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32  
Years

Naseem International School  
"STUDENTS FIRST"



مدرسة النسيم الدولية  
"الطلبة أولاً"

٣٢  
عاماً



## رسالة المدرسة

نحن الهيئة العاملة في مدرسة النسيم الدولية نعمل جاهدين لتعليم الطالب، والتعامل معه ككل متكامل، لذا فإن كل ما نقدمه له من تعليم متوازن قائم على استغلال جهده المبدول للنمو به في كل المجالات، فكريا، وجسديا، وروحيا، وعاطفيا، واجتماعيا، وبالتالي تمكنه من أن يصبح الشخص الذي يريد.

كما أننا نعمل على أن نجعل من طلبتنا أشخاصا مفكرين، ونقادا قادرين على الاعتناء بانفسهم وبالآخرين، وعلى تحمل المسؤولية بفاعلية واقتدار، وبهذا يتم تشكيل مجتمعنا، وحماية عالمنا الذي نعيشه.

## Mission Statement

We, the staff at Naseem International School, are committed to educating the whole person. We aim to provide a balanced education, which enables students to fulfill their potential in all areas of growth -- intellectually, physically, emotionally, spiritually and socially -- and empowers them to become the people they can and want to be.

We realize the importance of students becoming critical thinkers who can take care of themselves and compassionately care for others. Thus, they take an active, responsible part in shaping our society and saving the world.



Naseem International School is a bilingual co-education N-12 IB World School which is accredited by Bahrain Ministry of Education as well as by the Middle States Association (MSA).



International  
Baccalaureate



MSA  
CESS



ASCD



PTC



NEA  
Near East South Asia  
COUNCIL OF OVERSEAS SCHOOLS

2013-2014

# Introduction

## IB Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### 1. NIS Short History: Past, Present and Future

- In December 1981, Naseem was established by Mrs. Sameera Abdul Jabbar Al Kooheji to answer a pressing demand for a good dual language school to cater for Bahraini and other Arab children.
- In January 1982 it opened its doors to Nursery pupils, in Burhama.
- By June 1982, enrollment had grown from five pupils to sixty pupils.
- In 1985-86, enrollment had reached 100 students and 130 in the following year.
- In 1986-87 Naseem School moved to bigger premises in Ghudaibiya. An Elementary section was started.
- In April 1991, the school moved to yet bigger premises in Adliya when the former premises couldn't cater for the increasing enrolment. The Middle School section was started.
- At the beginning of the Holy Month of Ramadan, year 1414 (February 1994), work on the new Naseem School campus started. The building is located on an 11,498-m<sup>2</sup> plot of land, with a total floor plan of 3 stories 6, 606, 57 m<sup>2</sup> in the main instructional wings. The new building comprises offices and a sheltered verandah with an area of 600 m<sup>2</sup>, 5 laboratories, and 56 classrooms, as well as other facilities. The building was completed in April 1995. The campus is designed to fulfill all future requirements of NIS, serving the needs of 1000 students from Nursery through Grade 12.
- The 1994-1995 academic year commenced on the new campus when the main instructional areas had been completed in a record six months.
- In 1995-1996, The International Baccalaureate Diploma was in place and the number of students involved in the program has grown considerably since then. The diploma results have been consistently good over the years.
- In October 1997, the School was accredited N to G8 by the Middle States Association for Schools and Colleges (MSA).
- In 1997, the Ministry of Education announced that the Naseem Diploma that is offered to Naseem Students is equivalent to the Ministry of Education's Diploma.
- In June 1998 our first senior class graduated.
- In 1999, the school added International to its name to become Naseem International School as a result of the teaching programs adopted and the growing number of international educators employed.
- In September 2004, an Arts complex was opened which houses a sports hall, art studio, music and home economics rooms, a soccer playing field and shaded car park for faculty and staff.
- In 2002, the school introduced the PYP program, Nursery to Grade 6.
- From September 2004, the IB MYP was introduced. These curricular developments are a reflection of the school's commitment to student-centered learning and a belief in

fostering and developing those skills required for the High School program, further education and life-long learning.

- In 2004, NIS was accredited G9 to G12 by the Middle States Association for Schools and Colleges (MSA), which makes it fully accredited N to 12.
- In 2006, a cafeteria, classrooms and conference facility were completed.
- In 2008 the Elementary School was authorised to deliver the IB Primary Years Programme.
- 2012 saw the completion of a Nursery/Media/Arts Centre.
- In 2012 the Middle School was authorised to deliver the IB Middle Years Programme.
- In 2013 the grassed soccer field was completed.
- In 2014, Grade 6 was introduced to the MYP.
- In 2014 the Kindergarten playground underwent major upgrades.
- Future plans include the building of a hall/theatre.

## **2. School Philosophy**

At NIS we believe in providing a sound N-12 education for our students, enabling them to realize their full potential within the scope of the available facilities and resources.

Our philosophy is based on the mission statement which is founded on the deep-rooted belief in the individual's freedom and the right to a balanced, comprehensive, spiritual, physical, cultural, intellectual and social education, a belief that stems from the principles and values of Islam. It further recognizes the importance of developing ethical and moral values, self-esteem, leadership and respect for the laws of this society.

We believe that all human relationships are based on respect for one another. This and a sense of responsibility for one's own actions are qualities we encourage each student to strive towards and to endeavor to live by.

We believe in a global perspective and in the interdependent structure of our world in which the individual plays a major part. Within that framework it is imperative that the needs of the individual are met through the curriculum we offer and that, in turn, the growing child will recognize and try to meet the needs of others.

We believe in the importance of developing study and organizational skills and in teaching students how to become independent in their learning habits, self-reliant and managers of their own time. It is through this that we instill in our students' qualities that will enable them to become responsible for their own actions.

We believe that teachers, students, parents and the wider community must work together to make a significant contribution towards that ultimate goal of producing happy, able and concerned citizens of our world.

## **3. School Aims**

From our philosophy arise the following aims for our school and for our students:

- To offer a dual language, international education to students from Bahrain and other nations.
- To provide students with knowledge and attitudes which prepare them for continuing growth, further education and participation in the affairs of life to the maximum of each individual's capabilities.
- To enable students to acquire skills, knowledge and understanding through an activity, inquiry-based learning program and for the students to realize the relevance and benefits of such a program and most of all, enjoy it.

- To guide students towards independence and self-discipline, recognizing that the schooling process includes both academic and social learning.
- To respect individual and cultural differences and provide for these differences as fully as school resources allow.
- To assist each student to acquire the greatest possible understanding of his/her self and an appreciation of his/her worth as an individual and as a member of society.
- To encourage creativity and provide enrichment opportunities in addition to the development of basic skills.
- To provide opportunities for students to develop a high regard for health, physical development and fitness and the understanding that physical activity leads to a healthier and more productive life.
- To encourage community involvement on the part of the students and the active participation of their parents in the life of the school.
- To inculcate a sense of enjoyment in the search for mutual understanding and respect while striving to achieve personal and shared goals.

#### 4. The IB's Essential Elements

In the PYP a balance is sought between the acquisition of essential knowledge and skills, the development of conceptual understandings, the demonstration of positive attitudes, and taking of responsible action.

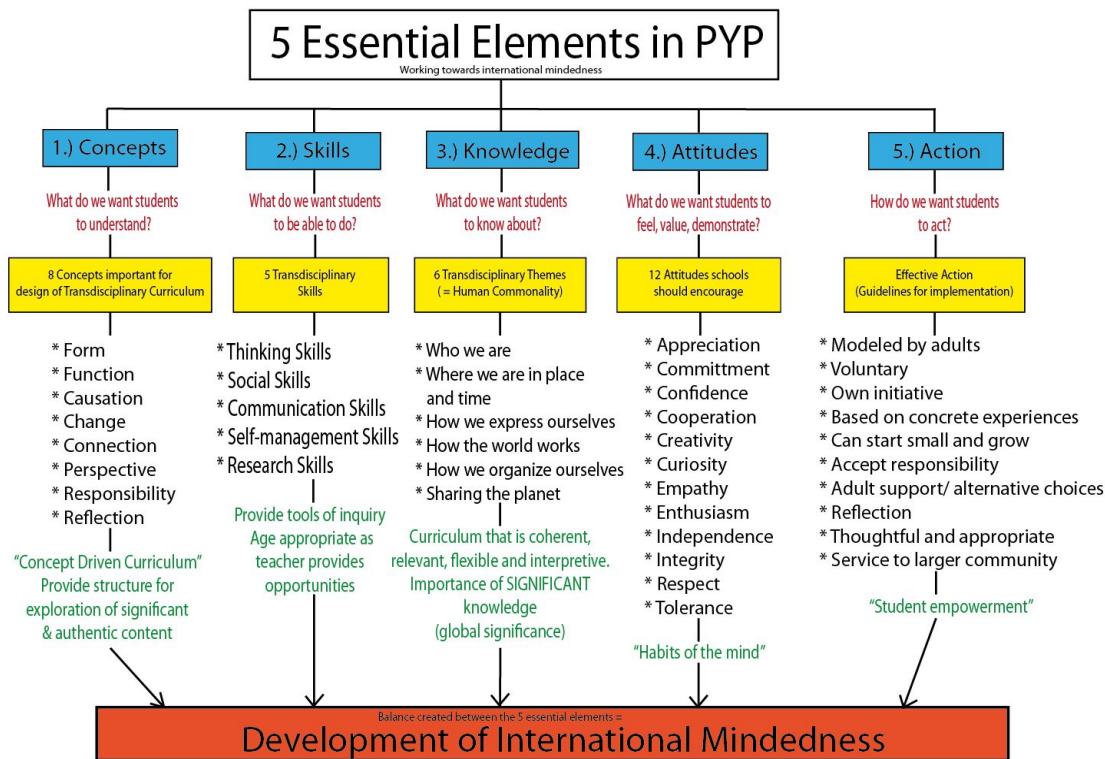
**Knowledge:** Significant, relevant subject matter that we wish students to explore and know about.

**Concepts:** Powerful ideas that have relevance within and across the disciplines and which students must explore and re-explore in order to develop understanding.

**Skills/Approaches to learning:** Those things the students need to be able to do to succeed in a challenging world.

**Attitudes:** Dispositions which are expressions of fundamental values, beliefs, and feeling about learning, the environment, and people.

**Action:** Demonstrations of deeper learning in responsible behavior through positive action and service; a manifestation in practice on the other essential elements.



The learner profile describes the type of internationally minded student we value, and reflects the type of person our students can become by the end of their Elementary schooling. This profile is central to the work of the PYP. It represents its aims and it drives the curriculum framework. It is also central to the process of summative assessment.

**As IB learners, we strive to be:**

**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## 5. Admissions Procedure

Careful consideration of all students at the admissions stage helps to ensure a good fit between parental expectations of what a school should deliver and, what we have to offer. In the Elementary section we are concerned with whole-child development and thus an evaluation is made of the whole-child at the very onset. Once the initial application form has been completed, a date is set for the evaluation. It is not an examination but rather a two-way opportunity to gain as much information as possible in the short time available. It includes an interview with the Admissions Officer, parents, student and the ES Principal. During this part of the evaluation, much is gained through a combination of shared dialogue and screening.

Following this, and at certain grades only, a written evaluation is expected which helps us to identify levels of operation compared to the expected NIS grade levels. Arabic, English and Maths is assessed for all grade entrance evaluations. New students are given a short, guided tour of the school premises. Following the evaluation, a recommendation is issued usually within three days. Students who are accepted will be expected to complete fee structure for tuition and sign a letter of acceptance agreeing to the school's policies and procedures.

## Academic Issues

### 1. Elementary Section Information

The Elementary school enrolls pupils from Nursery to Grade 5 (ages 3 to 10 years at the beginning of the school year) with a maximum class size of 25.

Nursery	Nursery	3 years
Kindergarten	KG1 and KG2	4 - 5 years
Lower Elementary	Grades 1-3	6 - 8 years
Upper Elementary	Grades 4-5	9 - 10+ years

### 2. Subject Areas

As the programme is trans-disciplinary in nature, as much of the curriculum as possible is learnt through the Programme of Inquiry's organizing themes.

N/KG 1	Arabic/English	Language Arts, Numeracy skills, UOI, PE, Library and Music
KG 2-Gr. 5	Arabic English	Language Arts, Social Studies, Islamic Studies, Math, UOI Language Arts, Math, UOI -Science, and Social Studies



We also offer support in learning difficulties, counseling, reading, and Arabic as a Second Language (ASL).

A dual language education requires enormous effort on the part of each and every student. To become dual language, students must learn to think, operate, and communicate comfortably in both languages offered.

### 3. Educational Excursions

Educational Excursions are a mandatory part of the PYP curriculum and every class will have an educational trip, visit or invited guest/s with every unit of inquiry. Overnight excursions are arranged for grades 4 and 5.

Costs are kept to a minimum and are usually only needed to cover entrance fees. Reports, questionnaires and other appropriate supplementary materials are prepared for all excursions. Students who are absent from educational excursions jeopardize their ability to present required assignments and grades.

**Letters are sent to parents in advance and a permission slip is attached for parents to sign and return to homeroom teachers.** Generally, students are expected to wear the full school uniform (not the PE kit) and act as ambassadors during the field trip. Any student who brings the school's name into disrepute will not be included in further excursions.

### 4. School Activity Program

Apart from the main component of trans-disciplinary teaching and the necessary basic skills, we have curriculum subjects that are taught by single subject teachers. They include: Art, Music and Drama, Physical Education, and IT for KG 2 - 5.

Activities are also offered to students during school time through the Buddy Class program. This program is part of the PYP philosophy and offers opportunities for students to interact with and support fellow students from a different section of the Elementary school. Two classes of different age groups schedule a fortnightly time for both classes to pursue different activities together. The teachers plan and organize the series of activities together to support and develop the current Unit of Inquiry. This system enables the younger student to make a friend or "buddy" who is older than him/herself and can act as a role model and mentor in the playground and in school in general. The older students learn some responsibility and how to care for someone other than themselves. Together they learn to construct and share experiences and create a positive culture within our school.

We offer a range of subjects for Saturday classes. We also offer a small range of after school activities.

### 5. Parents in Partnership: Communication

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It is the school's expectation that parents will form a partnership with the school for the purpose of their child's on-going learning. Communication is the responsibility of both the school and the parent.

The school will communicate with parents through the regular use of progress reports, weekly bulletins, homework diaries, letters, parent/teacher/student conferences, student led conferences, school website, SMS, e-mail and contact by telephone.

We believe that parental support, commitment, and involvement in school life are directly linked to our students' level of achievement. It is also paramount to the success of our institution and to the way that our students view their school. A successful partnership is based on a true, open, trusting, partnership between home and school.

## 6. Curriculum Overview

Naseem International School has designed a curriculum that is based on its Mission Statement. The curriculum is inquiry based and student-centered. It is designed and implemented by NIS staff to ensure specific cultural aspects and considers all parts of the on-going quest to provide our students with the highest quality of education available.

It is primarily skills-based and makes explicit the standards and benchmarks in each area of study. It is designed to encourage students to be self-motivated and confident in their abilities and attitudes. It also encourages them to take an active part in their own learning. Students will be helped to develop strategies, which will enable them to function independently, as lifelong learners. The PYP curriculum framework supports our goal of encouraging our students in their endeavor to become international citizens, as described in the learner profile.

Where possible, students will study within the **transdisciplinary unit of inquiry**. Aspects of whole-language pervade the learning programs. Learning will take place within internal and external environments where appropriate, and these experiences taken together, comprise an integral whole. Through this program students gain self-esteem, positive attitudes, investigational skills, concepts, knowledge, and develop an awareness of international and global perspectives. They will also become independent and social learners through the use of inquiry and questioning techniques.

They will thus progress to Grade 6 academically prepared, with a strong sense of self-esteem and self-worth and a respect for the feelings and cultures of others. They will be ready for the academic rigors that follow and the work ethic that will be required to gain success during their middle school years.

## 7. Program of Inquiry

All students will address the curriculum through six **transdisciplinary themes** and cover the following transdisciplinary themes:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- How we share the planet

This program of work offers the students the opportunity to investigate and connect information and ideas from all areas of the curriculum in such a way as to encourage independent, student-centered learning and to facilitate in-depth understanding. Students also develop a life-long respect for learning and a curiosity about their world. Critical thinking skills are developed and consolidated within this program as an ongoing process, beginning in the Elementary school and continuing through all levels of life.

To achieve these goals, the students and teachers use and explore many and varied texts and resources appropriate to the units of inquiry and the students' needs.

At each grade level students will be supported to achieve success in a variety of academic, social skills and experiences as recorded in the NIS Curriculum.

**PROGRAMME OF INQUIRY – please see the school’s website**

**8. Student Assessment, Recording and Evaluation**

The prime objective of assessment in the PYP is to provide feedback on the learning process. Bruner states that the student should receive feedback “not as a reward or punishment, but as information” (Bruner 1961:26). Additionally, the PYP stresses the importance of both student and teacher self-assessment and reflection.

Assessment is integral to all teaching and learning. It is central to the goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, and the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment is to provide feedback on the learning process and to plan appropriately for all students.

We believe that Assessment **z**f learning or formative assessment is the key to effective teaching and learning and that it provides an environment in which intercultural understanding can flourish and learners can become inspired and develop the attributes from the learner profile. Formative assessment supports on-going learning.

We believe that assessment **c**Z learning or summative assessment is also important. Summative assessment is concerned within summarizing assessments at particular points in time and supports a range of further purposes, including evaluation, reporting, planning, goal setting and tracking student attainment, achievement and progress.

Grade level portfolios are available for parents to access and to identify expectations of students at each grade level. This portfolio acts as a reference for students initiating their education at NIS and for parents to identify what grade level work actually looks like across the range of subject disciplines and trans-disciplinary themes.

**9. Grading System**

In keeping with the PYP style of developmental continuum, NIS uses developmental descriptors that encompass the wider learning spectrum. We grade using a variety of assessment strategies and tools that are designed to assess what the student can do and can apply. In this manner all aspects of the curriculum, the written, the taught and the learned are all more realistically represented. We also acknowledge the importance of how much effort the student puts into their work. In line with the IB MYP and IB DP grading system, a 1 – 7 grading scale is used to report on achievement.

The following are descriptors used for reporting:

Progress in skill development		Effort	
<b>W</b>	Well developed	<b>5</b>	Excellent
<b>D</b>	Developing	<b>4</b>	Very good
<b>E</b>	Emerging	<b>3</b>	Good

<b>N A</b>	Not applicable	<b>2</b>	Satisfactory
		<b>1</b>	Needs improvement

### NIS 1 - 7 Grading Scale

<b>Level 1/F</b>	<b>Minimal</b> achievement in terms of the objectives.
<b>Level 2/F</b>	Limited achievement against all objectives. The student has difficulty in understanding the required knowledge and skills, and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
<b>Level 3/F</b>	<b>Limited</b> achievement against most objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills, and <b>is only able to apply</b> them fully in normal situations <b>with support</b> .
<b>Level 4</b>	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of skills of analysis, synthesis and evaluation.
<b>Level 5</b>	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a variety of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate. The student <b>occasionally</b> demonstrates originality and insight.
<b>Level 6</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. There is <b>consistent</b> evidence of analysis, synthesis and evaluation where appropriate. The student <b>generally</b> demonstrates originality and insight.
<b>Level 7</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student <b>consistently</b> demonstrates originality and insight and always produces <b>work of high quality</b> .

#### 10. Assessment

At the commencement of each UOI, teachers plan grade level inquiry activities and common assessments to be used for grading the unit. From Kindergarten to Grade 6, students are assessed using a continuous, whole-child format through observation of behavior and academic achievement. In line with the PYP guidelines a wide variety of assessment strategies are used to establish a grade. We also give feedback on the learner profile, skills and attitudes, as described by the PYP.

As there are different expectations of students at different grade levels, a continuum may be used. This helps to ensure a fair and realistic evaluation of all students across the grade level and across the section.

The student portfolio and student led conference plays a vital role in the on-going assessment of our students and acts as a starting point for discussions during parent/teacher/student conferences.

### **Nursery - Kindergarten 2**

Areas of whole-child development: linguistic, numeric, social, physical and emotional. Each of these areas allows clear evaluation of strengths as well as highlighting points for development and improvement. The students are also assessed according to the learner profile criteria.

### **Grades 1-5**

Areas of whole-child development: class work: speaking, listening, reading, writing, participation, portfolios and testing plus homework, projects and overall effort. Each of these areas carries specific weighting and records not only allow clear evaluation of strengths but also areas for development and improvement. The students are also assessed according to the learner profile criteria.

## **11. The Exhibition**

The Grade 5 PYP exhibition provides the culminating experience of the learner's engagement with the PYP. It is an extended collaborative inquiry which is undertaken by students in their final year of the PYP. This independent inquiry unites teachers, parents and students in an activity that captures the essence of the PYP: transdisciplinary inquiry conducted in a spirit of personal and shared responsibility. It marks a rite in passage, both symbolic and actual from the PYP to the Middle Years Programme (MYP).

## **12. Reports**

A report will be sent home after the completion of each quarter and semester. Specific dates are published in the weekly bulletin and the school calendar. The report is a historical, anecdotal document and is carefully put together to form a clear record of a child's progress. Reports offer a platform for discussion at parent/teacher/student conferences. The report includes academic and social development, effort and the IB learner profile.

## **13. Progress Reports**

If a student is performing well, or poorly, a progress report may be sent home in order to inform parents of the situation and, if necessary, initiate a process for dealing with it. This may include a Parent/Teacher/Student Conference and it may also include a referral to the School Counselor or Learning Support teacher.

## **14. Promotion and Retention**

The passing grade in all subjects is 4. To be eligible for promotion students in all grade levels must meet the following requirements:

- Receive a passing grade in all main subjects (English, Math, and Arabic).
- In cases where a student does not pass any one or more subject(s) he/she cannot be promoted to the next grade level and they will be expected to attend our Saturday classes provided and/or private extra lessons.
- In cases where a student fails to achieve grade level expectations and/or has learning or behavioral difficulties Senior Administration will decide whether the school can continue to provide a mutually beneficial educational program which may include a contract, promotion or retention.

On the Grade 1 to 5 Semester reports, there is a section that indicates whether the student's result is **W̄a d'YhY** or **JbW̄a d'YhY**. When your child receives a **W̄a d'YhY** this means that they have met all the requirements of the **PYP Programme**.

If your child receives an **JbWta d'YhY** this means that one or more of the following criteria was not met:-

1. A grade of 1, 2 or 3 in any subject
2. Attendance more than 20% absent
3. Lates - more than 20%, late
4. Behaviour – discipline slips, 6 or more by the end of Semester One
5. Participation in the Student Goal Setting meeting
6. Attendance at the Student Led Conference
7. Participation in the Musical performance
8. Satisfactory completion of the PYP exhibition project

An **JbWta d'YhY** result does not automatically mean students will not move to the next grade level; however it may do in some individual cases. An **JbWta d'YhY** is permanently recorded on the student's academic record.

### Criteria for End of Semester Certificates

The criteria for Gold, Silver, and Bronze certificates are:

1. Gold - Mixture of 7s and 6s
2. Silver - Mixture of 7s and 6s plus one 5
3. Bronze - Mixture 7s and 6s plus two 5s

## School Life

### 1. Behavior Expectations

Behavior policies have been developed in order to facilitate the establishment and maintenance of an effective atmosphere for learning. At the heart of the policy, our belief is that every student has the right to pursue an education in an environment that is safe and free from distraction. It is intended that this atmosphere should balance rights with responsibilities. We believe in acknowledging and rewarding positive behaviour and use a merit system to do this.

The following expectations of student behavior reinforce the school's objective to maintain a safe and effective learning environment:

- That students show respect to others at all times.
- That students show respect for property - be it their own, the property of school, or the others.
- That students complete set classroom work and homework as required by their teachers.

Most students show themselves to be responsible for their own behavior and behave in a reasonable, trustworthy manner. However, those students who choose to behave in an irresponsible manner by infringing or disregarding school policies should expect appropriate disciplinary action.

*Gh XYblg' k \ c' Xc' bch k YUf' H Y' WtffYWh' gW cc'' i bJZfa' cf' UX\ YfY' hc' H Y' \ Ujf' dc' JWhi UfY' i bUVY'hc' fYdfYgYbhiH YgW cc'' cf' H Yjf' WUgg' cb' ZYX'Ifjdg'cf' Uh'Yj Yblg.*

*9j YfncbY\ Ug' h Yfj\ \ hlc' VY\ UddmžgUZYZ'UbX'gi WYggZ' `j' b'gW cc''*

*Uc' a^} • Ac' Ae' \ a^A' K*

- Use their Homework Diary and the weekly bulletin for communicating information between school and home.
- Bring to school every day their diary, books and texts that are needed, homework that has been set, pencils and pens etc. for the day's work.

*A*

*Uc' a^} • Ac' A' [ A' ^' { ac' a^A' K*

- Bring wheeled bags to school.
- Bring gum and sweets.
- Bring electronic digital communication devices except with the permission of the Principal and/or teacher **fGY'ci f'9`Ywfcb]WF Ygci fWg'Dc`JWh'6 MC8L'**

### 1.1 Major Infringements

- Physical or verbal abuse
- Academic dishonesty
- Continuous disruptive behavior
- Insubordination to a member of the teaching/support staff
- Tampering with the school electrical systems
- Vandalism - destruction of school property
- Possession of dangerous weapons
- Make a false accusation about a teacher or the school

### 1.2 Minor Infringements

- Uniform irregularities
- Walking the halls without a hall pass
- Coming to school/class late
- Dropping litter
- Bringing sweets or chewing gum to school
- Eating or drinking in the hallways
- Using electronic devices for other purposes than stated in the **9`Ywfcb]WF Ygci fWg'Dc`JWh**

### 1.3 Possible Consequences

- Verbal warning
- Confiscation of item
- Discipline slip/written warning
- Detention
- Parent conference
- In-school suspension
- Out of school suspension (ranging time from one day to two months)
- Expulsion

If a student is found to be physically or verbally abusing another student, out of school suspension may be automatically handed down. This will be done at the discretion of the Principal according to each situation. Parents will then be contacted and after a “cooling off period”, the students will go through the mediation process with the Principal and parents, teacher and counselor.

### 1.4 Merit System

We have a Positive Behaviour Management System where students can earn a merit point. Students from Gr. 1 – Gr. 5 participate in the system. Each student uses the merit pages in their diaries. When students earn six points in a week (from Tuesday to Tuesday) they will earn a ‘sixer’ certificate which is awarded at the Elementary School Assembly on Thursdays. They can only earn **cbY** certificate regardless of how many points they earn that week. Points contribute to their team and an award will be given to the overall winner at the end of the year.

A merit point has to be earned. Points cannot be taken away. A student must **gl ck`Vtbg]XYfUVY`YZc`fhUbX`UM]Yj Ya Ybht** to earn a point. Each point is listed separately and a reason given next to the point. Reasons are significant and specific, and can be related to the learner profile or the attitudes. **5``hUM Yfg`UbX`gW cc``Vt a a i b]mia Ya VYfg** support the merit system. Points can be awarded for any positive behaviour – academic, personal or social.

### 1.5 Discipline Slips

Students receive a discipline slip for poor behavior. Once a student has a discipline slip a procedure follows which may result in detention and/ or suspension.

### 1.6 Behavior Contracts

Students who establish a pattern of disciplinary violations will be required to sign a behavior contract in the presence of their parents and a representative of the school administration. This contract may be complemented with the student being put on daily report. Failure to comply with the terms of the contract may result in extended suspension or expulsion from the school. Copies of the contract will remain on permanent record in the student's file.

## 2. Attendance Requirements

Students returning to school after being absent should bring a note from home explaining the absence. Upon returning to school following an infectious illness, a student must have clearance from a doctor or medical authority. Students, who are away from school, for a number of days, will be contacted by the ES office to determine their welfare and to establish when they might return. Attendance is an important aspect of learning. Students who are absent lose participation time, and will not acquire a proper understanding of the taught curriculum. Absences will place them at a disadvantage for assessment. Students arriving late will need to go to the office to receive a late slip. The school requires an attendance record of 80%. The school timing is 7.15 to 1.50 pm, and 7.15 to 12.55pm on Tuesdays. If students are regularly late, a procedure will be followed that can result in an "incomplete" result, detention or permanent suspension.

### 2.1 Permission to Leave the School

Students who need to leave the school during the day must fill in the appropriate exit permit. If the exit is for medical reasons the school Nurse will sign this slip.

### 2.2 Withdrawing Students

In order to withdraw officially from the school, parents must submit a written statement requesting withdrawal on a specific date with as much advance notice as possible. Transcripts and letters of transfer will not be issued until all payments and withdrawal conditions are met.

## 3. Uniform and Dress Code

We pride ourselves on our uniform, which represents the school. Students are expected to wear their uniform with respect, maintaining a clean and tidy appearance at all times.

The uniform is a white shirt and pants, with or without a waist coat. For boys: short, or long trousers, and a white shirt. A plain black belt is required for boys. Additional requirements are:-

- White or black socks and black **XfYgg'gl cYg** for all students.
- Shirts must be tucked in at all times.
- A black, white or school green coat or cardigan can be worn in winter.
- Jewelry, nail polish, makeup, radical haircuts and hair gel/cream products are not permitted
- Boys' hair must sit above the collar, and girls hair must be tied back using only school colours.

*Gli XYblg'k \ c'Uffj Y UhigW cc`k Jh ci hiU`h Yi bJzfa`Vta dcbYblg'k J`VYfYei JfYX'lc`WU`  
h Yf' \ ca Y lc' \ Uj Y h Y fYei JfYX` JhYa g' gYbh dfJcf' lc` UthYbXJbJ' WUggYg. Gli XYblg' bch'jb`  
VtffYWii bJzfa`k J`bchVYU`ck YX'lc' fYdfYgYbhH YgW cc`UhUmYj Ybh'*

### 3.1 Physical education / Gymnastics & Movement

The school PE uniform must be worn by boys and girls. A PE shirt with the school logo, white socks and mostly black or mostly white sports shoes make up the PE uniform. This may be worn



to school on the days where there is PE or activities on the timetable. Sports shoes may not be worn with the formal school uniform.

#### 4. Homework Policy

A reasonable amount of homework is assigned to students in order to reinforce and support the material covered in class. In the elementary school, students will be provided with homework diaries. The homework diary acts as a medium of communication between parents and teachers. Teachers are required, to write notes to the parents on a regular basis, as appropriate, regarding a student's performance. Parents of Nursery – Gr 5 students should sign the diary regularly. The school will coordinate the allocation of homework across grade levels to ensure that students are not “overloaded” by homework assignments.

*<ca YfYUX]b[ 'jg'Ub`YggYbh]U`XU]`midUfhcZUgg]] bYX\ ca Yk cf \_"*

#### 5. Home reading

In addition to set pieces of homework, students are also expected to do daily reading at home. After reading for 10-15 minutes in English and /or Arabic, parents are then requested to sign the reading record daily. Reading records must be brought to school each day.

#### 6. The School Day

The School day begins at 7:15 am. The school day ends at 1pm for Nursery and KG1, and at 1:50 pm for KG2–Gr5; except for Tuesday when all students finish at 12:55 pm. Parents will be notified when changes are made to this schedule.

- Buses leave from the Bus Area at a designated time
- If you miss registration because of lateness, you must go to the school office to receive a late slip
- Snacks are eaten in the Homeroom classes
- All Elementary students may purchase water at break times
- All Students must have a Hall Pass to leave the classroom, especially for visits to the Nurse

*Gli XYblg`UfYfYa ]bXYX`tc`i gYH YVUH fcca`UhgUW`hja Y"*

#### 7. The First Day

Students and their parents check lists posted on the doors of the ES and students go straight to classes.

The Homeroom teacher welcomes all new students and gives the class an overview of their timetable and how to get to the various classrooms they will be using.

At about 8:50 am/9.05 am they will have a short play break (15 minutes). When the bell rings they line up outside their Homeroom and then a snack will be available.

At around 11:20 am/ 11.35 am they will have another play break (15 minutes). When the bell rings again students assemble and a second snack is available.

At 1:50 pm a bell will sound and students return to their Homeroom for finishing off, collecting bags and any letters or notices before leaving for buses or cars.

Parents are requested to collect their children promptly at 1.50pm. Parents are requested to wait for their children outside the school hallways - in the cafeteria, on the verandah or the KG Hall.

## **8. Parties and Celebrations**

We are an institution of learning with a focus on academic rigor. We are unable to host or allocate time for individual students' birthdays. However, there are occasions when celebrations may take place.

## **9. Money and Valuables**

While every effort is made to ensure the provision of a safe school environment for students, we advise students not to bring excessive money, toys or valuables to school. We cannot assume responsibility for lost or stolen items. *fD`YUgYgYY'ci f'9`YWFcbJW8 Yj JWg'Dc`JWn`6 MC8L*

**Electronic communication/entertainment devices are not encouraged, unless for academic purposes. Students may hand their phones to their Homeroom teacher at homeroom time in the morning and may collect it at the end of the day. If used during school time, these items will be confiscated. Parents will be required to collect these items. Items, if of a violent nature, will be confiscated permanently.** *D`YUgYgYY'ci f'9`YWFcbJW8 Yj JWg'Dc`JWn`6 MC8L*

## **10. Student Council**

Grade 5 students have the opportunity to stand for democratic election as Student Councilors. The Councilors may hold office for the whole year, but may also be removed according to the agreement signed by the students and their parents.

The role:

- To represent the student body and present any issues to the Student Council Committee to help improve our Elementary School.
- To act as positive role models in all areas of schooling:
  - Standard of behavior
  - Wearing school uniform
  - Standard of school work
  - Punctuality
  - Co-operation with students and staff
- To work as a positive team member and to promote student involvement in some school decision-making.
- To provide input regarding students' affairs

### **Responsibilities:**

- Collect, tally and display 'Merit Points'
- Maintain and update 'School Council Notice Board'
- Make presentations at Assembly
- Meeting/Greeting visitors to the Elementary School when needed
- Provide some assistance at Sports Days and other 'Special Events'
- Work in the Library

## **11. Peer Mediation Program**

This is a social skills program which trains grade 5 students to be able to help their peers to solve their own disputes and problems. During this training the students learn about leadership, communication, friendship, speaking and listening skills. The students, who take part, take a role of responsibility within the school and develop their own self-esteem and enhance their wider view of learning.

## **12. Elementary Community Service program and other School Links**

Students from the Elementary school are expected to take an active role in the Community Service Program that is designed to promote links with local and overseas communities. These include local charities, local orphanages and children's homes, institutes for the elderly and recycling projects. Together they make up a healthy program for our young global citizens.

### **13. Assemblies**

ES assemblies are conducted weekly on Thursdays at 1.10pm. The focus of assemblies is to share student achievements and to focus on the characteristics of the PYP. Parents are always welcome to attend. KG students meet regularly for assemblies.

### **14. Lost and Found**

In the event that a student loses an item of value, they should check with the Lost and Found during breaks and before or after school. The Lost and Found is located in the ES corridors. High value items will be kept at Reception.

### **15. Yearbook**

This is published annually in May/June and is a full color, pictorial summary of the year's events.

## **School Services**

### **1. Counseling Services**

A specialist, dual language counselor provides counseling services for students. Services include referrals from teachers and administration for students in need of help to adapt to life in school, or to deal with certain behavioral difficulties or social issues. In addition, the counselor provides help to the teachers in understanding the student's problems and in sharing techniques for dealing with certain cases. The counselor is involved with the teachers in handling academic difficulties. The counselor is involved in students' activities and is responsible for planning special workshops for students, teachers and parents. The counselor acts as a leader for the Homeroom teachers and works on programs for the homeroom role. A confidential file is kept on cases referred to the counselor's office.

### **2. Learning Support Programme**

Our learning support programme provides assessment and specialized teaching and/or class support for students. It aims to work in close co-operation with class teachers, subject teachers and includes parents.

The aims of the LS Department are:

- To work with staff to identify students who may be in need of support.
- To challenge and motivate students to maximize their progress.
- To match and fine-tune specific instructional responses to identified needs.
- To support inclusion in the classroom by providing teachers with strategies and guidelines (IEP's) and work with students within the classroom.

### **3. ASL/ESL**

Arabic as a second language (ASL) is available for students from a non-Arabic background. English as a second language (ESL) students receive differentiated instruction in English classes.

### **4. Health Services**

The school nurse is always available and first-aid is provided in cases involving wounds, bruises, broken bones, sprains, and other illnesses. When an accident occurs on school grounds, parents will be notified by telephone. Where no relative is available, the school will use discretion to carry out the necessary procedures to deal with the emergency.

In the event of an accident where it appears that a possible bone breakage or other serious injury has occurred, the student will not be moved, and the school nurse will be sent for immediately.

The Nurse will make the necessary arrangements and will inform the teacher, Principal, and parents.

During the year, the school nurse will check the student's vision, and if any student is found to have poor eyesight, the parents will be contacted to arrange further medical consultation. The same process will take place when problems with hearing are discovered.

#### **4.1 Health Record**

Every student must have a health record on file. The admissions package contains this form that parents, with the assistance of the family doctor, must complete. Contact information must be accurately and comprehensively recorded on the form.

If a student is suffering from any condition that places him or her ~~at risk~~, this information must be supplied to the school so that the nurse and teachers will exercise special precautions. Examples of conditions falling under this category include asthma, epilepsy, bed-wetting, sickle cell disease and diabetes. The school declines any responsibility, should parents fail to notify the school, via the enrolment form and nurse.

#### **4.2 Medication**

Any student requiring medication during school hours will conform to the following rules:

- Medication should be in a labeled container that specifies name, contents and dosage.
- Medication should be handed to the school nurse who will administer it to the student as necessary.

#### **4.3 Immunization Program**

A team from the Ministry of Health may visit to administer immunization shots against tuberculosis, measles, German measles and polio. Before the visit a letter will be sent to parents to obtain their permission.

#### **4.4 Contagious Diseases**

Please notify the school immediately, if your child contracts any contagious disease so that measures can be taken to prevent its spread to others.

### **5. Media Information Center (Library)**

The Media and Information Center is located in the ES building next to the KG Hall. The Center offers a wide variety of printed material designed to meet the research and language development needs of students. There are computer facilities available for student use.

Students in grades 1-5 are permitted to borrow a maximum of 2 books at a time, for a period of 2 weeks. Students can change books daily and are encouraged to use the Center during breaks and after school until 2 p.m. Students who fail to behave in a manner appropriate for a Library setting may have their access privileges revoked. Eating and drinking is not permitted in the Center.

### **6. Transportation**

NIS allows private bus companies to pick up and drop off students. Parents contact these companies directly to arrange for the transportation of their students. The school is unable to play a part in this arrangement. Telephone numbers of several companies are available at the school reception for your convenience. Students are expected to behave themselves during the travel on these buses so as not to endanger their own or the lives of others. Any student who does not act in such a way may be asked by the bus company to make alternative arrangements.

## **7. Telephone**

Telephones in the reception and other offices are not for student use except for urgent matters or in an emergency. Students are required to make social arrangements out of school time.

## **8. The Cafeteria**

The cafeteria provides a service to the students and teachers. Snacks are provided to grade 1-5 students during both breaks. A healthy menu is available, and is continuously reviewed.

## **9. Parent-Teacher Association (PTA)**

Representatives from all of NIS parent members form this committee. Most committee members serve tenure of two years or more. Members are invited to join this committee and become actively involved in the life of the school. This committee is considered to be an integral part of the school and is involved in money-raising activities such as the Family Day, and Walkathon.

## **10. Volunteers**

We welcome volunteers to help with some duties. If parents have a specialty that we can use at school to enhance the learning of our students such as storytelling, being a historian, book publisher, scientist, artist, doctor, banker, engineer, professor, and are willing to give some time to the school, please contact the teacher or Principal directly.

## **11. Parent contact during the school day**

Parents are requested to make an appointment to see their children's Homeroom or subject teacher. Teachers **cannot leave classes to conference with parents.**

## **12. Messages**

For the sake of preserving instructional time, students will not be given personal messages during school hours. Please ensure that students are aware of appointments and after school arrangements before they arrive at school. Please do not send messages via the telephone to the school secretary unless genuinely urgent. Students need to come to school organized, and are not permitted to call for items to be brought to school.

## **13. Visitors**

**All** visitors must report to the Reception. This is for the safety of the children and to reduce the number of interruptions during instructional time.

## **14. Developing Dual Language Learners**

The school will make every effort to encourage all students to use both English and Arabic as a means of communicating with others and to access the curriculum both inside and outside the classroom.

We kindly urge parents to support our efforts, since your cooperation and commitment to the goals of the school will provide a higher level of bilingualism and more positive learning outcomes.

We expect students to speak only English in classes of English instruction and Arabic in classes of Arabic instruction. Outside classes, students are encouraged to exercise their English skills as much as possible. Allowances are made for translation purposes.

Parents are asked to encourage their children to use English at home and at school, as well as their own mother tongue language.

## **15. Policies**

## 15.1 BYOD in NIS: Bring Your Own Device

The school has implemented a **6 f]b[ 'Mci f' Ck b' 8 Yj JW' f6 MC8Ł** policy for all sections of the school. This policy will allow students to bring many of their own technology devices to school for use in our classrooms. We will now be incorporating the use of such items as laptops, iPads, netbooks and smartphones with browsing capabilities for educational purposes only. Similar to other personally owned items, the school is not liable for the loss, damage, misuse, or theft of personally owned devices brought to school.

Technology plays a large role in our students' lives. Personal devices can enhance and enrich learning opportunities both at home and at school. NIS is committed to allowing responsible, learning-centered use of personal devices at school so as to provide as many pathways to understanding as possible for our students.

### Purpose

Combined with the right pedagogy and used responsibly, technologies in learning can serve as:

- Engage in inquiry learning
- Communicate effectively with peers, experts and their teachers
- Personalize learning
- Demonstrate their learning through media of their own choice
- Express their ideas in public forums
- Access libraries of digital content that provide multiple pathways to learning
- Pursue real-world issues and topics of deep interest
- Attain digital citizenship
- Provide equitable learning opportunities, especially for students with special needs
- Explore and construct ideas, opinions, arguments and evidence-based reasoning collaboratively
- The means for students to pursue lines of inquiry and interest in the academic disciplines and beyond.
- The opportunity for learners to collaborate with teachers and peers and to express themselves and their ideas most effectively.
- A vehicle for personalizing learning in ways that ensures each student is fully engaged in learning and is successful in attaining established learning standards.
- Opportunities for student choice in the use of multimedia to explore, research, think, synthesize, analyze, evaluate, communicate and express ideas by producing high quality products.
- A platform and forum for students' voices.
- Access to digital content and digital learning environments that provide multiple pathways to learning.
- Connections locally and globally that add authenticity to school work. This enables students to learn while pursuing real-world issues and topics of deep interest to them, both individually and collectively, within their communities of interest and beyond.
- Platforms from which to learn about and attain high standards in digital citizenship.
- Opportunities for students to construct ideas, opinions, arguments and evidence-based reasoning collaboratively.

**D`YUgYbchY** that students are never required to bring in outside technology to school. All students will continue to be able to utilize our school equipment. No student will be left out of the instruction process.

### Expectations:

- Students will only use appropriate technology at the teachers' discretion.
- Students will only use appropriate educational applications on their device (i.e. not games and/or non-school related tasks and functions).
- Students are permitted to access only the school's network through personal devices, not private networks. More information will be provided to students for accessing the available network.
- Students utilizing this opportunity to its fullest capacity within school expectations will find numerous benefits to instruction, resources, completion of assignments and personal organization. Students not following expectations for use of personal devices will face school disciplinary measures and lose the privilege to utilize personal devices in school for a period of time commensurate with the infraction.

**Guidelines for use:**

- Only students in Grades 3-12 will be allowed to participate in BYOD. On occasions Grades 1 & 2 may bring their own device.
- Use of personal devices during the school day is at the discretion of teachers and staff. Students must use devices as directed by their teacher.
- The primary purpose of the use of personal devices at school is educational. Personal use for personal reasons is secondary.
- The use of a personal device is not to be a distraction in any way to teachers or students. Personal devices must not disrupt class in any way.
- Students will refrain from using personal devices outside of their classroom unless otherwise directed by their teacher.
- Students shall not distribute pictures or video of students or staff without their permission (distribution can be as small as emailing/texting to one other person or as large as posting images or video online)
- Devices can only be used for instruction at the direction of the classroom teacher.
- No devices will be allowed during breaks or snack time for Elementary School students.
- Teachers are not authorized to configure, modify or trouble shoot personal devices.
- Parent's responsibility to monitor the devices at home.

**Acceptable Use Locations for Elementary School students:**

Location	Laptop, Netbook, Tablet, iPad	Smart Phone	iPod, Nintendo DS	eReader
Classroom	As directed by teacher	As directed by teacher	As directed by teacher	As directed by teacher
Hallways, Bathrooms	No	No	No	No
Library	As directed by librarian	As directed by librarian	As directed by librarian	As directed by librarian
Play Ground/ Cafeteria/Break	No	No	No	No
Bus/Before and After School	No	No	No	No

**BCHY.** When not in use, students are responsible for the safe keeping of their own device.

**Consequences for Misuse/Disruption (one or more may apply):**

- Device taken away for the period
- Device taken away and kept in the Councilor's until the parent which office comes to school to collect the device.
- Student is not allowed to use personal devices at school

- Disciplinary action / suspension

**NIS in no way responsible for:**

- Personal devices that are broken while at school or during school-sponsored activities
- Personal devices that are lost or stolen at school or during school-sponsored activities
- Maintenance or upkeep of any device (keeping it charged, installing updates or upgrades, fixing any software or hardware issues)

**Users must respect and protect the intellectual property of others by<sup>1</sup>:**

- Following copyright laws (not making illegal copies of music, games, or movies).
- Citing sources when using others' work (not plagiarizing).

**Users must respect and practice the principles of community by:**

- Communicating only in ways that are kind and respectful.
- Reporting threatening or discomfoting materials to a teacher or administrator.
- Not intentionally accessing, transmitting, copying, or creating material that violates the school's code of conduct (such as messages/content that are threatening, rude, discriminatory, or meant to harass).
- Not intentionally accessing, transmitting, copying, or creating material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- Not using the resources to further other acts that are criminal or violate the school's code of conduct.
- Avoiding spam, chain letters, or other mass unsolicited mailings.

**Definitions**

- **Electronic Communication Devices** - are communication devices with voice, data, text, and/or navigation capabilities that are able to access the Internet, transmit telephone calls, text messages, email messages, instant messages, video communications (such as iChat and Skype), perform word processing and other computer and online applications (apps), and provide location information. The devices are capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data. Examples of Electronic Communication Devices include smartphones, cellular phones, mobile phones (with recording and/or camera/video and other capabilities and configurations); traditional telephones; pagers; global positional system (GPS) instruments; computers; portable game units; graphic calculators; MP3, music, and media players; PDAs; digital cameras; tablet and laptop computers; and other similar devices.
- **Student Owned Electronic Communication Devices** - are Electronic Communication Devices that are owned by the student.
- **Silent Use** - is the use of Electronic Communication Devices, including Personal Electronic Communication Devices that make no sound, are inaudible, and are speechless. Examples of Silent Use include texting, electronic messaging, and the use of headphones with the volume not being audible to others. No device ringing, ringtones, or sound effects are permitted at any time, unless a teacher/facilitator permits such use in an area within the teacher's/facilitator's control and is not disruptive to other employees and students.

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<sup>1</sup> Please see the school's Academic Honesty Policy in this regard



We look forward to the educational opportunities that BYOD will bring to our students and staff and understand that there will be some challenges with full implementation of the policy along the way.

### **16. Summary**

We have high expectations for all of our students and hope that with our parents' cooperation and continuing support we shall obtain our ultimate goal, which is to ensure that all students reach their potential.

May we offer you a warm welcome to Naseem International School and hope that your stay with us is both enjoyable and successful.

## Resources:

PBSD Elementary Schools. BYOD in PBSD Elementary Schools. 2012. 7 April 2013  
<<http://www.pbsd.k12.pa.us/Downloads/BYOD14.pdf>>.

Alberta Government. Bring Your Own Device: A Guide for Schools. 2012. 2013  
<<http://education.alberta.ca/media/6749210/byod%20guide%20revised%202012-09-05.pdf>>.

CAPITAL AREA INTERMEDIATE UNIT. ELECTRONIC COMMUNICATION DEVICES. 28 June 2012. 7 April 2013  
<<http://byod.wiki.caiu.org/file/view/POLIU15237.pdf/374244228/POLIU15237.pdf>>.

Greenfield-Central Community School Corporation. Greenfield-Central Community School. 2013. 6 April 2013  
<[http://technology.gcsc.k12.in.us/?page\\_id=64](http://technology.gcsc.k12.in.us/?page_id=64)>.

Kerry Dale Elementary School. Kerry Dale Elementary School. 5 April 2013  
<<http://kerrydalees.schools.pwcs.edu/modules/cms/pages.phtml?pageid=280836>>.

Oak Hills. Oak Hills e-learning Portfolio. 1 May 2012. 2013  
<<http://ohlsd.org/portfolio/byod-developing-an-acceptable-use-policy/>>.

## 16.2 NIS Anti-Bullying Policy<sup>2</sup>

### Aims

- To foster an environment which promotes tolerance and acceptance of others regardless of colour, race or religious background and in so doing establish a true spirit of internationalism.
- To foster an environment where students can feel confident, safe and secure.

### Definition of Bullying

Bullying is any on-going deliberate behaviour which causes others to feel uncomfortable, threatened and unsafe. Examples of bullying include:

- Physical Bullying – hitting, kicking, spitting, hiding, stealing or damaging a person's property
- Verbal Bullying – verbal threats, name calling, malicious rumours
- Cyber-Bullying – unkind texts/inappropriate communication via internet (policy on internet safety in progress)
- Emotional Bullying – isolation of another person, deliberate gestures of an unfriendly nature

Adults need to be aware that they may engage in or reinforce bullying behaviour by:

- Directing sarcastic remarks towards a student about his/her appearance/voice or his/her involvement in school incidents.
- Humiliating a student in front of his/her peers by highlighting negative aspects about his/her character or academic ability or quality of work.

### Possible signs of Bullying

- Students who are being bullied may appear withdrawn or nervous. They may be isolated by others whilst in class or in the playground.
- Bullied students may display a sudden unexplained drop in standard of his/her work. A sudden lack of interest in academic work is often evident.
- Levels of self-esteem and bullying are linked. Victims may have low self-esteem because of bullying.
- Victims of bullying may also request to use the bathroom more frequently and a pattern of absenteeism from school may develop.

### The role of the school in creating and maintaining a safe and respectful environment

- Parents have access to the school's Anti-Bullying policy in the parent/student handbook.
- Regular communication between the teachers, coordinators, and school counselor.
- Ensure that staff, students and parents are aware of their responsibility to foster a safe and secure environment.
- Promote an environment in which students feel confident to report incidents to members of staff.
- Ensure procedures are in place for logging incidents and informing parents.
- Foster an environment that places an emphasis on the promotion of positive behavior.
- Have a whole school curriculum programme that increases student awareness of types of bullying and how such behaviour is unacceptable.
- Communicate regularly that staff, students and parents have a shared responsibility in assisting in the development and promotion of strategies to counteract bullying.
- Ensure that the pastoral/homeroom programme includes work to help students improve their social skills and self-esteem and to help them develop the confidence to reject inappropriate behavior.

- Students are introduced to attitudes, values and skills that reject bullying as an unwanted behaviour. This can be achieved through the pastoral/homeroom programme and also in the academic programme e.g. in poetry/drama/role-play.
- Counseling is used to support the bullied and to try to change the behaviour of the bully.
- Staff report and deal with bullying incidents. Accurate reports are kept of all incidents and parents are informed.
- School sanctions are applied to students who are found to be instigating or promoting bullying behaviour. School sanctions may include but are not limited to after school and break-time behavioral reflection sessions, in-school and out of school suspension, exclusion from school.
- Outdoor areas, corridors and playground areas are supervised.

## Helping your child with Respect to Bullying

### **If you discover that your child is being or has been bullied:**

- Let your child know you are always willing to listen
- Try to avoid being judgmental
- Encourage your child to talk about his/her feelings
- Build confidence in your child by not over-reacting and by praising him/her for being open about the problem
- Explore with your child whether the incident is a one off, or repeated behaviour which your child is experiencing
- Explore strategies to deal with bullying. For example encourage him/her to practice saying 'no' and 'walking confidently'. Tell him/her 'do not slouch', 'do not hang your head', 'pretend not to be upset', 'ignore the bully'
- Should the situation not be resolved then you should make contact with your child's counselor and/or homeroom teacher

### **If you discover that your child is bullying or has been bullying other students:**

- Initially do not be judgmental. Encourage your child to describe what has happened.
- Talk to your child through the behaviour he/she has been displaying and discuss the implications of this behaviour.
- Discuss reasons behind the behaviour and suggest strategies to resolve the situation.
- Ask your child to consider how he/she would feel if this same behaviour was directed towards him/her.
- Discuss how your child's behavior makes the victim feel.
- Do not label your child as a bully; instead make it clear that his/her actions were wrong.
- Together try to investigate ways to stop the negative behaviour.
- Explain that the behaviour is an example of bullying. Help your child to understand that the situation could become much worse if he/she does not modify his/her behaviour.
- Look for good behaviour in your child and make sure to praise him/her.
- Over a period of time, work on improving social skills, e.g. how not to react when he/she feels angry, tolerance and acceptance of others from different cultural and religious backgrounds, how to build lasting friendships.
- Make it clear that you will not tolerate bullying behaviour. Make sure that your child is aware of sanctions such as no TV/loss of privileges at home should he/she engages in anti-social behaviour.
- As a parent, do not directly approach the student and follow protocol to firstly report to HR (as per student's handbook).

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