

Ghars Bilingual High School



Ghars

Ghars Bilingual School

غرس

مدرسة غرس ثنائية اللغة



Handbook Basic Policies

Note: The content may be subject to minor changes based on the administration's review.

Middle States Association (MSA)

The Middle States Association accredits more than 2500 schools, systems, and learning services providers in the United States and in more than 100 countries around the world.

Accreditation provides a means for public accountability by:

Validating the integrity of a school's program and student transcripts. Assuring that the school's purposes are appropriate and accomplished through a viable educational program. Justifying the faith and resources others place in the school. It fosters stakeholder involvement and commitment by providing opportunities for greater involvement in charting the direction and future of the school. It offers a mechanism to involve constituent groups in creating a vision of the future, not just allowing it to happen.

Accreditation builds positive community and stakeholder relations by:

Providing opportunities to emphasize the positive and demonstrate the strength and effectiveness of the school. Broadening the staff view of community expectations and fostering closer school and community collaboration. Articulating and communicating opportunities between school levels and among stakeholder groups.

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The graduates of Ghars High School will be:

- 1. Confident, honest, integrated and responsible students.**
- 2. Individuals who have values and treat others respectfully**
- 3. Independent learners and critical thinkers**
- 4. Upholding Islamic values whilst fostering global citizenship**
- 5. Eligible for any field of knowledge in higher level of education.**

1.0 Mission and Vision Statement

1.1 Our Motto

Ghars means

Ghars means...“The branches of solidly rooted trees reach high”

1.2 Our Vision

Ghars Bilingual School is an educational institute that provides a nourishing environment where students can grow, blossom and flourish into capable and responsible global citizens of tomorrow.

1.3 Our Mission

Ghars provides a safe bilingual learning environment that encourage students to bring out the best in themselves and enables their all– round development through the joy of learning, and the celebration of diversity based on Islamic values.

1.4 Our Beliefs and Core Values

1. Develop students’ character through confidence, honesty, integrity & responsibility.
2. Establish a safe, happy environment where every individual is valued & treated respectfully.
3. To encourage independent learners & critical thinkers.
4. Upholding Islamic values whilst fostering local and global citizenship.
5. Provide students with the highest standards of education to ensure every child finds success.

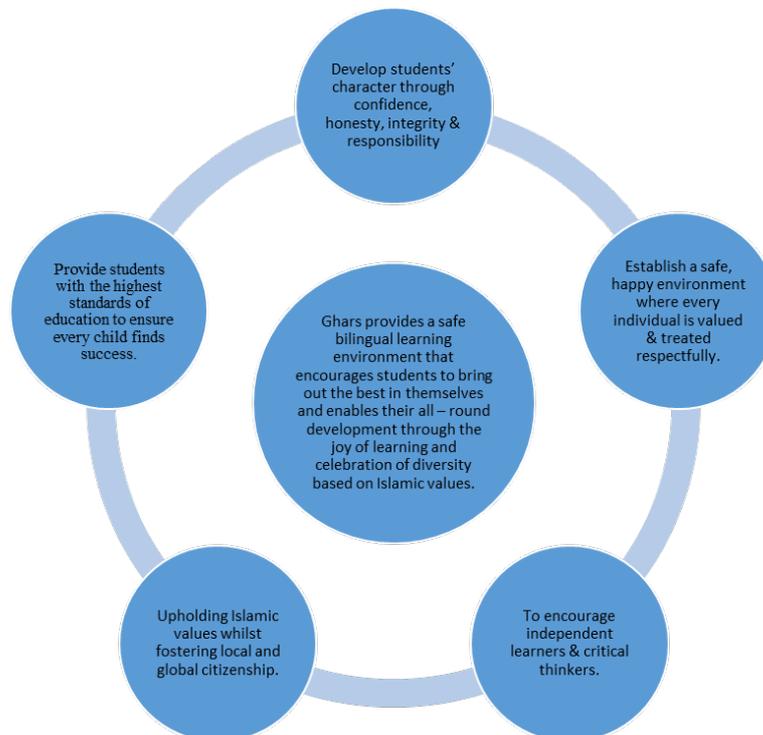


Figure: 1.0 Ghars Beliefs and Core Values

2.0 Introduction

كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي السَّمَاءِ
(Surat: Ibrahim - Verse:24)

An example of a good word like a good tree, whose root is firmly fixed and its branches in the sky.

Ghars curriculum is organized to provide a safe, happy and unique environment for the care and education of our students, it is our goal to develop in each student the love and understanding of Islam and to nurture an identity in each student as a confident and respectful citizen. Ghars Bilingual School is not only a place to learn and develop various academic skills; but also a place to support students' excellence in understanding and practicing appropriate behavior and conduct, reflected on the mutual respect between students and staff. We encourage independent learning and critical thinking that is based on discipline and self-control, resulting achievers with high educational standards, which have been formulated from a comprehensive perspective, to ensure a better life for them and those around them.

2.1 Services and Admin Staff Roles

2.1.1 Receptionist:

The receptionist greets the parents, receives calls and transfers them to the appropriate department. They set appointments with the teachers, social workers or psychologists or administrators. They answer parents' questions and provide copies of school forms which may be needed by parents.

Note: If the parent is unable to attend the parents' meeting, he/she can contact the teacher directly via Parent Plus to schedule another appointment (according to teacher's availability) via Teams to follow up on the student's level or answer any questions.

2.1.2 Student Affairs:

Student affairs coordinator introduces parents to the school system and school facilities; completes registration procedures for new students, open files for new students, ensures that students' files are updated, input all student information for both Ghars and the Ministry of Education in collaboration with Human Resources and contact parents through "WhatsApp" to answer their inquiries (if needed).

2.1.3 Social & Psychological Services:

Ghars social workers support our students, in learning how to cope with all aspects of life: academic, behavioral and social that may affect the educational process and help students to address their concerns which affect them academically, at home, or in the community. All cases handled by social workers are strictly confidential.

Teachers can refer students to social workers, who in turn provide counseling and record notes confidentially.

Specialists work as a team: to study students' cases, meet parents, teachers and administrators, to monitor progress or to recommend external assistance (if necessary).

The psychologists work on developing students' characters in an integrated manner that includes all aspects such as academic, behavioral, social-emotional, psychological and medical in order to achieve a better level of compatibility and mental health.

2.1.4 Nursing Department:

Ghars Bilingual School has qualified nurses on campus during school hours to care for students who may become ill or injured during school hours. The school nurse's duties include assessing the students' need for medical attention and facilitating this care.

- It is parents' responsibility to inform reception, or the nurse, of any student health issues and medical concerns. (A medical form will be sent in the beginning of the academic year please fill and return it to the school).
- The nurse will have a student report for every student including any medical concerns, observations, or reports (as required by (MOE) Ministry of Education).
- If a student needs medicine to be administered within school hours the parents or guardians must hand over any medicine with a written note to the nurse for safety precautions.

- If a student gets sick within school hours and cannot attend class, our nurse is obligated to contact the parents or guardian to come pick student up from campus.
- In the case that a student suffers from a chronic disease, it is necessary to hold a meeting with the school administration to know the details and agree on a certain policy to accept the student's admission to the school.

In case of accidents:

- Any student who has an accident at school will be taken to the nurse for examination.
- If the student requires extra medical care he will be transferred to hospital via ambulance (if needed), parents will be contacted immediately and will be asked to meet the student at the hospital.

3.0 GBHS Parent Communication

3.1 School-Home Communication

3.1.1 Newsletters:

Newsletters will be published on Teams, Parent Plus for academic information (as a soft copy). It will also include any announcements regarding events.

3.1.2 Online – Parent Plus:

It is an official interactive web portal for parents and teachers. It enables school administrators and teachers to instantly share data, communicate and engage with parents, some features are as follows:

- Teacher communication via emails.
- Attendance, Class Schedules, Calendar & more.
- Announcements & Alerts.
- Student Notifications (Newsletters and report cards).
- Can be easily accessible through Mobile App (fees are covered by the school).

3.2 Home-School Communication

3.2.1 Phone Calls:

Ghars School welcomes your calls on the following numbers:

Telephone: 25750825 / 25750826 / 25750827

Mobile: 67616770 / 65005158 / 65097000

Any parents' concerns or requests will be dealt with through the reception and directed to the right channels.

3.2.2 Suggestions and complaints form:

Verbal complaints won't be counted. If a parent wishes to submit a complaint or a suggestion, the appropriate forms can be found at reception counter, or an email via Parent Plus can be sent according to the stage:

Stage	E-mail
Kindergarten	Kg.support@gharsschool.com
Elementary	Elementary.support@gharsschool.com
Middle School	MS.support@gharsschool.com
High School	HS.support@gharsschool.com

Note:

- Follow-up and appropriate action will be taken as soon as possible by the administration during the official working days and times.
- The guardian must submit the complaint individually mentioning his name and the student's name, and no group complaints will be accepted.

3.2.3 PTC (daily):

Ghars welcomes parents to discuss students' progress and their needs, as we believe that the educational process is a partnership between the school and home.

Note:

-Quick inquiries, delivery, and receipt of papers at the reception do not require a prior appointment.

-Parents must set an appointment in advance in case they need to meet the administrative or academic team.

-Parent and Visitor Guidelines during school hours:

Parents and visitors are expected to cooperate and submit their civil IDs at the reception. The parent/visitor will be given a "visitor" ID. The parent/visitor will receive the civil ID back upon leaving. Furthermore, parents do not have access to the classrooms and schools' facilities except on conference days, special events.

3.2.3.1 PTC:

Parent Teacher Conferences will be held twice during the academic year. This gives parents the opportunity to discuss the student's progress directly with the teacher.

Note: If the parent is unable to attend the parents' meeting, he/she can contact the teacher directly via Parent Plus to schedule another appointment (according to teacher's availability) via Teams to follow up on the student's level or answer any questions.

3.2.3.2 Private parent-teacher conference (when necessary):

Parent / administration has the right to set a private meeting to discuss any incident or concern during the academic year, provided that an appointment is scheduled in advance (by calling on mobile phones) according to the teacher's and administration's free time.

3.2.3.3 Open House:

The open house is held in the beginning of each academic year, where parents can learn about curricula, teachers, how to communicate with the teacher, administration, school policies and all academic requirements and learn about all school facilities.

4.0 Ghars Facilities and Services Policies

4.1 Lunch Canteen

The school canteen is available for our students to purchase snacks and meals. It is facilitated by a company licensed by the Administration of Private Education.

For students bringing their snacks and lunch with them to school, we strongly advise all parents & students to supply healthy and nutritional foods. Kindly note, chocolate, soda, any caffeinated drinks, chips, and other types of junk food will not be allowed.

Note:

For the safety of all students, please do not send glass or metal water bottles to school.

We kindly ask that you provide your child with a lightweight, safe plastic water bottle.

4.2 Celebrations and Giveaways:

The school is keen on organizing events and celebrations that foster a strong sense of community and reinforce students' national identity. These include:

- End-of-Term Celebration: Conducted at the end of each academic term.
- Official Celebrations: Marking selected occasions such as National Day, Eid, and other approved social events.

Note: Students are not permitted to bring giveaways except during these designated celebrations, and only with prior coordination with their class teacher.

5.0 Field Trip Policy

Our aim in Ghars is to provide an all-rounded developmental perspective of the world through experiential means. This could be achieved through our field trips, as part of the school's integrated curriculum and development to furnish the students with various social experiences.

5.1 Field trip procedures:

- Ghars requests signed and written consent and approval from the parents in order to allow the students to participate in a field trip.
- The expenses of a field trip must be handed to the teachers in charge in full, alongside the written consent form.
- Teachers will be handing the expenses to the accounting department, in case of refund please contact the accounting department.

**Please be aware that attendance at any educational field trip is obligatory as it is a part of teaching and learning journey, unless otherwise stated where the parents have the freedom to decide.*

6.0 Student Daily Academic Schedule

-Students will attend school from **7:00** (1st period starts at 7:30) to **2:15 pm** from **Sunday till Wednesday** and from **7:00-7:30 am** to **1:30 pm** on **Thursdays**.

Notes:

- **Entrance (7:00-7:30) and dismissal (2:15-2:45 daily except Thursday 1:30-1:45) gates for high school:**
Gate 7: For girls and **Gate 11:** For boys.

Main Gates: 1 & 2

- **Gate 1 (Boys) Gate 2 (Girls):** Open from 7:00 to 3:00 except Thursdays to 2:00 pm.
- **G11 & G12 (boys) are dismissed unaccompanied.**

6.1 Daily Attendance Policy Notes

- Repeated tardiness will result in the necessary disciplinary actions by the administration, according to the rules & regulations of the school.
- It is strictly forbidden for students to leave our school grounds during school hours, without prior notification from their parents or guardian.
- Teachers will not be responsible for any missed work due to any unexcused absence, tardiness, or early dismissal.
- Any changes to the daily academic schedule due to special events, holidays, or other circumstances will be relayed by message in the newsletter, what's app or text message, by phone and email, to the parents or guardians depending on the situation.

7.0 Academic Rules and Regulations

7.1 High School Diploma Requirements

Students seeking a Ghars Bilingual High School (GBHS) Diploma Should meet the following *minimum* criteria for graduation:

- Completion of the Core Academic Courses as outlined in student sequences and strands in this handbook.
- Graduation requirements are divided into compulsory core subjects and various elective subjects.
- To earn Ghars High school diploma, a student must achieve a minimum required attendance of 95% as indicated by the Ministry of Education (from G9-G12).
- The student must complete the required credits throughout the study of core subjects provided by school. Each subject is equivalent to a specific number of credits, some of the elective subjects are equivalent to (0.5 or 0.25) credit. These requirements will qualify students to gain acceptance into various well-established universities in Kuwait and world-wide.

7.2 Credits per subject

Subjects of 4 or more periods per week are equal to 1.0 credit.

Subjects of 2 & 3 periods per week are equal to 0.5 and 0.75 credit respectively.

Subjects of 1 period per week are equal to 0.25 credit.

- All the students during the first three years will be enrolled in all core subjects: English, Biology, Chemistry, Physics, Algebra I & Geometry, Algebra II, Pre-Calculus, Arabic and Religion.

- In the twelfth grade: in addition to the core subjects: English, Calculus, Arabic and Religion, the school will provide three Science subjects, and the student must choose only one of them. If the student chooses two subjects, after-school fees will be paid upon request.
- A minimum normal GPA of 2.00. (Please refer to the M.O.E. attached document).
- Have successfully completed a minimum of 26 credits of academic coursework.
- Maintained an acceptable behavior and minimum of 95% attendance record yearly.
- Graduates of our school are mainly considered to be scientific stream based.

7.3 Course Prerequisites

Courses at GBHS are listed in the course catalogue section with their description of student's learning objectives. These may include previous course completion, instructor approval, or other criteria pertaining to the course.

8.0 Attendance Policy

8.1 Absence due to sickness

The parent has to send the medical form filled by the doctor to the nurse on the following email **or** print the sick leave form <https://bit.ly/3ln334h> and fill it in by the doctor and send it to the nurse on the following e-mail:

HS.support@gharsschool.com

8.2 Absence due to a family or special circumstance:

Parents should inform the teacher and the administration by emailing: HS.support@gharsschool.com

8.3 In case of absence due to travelling abroad:

Fill in the travel permission form (you can find it on the following link) :<https://bit.ly/3gBd2PI> then send it to the following email: HS.support@gharsschool.com

***Note: In all cases, the teacher must be notified via Parent Plus.**

8.4 Unexcused Absence:

Unexcused Absence	Procedures to Follow
After 5 days of absence	1 warning letter Parent(s) comes to sign
After 10 days of absence	2nd warning letter Parent(s) comes to sign
After 15 days of absence	Parent(s) comes to sign and are informed about the consequences of a 16h absent day, that is: "If the student exceeds 15 days of unexcused absence, whether consecutive or not during the academic year, they will be suspended from school, considered as having failed and will not be promoted to the next grade. This year will count as one of the two retention years allowed by the ministry. No retake exams. Private Education memo dated 16/3/2016, ref.wt/s/2/21

Note: If the student's absence exceeds 15 days: the student will be dismissed, his enrollment will be reconsidered for the next academic year and Private Education will be notified.

8.5 Absence and certificate or medical report procedures

-Medical forms must be signed and dated by the authorized governmental medical institute.
Medical reports must be sent to the stage's email before or upon student's return and **won't be accepted after two days of return.**
-In case the medical absences **exceeded three medical reports** during the same term, the fourth medical form must be certified by the school health if it is from a private sector clinic or hospital; otherwise, the student's

absence will be considered illegitimate. If the sick student sought medical cure from the public clinic in his/her area, the medical form must be signed and stamped by the examining doctor and the clinic itself.

-In case student absence exceeded 9 incessant absences or 15 intermittent absences during the same term: The student is prohibited from taking term exams. If forbidden from the 2nd term final exams, the student can still sit for all the make-up exams and will be treated as being absent with legitimate excuse, and his/her next-year's registration will be re-considered.

-If absence-legitimate or illegitimate-exceeds 25%of the school days, the student will be forbidden from the final exams, but can sit for the make-up exams.

Important Remarks:

1. In case of absence with a legitimate excuse, the student won't be allowed to attend any test on the same day.
2. The student is considered responsible for studying the missed materials and for completing and submitting all the related assignments.
3. The student may retake the test on another day if the administration accepts his excuse.
4. Exceptional and emergency cases, such as absence due to illness (long treatment) or exceptional emergency conditions, are considered an acceptable reason for considering the re-examination.
5. To sit for a make-up exam or to be entitled for teacher assistance to explain missed lessons will require a justification for the absence. Sick-leave papers or the death of a first kin (parents, grandparents, siblings or what the school administration determines legitimate) are considered legitimate justifications for the absence. Decisions on exceptional cases are left to the administration's discretion.
6. If the student is in school and they miss their make-up exam this will result in O marks.

8.6 Tardiness

Being in the school before the bell rings is a sign of a successful school day.

Late to school after 7:35 am

Tardiness	Procedures and consequences
First to Third	The Tardiness Policy will be explained throughout the first week, and if the student is late, coming after 7:35 the following procedure will be applied: <ol style="list-style-type: none"> 1. The supervisor provides one-to-one guidance, explaining the consequences of the Tardiness Policy. 2. If the student is tardy for 3 times, the administrative supervisor will contact the parent(s) to inquire about the reasons behind the tardiness, providing suggestions about how to avoid any future tardiness, and explaining tardiness consequences and procedures.
Fourth to Seventh	The student and the parent sign the first pledge to adhere to attendance times.
Eighth to Twelfth	The student and the parent sign the second pledge to adhere to attendance times.
Thirteenth and more	The student and the parent sign the third pledge, and the student have internal detention.
Note	<ol style="list-style-type: none"> 1. The lesson of the first period will not be re-explained. 2. If the student is late after 15 minutes have passed since the start of the class, he/she will be allowed to write their test and missed time will not be compensated. 3. If half the lesson passed, student won't be able to attend the test unless the administration reviews the case. 4. The administration reserves the right to take the proper procedure according to the situation and the excuse. 5. If the student is repeatedly tardy, the school administration will consider not accepting his/her re-registering for next year in the school.

8.7 Late to school after 8:00 am without excuse

Tardiness	Procedures and consequences
First	1.The negatives of tardiness and the consequent actions for the student are clarified, and communication with the parents is made by the supervisor. 2.The student completes his/her school day without making up for what is missed.
Second	1.Requesting the presence of parents on the following day to sign a pledge.
Third	1.The student is not allowed to enter the school unless accompanied by a parent and with a convincing justification for the tardiness; otherwise, his/her absence will be counted as unexcused.

8.8 Behavior

Any student in violation of GBHS behavior guidelines, in such a way that it affects their academic standing, will be placed on academic supervision if it is their first major offense. The student also may not be eligible for academic honors and will likely face further disciplinary actions from the office of the principal. Please refer to the student conduct guidelines and Students Sanction List No.16.0 for further explanation of student behavior regulations.

8.8.1 Retention of Students:

Ghars shall place students on a “hold” list for registration for the next year with parental notification for non-academic reasons or behavior problems. If the student did not show progress, Ghars will consider expelling the student, after receiving the Private Education Department’s approval.

9.0 Grading System in GBHS

9.1 Grading Weights (Gr.9- Gr.12)

Table 1: Grading weights distribution grades 9 to 12

Subject	Part.	H.W	Class W.	Quiz	Test	Pract.	Proj. & Lab for SC	-	Writ.	Reading	Total
English	10%	10%	25%	15%	-	-	15%	-	15%	10%	100%
ELL	50%	-	50%	-	-	-	-	-	-	-	100%
Science	15%	10%	20%	25%	--	--	30%	-	-	-	100%
Math	15%	15%	15%	30%	-	-	25%	-	-	-	100%
K. History (G9 & G10)	-	-	70%	30%	-	-	-	-	-	-	100%
Electives	70%	-	30%	-	-	-	-	-	-	-	100%
ICT	50%	-	50%	-	-	-	-	-	-	-	100%
Graphic Design & Social Media Marketing	40%	-	30%	-	-	-	30%	-	-	-	100%
Subject	Part.	H.W	Work-sheets	Hadith Recitation	Test	Project					Total
Islamic Studies	20%	10%	20%	15%	20%	15%					100%
Ghars	20%	20%	20%	-	10%	30%					100%
Subject	Part.	Daily Recitation	write	Test	Intonation	Echo reading					Total
Quran	15%	20%	15%	20%	10%	20%					100%
Subject	Part.	H.W	Work-sheets	Hand writing	Test	Project	Read	Spelling			Total
Arabic G9	15%	10%	10%	10%	25%	10%	10%	10%			100%
Subject	Part.	H.W	Work-sheets	Hand writing	Test	Project	Read	Composition			Total
Arabic 10-12	15%	10%	10%	-	35%	10%	10%	10%			100%

9.2 The High School grading scale and GPA calculation is as follows:

Table 2. GPA calculation

Unweighted GPA Regular Track		
Letter	Percentage	GPA Scale
A	93 - 100%	4.0
A-	90 - 92%	3.7
B+	87 - 89%	3.3
B	83 - 86%	3.0
B-	80 - 82%	2.7
C+	77 - 79%	2.3
C	73 - 76%	2.0
C-	70 - 72%	1.7
D+	67 - 69%	1.3
D	63 - 66%	1.0
D-	60 - 62%	1.0
F	59% and below	0.0

The basic formula for calculating GPA is to divide the total points (automatically via Rediker program), earned in a program by the total number of credits attempted. The resulting figure is the GPA for that program.

$$\frac{\text{Total Points Earned}}{\text{Total Credits Attempted}} = \text{Grade Point Average}$$

High School Stage						
Term 1	Term 2	Mid Term (E1)	Average	Term 3	Final Exam (E2)	Yearly Average
20%	20%	20%	Term 1 +Term2 +Exam1	20%	20%	T1+T2+E1+T3+E2= 100 %

9.3 Letter grades correspond approximately to the following criteria

- A grade of “A” demonstrates expertise and thorough understanding of the subject and that the student has shown excellence in all aspects of the course.
- A grade of “B” shows solid understanding of the subject material and competence. The students work is commendable in almost all areas of the course.
- A grade of “C” suggests adequate understanding of the material and knowledge of the subject. The students work is satisfactory for completion of the course objectives.
- A grade of “D” shows minimal understanding and competence in the subject area. The student has shown inadequate work in many of the aspects of the course.
- A grade of “F” is commensurate with little to no understanding of the knowledge of the subject and the students work is unacceptable in most aspects of the course.
- Unexcused absence in excess of 12 hours of instruction during the academic term before grade reports have been issued.
- A student in a non-core course who wishes not to complete the coursework after the add/drop period has expired.
- A student whose behavior has caused a long-term disruption in their academic studies, and has either requested in writing or been advised to withdraw from a course(s).

Notes:

- Parents can check test papers within a week only after certificates’ issuance.

9.4 A student academic sequence over the course of 4 years at GBHS

Note:

- Elective subjects may vary depending on the available choices during this academic year.
- None of the main or elective subjects can be canceled, modified, or repeated for students who have been transferred to other schools, and in case of the cancellation of any subject for our current students, it will be repeated in the following academic year.

Table 3.

Academic sequence over the course of 4 years at GBHS									
Subjects	9th Grade		10th Grade		11th Grade		12th Grade		Total Credits
	Credit	Hours	Credit	Hours	Credit	Hours	Credit	Hours	
Arabic	Arabic 9		Arabic 10		Arabic 11		Arabic 12		4
	(1.00)	5periods	(1.00)	5periods	(1.00)	5periods	(1.00)	5periods	
Islamic Studies	Islamic Studies 9		Islamic Studies 10		Islamic Studies 11		Islamic Studies 12		2
	(0.50)	2periods	(0.50)	2periods	(0.50)	2periods	(0.50)	2periods	
Qur'an	Qur'an 9		Qur'an 10		Qur'an 11		Qur'an 12		2.5
	(0.75)	3periods	(0.75)	3periods	(0.50)	2periods	(0.50)	2periods	
Ghars	Ghars 9 Prophet's Biography 9		Ghars 10 Biography of the Rightly -Guided Caliphs 10		Ghars 11 Ama'aal Al Qoloub Heart Deeds		Ghars 12 Ethics Encyclopedia		1
	(0.25)	1period	(0.25)	1period	(0.25)	1period	(0.25)	1period	
English	English 9		English 10		English 11		English 12		4
	(1.00)	6periods	(1.00)	6periods	(1.00)	5periods	(1.00)	5periods	
ELL Walk to reading	ELL 9 College Prep./ IELTS		ELL 10 College Prep./ IELTS		ELL 11 College Prep./ IELTS		ELL 12 College Prep./ IELTS		4
	(1.00)	4periods	(1.00)	4periods	(1.00)	4periods	(1.00)	4periods	
Honors	-----		-----		Honors Course				2
					(1.00)	5periods	(1.00)	5periods	
Math	Algebra 1 + Geometry		Algebra 2		Pre-Calculus		Calculus		4
	(1.00)	5periods	(1.00)	5periods	(1.00)	5periods	(1.00)	5periods	
Science	Biology 1		Chemistry 1		Physics 1		Chemistry 2		4
	(1.00)	5periods	(1.00)	5periods	(1.00)	5periods	(1.00)	5periods	
ICT/ Graphic Design	ICT 9		ICT 10		ICT 11 (boys)/ Graphic Design11 (girls)		ICT 12 (boys)/ Graphic Design12 (girls)		1.5
	(0.25)	1period	(0.25)	1period	(0.50)	2periods	(0.50)	2periods	
Social Studies	Social Studies 9		Social Studies 10		-----		-----		1
	(0.50)	2periods	(0.50)	2periods					
P.E (only boys)	Physical Education 9		Physical Education 10		Physical Education 11		Physical Education 12		1.5 (only boys)
	(0.25)	1period	(0.25)	1period	(0.50)	2periods	(0.50)	2periods	
Performance & Fine Arts (only girls)	Performance & Fine Arts 9 /P.E		Performance & Fine Arts 10 /P.E		Performance & Fine Arts 11 /P.E		Performance & Fine Arts 12 /P.E		1.5 (only girls)
	(0.25)	1period	(0.25)	1period	(0.50)	2periods	(0.50)	2periods	
Life Skills	Life Skills 1		Life Skills 2		Life Skills 3		Life Skills 4		1
	(0.25)	1period	(0.25)	1period	(0.25)	1period	(0.25)	1period	
Social Media Marketing	-----		-----		Social Media Marketing 1		Social Media Marketing 2		1
					(0.50)	2periods	(0.50)	2periods	
Total	7.75 Credits	36 Periods	7.75 Credits	36 Periods	8 Credits	36 Periods	8 Credits	36 Periods	31.5 Credits
Total for honors	7.75 Credits	36 Periods	7.75 Credits	36 Periods	9 Credits	41 Periods	9 Credits	41 Periods	33.5 Credits

***Honors Subjects:**

Honors courses are higher-level classes that proceed at a faster pace and cover more material than regular classes. They are usually reserved for high school students who excel in certain subjects.

A student needs a recommendation from the Head of Department and the Principal's approval to enroll in an honors course.

9.5 Courses Definition

Core courses are courses offered in GBHS as a requirement for the students to graduate.

Elective courses are courses offered in GBHS to enhance the perspectives of our students in the curriculum offered and beyond. As GBHS grows and adapts, the elective course's list is subject to change, offering the students a variety of choices to meet the challenges of further studies and are based on the availability on the instructors.

9.6 Evaluation and Reports

Student achievement in all courses will be evaluated by a letter grade administered three times per year. The letter grade will be representative of accomplishment in student learning objectives set out in the course curriculum. The ways that assessment is received and quantified is differentiated, however some of its key indicators are: tests, quizzes, classwork, homework, instructor observation, presentations, projects, reports, laboratories, and oral and written examinations. These assessments will lead toward a final grade given for the course work as detailed in GBHS grading scale.

The final grade for a course will be presented on a GBHS official report card to the student and parents and on the official transcript of the student. In order to track academic progress, termly progress reports will be issued. These grade reporting periods will help to identify students around the extrema, who are to be recognized for academic honor or those in need of academic support.

A student transcript will be generated when the student is preparing to apply for universities, or upon request of parents. The transcript is considered a legal academic document certified by the MOE and internationally, it should be used for applying to college or university, internship opportunities, or if requesting a transfer between schools.

9.7 Honor roll & Academic Honors

Every academic award is based on assessment performance, teacher recommendations, and behavior and attendance at GBHS at the end of each academic year:

The basic criteria for the honor's rolls is:

- Dean's List – GPA of 4.0 with exemplary attendance and model behavior.
- Highest Honors – GPA above 3.5 with excellent attendance and behavior.

Twelfth Stage Honors Policy: (Honor Cords)

Gold color: GPA of 4.0 on the cumulative average.

Silver color: GPA of 3.5 points or above on the cumulative average.

Black color: GPA of 3.5 and above in G12.

9.8 Failure of three Academic Courses or Year

Any student who fails to meet their current academic grade level requirements or failure of three or more academic core courses will require the entire academic year material to be repeated.

In all cases, a review will be done by the curriculum committee and the principal to determine what is in the best interest of the student.

A student may only fail an academic year once, before being placed into academic dismissal.

10.0 Academic Support and Counseling office

10.1 Advising & Academic Counseling office

The Academic Support and counseling office will help students reach their academic goals that must be achieved during their studies and carefully follow the student's development or struggle. Recommendations and advice will be given to students to achieve the best results during students' study journey in Ghars towards universities.

Counseling and Guidance

- For Grade 9 students: specialists explain the grading system applied by the school regarding the students GPA throughout High school levels.
- For Grade 10 students: the school provides specialized staff to explain the difference between the Scientific and International branches and offer academic guidance to students to help them decide on the branch they should join, according to the field they want to major in.
- Grades 11 and 12 students: the academic counselor guides students on how to apply for admission to universities and how to handle university preparatory tests based on the field they wish to specialize in.
- Students are responsible for registering for any required standardized tests.

Note:

Parents are responsible about following up:

- Requirements and dates of applying and enrolling in universities, subjects and required grades according to the required major.
- University entrance exams and additional tests (Aptitude test, Toefel/Ilets,,).
- Follow up updates of scholarships' requirements and enrolling dates.
- Preparations for international and aptitude exams.

10.2 Academic Supervision

On occasion, students may struggle with either elements of individual classes or with a broad range of academic demands placed on them by GBHS. The faculty or administration may decide to place the student under academic supervision for reasons related to poor grade performance, physical, emotional, or mental health circumstances, difficulty with transition into the high school level curriculum, or a student failure to meet academic expectations.

During any grade reporting period a student will be placed under academic supervision directly by the administration if a student has:

- Earned 3 grades of "D" or a grade of "F" in any core class.
- Anytime their GPA falls below 2.5.
- A behavior or attendance issue that affects academic progress.

Parents will be notified at the start of Academic Supervision in a letter detailing the terms and conditions of the supervision and what resources and support are being given to assist the student to achieve better academic progress. Resources may include scheduled study support and guidance given by faculty or staff, electronic resources or support administered through the technology labs or in study hall, or any other resource available to help the student and parents allow the student to move back into a regular academic status. During the period of supervision, the student's faculty will be in regular contact with parents regarding the student's progress, forming an essential partnership between school and home.

Academic Supervision is designed as a temporary status with the goal that the student will be supported to become an independent learner and attain greater initiative, self-sufficiency, a capacity for self-advocacy, and responsibility on the part of the student.

At the end of the period for Academic Supervision the faculty and administration will review the student's case with three possible outcomes:

1. The student will be moved off Academic Supervision.
2. The student will remain on Academic Supervision until the next grade reporting period.
3. The student will be moved to Academic Probation – This indicates that degree of difficulty and struggle for the student is not improving, and that degree of academic progress is being seriously impaired.

10.3 Academic Probation

As the guidelines for supervision shows, a student placed on Academic Probation is not making the expected progress toward their academic goals, and there is a significant doubt that the student will be able to complete the requirements necessary for graduation from GBHS. A student can be placed on Academic Probation for several causes, but they include poor academic achievement in multiple courses, inability, or refusal to meet course requirements, or an educational difficulty which may result in a pattern of poor academic performance.

During any grade reporting period a student will be placed under academic probation if a student has:

- Been on academic supervision after the end of the 1st term.
- Anytime their GPA falls below 2.00.
- Failure of 3 or more courses during any academic grading period.
- A behavior or attendance issue that *greatly* affects academic progress.

Similar to Academic Supervision, Academic Probation is a student status that is temporary, parents will be notified in a letter. During the probation period students will be expected, with support, to find the means to achieve significant improvement in their courses.

At the conclusion of the Academic Probation period, the student’s case will be review by the administration with these possible outcomes:

1. The student will be moved off special academic status and back to regular status.
2. The student will move from Academic Probation to Academic Supervision.
3. The student will continue Academic Probation.
4. The student will be given notice of academic dismissal.

10.4 Re-take Exams

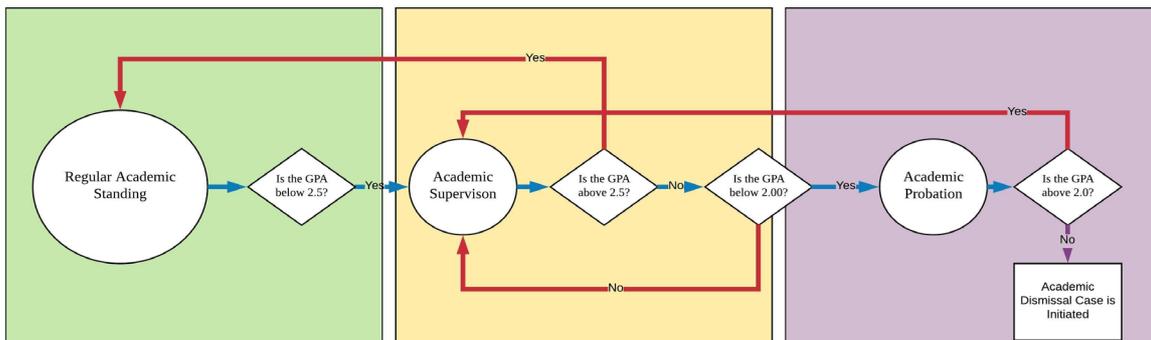
The student has the right to take the second-round exam at a date set by the administration if he/she fails in up to 3 subjects.

- The maximum mark in any retake exam is 69.
- If the student fails in more than three main subjects, the year must be repeated.
- If the student fails any of the second-round exams, the year must be repeated.

10.5 Academic Dismissal

If a student is on academic probation for **2 consecutive terms** (T1+T2) and did not show any progress, they will be given notice for academic dismissal. The administration, in conjunction with student and counseling committee, will review each student’s case. A student who is dismissed through this process will be asked to consider other educational options than GBHS.

Regular standing (above 2.5) => Academic Supervision (GPA < 2.5) => Academic Probation (GPA < 2.0) => Academic Dismissal (below 2.0)



10.6 Additional Academic Units and Programs:

10.6.1 Behavior Intervention Unit

This unit aims to:

- Support students with challenging behaviors, aiming to foster a positive learning environment.

10.6.2 Professional Development Unit:

This unit aims to:

- Provide coaching, mentorship, & feedback/feedforward cycles for teachers.
- Focus on enhancing instructional delivery & improving student outcomes.

10.6.3 Academic Intervention Unit:

This unit aims to:

- Develop strategic interventions for at-risk students facing academic challenges.
- Collaborate with teaching faculty to devise personalized support plans.

10.6.4 Career and University Guidance Unit:

This unit aims to:

- Facilitate career counseling and university guidance initiatives.
- Offer local & international universities exploration seminars, university application, workshops, and individual counseling sessions.
- Analyzes results and follows up with alumni, progress & achievement.

10.6.5 Life Skills Program:

This program aims to:

- Emphasize comprehensive personal development.
- Offer specialized classes in artistic and developmental skills.
- Equip students to navigate life challenges effectively.

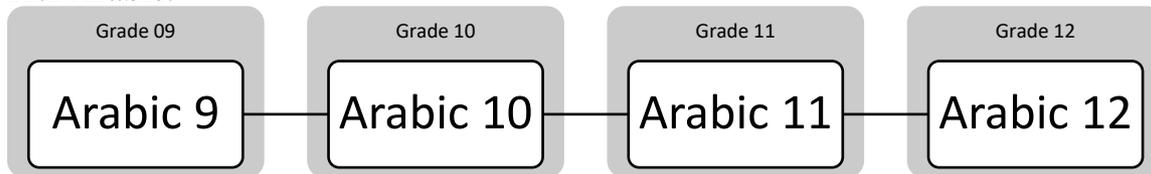
10.6.6 STEM Program:

This program aims to:

- Integrate Science, Technology, Engineering & Mathematics.
- Offer hands-on learning with real-world applications
- Boost problem-solving and creativity skills.

11.0 Core Sequences and Course Descriptions

11.1 Arabic:



Arabic 9

Course Length: 3 Terms.

Credits: 1 credit.

Prerequisite: 8th Grade Arabic

Textbook: Arabic Studies Textbook for Grade 9. Ministry of Education, Kuwait.

Course Description: This is a required course by Kuwait's Ministry of Education for all grade 9 students. The topics of the course are dictated by the Ministry and change every academic year. The curriculum follows the standards issued by the Ministry for the academic year in terms of learning outcomes, assessments and grades. Generally, the areas of study for this course are: language and literary comprehension, diction, literary aesthetic appreciation, grammar skills, listening and speech skills, and writing and composition. In addition, the course includes activities that enrich and address linguistic deficiencies in addition to the booklet prepared by the Arabic Language Department to enrich the subject with explanations and exercises.

Arabic 10

Course Length: 3 Terms.

Credits: 1 credit.

Prerequisite: 9th Grade Arabic

Textbook: Arabic Studies Textbook for Grade 10. Ministry of Education, Kuwait.

Course Description: This is a required course by Kuwait's Ministry of Education for all grade 9 students. The topics of the course are dictated by the Ministry and change every academic year. The curriculum follows the standards issued by the Ministry for the academic year in terms of learning outcomes, assessments and grades. Generally, the areas of study for this course are: language and literary comprehension, diction, literary aesthetic appreciation, grammar skills, listening and speech skills, and writing and composition. In addition, the course includes activities that enrich and address linguistic deficiencies in addition to the booklet prepared by the Arabic Language Department to enrich the subject with explanations and exercises.

Arabic 11

Course Length: 3 Terms.

Credits: 1 credit.

Prerequisite: 10th Grade Arabic

Textbook: Arabic Studies Textbook for Grade 11. Ministry of Education, Kuwait.

Course Description: This is a required course by Kuwait's Ministry of Education for all grade 11 students. The topics of the course are dictated by the Ministry and change every academic year. The curriculum follows the standards issued by the Ministry for the academic year in terms of learning outcomes, assessments and grades. Generally, the areas of study for this course are: language and literary comprehension, diction, literary aesthetic appreciation, grammar skills, listening and speech skills, and writing and composition. In addition, the course includes activities that enrich and address linguistic deficiencies in addition to the booklet prepared by the Arabic Language Department to enrich the subject with explanations and exercises.

Arabic 12

Course Length: 3 Terms.

Credits: 1 credit.

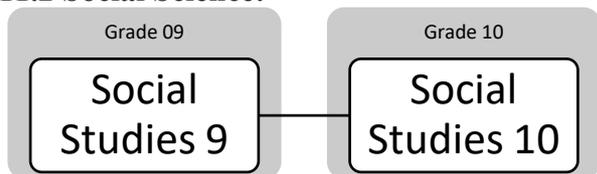
Prerequisite: 11th Grade Arabic

Textbook: Arabic Studies Textbook for Grade 12. Ministry of Education, Kuwait.

Course Description: This is a required course by Kuwait's Ministry of Education for all grade 12 students. The topics of the course are dictated by the Ministry and change every academic year. The curriculum follows the standards issued by the Ministry for the academic year in terms of learning outcomes, assessments and grades. Generally, the areas of study for this course are: language and literary comprehension, diction, literary aesthetic appreciation, grammar skills, listening and speech skills, and writing and composition. In addition, the course includes activities that enrich and address linguistic deficiencies in addition to the booklet prepared by the Arabic Language Department to enrich the subject with explanations and exercises.

Note: The curriculum is changed annually according to the annual changes made by the Ministry of Education.

11.2 Social Science:



Social Studies 9

Course Length: 3 Terms.

Credits: 0.5 credits

Prerequisite: 8th grade Social Studies

Textbook: Social Studies: Kuwait and the World. Ministry of Education, Kuwait.

Course Description: This is a required course by Kuwait's Ministry of Education for all grade 9 students. Students read the Ministry's social studies curriculum, which broadly connects human life to the Earth's environment and focuses on world population growth and distribution of resources with comparative examples of different countries. Additionally, the course introduces students to political concepts such as government, democracy, citizenship, social justice, and public opinion. Students learn financial concepts such as production, public money, investment, and globalization. Moreover, students connect these concepts to political and environmental challenges to understand the roles of international organizations. Finally, the course familiarizes the students with Kuwait's role in international relations.

Social Studies 10

Course Length: 3 Terms.

Credits: 0.5 credit.

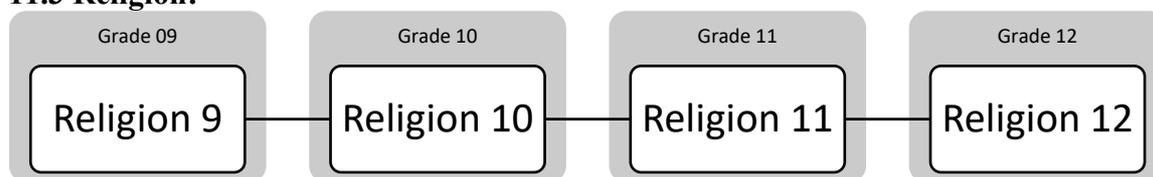
Prerequisite: Kuwait History

Textbook: Social Studies: Early Islamic History. Ministry of Education, Kuwait.

Course Description: This is a required course by Kuwait's Ministry of Education for all grade 10 students. Students read the assigned Ministry's social studies curriculum which covers the following topics on Islamic history: pre-Islamic social and political structures in the Arab Peninsula, the origins of Islam and the Prophecy, the establishment of the Islamic State in the Medina in the 6th century, the formation of the first Muslim world empire (the Caliphate), the history of the Abbasid and Umayyad Caliphates, the independent Islamic states, and the Ottoman Empire. The

course concludes with an overview of the concept of Arab Islamic culture and its impact on the European Renaissance.

11.3 Religion:



Religion 9

Course Length: 3 Terms.

Credits: 0.5 credit.

Prerequisite: 8th Grade Arabic & 8th Grade Religion

Textbook: Religion Textbook for Grade 9. Ministry of Education, Kuwait.

Course Description: This is a required course by Kuwait's Ministry of Education for all grade 9 students. The topics of the course are dictated by the Ministry and change every academic year. Generally, the areas of study for this course are: tenants of Islamic faith, traditions of the Prophet and the Hadith, Islamic jurisprudence, ritual recitation of passages of the Quran, biography of the Prophet Muhammad and his peers, cultivation of aspects of Islamic culture.

Religion 10

Course Length: 3 Terms.

Credits: 0.5 credit.

Prerequisite: 9th Grade Arabic & 9th Grade Religion

Textbook: Religion Textbook for Grade 10. Ministry of Education, Kuwait.

Course Description: This is a required course by Kuwait's Ministry of Education for all grade 9 students. The topics of the course are dictated by the Ministry and change every academic year. Generally, the areas of study for this course are: tenants of Islamic faith, traditions of the Prophet and the Hadith, Islamic jurisprudence, ritual recitation of passages of the Quran, biography of the Prophet Muhammad and his peers, cultivation of aspects of Islamic culture.

Religion 11

Course Length: 3 Terms.

Credits: 0.5 credit.

Prerequisite: 10th Grade Arabic & 10th Grade Religion

Textbook: Religion Textbook for Grade 11. Ministry of Education, Kuwait.

Course Description: This is a required course by Kuwait's Ministry of Education for all grade 11 students. The topics of the course are dictated by the Ministry and change every academic year. Generally, the areas of study for this course are: tenants of Islamic faith, traditions of the Prophet and the Hadith, Islamic jurisprudence, ritual recitation of passages of the Quran, biography of the Prophet Muhammad and his peers, cultivation of aspects of Islamic culture.

Religion 12

Course Length: 3 Terms.

Credits: 0.5 credit.

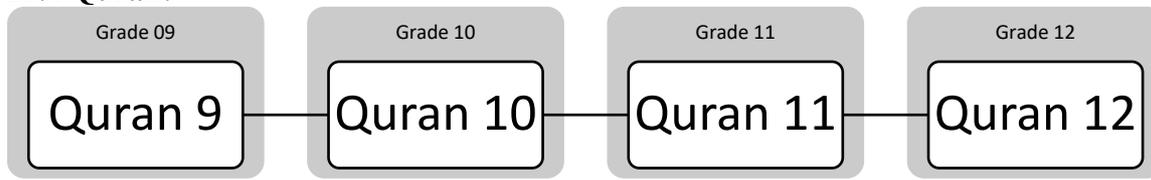
Prerequisite: 11th Grade Arabic & 11th Grade Religion

Textbook: Religion Textbook for Grade 12. Ministry of Education, Kuwait.

Course Description: This is a required course by Kuwait's Ministry of Education for all grade 12 students. The topics of the course are dictated by the Ministry and change every academic year. Generally, the areas of study for this course are: tenants of Islamic faith, traditions of the Prophet and the Hadith, Islamic jurisprudence, ritual recitation of passages of the Quran, biography of the Prophet Muhammad and his peers, cultivation of aspects of Islamic culture.

Note: The curriculum is changed annually according to the annual changes made by the Ministry of Education.

11.4 Quran:



Quran 9

Course Length: 3 Terms.

Credits: 0.75 credit.

Prerequisite: 8th Grade Quran

Textbook: Ghars' curriculum (certified by the Private Education)-students recite Surat: Ghafer and Foselat.

This curriculum is compulsory for ninth graders and is part of Qur'an curriculum in Ghars. The student studies what is dictated for the academic year. The curriculum aims that students memorize part of the Holy Quran as well as introduction to its tafsir (exegesis).

Quran 10

Course Length: 3 Terms.

Credits: 0.75 credit.

Prerequisite: 9th Grade Quran

Textbook: Ghars' curriculum (certified by the Private Education)-students recite Surat: Al Zomor and Sad.

This curriculum is compulsory for tenth graders and is part of Qur'an curriculum in Ghars. The student studies what is dictated for the academic year. The curriculum aims that students memorize part of the Holy Quran as well as introduction to its tafsir (exegesis).

Quran 11

Course Length: 3 Terms.

Credits: 0.5 credit.

Prerequisite: 10th Grade Quran

Textbook: Ghars' curriculum (certified by the Private Education) -students recite surat: Yaseen and Al-Safat.

This curriculum is compulsory for eleventh graders and is part of Qur'an curriculum in Ghars. The student studies what is dictated for the academic year. The curriculum aims that students memorize part of the Holy Quran as well as introduction to its tafsir (exegesis).

Quran 12

Course Length: 3 Terms.

Credits: 0.5 credit.

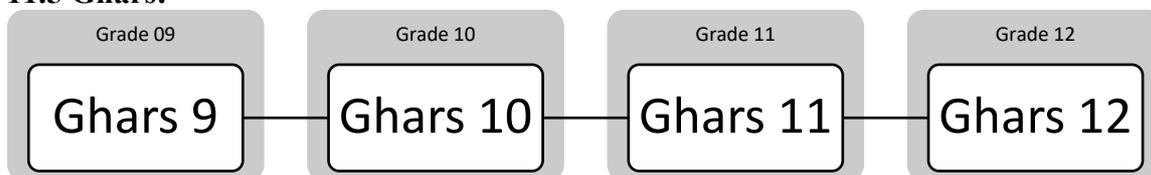
Prerequisite: 11th Grade Quran

Textbook: Ghars' curriculum (certified by the Private Education) -students recite surat: Fater and Sab'a.

This curriculum is compulsory for twelfth graders and is part of Qur'an curriculum in Ghars. The student studies what is dictated for the academic year. The curriculum aims that students memorize part of the Holy Quran as well as introduction to its tafsir (exegesis).

Note: Curriculum is changed annually to suit the curriculum development requirements.

11.5 Ghars:



Ghars 9

Course Length: 3 Terms.

Credits: 0.25 credit.

Prerequisite: 8th Ghars

Textbook: Rawdat Al-Anwar in the biography of the chosen prophet.

Course Description: Students are introduced to the biography of Prophet Mohammed. Students increase their knowledge of aspects of Islam by using the Prophet's life as an example. The course covers topics such as: biography of the Prophet Mohammed; history of the early Muslim mission; examples from the lives of the Prophet's Companions.

Ghars 10

Course Length: 3 Terms.

Credits: 0.25 credit.

Prerequisite: 9th Ghars

Textbook: Biography of Al-Kholafa Al-Rashdeen.

Course Description: Students are familiarized with the Prophet's character as an example role model. Examples of the biography of the companions of the Prophet, peace be upon him, and the biography of the Righteous Caliphs. The course establishes a basic knowledge for students on the Prophet's relationship with diverse and different religions in the Peninsula. Students learn of the basic foundations of Muslim society as founded by the Prophet on love, justice, solidarity, and interconnection. Students will be covering the following topics: History of the emergence of the Islamic religion; examples of the Companions' care for the Prophet; and, examples of how the Prophet built a diverse Muslim society in the Medina and examples of his relationships with his neighbors.

Ghars 11

Course Length: 3 Terms.

Credits: 0.25 credit.

Prerequisite: 10th Ghars

Textbook: Ama'aal Al-Qoloub.

Course Description: This course aims to target the act of hearts by establishing a strong emotional harmony between faith, love, hope and fear towards the creator and reflect that on their daily activities with their surroundings, and how the student employs these meanings in their real lives. Resulting in positive relationships between them and Allah, the people and society around them.

Ghars 12

Course Length: 3 Terms.

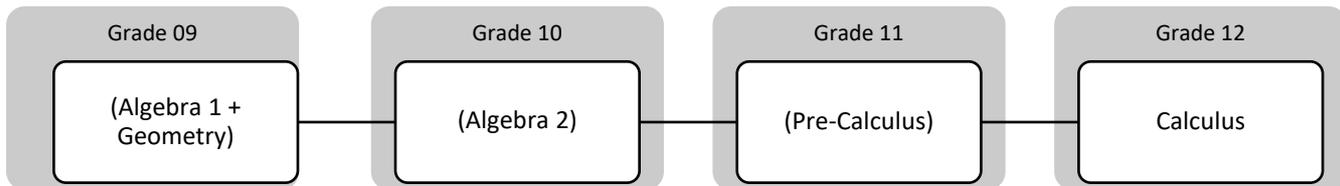
Credits: 0.25 credit.

Prerequisite: 11th Ghars

Textbook: Islamic Foundation.

Course Description: This course aims to introduce the student to ethics' science, how to deal with whoever around him in society in a more effective way, how to acquire good morals and treat oneself to get rid of bad morals, to be an active citizen in his society.

11.6 Mathematics:



(Algebra 1 + Geometry)

Course Length: 3 Terms. Credits: 1

Prerequisite: Math Grade 8

Textbook: Savvas envision Integrated Mathematics I Common Core

Course Description: This course introduces students to key concepts and theories that provide a foundation for further study in mathematics (Geometry, Algebra II, and beyond). The course covers the following topics:

Solving Equations, Solving Inequalities, Systems of Equations and Inequalities, Exponents and Exponential Functions, Foundations of Geometry, Parallel and perpendicular lines, Transformations, Triangle Congruence and Statistics. Students will use hands-on materials, Internet-based math programs, and calculators when needed in solving problems. Students who complete Integrated Mathematics I will be ready to take Geometry and Algebra II.

(Algebra 2)

Course Length: 3 Terms. Credits: 1

Prerequisite: Algebra 1 + Geometry

Textbook: Savvas envision Integrated Mathematics II Common Core

Course Description: This course builds on the concepts learnt in Algebra I and Geometry courses. Throughout this course, students will develop learning strategies, critical thinking skills, and problem-solving techniques to prepare for future math courses (Pre-Calculus & Calculus). The course covers the following topics: Exponents and Roots,

Polynomials and Factoring, Quadratic Functions and Equations, Polynomials, Complex numbers, Working with Functions, Relationships in Triangles, Quadrilaterals and Polygons, Similarity and Right Triangles, Probability, Coordinate Geometry.

Use of computers and graphing calculators will be incorporated into this course.

(Pre-Calculus)

Course Length: 3 Terms. Credits: 1

Pre-requisite: Algebra 2.

Textbook: Savvas envision Integrated Mathematics III Common Core

Course Description: Pre-Calculus, the branch of mathematics designed to prepare students for the study of calculus and university-level mathematics. Students must enter this course with a good understanding of all concepts learnt in Algebra II and they must also be well acquainted with the dynamics of the graphing calculator. Algebraic and trigonometric topics are explored in great depth, and topics in parametric equations, vectors, conic sections are introduced. Topics of study are: Polynomial Functions, Rational Functions, Exponential and Logarithmic Functions, Trigonometric Functions, Analytic Trigonometry, Parametric Equations, Matrix Systems, and Sequences and Series. Graphing calculators are used extensively in working the problems of this course.

Calculus:

Course Length: 3 Terms. Credits: 1

Pre-requisite: Pre-Calculus.

Textbook: Calculus Early Transcendentals 14th Edition

Course Description: The course outlines reflect changes in the goals of calculus courses now being taught in college and universities. The following objectives reflect the goals of the curriculum; Derivatives in terms of rate of change of functions, Functions represented graphically and algebraically, Definite Integrals and its relations with derivative, differential equations.

Math Electives:

Statistics

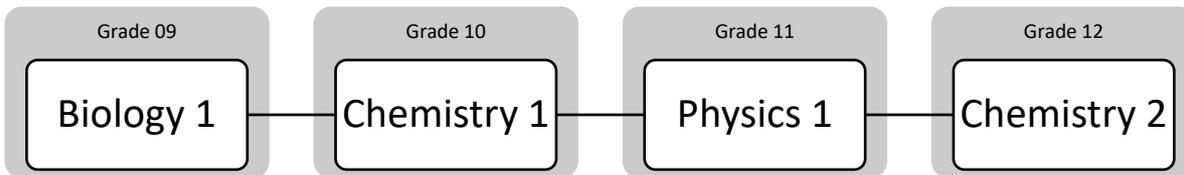
Course Length: 3 Terms. Credits: 1

Prerequisite: None

Textbook: Packets provided by the school + online resources

Course Description: This course in statistical literacy. Topics include data sources and sampling, concepts of experimental design, graphical and numerical data description, measuring association for continuous and categorical variables, introduction to probability and statistical inference, and use of appropriate calculator.

11.7 Science:



Biology 1

Course Length: 3 Terms. Credits: 1

Pre-requisite: General 8th Grade Science

Textbook: Biology; Miller and Levine, Savvas

Course Description: This course introduces students to the basic concepts and principles of general biology. Emphasis is given on basic biological chemistry, cell structure and function, metabolism, and an introduction to genetics. It also aims to describe ecological relationships and population dynamics. It is a project and laboratory-based course, where students will give emphasis to observation and hands-on, discovery-based activities that lead to formulating and testing hypotheses.

Chemistry 1

Course Length: 3 Terms. Credits: 1

Pre-requisite: Biology I

Textbook: Savvas Experience Chemistry

Course Description: Students in chemistry I will examine the fundamental properties of elements, compounds, and mixtures, atomic structure, periodic table of elements, chemical bonding, basic chemical reactions, nomenclature, and simple stoichiometry. Coursework involves laboratory activities, in-class assignments and formal assessments.

Physics 1

Course Length: 3 Terms.

Credits: 1 credit.

Pre-requisite: Chemistry I

Textbook: Savvas Experience Physics

Course Description: Mechanics, electricity and magnetism, and wave motion will be introduced to students in physics I course. Prerequisite math skills should include but is not limited to those presented in Algebra and Geometry. An emphasis is placed on a mathematical understanding of the physics principles that are presented and the ability to generalize concepts from an equation. Coursework involves laboratory activities, in-class assignments, and formal assessments.

Chemistry 2

Course Length: 3 Terms. Credits: 1 credit.

Prerequisite: Chemistry I

Textbook: Savvas Experience Chemistry

Course Description: Chemistry II involves more complex math problems than encountered in Chemistry I. Topics include atoms, molecules, ions, chemical reactions, thermochemistry, quantum theory, electron configurations and periodicity, ionic and covalent bonding, ideal gases, molecular geometry and chemical bonding theory, states of matter, solutions, reaction rates and chemical equilibrium, acid and bases, acid-base equilibria, solubility and complex ion equilibria, and oxidation/reduction electrochemistry. Nuclear, organic and biological chemistry topics will be incorporated throughout the course. Laboratory experiments are included and are related to the material being discussed at the time in the class. Two formal lab reports are required for each term and must include a discussion on the results and an analysis of the data. Students should have a good understanding of the fundamentals of algebra to be successful in this class. Chemistry II will be offered as a science elective course for students interested in majoring in science or engineering fields.

Science Electives:

Physics 2

Course Length: 2 Terms. Credits: 1 credit.

Prerequisite: Physics 1

Textbook: Savvas Experience Physics

Course Description: Physics II is an introductory college-level physics course which is designed for students intended to major in science or engineering. Students in this course will examine advanced topics in mechanics (kinematics and dynamics). Prerequisite math skills must include Calculus (if not taken previously, then concurrently). A strong emphasis is placed on both mathematical and conceptual understanding of physics principles. Coursework involves laboratory activities, in-class assignments and formal assessments that require students to demonstrate problem-solving skills in the context of an experiment or under a standardized-testing environment.

Biology 2

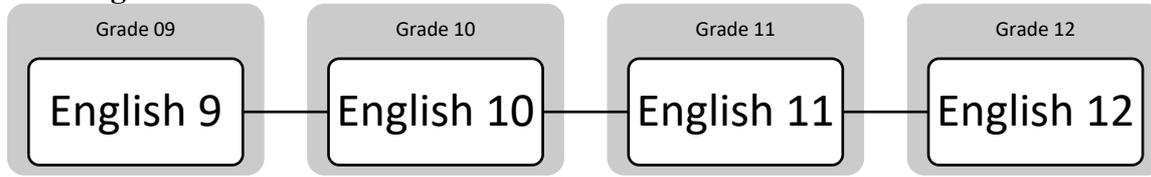
Course Length: 3 Terms. Credits: 1 credit.

Prerequisite: Biology 1

Textbook: Savvas Biology 2019; Miller and Levine.

Course Description: Biology 2 will be offered as a science elective course for students interested in majoring in science or medical-related fields. This course prepares students for the rigors of college-level sciences, they will learn advanced topics such as biochemistry, cytology, genetics, microbiology, anatomy, and ecology. Course work will include readings, hands-on activities, and labs. Formal lab reports are required for some lab activities.

11.8 English:



English 9

Course Length: 3 Terms.

Credits: 1 credit.

Prerequisite: 8th Grade English

Textbook: My Perspective ELA 2022

Course Description: English 9 provide a college level academic atmosphere that expands students' reading and writing experiences, building a foundation for their high school and post- secondary academic careers. The course will allow students to improve their reading, writing, and communication skills through various effective strategies found in the common instructional framework including classroom talk, collaborative group work, writing to learn, literacy groups, questioning, and scaffolding. Students will encounter various genres of literature and several styles of writing, with a particular common core emphasis placed on nonfiction texts as well as evidence-based writing. Students will also be encouraged and expected to integrate technology into several project-based learning assignments in order to practice solving real world problems. These projects and the course as a whole will allow students to showcase their communication and critical thinking skills.

English 10

Course Length: 3 Terms.

Credits: 1 credit.

Prerequisite: English 9

Textbook: My Perspective ELA 2022

Course Description: English 10 is a language arts course designed to approach literature and non-fiction developed to prepare students for the demands of two or four-year college degree programs and/or for the workplace. Throughout the year, students will participate in student-centered learning in the form of group, partnered and individual work and perform both individual and group presentations. Elements of language are addressed daily through sentence examination. Vocabulary words, analyze craft & structure, and word study skills are emphasized, examined, and applied. Composition is also addressed through several forms of writing, including research, research skills, and techniques.

English 11

Course Length: 3 Terms.

Credits: 1 credit.

Prerequisite: English 10

Textbook: My Perspective ELA 2022

Course Description: The rigorous English 11 curriculum is designed to help students meaningfully appreciate various genres of American Literature. While reading several books, plays, and poetry, students learn to analyze, synthesize and evaluate the content of a range of literary themes and concepts. Students aim to improve their reading, writing, vocabulary and grammar skills by exploring and applying specific common instructional framework strategies. In conjunction with this and the use of technology, students compose persuasive, expository and narrative essays and collaboratively create multiple novel-based projects over the course of the academic year.

English 12

Course Length: 3 Terms.

Credits: 1 credit.

Prerequisite: English 11

Textbook: My Perspective ELA 2022

Course Description: This course will focus on developing effective reading, listening, speaking, and writing skills. Reading, writing, and vocabulary strategies will include Socratic seminars, fishbowls, gallery walks, choral montage, making inferences, rereading, Costas Levels of Questioning, vocabulary cards, think-pair-share, think-aloud, GIST, double-sided reading journals, using text features to make predictions and set purpose. Students will work on applying to college and scholarships, applying literary devices, understanding literature, and participating in choice reading activities. Students will participate in peer editing and rewriting activities. Graphic organizers will help guide writing. Students will spend time online developing research skills, using writing coach, and

correctly formatting their essays. Students will study literary forms and write both creatively and analytically to expand their literal, interpretive, creative, and critical thinking.

English Electives:

English Language Laboratory

ELL 9/10/11/12 (College Prep./ IELTS)

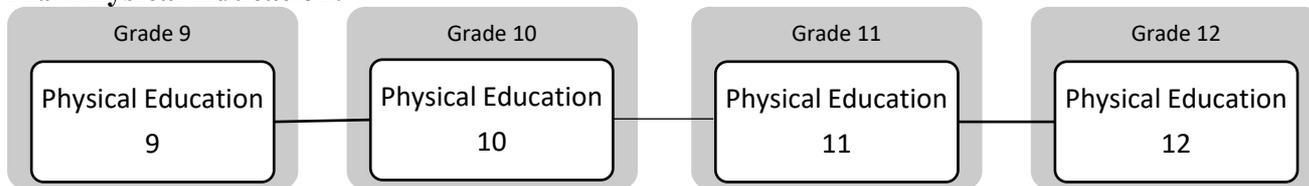
Course Length: 3 Terms/year Credits: 1.0 credit/year

College Prep./ IELTS:

This course aims to provide students with the necessary skills and knowledge to succeed in colleges readiness exams. This course is designed to help private school students who have dreams of studying abroad or working in English-speaking fields by emphasizing the importance of mastering the English language. By utilizing thorough IELTS training and interactive activities, students will improve their skills in Listening, Speaking, Reading, and Writing.

The course is designed to enhance students' critical thinking, communication skills, and academic confidence while also preparing them for exams. Through creating a nurturing educational setting, students will receive guidance to enhance their language skills and develop the resilience and discipline necessary for achieving academic success in the future.

11.9 Physical Education:



Physical Education

PE 9 & 10:

Course Length: 3 Terms /Year. Credits: 0.25 credits/year.

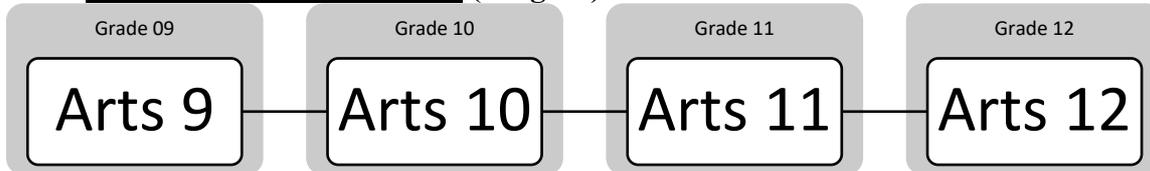
PE 11 & 12:

Course Length: 3 Terms /Year. Credits: 0.5 credits/year.

Prerequisite: None

Course Description: Designed to encourage participation in physical activities and offer students an opportunity to pursue a lifelong program of fitness.

11.10 Performance and Fine Arts (for girls)



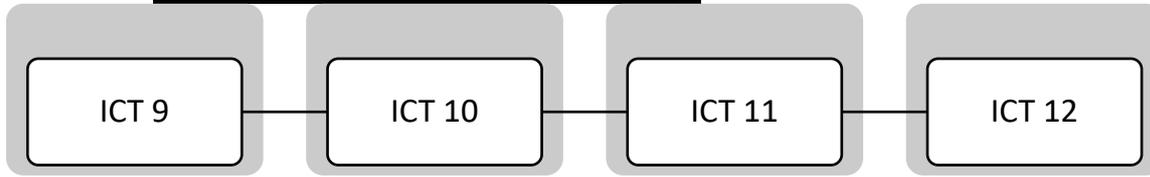
Performance and Fine Arts

Course Length: 3 Terms Credits: 0.25

Prerequisite: None

Course Description: The purpose of this course is to enhance students' skills in fine art, creativity, crafts, visual arts, illustrations, watercolors...etc. Prior drawing experience is helpful but not required.

11.11 ICT: (Content might be subjected to change)



ICT 9

Course Length: 3 Terms Credits: 0.25 credits.

Prerequisite: 8th grade Mathematics

Course Description: This subject is aimed at students with little or no programming experience. It aims to provide students with an understanding of the role computation can play in solving problems. It also aims to help students, regardless of their major, to feel justifiably confident of their ability to write small programs that allow them to accomplish useful goals. This course will also have focus on the power of established programs in analyzing databases, digital design and modeling, and various other topics.

ICT 10

Course Length: 3 Terms Credits: 0.25 credits.

Prerequisite: Introduction to Computer Science

Course Description: designers and manufacturers in every industry make engineering design solutions using 3D programs. In this course, students are introduced to 3D programs, learning the basics of it such as: creating points, lines, other geometric forms, isometric drawings, and 3D models. They learn how to translate initial concepts into functional designs.

ICT 11

Course Length: 3 Terms Credits: 0.5 credits.

Prerequisite: Introduction to Computer Science

Course Description: This computer science course provides an overview of AI, and explains how it can be used to build smart apps that help organizations be more efficient. It uses a mix of engaging lectures and hands-on activities to help you take your first steps in the exciting field of AI. Students will discover how machine learning can be used to build models for AI. Learn how software can be used to process, analyze, and extract meaning from natural language; and to process images and video to understand the world the way we do. Find out how to build intelligent bots that enable conversational communication between humans and AI systems.

ICT 12

Course Length: 3 Terms Credits: 0.5 credits.

Prerequisite: Introduction to Computer Science, Algebra II

Course Description: This course is an introduction to computer programming that combines some theory with a lot of hands-on exercises. It aims at giving participants an overview of what programming is about, and an opportunity to explore programming techniques in different environments. The course also introduces the basics of relational databases. The theory modules investigate topics such as problem analysis, application design, programming, testing and documentation techniques, security issues, and reusability. The hands-on modules introduce a selection of languages and tools, such as Visual Basic for Applications (Excel), Visual Basic (Visual Studio Express), and Java (Eclipse) or JavaScript. Each student is expected to build programming skills in relation with his/her individual level of interest.

11.12 Social Media Marketing

Social Media Marketing 11 & 12

Course Length: 3 Terms Credits: 0.5 credits.

Prerequisite: None

Course Description: This course will teach students how to create and maintain a social media presence for a business, including Facebook, Twitter, Google+, Tumblr, LinkedIn, YouTube, Instagram, etc. Students will learn to use social media and content marketing to grow a business.

11.13 Extra-Curricular Programs:

Extra-Curricular Programs:

ELL Program (IELTS):

Teaches different English language skills, depending on students' English abilities, interests, and needs.

AFL:

Teaches students basic Arabic skills depending on the student's Arabic abilities. Arabic teachers will recommend struggling students to the program.

National Aptitude Tests (Qudurat) Preparatory Program:

Provides students with preparation and practice sessions based on the National Aptitude tests for English language and Mathematics, equipping them with the skills necessary for passing this essential National entrance exam for university and scholarships.

Mara'aa

Maqr'aa policy for High School stage:

How can students join Maqr'aa?

The Maqr'aa Program serves students:

Distinguished students, who are selected as follows:

- The student's ability to recite is high (evaluated by the class teacher).
- The student must have recited a larger amount than school's curriculum (to recite part 28,29 &30). (To be determined after filling out the student-level form in Qur'an, (which is sent as a link via Teams)).

What will my child recite?

-Distinguished Class: The student's curriculum will be determined based on his / her recitation.

For all inquiries related to Maqraa, kindly contact us via email at maqraa@gharsschool.com.

12.0 Financial Policies

The following financial policy for the academic year **2025-2026** shows tuition fees, due dates, discount policies and other important financial policies.

Parents must be aware of these policies to ensure acknowledgement according to the agreed rules and conditions upon registration. The guardian must sign the financial policy with the school and abide by this system.

First Tuition Fees:

Stage	Fees Approved By MOE	Parents' Discount	Total Fees	Registration Fees	1 st Installment 1/9	2 nd Installment 1/12	3 rd Installment 1/3
KG1 & KG2	2538 KD	23%	1950	100	620	620	610
G1 & G2	3886 KD	31%	2670	100	870	850	850
G3-G5	3886 KD	28%	2780	100	900	890	890
G6- G8	3971 KD	26%	2920	100	940	940	940
G9-G12	4110 KD	18%	3380	100	1100	1090	1090

Second Policy of Discounts:

1.The second and third brother (the youngest) shall be granted a discount of KD 150 only, and the full payment shall be made before **31/4**.

- In case there is any other discount from the Ministry of Education, the sibling discount is canceled.
- In case there are two discounts, the parent is entitled to only one discount, which is the highest.

2.Withdrawal of the student During the academic year, the discount will be canceled, provided that he is obliged to pay the due installments.

3.No discount in case of the absence of the student during the academic year for all academic stages.

4.The brothers of a withdrawn brother shall be re-arranged according to paragraph (1).

5.Students paid by their parents' employers:

- The school must be provided with a letter from the employer stating the obligation to pay the tuition fees for these students, knowing that the final reports are banned in case of delayed payment of the employer, and they are not included in the discount of the brothers.
- The guardian has the right to obtain a letter addressed to **only one** employer during the registration period.
- The children of the guardian who are not covered by the payment from the employer benefit from the discount of brothers.
- If the employer fails to pay the full amount required, the guardian is responsible for paying the remaining amount.

Third Payment Procedures:

- 1 - The new student will pay 100 KD registration fee + the first installment for all stages, and the re-registered student will pay 200 KD at the time of re-registration.
- 2- Payment is available via Ghars App or bank transfer to the school account, or visiting the accounting department and paying in cash, and payment is not available via Visa cards.
- 3-The above-mentioned installments must be paid according to the specified dates. In case of delay in payment, school is entitled to do the following:
 - Refrain from providing the parent with the student’s school reports about the term of the payment due.
 - Refrain from enrolling the student for the next academic year.
 - Refrain from providing the student with an attendance certificate.
- 4- The school reserves the right to admit students enrolled in the waiting lists, instead of the current students who did not pay the registration fees by **30/4**.
- 5- The school reserves the right to take necessary legal action in cases of non-payment of fees under this policy.
- 6- The school reserves the right to reconsider or modify the payment schedule in case of delay in payment.
- 7- The school has the right not to re-register any student in the school for academic or behavioral reasons provided that the guardian is informed during the period before the end of the re-registration period.
- 8- Note: Registration fees are non-refundable.

Fourth Withdrawal Procedures:

All withdrawal procedures are completed for the student after:

- Attendance of the father to fill the withdrawal request mentioning the reasons of withdrawal (according to the law of the Ministry of Education) before 1/9.
- Bring a certificate to whom may concern from the school (transferred to) stating the student’s acceptance at it.
- Payment of all financial dues and return of textbooks and the delivery of the contract of clearance and acquittal from the accounting department, two days after the withdrawal request.

In case of withdrawal, the following procedures are applied:

Registration fee KD 100 cannot be returned or transferred

Student withdrawn from 1/9 to 30/11.	The first installment shall be entitled, and the registration fee shall not be considered a part of it, whether the student attended or not.
Student withdrawn from 1/12 to 31/1.	The first and second installments shall be entitled, and the registration fee shall not be considered as a part of it, whether the student attended or not.
Student withdrawn from 1/2 and beyond.	Full tuition fees shall be entitled, whether the student attended or not.

A student withdrawing during the academic year will lead to cancellation of the discount included.

The parent may refund the tuition fee if the student did not attend from the beginning of the academic year and only the registration fee will be deducted.

Fifth delayed enrollment after beginning of the academic year:

In the case of registration of the student after the beginning of the academic year the following discounts are worth:

From 1/9 to 15/10.	No discount is given.
From 16/10 to 15/11.	A discount of 10% is given.
From 16/11 to 31/1.	A discount of 25% of the total fee.

Payment Methods:

Bank Transfers:

The bank account number for KFH school fees on behalf of the Ghars School is KWD **091010193673**. (IBAN: **KW72 KFHO 0000 0000 0009 1010 1936 73**).

The civil number of the school is (35000549). Please send a picture via WhatsApp to **(67616770)** or **(65005158)** after the transfer.

Visit Accounting in School:

Contact by phone calls and visit our accounting department to make payments.

My Fatoor'a:

Makes the payment easier by receiving a text message, opening the link, reviewing the invoice, choosing the preferred payment method, and entering the bank card details to complete the payment.

Education funding:

We agreed with Kuwait Finance House Bank to offer the Education Product which enables the parent to buy a seat in the school.

Please contact the accounting department for any additional information or concerns.

Note: Fees payment via visa is unavailable.

13.0 School Books and Property Policy

13.1 Curriculum Books:

Ghars offers 3 types of books to students:

1-Hard Cover Books (lent by the school): These are textbooks given to students on a lending accord. These books are assigned to each student and must be returned at the end of the academic year. These books should not be torn, ripped, or written on. If these books are damaged, parents/student will be charged the cost of the book which may reach **35 dinars** depending on the book condition.

2-Consumable Books and Notebooks: these books are consumable, mostly all workbooks required for the curriculum, readers, writers, and all notebooks.

3-Interactive Books: that integrate the subject textbook and workbook into one book. These are also considered consumable; they belong to the student, and he/she can write on it.

13.2 School Furniture & Facilities:

-Ghars offers a range of new furniture, technology, equipment, and resources every academic year. We take pride in how our school is designed and the abundance of resources and equipment we have for education.

- If students cause damage to any school equipment or property (ex: tablets, Science lab equipment, Furniture etc.) parents will be obligated to pay the cost of repairing/replacing any damaged material.

- Students are expected to respect all school property and its belongings.

14.0 Code of Conduct

Allah the Almighty says: "Surely Allah is Ever an All-Watcher over you." (4:1)
The Prophet (may Allah bless him and grant him peace) said: "The heaviest thing to be placed in the balance of a believing slave on the Day of Judgment will be good behavior." (Narrated by Ahmad and Abu Dawud)

"The most perfect person in his faith among the believers is one with the best behavior." (Narrated Ahmad and Abu Dawud)

This Code of Conduct is designed to enable students to grow in a comprehensive environment: educationally, socially and emotionally so that they can be successful in school and in their life. The students will be in an environment where concerned teachers set FIRM, CONSISTENT, and POSITIVE limits. The intention is to be fair to all students while rewarding and supporting appropriate behavior and deterring undesired behavior.

14.1 Dress Code Expectations

- All students are expected to follow Ghars Bilingual School dress code as students will not be allowed to enter the school campus without it.
- The official school uniform which the students must adhere to is available in the school.
- The school logo must appear on the uniform as it is what gives identity to our school. If the uniform is custom-made, it must be completely consistent with the approved specifications in terms of color, design, and materials used. Different designs, and a white shirt with the school logo will not be permitted.
- School uniforms need to be clean, neat, and ironed. Tight and/or short clothing is unacceptable.
- Elementary girls are required to wear white leggings with their school uniform.
- Students must be in full school uniform every day.
- Middle and high school girls are required to wear long uniforms. Any shortening of the uniform is prohibited.
- P.E uniform for middle and high school girls is a **blouse only** to be worn with black pants under the school uniform.

- Only school jackets are allowed.

- Only school jackets or plain-colored jackets are permitted based on the stage:

Kindergarten & Elementary: Beige - **Middle School:** Grey - **High School:** Dark Blue

- Jackets with hoods (hoodies), or those without buttons or zippers, are not allowed.
- Jewelry and accessories should not be worn at school except for watches and a pair of small earrings (for girls).
- It is prohibited to wear very tight, sleeveless, or short clothing during events.
- It is prohibited to wear hats in classrooms (except for medical reasons).
- Shoes or sneakers are acceptable (non-bright colors). For safety purposes, football shoes, slippers or Crocs of any kind are not allowed.

- **Hair:**

Boys: Hair must be short and neat. Extreme or standout hairstyles are not permitted.

The school reserves the right to request a haircut adjustment if the policy is violated.

Girls: Girls with hair touching the lower collar must have their hair neatly tied back with a black elastic band.

Bright hair colors are prohibited.

- Students need to keep proper and clean hygiene. Nails are to be kept clean and short at all times. Nail polish is not allowed. Putting on make-up is not permitted.

14.2 Use of Electronic Equipment

- The use of electronic devices at Ghars is intended for educational activities.
- Students are not permitted to bring or use personal electronic items, such as cell phones, iPods, PSPs, cameras, or video recorders, etc.
- Students who bring these items to school will be subject to following Ghars's violation list.

14.3 Bullying

- Students must communicate in ways that are kind and respectful to others. Ghars Bilingual has a zero-tolerance policy on bullying. This includes but is not limited to racial remarks or unwanted touching or name calling.
- Students must also respect and protect the privacy of others. Ghars Bilingual School also considers cyber-bullying an offense that violates school policy. Cyber-bullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else in any electronic format.

15.0 Academic Support and Behavioral Policy

Ghars school is keen to promote virtuous morals and to keep good ethics. The school cares especially about repeated misbehavior of students. These acts will be observed and followed up closely and are also interested in following upon the academic development of the student. The following procedures will be followed in case of any behavior or academic difficulties:

15.1 Behavioral Discipline Policy:

15.1.1 First Stage (Teacher):

- The teacher follows up with the student.
- Repetition of the issue leads to assigning additional graded homework to the student and in case the student did not submit parents will be acknowledged.
- Repetition of the issue leads to referring the student to the floor supervisor and acknowledging the parents.

15.1.2 Second Stage (Supervisors):

- Repetition of the issue: (no resolution despite direct communication between the teacher, the student, and the parent), the student is sent to the supervisor who refers the case to the vice principal.

15.1.3 Third Stage (Vice Principal):

The vice principal takes the appropriate action as exempting the student from PE or giving him/her extra practice sheet or referring the student to the HOD or the social worker/ psychologist.

In case of repetition, the student's file is transferred by the vice principal to the principal.

15.1.4 Fourth Stage (Principal):

The principal takes the appropriate action.

15.2 Academic Follow Up Policy

- 1- The teacher follows up with the student.
- 2- The teacher informs the parent about the case.
- 3- If the issue persists, the student's file will be referred to the Head of Department for further follow-up, and it may be forwarded to the psychologist/social worker.

Some procedures can be followed by the social worker in behavior or academic cases:

- Observing the student in the class by attending some classes to follow up student's performance in the classroom.
- Meeting class teachers.
- Meeting the student. and
- Meeting the parents.
- Conducting individual or group sessions according to the problem.

Note: Some cases require informing the social worker from the first day, depending on their severity and difficulty.

15.3 Academic Intervention Policy

15.3.1 Step 1: Universal Screening/Classroom Based / (1-2 weeks)

- Assessing students in ELA & Math
- Identification of students who are at risk of falling behind.

15.3.2 Step 2: Tier 1: Intervention/Classroom based (Term 1)

- Delivering high quality research-based instruction by the class teacher.
- Monitoring students closely by the teacher and the intervention team.

15.3.3 Step 3: Tier 2 Intervention/Classroom Intervention by the Intervention Team support (Term 2)

- Focused group instruction
- Providing extensive practice opportunities

15.3.4 Step 4: Tier 3 Intervention in class/Pull outs by the Intervention Team (Term 3)

- Teaching students in small groups.
- One to one instruction

16.0 Students Sanction List

Ghars

Ghars Bilingual School



غرس

مدرسة غرس ثنائية اللغة

Students' Violation List

No.	Type of Violation	Sanctions			
		First Time	Second Time	Third Time	Fourth Time
1	-Non-compliance with school uniform. (regarding Ex: hair and nails ,etc)	-Individual verbal warning.	-Written pledge and acknowledging the guardian.	-Second written pledge and acknowledging the guardian. -Send the student home.	-Re-registration of the student for the next academic year upon his/her continued commitment to school's rules and regulations.
2	-The student's appearance is inappropriate to the Islamic religion and the rules of the Kuwaiti society.	-The administrative and academic team verbally warns the student individually and record the incident on the supervision register.	-Written warning is sent via email.	-Signing a pledge between the guardian and the school administration.	-Internal detention for two days. -Call in the guardian.
3	-Non-compliance with the system during the lesson, causing chaos in the classroom.	-The teacher warns the student verbally. -Acknowledge the guardian via email.	- Transferring the student to the supervisor and the general supervisor. -Administration acknowledges the guardian.	-After following up the case by the heads of departments and social workers, the guardian is called in. -Internal detention. (Number of days will be decided by the administration).	-External detention for two days. -Refrain re-registration.
4	-Escape from the classroom and hiding around the school during classes, recess time or the morning assembly.	- Written pledge to the student and acknowledge the guardian of the incident via email.	-Call in the guardian. -Signing a written pledge between the guardian and the school administration.	-Detention on Thursday. -Call in the guardian. -Signing a written pledge between the guardian and the school administration.	-External detention for three days. -Call in the guardian. -Set Discipline & Conduct Committee (sending the report to the Private Education). -Refrain re-registration.
5	-Being late for classes during the school day.	-A verbal warning from the floor supervisor, giving the student permission to enter the classroom.	-A written pledge to the student from the administration and acknowledging the guardian.	-Deduction of a mark of participation. -Call in the guardian. -Signing a written pledge between the guardian and the school administration.	-Call in the guardian. -signing a second pledge, and considering re-registering the student.
6	- Escape from school and jump off the fences during school hours.	-Call in the guardian. -Signing a written pledge between the guardian and the school administration.	-External detention for three days. -Call in the guardian. -Set Discipline & Conduct Committee (sending the report to the Private Education). -Refrain re-registration.		
7	-Deliberate agitation and disorder outside the classroom (during assembly, recess, while commuting within the school,..etc) .	- Written pledge to the student and acknowledge the guardian of the incident via email.	-Follow-up of the student by social workers and supervisors. -Call in the guardian. -Signing a pledge between the guardian and the school administration.	-The student is assigned extra work on Thursday from 1:30 to 2:30. -Call in the guardian. -Signing a written pledge between the guardian and the school administration.	-External detention for three days. -Call in the guardian. -Set Discipline & Conduct Committee (sending the report to the Private Education). -Refrain re-registration.
8	-Lack of seriousness and complacency in academics example: failure to submit homework, projects,,, etc.	- The teacher verbally warns the student individually. -Written warning sent to the guardian by the teacher via email.	-Second written warning. * Sent to the guardian via email from the HOD.	-Third written warning. *Sent to the guardian via email from the principal and calling in the guardian.	-Student gets a zero score for any work that he fails to submit on time and any work delivered later than the specified time is not accept.
9	-Bringing electronic devices such as: mobile phone, iPad, cameras, etc.	-Take the electronic device and keep it for a week. -Giving the mobile to the guardian and a pledge is signed by the student and the guardian.	-Take the electronic device and keep it to the end of the term. -Call in the guardian. -Sign a pledge between the guardian and school administration.	-In case of bringing another electronic device will be kept till the end of the academic year. -Call in the guardian. -Sign a pledge between the guardian and school administration.	
10	-Bringing cosmetics or cosmetics tools, etc.	-Take the cosmetics or cosmetics tools and keep them (no return).	-Take the cosmetics or cosmetics tools and keep them (no return). -Call in the guardian. -Sign a pledge between the guardian and school administration.	-In case of bringing another cosmetics or cosmetics tools the same procedure will be followed. -Internal detention. (Number of days will be decided by the administration).	

Revised on:1/8/25.

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رسالتنا: مدرسة غرس ثنائية اللغة، توفر بيئة تعليمية تربية آمنة تعمل على تشجيع الطلاب على التطوير الشامل لقدراتهم الذاتية بشكل ممتع عبر التعلم في جو من التنوع والاختلاف وفق أطر القيم الإسلامية.



11	-Bringing or using smoking materials or materials which affect the mind.	-Call in the guardian. -Internal or External detention for one day. -Sign a pledge between the guardian and school administration.	-External detention for two days. -Call in the guardian. -Refer to behavior specialist.	-Set Discipline & Conduct Committee (Sending the report to the Private Education). -Suspension from school or transferring him/her to any other school. -Refrain re-registration.	
12	-Bringing indecent tools, books or images.	-Call in the guardian. -Sign a pledge between the guardian and school administration. -Internal detention. (Number of days will be decided by the administration).	-Call in the guardian. -Sign a pledge between the guardian and school administration. -External detention for two days.	-Call in the guardian. -Sign a pledge between the guardian and school administration. -External detention for three days. -Refrain re-registration.	
13	-Bringing indecent tools, books, or pictures, or misusing smart devices for immoral acts.	-Written Pledge. -Call in the guardian. -Internal or external detention for a period determined by the administration.	-Call in the guardian. -Set Discipline & Conduct Committee (sending the report to the Private Education). -Refrain re-registration.		
14	-Misuse of social media in a way that affects the school's identity or violates the privacy of staff or students.	-Call in the guardian. -Written pledge. -Internal or external detention for a period determined by the administration.	-Call in the guardian. -External detention for three days. -Set Discipline & Conduct Committee (sending the report to the Private Education). -Refrain re-registration.		
15	-If a student engages in dangerous behavior towards himself/herself or the classmates, or brings weapons, dangerous substances, fireworks, or similar items to school.	-Call in the guardian. -Sign a pledge between the guardian and school administration. -External detention for two days.	-Call in the guardian. -External detention for three days.	In case of repetition: -Set Discipline & Conduct Committee (Sending the report to the Private Education). -Refrain re-registration.	
16	-Intentional verbal or physical abuse/gestures among students.	-Call in the guardian. -Written warning. -Internal/external detention according to administration decision. (Number of days will be decided by the administration).	-Call in the guardian. -Sign a pledge between the guardian and school administration. -External detention for two days.	-Call in the guardian. -External detention for three days. -Set Discipline & Conduct Committee (sending the report to the Private Education). -Refrain re-registration.	
17	-Verbal or mockery abuse toward a staff member Or Not following administration's instructions.	-Call in the guardian. -Written warning. -Internal detention for two days.	-Call in the guardian. -Sign a final pledge between the guardian and school administration. -External detention for two days.	-Call in the guardian. -External detention for three days. -Set Discipline & Conduct Committee (sending the report to the Private Education). -Refrain re-registration or immediate transfer to another school.	
18	-A student's physical abuse on a school employee.	-Call in the guardian. -Sign a final pledge between the guardian and school administration. -External detention for two days.	-Call in the guardian. -External detention for three days. -Set Discipline & Conduct Committee (sending the report to the Private Education). -Refrain re-registration.		
19	-If the guardian or his representative attacks verbally or physically a school employee.	- In case of physical harm, the case is referred to the authorized authority (police station) and the case is registered. -Transferring the student to any other school.			
20	-Bringing or distributing publications contrary to the laws of the Country.	-Written warning. * Sent to the guardian via email. -Call the guardian.	-Call in the guardian. -Second written warning. * Sent to the guardian via email. -Internal detention for one days.	-Call in the guardian. -Written warning. * Sent to the guardian to sign and return to school. -External detention for two days.	-Set Discipline & Conduct Committee (sending the report to the Private Education). -Refrain re-registration.
21	-Destroy school's facilities or others' property (damage/break/seize).	-Individual verbal warning to the student. -Acknowledge the guardian via email. -Compensation for damages.	-Written pledge. -Compensation for damages. -Call in the guardian. -Internal or external detention for a period determined by the administration.	-Second written pledge. -Compensation for damages. -Call in the guardian. -External detention for a period determined by the administration.	

Revised on:8/8/25.

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22	Manipulating, falsifying, or editing any official or academic documents issued by the academic or administrative staff.	-Call in the guardian. -Sign a final pledge between the guardian and school administration. -The administration will determine the appropriate procedure based on the violation.	-Call in the guardian. -Sign a final pledge between the guardian and school administration. -The administration will determine the appropriate procedure based on the violation.	-Call in the guardian. -Sign a final pledge between the guardian and school administration. -The administration will determine the appropriate procedure based on the violation.	
23	Exams				
	<ul style="list-style-type: none"> Attempting to cheat 	-Warn the student verbally. -Acknowledge the guardian via email.	- Monitor labels student's paper. -Notify the guardian via email.	-Test paper is withdrawn, and the examination committee takes the appropriate action. -Call in the guardian upon committee's decision.	
	<ul style="list-style-type: none"> Using cheating tools (paper/headphones, etc.) 	-Test paper is withdrawn and a score of zero is given. -Call in the guardian. -Sign a pledge between the guardian and school administration.	- The same examination period (in another subject) Test paper is withdrawn and a score of zero is given. -Call in the guardian. -Sign a pledge between the guardian and school administration.	-Test paper is withdrawn, and student is considered as failed in the subject and will be re-tested (second round). -Call in the guardian. -Sign a pledge between the guardian and school administration.	
	<ul style="list-style-type: none"> Attempting to attack (verbally or physically) any of the committee's members. 	- Prohibition from attending the rest of exams. -Call in the guardian. -Sign a pledge between the guardian and school administration.			
	<ul style="list-style-type: none"> Copying (stealing) a test and leaking it from the school 	-Deprivation of test's grade. -Call in the guardian and sign a pledge. -External detention for a period determined by the administration (the procedure may amount to expelling or transferring the student to another school with transferring his file to the Private Education and the Department of Investigations at the Ministry of Interior, depending on the case).			
24	Daily unexcused absence				
Elementary Stage					
	- After 3 days absence: Warning the guardian verbally - After 6 days absence: 1st warning	- After 12 days absence: 2nd warning - After 18 days absence: 3rd warning	- After 24 days absence: 4th warning	- After 30 days absence: 5th warning	-If the student's absence exceeds 30 days: the student will be dismissed, his enrollment will be reconsidered for the next academic year and Private Education will be notified.
Middle School Stage					
	- After 3 days absence: 1st warning - After 6 days absence: 2nd warning	- After 9 days absence: 3rd warning	- After 12 days absence: 4th warning	-After 15 days absence: 5th warning	-If the student's absence exceeds 15 days: the student will be dismissed, his enrollment will be reconsidered for the next academic year and Private Education will be notified.
High School Stage					
	- After 5 days of absence: 1 warning letter Parent(s) comes to sign	- After 10 days of absence: 2nd warning letter Parent(s) comes to sign.	- After 15 days of absence: Parent(s) comes to sign and are informed about the consequences of a 16th absent day, that is: "If the student exceeds 15 days unexcused absence, whether it consequently absence or not consequently during the academic year, s/he will be suspended from school and will be considered as failed and will not be promoted for the higher class. This year is counted part of the two retention years allowed by the ministry. No retake exams. Private Education memo dated 16/3/2016, ref.wt/s/2/21	-If the student's absence exceeds 15 days: the student will be dismissed, his enrollment will be reconsidered for the next academic year and Private Education will be notified.	

Revised on:8/8/25.

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Ghars

Ghars Bilingual School



غرس

مدرسة غرس ثنائية اللغة

25	Unexcused absence from weekly exams
-The student is banned from re-examination and the exam's score.	
26	Unexcused absence from term exams
-The administration considers each case individually, and if no reliable reason, the student is banned from re-examination and the exam's score.	

- Note:**
- These procedures are preceded by student's guidance and advice.
 - Some of the mentioned procedures are preceded by a verbal warning with advice and guidance to the student, and when repeated, the above regulations are applied.
 - Some behavioral cases require direct action from the administration and non-graduation in penalties.
 - In all previous situations, the case is followed up by social workers and psychologists.
 - The administration reserves the right to take appropriate action regarding any violation not explicitly stated in the disciplinary regulations, in a manner that ensures the educational interest and preserves the school's order and discipline.



Revised on:8/8/25.

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17.0 Ministry of education diploma statement

Appendix A

75 / 30 EA 0085915 / 09 / 20000

Ministry Of Education
The Public Administration For Private Education



وزارة التربية
الوزارة العامة للتعليم الخاص

Date :

التاريخ : ١٣ / ١٢ / ٢٠١٧

Ref. :

الرقم : 6551 ع.ج

نشرة خاصة

لجميع المدارس (ذات النظام الأمريكي - ثنائية اللغة)

المحترمين

السادة الأفاضل / مدراء ومديرات المدارس

تحية طيبة وبعد،،،

الموضوع : معادلة شهادة الثانوية الأمريكية وثنائية اللغة بالثانوية العامة الكويتية

رغبة من الإدارة العامة للتعليم الخاص - إدارة الامتحانات والمعادلات مراقبة معادلات الشهادات ، في توحيد النسبة الأدنى للتخرج لطلاب المدارس الأمريكية وثنائية اللغة .
يرجى التكرم بالعلم بأن قسم معادلات الشهادات الأجنبية لن يقوم بمعادلات أي شهادة تخرج يقل معدل الطالب فيها عن (2.00) ، وذلك بدءاً من العام الدراسي الحالي 2017-2018 .

مع خالص التحية ،،،

مدير عام
الإدارة العامة للتعليم الخاص

مدير عام
الإدارة العامة للتعليم الخاص بالإتاحة

وزارة
التربية
الإدارة العامة للتعليم الخاص

نسخة/لكتب السيد مدير عام الإدارة العامة للتعليم الخاص
نسخة/لكتب السيد مدير إدارة الامتحانات والمعادلات
نسخة/لكتب السيدة مراقب معادلات الشهادات
نسخة/لكتب السيدة رئيس قسم معادلات الشهادات الأجنبية
(مباركا)

ص.ب : ٧ الصفاة - الرمز البريدي 13001 الكويت - تلفون : ٢٥٦٥٩٢١٠٠ برقبياً : تربية - كويت - فاكس : ٢٥٦٥٩١٨١
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