning styles. Differentiated practices are incorporated by all teachers.
2. A holistic, authentic approach to learning that actively addresses the issue of language acquisition by looking after both the child's mother tongue (Arabic) and the second language (English) through reinforcement of each within the two languages of instruction.
3. A balanced, literacy approach to language learning.
4. 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.
5. AJIAL teachers understand that academic development requires us also to be compassionate towards student physical, social and emotional needs.
6. Teachers at AJIAL set high standards for their students.

The use of English and Arabic Language

All subjects are conducted in English at Ajjal, except for Arabic, Islam and Arabic Social Studies classes. English only is spoken in the classroom English based subjects. This will promote and improve fluency.

Tutoring/Academic Support Club

- ❖ Ajjal expects all students to meet grade level standards. The teachers and counselors work hard with students to provide academic services and enhancement programs.
- ❖ Any academic support needs are addressed through the respective school division counselor, as per the schools rules and regulations.
- ❖ Parents seeking additional academic support may contact the school at any time for advice.
- ❖ The school provides a number of after school tutoring options and the Activities and Athletic Director may be contacted for information.

Student Expectations

School Arrival and Departure

Students arriving at school must be dropped near the main gate. They must immediately enter the Campus.

Upon dismissal from school or school activities, students are to go immediately home, unless involved in a meeting with a teacher or After-School Activities. Once a meeting or activity has concluded, students must leave campus.

If a student's transportation arrives on the opposite side of the street, s/he may cross, enter the vehicle, and immediately depart.

Student Lunch Time

- MS and HS students go to the 'canteen' at a designated area.
- Parents are encouraged to send 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.
- Seeds with shells are not allowed, for example sunflower seeds, 'banak', or other.
- Chewing Gum is not allowed at school.

School Lunch / Break

Food and beverages are available for purchase on campus at break and lunch time, except during Ramadan.

Lunches brought from home should be kept in student lockers until lunchtime. Students should remain in the designated areas of the school during lunchtime. Students are responsible for cleaning up papers, bags, drink and food containers, leftover food, etc., after lunch /break and before returning to scheduled classes. At no time are students allowed in out-of-bounds areas.

Student Attendance and Tardy Policy

Attendance guidelines

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).

School Day Schedule

SUNDAY –WEDNESDAY	Kindergarten, 7.15am – 1.00 pm
	Elementary and Middle/ High School, 7.15 am – 2.30 pm
THURSDAY	Kindergarten, 7:15 am – 11:30 am
	Elementary and Middle/High School, 7:15 am – 12:20 pm

Students must attend all the classes for the full school day.

Middle/High School Bell Schedule.

Period	Times	Period	Times	Period	Times
Homeroom	7:10 - 7:30	3	9:15 - 10:00	7 (Recess gr. 8/12)	12:15 - 13:00
1	7:30 - 8:15	4	10:00 - 10:45	8	13:00 - 13:45
2	8:15 - 9:00	5	10:45 - 11:30	9	13:45 - 14:30
Snack	9:00 - 9:15	6 (Recess gr. 6/7)	11:30 - 12:15		

Absence

Group Absences

Attendance at school is critical to support your learning and future opportunities for a good grade point average. Providing undue influence on others to not attend school is unacceptable. Joining with others and skipping school is unacceptable and consequences will result as follows.

Consequences:

1. The student will be placed on the Academic Probation, and this will be a considering factor when re-enrollment takes place.
2. The 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.

Attendance Requirements

- Regular attendance is necessary for academic success and is a condition for fulfilling credit requirements.
- The department of Middle/High School will contact the parents of a student that is absent three or more consecutive days.
- Students must attend 90% of each class; this means no more than 15 total days absent for each year in order to receive credit for the course. At the conclusion of every quarter, a parent conference will be held for any student who has accumulated four(4) or more daily absences in a course.
- All absence from school must be explained in writing (parent letter or doctor's note), and received within three days of the student returning to school. Reasons presented after three days will not be accepted, and the absence deemed unexcused. Reasons presented for a student's absence will be confirmed or rejected by the Administration (principal or vice principal).
- Absence from any class without an acceptable excuse is considered absence for the whole school day.
- If a student exceeds 6 days absences in any class, the student will be placed on Academic Probation. If the following criterion is met while the student is on probation, they will receive credit for the course.
 1. Excellent attendance
 2. Punctual for all classes
 3. Demonstrate a commitment to academic work
- Written notification and warning about a student's unexcused absence will be given to the parents as follows:

Daily absences unexcused law:

<u>Unexcused absences</u>	<u>daily procedures</u>
<u>After 3 days</u>	<u>1st warning to the student, the administrative supervisor to notify the guardian in the absence of the student and parent sign that he informed.</u>
<u>After 6 days</u>	<u>2nd warning to the student, the administrative supervisor to notify the guardian in the absence of the student and consequences of that and parent sign that he informed.</u>
<u>After nine days</u>	<u>The absence was connected without excuse prohibits students from entering the end of the examination in all subjects with reporting guardian so. If it separate administrative supervisor inform the guardian to examine the situation and inform him about the consequences of that and parent sign that he informed.</u>

Regulations of medical reports (sick reports)

- Medical leave must be taken and approved by the school.
- Not accept medical after three days of absence.
- In the case of absences exceeded three medical reports during the semester, the medical report must be stamped by the school health clinic if it is from a private hospital. If it is from a public hospital report must be stamped by the doctor and the administrator, otherwise the school will not accepted it and will be unexcused.
- In case a student is absent 9 consecutive days or 15 separate days, without an excuse during a semester, the student may be prohibited from entering the exams. If it is the second semester the student may write the exam but may be at risk of not being re-enrolled for the following school year.
- A medical report for more than three days must be stamped by the ministry of education.
- If the percentage of a student's absence exceeded 25% of school days, whether excused or unexcused student prohibited from entering the end of the year exam and has the right to enter the second round exam
- **Note:**
 - If student is ill on a day when there is an assessment, they may not come to school just to write the assessment. As stated, all absence must be documented with a medical report.

Tardy

Students are expected to arrive at school by 7.10 am. Middle school students are escorted to their classrooms at 7.15 am. High school students will go directly to their homeroom class, upon arrival to school. A student is tardy when arriving at school after 7.30 am. The Tardy Policy will be explained in the first week of school.

Students who arrive after 7.30 am must have a late slip before going to the class. This is acquired at reception in the lobby.

Tardiness:

If the student is late, coming after 7:30, the following procedure will be applied:

1. The student is required to swipe their ID badge to generate a tardy slip. If the official documentation to support the tardy, will be presented to the teacher with the tardy slip.
2. If the student does not have their ID badge, the reception will document their arrive and issue them a tardy slip.
3. 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 division secretary 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.

Notes:

- 1- Students are responsible for missed work.
- 2- If students arrive late to an assessment, missed time will not be compensated.
- 3- If the assessment period is missed, the student will have to reschedule a make-up assessment, with permission from the administration. The time of the make-up assessment will be at the convenience of the administering teacher.
- 4- The administration reserves the right to take the proper procedure according to the individual situation.

Absence with Prior Arrangements

Ajjal Bilingual School strongly emphasizes complying with the dates specified in the school calendar.

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

1. A letter of request is to be submitted to the Division Principal, outlining reasons for the absence stating the expected duration and departure date. If the student misses more than 5 days of school, parents must meet with division administrator prior 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 state in writing on the Prior Arrangement Form, student expectations that will help support the student learning while absent and minimize the potential harm to the student's final grade.
4. The responsibility for completion of all missed work requirements, rests with the student.
5. Prior arrangement releases are not considered excused absences unless it is an emergency or due to medical circumstances.

Early Dismissals

Students who wish to leave school early must bring a note from a parent or guardian requesting an early departure from school. It is preferable that such requests be submitted 24 hours in advance. The request must state the date, time, and reason for the dismissal. Parent verification will occur before a student is allowed to leave. If at all possible, medical appointments should be scheduled before or after school.

Students excused early shall report to the building secretary to obtain the Permission to Leave Campus form. This form will then be signed by the parent or guardian and turned over to the security desk before leaving campus. This necessitates that the parent or guardian enter the Main Reception to collect the student for early departure.

For the protection of students, early released 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, the early departure may be denied. Early departures follow the same guidelines outlined in the attendance policy herein. Therefore, early departures affect the absence count for the missed classes.

Truancy:

Attendance and punctuality are major criteria for re-enrolling at Ajial.

Thus, a student is considered truant if he or she:

3. Is absent without the knowledge and consent of a parent.
4. The consequence of truancy is the child will be placed on the Academic Probation, and this will be a considering factor when re-enrollment takes place.
5. 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.

Leaving school without permission or skipping a class will follow the same consequences as truancy.

Skipping Classes

- Is being absent from class after once arriving on the campus, without consent or knowledge of school.
- Obtains a pass to go to a certain place and does not report there.
- Fails to attend the daily schedule without permission from the administration (principal or vice principal).

Absenteeism from Assessments

If a student is absent from an assessment for any reason, he/she must see the Division Principal and must provide proper documentation. (Medical report or approval from ministry of the private education)

- The grade will be changed when a make-up assessment has been taken.
- Assessments should be completed as soon as possible, upon return, at the discretion of the subject teacher.
- With permission of Principal, final exams can be administered before the scheduled date of the exam.
- Truant students will not be permitted to receive credit for missed work.

Make-up Work

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.

Dress Code

All AJIAL students are required to wear AJIAL uniform in school at all times. The school reserves the right to change or amend the dress code as it deems appropriate. Uniform infractions will follow the discipline code. When a student is out of uniform, they will be required to check in at the office every morning until the administrator determines there is compliance.

- The uniform is a symbol that tells the student they belong to Ajial and should take pride in being a part of the Ajial Bilingual Community.
- School uniform assists the staff in identifying our students. This is particularly important for safety on the school campus and during field trips.
- All students have been issued an Ajial Bilingual School identification badge and are expected to display this while in school.

Note: School uniforms must be purchased from the AJIAL Store located in the basement. They are available throughout the school year.

- All clothing must be of appropriate fit to ensure modesty.
- Dress Restrictions: sandals, shoes with cleats on the soles, roller blade shoes, and / or shoes with heels of 2 inches in height are not allowed.
- Girls' arms must be covered to the top of the elbow, blouses without sleeves are not allowed at any school occasion.
- Jewelry and accessories are not to be worn at school with the exception of a watch and a pair of small earrings (one stud in each earlobe) for the girls.
- Girls are not allowed to wear make-up (including nail polish, and lipstick) on any occasion.
- Hijabs should be all one color of navy- blue, black, or white.
- Caps and winter hats with bills should not be worn in school buildings.
- Clothing decorated with ink marks, graffiti, decorative badges, holes or tattered edges are not allowed.
- Shoes, belts and other items should complement the dress code (navy blue or black) and all other accessories should comply with the basic blue and white theme.

Hairstyles

- Hair should be well-groomed, conservatively styled, and appropriate for academic purposes
- Hair should be a natural color (no bright tinting, hi-lights, or streaks)
- Girls' hair combed/brushed and clean.
- Boys' hair length should be above the collar

Consequences for students uniform infractions:

In the first week ,the school will alert students orally

1. Letter of warning to be send to the student by the discipliner
2. The student will not be allowed to enter the classroom and applied to him the law of unexcused absences
3. The third repeat offense not to enter the classroom.

Students Off Campus

Ajjal is a closed campus and for the safety of all, students are not to leave campus unsupervised during the school day. (7:15am-2:30pm)

Parents are requested to follow the arrival and dismissal times for the school and should assure that the students are not left alone outside the school campus. We consider this matter to be a security issue.

Communication with Parents

Parents may make a request to see a teacher (PTC) to conference at any time. To do so, the please make an appointment with the teacher directly, through the ADMINISTRATION Officer or the M/HS secretary. (if needed, translation will be provided)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 divisional secretaries, in advance, to determine teacher availability.

Parent Teacher Conferences (PTC's)

There are official PTC days scheduled during the year and are announced in the school calendar, usually following the issuance of the report cards. For these PTC's, parents are asked to sign up on appointment sheets that are placed in the reception area of the school the week prior to the conference day. These dates are listed in the school calendar.

Report Cards/ Progress Reports / Communication with Parents

There are two mid-semester reports and two end-of-semester reports. The reports list the subjects with a percentage. There may also be a narrative.

Written progress reports from teachers to parents may be sent at any time during the school year. Progress reports are used by teachers to inform parents of student performance and behavior.

Teachers may also wish to phone or email parents directly, especially when circumstances require discussion or clarification.

Notification to parents on student progress and/or missing assignments:

Teachers keep parents informed on an ongoing basis about the progress of students.

Teachers contact the parents to arrange meetings to explore various options to help the child improve in the weak subjects / areas.

Contacting the Teachers

- Parents should contact the teachers first; administration, second.
- All parents are strongly encouraged to contact their child's teacher if they have any questions or problems. Parents are advised to make an appointment through the Administrative Support Supervisor or the relevant school secretary to meet their child's teacher(s).
- Teachers are unavailable to receive parent phone calls or conduct conferences during instructional time. Teachers are required to set aside 2 periods a week for parent meetings.
- Parents may be assured a return call will be forthcoming from the school within 48 hours.

Programs

Courses Offered

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 had four short tests, with mid-semester exams 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 Bilingual School.

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 assessment are monitored and approved by the Ministry of Education with frequent ministry visit the program maintains high educational standards.

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

Quran: Students will be learning Quran memorization, intonation, understand and meaning. There will be frequent assessments, including mid-semester and semester exams. All parts of the program and assessments are monitored and approved by the Ministry.

English Language Arts: English Language Arts is taught with the 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 and contrasting texts and mediums, prepares students to be analytical about resources and ideas. A wide range of resources is used in the teaching process: CD-ROMs, online resources, Power notes, grammar, novel studies, short story analysis, research documents and audio tutors are applied in the teaching process.

Middle School Mathematics

The middle school curriculum, in its entirety, is designed to continue students' 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: is a one-year course that builds on arithmetic skills and algebraic concepts taught in the earlier grades 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

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.

Pre-Calculus: 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 to develop an appreciation of all these methods of representation, understand how they are connected in a given problem, and learn how to choose the most appropriate method(s) to solve a problem.

Sciences:

Middle School Science: Middle School Science assists students in becoming life-long learners who grow in their understanding of the world.

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, and 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 becomes a focus of instruction. The nature of science includes the concepts that scientific explanations are based on logical thinking, are subject to rules of evidence, are consistent with observational, inferential, and experimental evidence and is open to change with the addition of new scientific evidence.

Seventh grade: emphasizes 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 focuses on Physical Science 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 -1 (Grade 9): This course is an introduction to the study of living things and their interdependence with the environment. This course will emphasize the development of 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, helping to develop a deeper understanding of how biology impacts their daily lives.

Biology -2: 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. Possible labs to 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.

Chemistry -1 (Grade 10): This 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 are : 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 good methods of problem solving and proper laboratory techniques.

Chemistry -2 : This course is designed to provide a solid foundation in the study of matter and its changes .This course is designed for students who have shown a proficiency in studying chemistry and who have exhibited interest in and enthusiasm in 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.

Physics -1 (Grade 11): Physics -1 course is a California 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.

Physics -2: Physics -2 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 will 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.

Environmental Science: The Environmental Science Elective course focuses on the importance of environmental science, and how it helps improve the quality of life. They will study the major problems facing humans such as source limitation, pollution, and loss of biodiversity. Students have to analyze each problem, its effects, and how to reduce or solve it. Students then will have a closer look at the Earth, the layers of the Earth, and the layers of atmosphere, and the different types of hydrosphere. Students also will study and make models of how energy transfers from the sun to the consumer, and the relationship between the different organisms in a community along with the different types of interactions between species. The issue of pollution is a major one. They will look in depth on the different types of pollution, its effects, and come up with solution ideas that can be implemented and how resources can be used wisely.

Social Studies & Geography

Grade Six: 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.

Grade Seven: this year's 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.

Grade Eight: the historical focus this year 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.

Geography:

Geography is about a study of Planet Earth. It includes Physical Geography, which includes all the physical aspects of the planet. Humans inhabit the planet and therefore there is a large focus on Human Geography. The five themes of Geography, namely Location, Place, Region, Human-Environment Interaction and Movement are the main focus. With the growing population of the planet, the influence of man enjoys a lot of attention.

World History: Historical events as such are unique. The curriculum focuses not only on this uniqueness but also on the similarities on 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 and also Science and Technology.

Ancient World History: Ancient history research courses provide students with the tools they need to interpret ancient languages, handle evidence and distinguish between civilizations, how ancient people incorporated religious practices into their lives, Archeology, epigraphy, and philosophers, paying closer attention 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. This course lays a foundation for research used in later courses, so it is often taken early on in a degree program. Also it provides researches 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: In modern World History, the 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 under surveillance. 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 will apply art skills and knowledge in a hands-on environment. Student will explore different forms of art, analyze, describe and evaluate. They will learn about art from a historical, social and cultural context. All students will recognize, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Information Technology: Introduction to technology empowers students to discover technology through project-based learning, giving them hands-on understanding and preparing students to use computer technology in an effective and creative manner. Students expand 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 is to combine education and technology, to provide students with core computing skills that will best prepare them for future.

Physical Education: is designed to develop students' tastes and interests in physical activities, their physical fitness, and good health habits. Students must wear proper PE clothing and shoes to class, and they will be graded on: participation, skills, proper P.E. clothing, fitness testing, skills testing, and written testing. Major units will include Volleyball, Soccer, Basketball, Track and Field. Other activities students will participate in will be Dodge ball, Ping Pong, Capture the Flag, Fitness Activities, Kickball, Jump rope, and Health Reading and Writing Activities. This is a course, which also emphasizes teamwork, sportsmanship, and having fun!

Electives

Career and Life Management: Many students learn more when school work 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 effectively use technology to support learning. Students will learn to use practical applications such as hands-on activities, project-and problem-based learning, and experience field work: volunteering/community service. Students will prepare to handle the increasingly higher expectations of postsecondary education, employment and civic responsibility. Students will learn to use technical writing, writing mechanics, vocabulary building, and innovative technology. The course will offer students the knowledge and skills needed to compete and succeed in a global economy by receiving skills in: business, leadership, communication, presentation, and employability to reach academic and career success. This course is a duration of one complete academic school year: Semester I and Semester II. This course will meet four times a week for 108 total hours equaling 36 weeks of instruction.

Introductory Spanish & French: the beginner level languages courses are designed to introduce students to the language and culture. Students will use the four language skills (listening, speaking, reading and writing) to learn the basic art of communication. Classes will often be conducted in French or Spanish and student will be expected to respond. Understanding grammar is an important part of learning a foreign language; therefore, a solid foundation in English grammar is very helpful. Studying a course is very similar to learning to play a sport or musical instrument in that it requires a lot of practice.

Physical Education (elective): is designed to develop students' tastes and interests in physical activities, their physical fitness, and good health habits. Students must wear proper PE clothing and shoes to class, and they will be graded on: participation, skills, proper P.E. clothing, fitness testing, skills testing, and written testing. Major units will include Volleyball, Soccer, Basketball, Track and Field. Other activities students will participate in will be Dodge ball, Ping Pong, Capture the Flag, Fitness Activities, Kickball, Jump rope, and Health Reading and Writing Activities. This is a course, which also emphasizes teamwork, sportsmanship, and having fun!

Orientation/ Open Houses

An Open House is the school's welcoming to the upcoming school year and will take place within the first few weeks of school. Parents are welcome to tour the school and facilities.

Within the first month of school there will in a Middle/High School Orientation afternoon. The main purpose of the event is to advise parents and students about the school systems and routines. Teachers will be in classrooms to explain what is taught at each grade level, classroom expectations and have textbooks on display.

Parents and students are able to visit the school premises and meet their teachers. These dates will be published in the school calendar.

Counseling Department

The school counselors are available to advise students and parents on academic or social problems. The prime focus of the counselor is to support students' social and emotional development. In order to do this, communication with parents is very important. The administration and the counselor work closely together with the parents for the benefit of the children.

The counseling office is dedicated to helping students with both academic and/or personal concerns. Students who encounter academic difficulty will meet with the counselor on a regular basis to correct the concern. Parents may ask to see a counselor at any time to gain assistance with providing help for a student.

High School College and Careers Counseling

The high school and career counselor will meet with students in each grade level to discuss next year's schedule, graduation requirements, and new courses to be offered. High School students will receive a course selection form listing both required 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.

Middle School Counselor Role:

The Middle School Counselor counsels students in grades 6-8 that 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 Middle School Counselor works closely with students, teachers, parents, and staff to provide support for individual students that may need specific services. The Middle School Counselor provides support and guidance regarding academic withstanding, personal, and social issues that may occur. Many times they will hold individual sessions, group discussions, or classroom discussions that need to be addressed as a whole. Classroom observations are continuously done in order to

understand students learning ability and behavior in their learning environment. The Middle School Counselor, also refers children and their parents, to special programs, specialists, and outside agencies; consults and coordinates with community specialists, such as school nurses, administrators, service agencies, and physicians if and when needed.

Student Activities

Student After-School Clubs

Ajjal offers after school activities in an attempt to help students develop physically, socially, emotionally and academically.

The type of activities offered are

- Field trips(recreational and educational)
- Sports (soccer, basketball, swimming, karate, etc...)
- Tutoring, Homework and other specific academic clubs.

These activities are optional and may involve a small fee.

School Annual Events

There are annual events calendared at AJIAL, such as the International Day, Health Week, Reading Week, Science Fair and Math Olympics. Action plans for these events and information letters are sent home in advance of the day. These educational school activities and fun days are for AJIAL students and parents.

Student Council

The purpose of a Student Council is to develop leadership skills by involving students in school functions beyond just their classrooms. Student council gives students opportunity to demonstrate their talent while learning useful skills for the workplace and community. Through student council, student leaders can pursue personal and collective interests by being involved in the organization of many different non-academic school events and motivation the participation of their peers. Student council also serves as an interface between school administration, staff, parents and students.

Members of the student council will meet on a regular basis with the Student Council Staff Coordinator throughout the school year.

In order to be part of the Student Council students must have a good academic and behavioral record. Their GPA must be at least 2.5.

Candidates will be approved by the faculty based on their academic level, attendance and being a positive role model for their peers both in and out of class. Significantly, students must be seen as a responsible and reliable role model for others. Should a student fail to uphold these standards they may be removed from the Student Council.

Students are elected to the student council by their peers.

Trips/ Field Trips

Field trips are an important part of an authentic, hands-on curriculum.

- 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. She/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.

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.

Ajial Awards

At the end of each semester, AJIAL Bilingual School will recognize students' achievements. A special award ceremony is held in the school theater. Parents are by invitation.

Honor Roll and Principal Honor Rolls Awards

The Honor and Principal's 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 Honor Roll is top 5%, Honor Roll is the top 10%.

AJIAL Awards	AJIAL Criteria
Principal's Honor	Students ranked in the top 5% of their grade, boys and girls separately, will be on the Principal's Honor Roll.
Honor Roll	Students ranked in the top 10% of their grade, boys and girls separately, will be on the Honor Roll
Most Improved Student Award	Students who have shown a drastic progress in one or more core subjects throughout the semester.

Student Learning and Assessment

Grades and Credits

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

- Classroom Participation
- Class Work
- Projects
- Tests
- Quizzes
- Exams
- Homework
- Portfolios (as developed within the classroom)

GRADING SYSTEM

SEM 1 = MS1 + ES1 + MID EXAM (40%) + (40%) + (20%)
SEM 2 = MS2 + ES2 + FINAL EXAM (40%) + (40%) + (20%)
FINAL COURSE MARK = SEM 1 + SEM 2 (50%) + (50%)

Evaluation of students' 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.

Standardized Tests

The counseling office schedules and administers several examinations during the school year. All test results are kept in the counseling office records for school use. Standardized tests are used for measuring student academic development and for guiding the Academic Committee with curriculum development.

Homework

Middle School (Grade 6-8) and High School (Grade 9-12)

The purpose of homework assignments is to help the student meet the required short-term and long-term objectives of the respective grade level. Homework is an essential and integral element of student success at every grade level. Homework may be assigned on a daily basis.

Teachers ensure that the concepts and skills have been taught in class. Thus, students should be able to complete the homework assignment independently.

The following indicates the approximate maximum time that the student should dedicate to homework (English and Arabic) completion on a daily basis.

Grade 6-12 120 min

Middle / High School students will be referred to the school division administration for assistance when regular refusal to do homework is an issue. A parent meeting will be requested.

AJIAL may provide the students with the option to repeat the grade level. This action is taken in the best interests of the student.

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, English and English Social Studies, Science and Arabic. A student who fails three or four core subject will be asked to repeat the grade and will not be promoted. Students who fail one or two core subjects will be required to take an examination in August, before school opens for the new year. If they pass the exam/s they will be promoted to the next grade level. If they fail, 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 the a summer school program and have tutoring in the concerned subject/s.

Students who fail subjects which are not core subjects(Math, English, English and Arabic Social Studies, Science and Arabic) 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.

Academic Probation – Review

Following the Semester One 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, which 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 70% 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 the weaknesses of the student. 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 students placement in the next grade is in jeopardy because of failing 2 core subjects a conditional enrollment notice will be discussed for review the following year.

Promotion Policy & Graduation Requirements

High School

In order for your child to successfully graduate from Ajial Bilingual School, they have to 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' requests and availability of subject related teachers. Only grade 11 and 12 students take electives.

Remember, High School is the most important 4 years that will determine where you will go in the future for university and your career opportunities. Keep in mind that the GPA will be based on the grades each student receives in High School from Grade 9-12. Maintaining an excellent GPA will lead you to a smoother acceptance from universities either in Kuwait or abroad.

High School Graduation Requirements

High School Graduation Requirements		
4 Credits (1 credit 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)	Maths: Algebra I Geometry Algebra II Pre-Calculus	Grade 9 Grade 10 Grade 11 Grade 12
4 Credits (1 credit per year)	Science: Biology Chemistry Physics Physics II , Bio. II, or Chem. II	Grade 9 Grade 10 Grade 11 Grade 12 (choose the one that fits your needs for 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
1 Credit	Physical Education: Physical Education Elective	Grade 11 or Grade 12
1 Credit	Art: Fine Arts Elective	Grade 11 or Grade 12
1 Credit (0.5 credit per year)	Computers: Computers I Computer II	Grade 9 Grade 10
3 Credits	Grade 11 and 12 (any electives available)	
28 Credits	Total Credits	

Ajial Bilingual School- Typical High School Schedule

Grade 9 Freshman				Grade 10 Sophomore	
Course Title				Course Title	
English Language Arts	1 credit			English Language Arts	
Algebra I	1 credit			Arabic	
Biology + Lab	1 credit			Geometry	
Arabic	1 credit			Chemistry I+ Lab	
Islam	0.25 credit			Islam	
Quran	0.25 credit			Quran	
Physical Education	0.25 credit			Physical Education	
Geography	1 credit			World History	
Arabic Social Studies	0.5			Arabic Social Studies	
Computers	0.5			Computers	
Art	0.25				
7 credits				6.75 credits	
Grade 11 Junior				Grade 12 Senior	
Course Title				Course Title	
English Language Arts	1 credit			English Language Arts	
Algebra II	1 credit			Arabic	
Physics I + Lab	1 credit			Pre-Calculus	
Modern World History	1 credit			Physics II, Bio II, Chem. II,	
Arabic	1 credit			Islam	
Islam	0.25 credit			Quran	
Quran	0.25 credit			Elective	
Elective	1 credit			Elective	
Elective	1 credit			Elective	
7.5 credits				7.5 credits	

Meeting the High School Graduation requirements is mandatory for all High School students. A student must pass each course in order to meet these requirements to receive a High School Diploma.

- Every student will have GPA calculated twice a year, end of semester 1 and end of semester 2. Also, a cumulative GPA (Grade 9-12) will be calculated in order to facilitate university and college admissions.
- 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.
- High School students will earn a grade letter of A, B, C, D, or F which will be calculated into a GPA that corresponds to a percentage. Students can convert their GPA to percentage by adding 1 to the overall GPA and multiplying by 20. Example is shown below.

Ajial Bilingual School GPA Calculation Scale

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

Example of how to convert GPA to percentage.

To get a percentage from a 3.6 GPA + 1 = 4.6 and multiply by 20= $4.6 \times 20 = 92\%$

Exams

Middle and High School Mid-Term and Final Exams

Exams will take place at the end of each semester. The exam schedule are posted on the school website and distributed to all students a month to the start of the process. Teachers and students will work together to prepare study guides and study sheets to assist student with the preparation for the mid-terms and final exams.

Other

School Clinic

A registered school doctor, along with two nurses, is available at school throughout the school day. Matters pertaining to student health must be directed to these people.

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.

The school clinic gives immunizations required by the School Health Department with permission from the parents. Medicines are administered to students only with written permission from the parents. Any prescription medication required by a student during school hours should be registered with the nurse.

General information

I. Use of Office Phones

Office phones are not for student use. However, in the case of an emergency, students may use an office phone with permission from the office secretary. Violation of office telephone usage will result in disciplinary consequences.

II. Personal Electronic Devices and Cell phones

Electronic devices, such as iPods, mobile phones, and games, are not permitted to in the school campus.

First infraction: Hold device for a week with a speech warning written by the principal

Second infraction: Hold device for a month, with a letter to the parents & the parent should collect it .

Third infraction: Hold the device to the end of the school year

- III. **Cell phones**–Cell phones are not to be seen on the campus at any time. Students found on school grounds, whether they are using the phone or not, will have the phone taken from them (see Personal Electronic Device section for consequences). Parents are strongly encouraged to help their son/daughter understand the importance of this rule.

Ajjal Bilingual School assumes no responsibility for a collected cell phone. It is not the school's responsibility for any damaged or lost phones during the confiscation process.

IV. **Computer / Internet Use**

All students must sign the computer Ethical Use Form.

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. Being involved in a situation in which these requirements are not followed will result in loss of Internet use at Ajjal and disciplinary action by the teacher and/or administration.

Ultimately, of course, students 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 Ajjal school network through the use of hacking or intrusive software will face severe disciplinary action including suspension or expulsion.

Students who damage Ajjal School computers in anyway must pay for damages and will face severe disciplinary action including suspension or expulsion.

V. **Deliveries**

Ajjal Bilingual School will not accept any deliveries to the school, for any student, without permission from the division principal or the division vice principal, for any reason. This includes, but is not limited to, meals/food, homework, textbooks, projects, locker keys, etc. The only exceptions are eyeglasses, proper uniform pieces, and medication.

Students who have food delivered to school without permission will have the food confiscated, and the food will not be returned to the student.

VI. **Emergency Procedures**

The school has emergency procedures in place. All staff are aware of these and practices are held to help ensure students' safety.

VII. **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, ripped pages or otherwise vandalized. School

records will not be released until all financial obligations to the school are met.

VIII. Gymnasium Rules

The gymnasium is an extension of AJIAL and the rules that apply in school also apply while students are on the playground. Students are supposed to obey the following rules on the playground:

Should be kind and friendly to others

Should not touch or push each other

Should play safely and be in the playground only when expected according to their school schedule.

Play fairly and include others

At 6:30am, supervision starts with teachers and assistants' assigned supervisory responsibilities on the playground.

If a situation does occur, students are expected to report the incident immediately to the playground supervisor / teacher.

During recess, teachers or teachers assistants supervise students.

Rules are reviewed with all classes on a periodic basis. If infractions occur, the on-duty supervisor will dialogue with the students and depending on the situation, the following possible actions may be taken:

Time-out for several minutes during the recess.

- I. Missed recess in collaboration with the classroom teacher.
- II. Referral to appropriate Counselor
- III. Referral to respective School administration to conduct a meeting with Parents.
- IV. Chocolate, chips, candy, gum and soft drinks are NOT allowed. Teachers may confiscate these items from the student when sent to school.
- V. Parents are encouraged to send enough food with students that could last for the whole day.

Student safety outside school (family violence)

If a student is exposed to violence outside the school, caused injuries or hurt the emotional psychological wellbeing of the student, the school will do the necessary action for the student safety and inform the administration of private education.

Student Behavioral Expectations and Discipline

Students are under the authority of the school when on campus, at any school-sponsored activity and while traveling to and from school on school transportation.

AJIAL has six Behavioral Expectations that students are guided by. These are,

**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 Behavioral Expectation Policy is not a classroom management plan.

This Behavioral Expectation Policy will be implemented to ensure the fair treatment of students and help create a safe and orderly campus.

Bullying

Bullying can be defined as repeated verbal, physical or psychological intimidation that creates a pattern of abuse and harassment over time. It is any act that generates a climate in which students and/or teachers feel fear or intimidation. There are three characteristics that generally describe bullying behavior: it is deliberate, it is repeated over time, and it is intended to harm another person. A common element in bullying is a perceived imbalance of power, which allows one student or groups of students to victimize others.

Bullying can be classified into three categories: verbal, physical, and relational.

- Physical bullying involves hurting the body of another person or damaging property.
- Verbal bullying involves using words to hurt the feelings of others through taunts, name-calling, humiliation, and racist or sexist remarks.
- Relational bullying involves isolating, rejecting, excluding and blackmailing others through direct contact or using technology.

Cyberbullying is a form of relational bullying that utilizes technology such as e-mail, blogs, texting, social networking sites and chat sites.

If bullying is suspected or reported, the incident will be dealt with immediately by a member of the administration. The incident will be recorded, and parents will be informed.

Damage to Property

If a student damages the school property, parents will be required to pay for it. Depending on the specific situation, more serious consequences may be given, at the discretion of the administration and the parent should obligate that will not repeat again

LOCKERS

Each student is required to rent a school locker (KD 10). Once payment has been made, the student will be issued a specific locker and the student should sign on that

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 in order to ensure the safety and welfare of all students.

As a precaution against loss of materials from lockers, students are urged to keep lockers locked at all times and not to give their key to other students. The school will not assume responsibility for articles that are lost or stolen from student lockers or left outside of the lockers.

LOCKER RULES and REGULATIONS

1. Students are responsible for the contents of their lockers at all times.
2. Lockers should be locked when not in use.
3. No writing on or attaching stickers, pictures, etc. To the outside of the lockers.
4. Locker numbers are not to be removed.
5. No food or drink items are to be left in the lockers overnight.
6. Lockers are only to be used for student storage of school-related items.
7. Replacement of lost keys is 10 KD.
8. Damage to lockers will be assessed and charged accordingly.
9. Continued key loss or damage to lockers may result in a suspension of privileges.
10. 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

The school has the obligation to 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 suspicion 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 actions.

Discipline Guidelines

Note

The Principal must approve the suspension.

Before a suspension can take place, consultation with appropriate staff will take place and an investigation will ensue. It could include teacher, discipline officer counselor, principal and V.P.

The Principal may request the approval of an expulsion from the Director in the case of severely inappropriate or repetitive behavior displayed by a student on campus. An expulsion hearing must take place, attended by the administration, discipline officer, counselor and director, before a final decision is made.

Within the socio/emotional arena the Counselor and VP will decide upon the actions or interventions which are the most appropriate.

DISCIPLINE CODE

Level One: Misbehavior Handled without administration referral.	
Levels and Examples of Student Behavior:	Forms of Expected Consequences:
<ul style="list-style-type: none"> • Minor disruptive classroom conduct • Minor disobedience • Uniform infractions • Use or possession of an electronic device • Tardy to class 	Contact parents Processing in another room Lunch detention Uniform violations – sent to office
Level Two: Misbehavior that results in a referral to administration.	
<ul style="list-style-type: none"> • Repeat Level 1 offenses • Major disruptive classroom conduct, bus or campus • Insubordination • Obscene material/publication • Leaving or entering school property without approval • Falsifying or forging documents • Being truant or having excessive absences • Engaging in inappropriate physical contact • 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 After school or lunch detention of varying lengths Depending on misbehavior and severity, may be upgraded to Level 3
Level Three: Misbehavior that results in short-term suspension	
<ul style="list-style-type: none"> • 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 three days unless the family has been notified of a long-term suspension. The time of suspension shall be added to absences from school Mandatory meeting with the parents
Level Four: Misbehavior that results in expulsion	
<ul style="list-style-type: none"> • Recommended for expulsion for serious offenses, such as the use of tobacco, drugs, alcohol, theft, and extortion, possession of a weapon or any other illegal substances. • Assault • Illegal activities 	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.

FORMS OF CONSEQUENCES

Confiscation: Items inappropriate for school will be confiscated. These include, but aren't limited to fireworks, matches, cap pistols, cigarettes, lighters, electronic devices, etc. Confiscated items may not be returned, and illegal items will be given to law enforcement.

Restitution: Damaged or stolen items need to be replaced or repaired. The student or family will be responsible for the cost of repair or replacement.

Refusal to pray or not respecting the praying or pray inappropriate location

First infraction: refer the student to Ajialuna department or the Islamic department to encourage him to pray.

Second infraction: a written agreement with the guidance of the Islamic teacher or Ajialuna department or the discipline officer.

Third infraction: inform the parents to participate in solving the problem.

Ajial Song

أجبال يا مدرستي
يا حبا يسكن فينا
أبناؤك نحن فهيا
لدروب النور خذينا
يا علماً يا إيماناً يا دنيانا و الدينا

منك سنمضي للعلياء
ننشر خيراً في الأنحاء
بالدين و بالعلم النافع
سنعطر أرضاً و سماء

أجبال تتبع أجبال
بالأقوال و بالأفعال
أبشر يا عالم ها نحن
سنحقق كل الآمال

أجبال تأبى التقليد
لا ترضى إلا التجديد
أجبال بالعلم ستمضي
واثقةً و العزم حديد

Student's Acknowledgement for MHS

As a student of AJIAL Bilingual School, I will:

- Follow the AJIAL Behavior Expectations at all times.
- Keep my homework notebook neat and clean.
- Complete my homework assignments and turn them into my teacher on time.
- Give my parents all letters and notes from my teachers.
- Be prepared for all classes.
- Sleep early at night.
- Come to school on time.
- Attend school daily.

I have received and read the Parent- Student Handbook and I pledge to do.

Student's Signature: _____

Parent's Acknowledgement for MHS

I have received and read the Parent- Student Handbook and I pledge to do.

Parent's signature: _____

Please remove the back page, sign and return to the Homeroom Teacher before **SEPTEMBER 23, 2016.**