



# مدارس الحمراء المميّزة عالمياً

## Alhamraa International School

<b>Guideline's Title</b> عنوان الدليل	Students' Manual دليل الطالبة
<b>Purpose</b> الهدف من الدليل	The Students' manual is one of the key documents that outlines the students' experience in the school. دليل الطالبة هو أحد الوثائق الرئيسية التي تحدد الخطوط العريضة لتجربة الطالبات في المدرسة.
<b>Scope</b> مجالات التطبيق	Al Hamraa School from Kindergarten to High-School مدارس الحمراء بكل أقسامها من رياض الأطفال إلى الثانوية
<b>Approved on</b> تاريخ الاعتماد	December 3, 2017 3 ديسمبر 2017
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<b>Feedback</b> المرئيات	Send feedback or inquiries to <a href="mailto:elham_ezzi@alhamraaschool.edu.sa">elham_ezzi@alhamraaschool.edu.sa</a> للاقتراحات والاستفسارات التواصل عبر البريد الإلكتروني

This manual is designed to be in harmony with Al Hamraa International School policies and regulations. The manual's content was designed by the school's administration through research and best practices, locally and internationally. Please be aware that the manual is updated annually, while the content's revision may occur throughout the year. Any changes in the content will be made available to staff, students and parents through emails, newsletters, website, and other communication tools. Any questions regarding the contents of this manual should be directed to the school's administration.

ينسجم هذا الدليل مع سياسات ولوائح مدارس الحمراء المميزة العالمية. وقد صمّمته إدارة المدرسة من خلال البحوث وأفضل الممارسات محلياً وعالمياً. يرجى أخذ العلم بأن الدليل يتم تحديثه سنوياً، في حين أن تعديل المحتوى قد يحدث على مدار السنة. ستبلغ الموظفات، المعلمات، الطالبات وأولياء الأمور في حال تم تغيير المحتوى من خلال رسائل البريد الإلكتروني، الصحيفة المدرسية، الموقع الإلكتروني وأي أدوات تواصل أخرى. يرجى توجيه أي أسئلة تتعلق بمضمون هذا الدليل إلى إدارة المدرسة.

## School's Vision and Mission

### School's Vision

We perceive Al Hamraa School as a pioneer in the pursuit of intellectual and cognitive development, aiming to raise a creative, and unique generation, influential in its community and in the world.

نرى مدارس الحمراء رائدة في صناعة الفكر والتقدم المعرفي،  
في مجتمعه والعالم. تسعى لتربية جيل فريد مبدع، مؤثر.

### School's Mission

We strive to develop an intellectual, inquirer and reflective generation, ready to shape their future using principles and accumulation of knowledge in a coherent way, empowered by hardworking facilitators who operate within an administration that seeks continuous development.

المساهمة في إعداد جيل مفكر، باحث، متأمل. يصنع مستقبله وفق إطار قيمي، بأدوات معرفية علمية متطورة  
بمساعدة كوادر تعليمية تقوم بالمشورة وتعمل جاهدة ضمن ادارة تسعى للتطور المستمر.

## Introduction

**The Students' Handbook** is one of the key documents that outlines the students' experience in the school. Al Hamraa International School offers many educational opportunities to prepare students to be creative, productive citizens and lifelong learners.

Al Hamraa believes that the academic, professional, social, and emotional needs of all students are best met when there is cooperation and support among the school staff, students, and parents. Therefore, the handbook will define our community: who we are, what we're about, what we believe in, how we live and journey together, and the expectations for those who have chosen to become members of our community.

It also serves as an important resource for students, highlighting a wide variety of topics related to their journey in Al Hamraa School. The Handbook will help students understand their rights, responsibilities, and behavioral expectations so that they can enjoy learning in safe and orderly environment.

The handbook is communicated to all students electronically; it is important to read it and understand it. We also believe it's essential for parents/guardians to understand this information so it can further clarify and define the experience of their children.

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## **Section I - KG Department**

We believe kindergarten is an essential part of the total school program and provides an opportunity for continuous growth and development of young children. Furthermore, we believe children change as they grow. The pace of development differs among individuals; however, growth always occurs in orderly stages.

We believe every individual is unique. In planning a program for young children, this uniqueness must be respected. The Elementary emphasis is placed on readiness skills which provide a transition to a more formal instructional environment.

We believe children should receive their kindergarten experiences in a positive climate that is conducive to physical, intellectual, emotional and social growth. We further believe a well-equipped classroom staffed with enthusiastic, warm, supportive and well-trained personnel who can make immeasurable contributions to the educational lives of children.

We believe children learn best in a rich and varied environment where exploration is encouraged. Through exploration and play with real objects, children discover, clarify, organize and extend meanings as they grow in understanding themselves, others and their environment.

We believe home and the school should work together to provide experiences that contribute to a positive self-perception for children.

### **1. Kindergarten Curriculum**

A planned curriculum is an essential element in a kindergarten program. The curriculum of AlHamraa School Kindergarten is designed specifically for your children. We provide an activity - rich curriculum where subject matter is taught in such a way that standards are kept in the background and students are allowed to experience the joy of learning.

In the KG department, students actively participate in a curriculum designed to grow their knowledge and skills in English Language Arts, Mathematics, Science, Social Studies, Health and Physical Education, Art and Technology.

### 1.1 KG 1 Curriculum - English

**“Pockets” Thematic Series:** A program that takes on a prominent role in the development of skills essential to the progress of preschool children. Each unit and lesson integrates a variety of skills, including gross to fine motor, visual and auditory discrimination as well as pre- reading and writing skills. It also has Values Curriculum, which are age-appropriate values through engaging activities. The Workbook gives students focused reinforcement of what is taught in class, a wide range of exercises recycle and extend vocabulary and language structures. The accompanying Audio CD contains the songs and chants that students learn in class.

**“I Can Do Math”:** A Preschool program that offers carefully planned and engaged activities. It involves a lot of hands-on experiences and relationships with real objects and people to help develop and utilize their mathematical knowledge as a practical tool for solving problems in the real world.

**“Alphabet Booklets”:** A program that teaches preschool children phonemic awareness, sound/letter recognition, handwriting. Specially designed that provide our children with extra practice to improve their language skills.

### 1.1 KG1 Curriculum - Arabic

**القرآن:** نزل ليربي أمة وينشئ مجتمعاً و يقيم نظاماً فهو يساعد الطفل على تكوين شخصيته المستقلة، لذا وضع منهج القرآن الكريم من ضمن مناهج رياض الأطفال وقد تم اختيار السور الصغيرة من جزء عم التي تناسب مع عمر الطفل في هذه المرحلة.

**منهج اللغة العربية:** يتعرف الطفل على شكل الأحرف الهجائية ويتقن كتابتها بأساليب متطورة ومتنوعة في التدريس من قبل المعلمة وذلك باستخدام ملازم مجهزة لذلك.

**منهج الرياضيات:** يتضمن المنهج الأرقام المقررة لهذه المرحلة بالإضافة الأشكال والمفاهيم والألوان.

### 1.2 KG 2 Curriculum - English:

**“SING SPELL READ WRITE All aboard SB”:** A program that teaches children phonemic awareness, sound/letter recognition, handwriting, visual



and auditory discrimination. The standards work together to meet the needs of all children and to develop the basic reading skills that will enable them to become independent readers and communicate well in English.”

**Math: I Can Do Math™:** It is designed to introduce preschool learners to the world of mathematics. Varied activities develop students’ abilities and allow them to communicate and respond to basic mathematical concepts in the English language.

**Science: “Science Booklet”:** A program that introduces preschoolers to the joys of learning through fun, engaging in hands – on activities and age-appropriate science .

## 1.2 KG 2 Curriculum – Arabic:

يهدف البرنامج الى الرفع من مستوى الطفل وإتقانه لجميع الأحرف الهجائية بأشكالها وأوضاعها ومعرفة أصواتها في الكلمة بصورة مبسطة. وتزويده بالمعلومات العامة التي تناسب مع عمره. القرآن الكريم: منهج القرآن حفظ السور الصغيرة من جزء عم التي تناسب مع الفئة العمرية لهذه المرحلة.

منهج اللغة العربية: تطبيق إعداد ملزمة تشمل الاحرف وأصواتها وأوضاعها.

### 1.2.1 Extra Curriculum Activities

**Physical Education:** This program has been enrolled as part of our extra curriculum activities to insure and prepare our children to be physically and mentally active, fit and healthy, and improve their self-confidence and self-esteem.

## 1.3 KG 3 Curriculum – English

**Reading: “Scott Foresman Reading Street”:** is a focused program designed to meet the objectives and intent of the Common Core State Standards for a program that includes activities to promote language growth in listening, speaking, writing as well as reading and critical thinking. It is organized into four standards: oral language, shared reading, word work, and language arts. The standards work together to meet the needs of all children and to develop the basic reading skills that will enable them to become independent readers and communicate well in English .

Integrated curriculum subjects such as Mathematics, Science, Social Studies and Arts are to foster Problem Solving, Investigation and Inquiry. All contents are grouped as Big Ideas, allowing children to develop concepts and vocabulary at the same time. Every Big Idea or concept is supported by rich, accessible and engaging literature that enables children to participate in discussions and build new concepts.

**Math: “Envision Math”** is a focused program designed to meet the objectives and intent of the Common Core State Standards for Mathematics. Go Math! Is specifically written to provide thorough coverage of the CCSS with an emphasis on depth of instruction. Lessons begin with context-based situations and progress toward more abstract problems. Students and teachers are supported as they advance from concrete to abstract content through the use of models and math talk prompts. The program is designed so that teachers can easily create the environments necessary for teaching the Common Core Standards with depth .

**Science: “Elevate Science”:** Offers Students to build scientific knowledge by applying Disciplinary Core Ideas, Science and Engineering Practices, and Cross-Cutting Concepts through inquiry-based learning. Includes science lessons, hands-on science activities, virtual labs, simulations, and interactive tools to support students as they practice Science in authentic ways.

**“Alpha Hand Writing Booklet”:** A program that specially designed to provide our children with extra practice to improve their Writing skills.

**“Sight Words Booklet”:** An extra practice booklet that helps children to recognize words by sight and helps them to become faster, more fluent readers.

### **1.3 KG 3 Curriculum - Arabic**

منهج القرآن الكريم: منهج القرآن سورة الرحمن كاملة خلال العام الدراسي.

منهج اللغة العربي: ( كلماتي الممتعة) للدكتور جاسم المطوع مع إدخال قراءة القصص الخاصة بالأحرف

الهجائية ومادة الإملاء لإتقان كتابة الكلمات .

#### **1.3.1 Extra Curriculum Activities**

##### **Physical Education**

This program has been enrolled as part of our extra curriculum activities to insure and prepare our children to be physically and mentally active, fit and healthy, and improve their self-confidence and self-esteem.

## **2. Typical Day at the Kindergarten**

### **2.1 Morning Arrival:** (From 7:00 am till 7:40 am)

Children will arrive and stay in morning duty classes and will be supervised by the assigned duty teacher. During this time, they begin to develop their independence as they place their bags in front of their classes. They participate in a variety of selected and choice activities such as independent reading, writing, phonics, or manipulative work. Social skills are developed as students are encouraged to interact with the teacher and with each other.

### **2.2 Assembly Time:** (From 7:40 am till 8:00 am)

The day begins with morning announcements, group time focused on activities such as the activities of the day, singing, read-aloud, building concepts of weather, holidays, character education, math concepts and calendar activities and values.

### **2.3 Breakfast Time:** (From 8:00 am till 8:20 am)

Children have their morning breakfast in the inner courtyard and are supervised by their teachers.

**2.4 Centers Time:** The classroom is divided into learning centers including a block center, art center, writing center, math and counting center, drama center and a book center. Some classrooms also have a science and discovery center. The children are given daily opportunities to choose activities from some or all of these centers. Teachers rotate the activities in the centers depending on the theme of study and on children's interests.

## **3 Dismissal:**

Children will secure any "take- home" projects, books and assignments in their blue files and bags and get personal items together before departing for home.

## **4. General Information, Policies and Regulations**

### **4.1 Orientation**

Kindergarten orientation starts on the first day of school. Parents are requested to escort children to their classrooms; meanwhile, teachers and administrators are available for any needed support. Parents are requested to stay with their children for a short period of time to help them get acquainted with the new environment.

A short introductory meeting with the parents is held by the Head of Department and the Academic Coordinator to discuss the department's general rules and regulations. During this time, the teachers continue with the orientation program with the children; the program lasts till the end of the week.

During the orientation week, teachers set their routines, discuss class rules and allow children to identify everything related to their school.

#### **4.2 Drop off and Pick up**

The school day officially begins at 8:00 a.m. Children should not be left at the kindergarten until a staff member has been made aware of their presence. Children must be picked up on time at exactly 1:30 p.m. A waiting child may become anxious or lonely.

A pick-up card is sent to parents at the beginning of the school year. The teacher doesn't release a child without a pick-up card. If the person in charge of picking up the child fails to present the card, the parent/guardian is contacted to grant the approval to release the child. Children are not be released by **anyone** without parent's permission. Please send a written authorization to the kindergarten administration if someone other than yourself or the pickup holder is picking up your child on a given day.

#### **4.3 Attendance and Absence**

It is very important that your child attends school daily. He/she is learning many new things every day, and it is difficult for children to catch up on missed lessons and work later on. Naturally, children at a young age do have a tendency to get sick, if your child is absent, please send a written note on the following day to report the absence as excused. If you do not send a note, the absence is marked as unexcused.

#### **4.4 Early Pick- Up**

If it becomes necessary for your child to leave school early, please make sure you pass by the office, not your child's classroom to pick your child. This enables the learning process in the classroom to continue uninterrupted. A staff member releases your child from his/her class.

#### **4.5 Tardiness**

Punctual attendance is important to your child's adjustment to school. When arriving to class late, we do ask that you check your child in at the kindergarten office and allow the administrative staff to take your child to the classroom so as not to disturb the class in progress.

#### **4.6 Illness and Medication**

All students must be fever-free, diarrhea-free, and vomit-free for 24 hours before returning to school. Students with any type of infectious illness or condition, such as childhood communicable diseases, infections of the skin or eyes, or head lice, must receive proper treatment from a physician before returning to class. Please notify the school in the event of these illnesses so that others can be informed to watch for symptoms.

If your child becomes ill during a school day, you are notified immediately to pick up your child. If you cannot be reached, an emergency name will be contacted.

No medicine is administered to your child at school without your approval.

#### **4.7 Head Lice**

The school nurse conducts a weekly lice check. In case a child's hair is infected, the parent is contacted to pick up the child. An educational pamphlet with detailed instructions on home treatment and removal of lice and nits is given to the parent upon request. The child returns to school as soon as and not before treatment is completed.

#### **4.8 Injuries**

If your child receives a minor injury, such as a bruise, bump, cut, scratch, etc., the school nurse administers first aid. You are notified of your child's injury at the time of pick-up or in your child's diary. If your child sustains a head injury, the staff contacts you immediately as a precautionary measure.

For an illness or injury that requires immediate medical attention, you are contacted immediately. Your child is taken to the nearest hospital (United Doctors Hospital) for medical attention. A staff member remains with your child until you arrive.

#### **4.9 Emergency Drills**

We practice fire and evacuation drills twice a term. Our children are trained and walked through the process in advance. They become aware of the exits as well as of the procedure of evacuation.

#### **4.10 Report Cards**

Report cards are issued **once** a term for kindergarten students. Grading reflects a child's achievement primarily with respect to his/her developmental/aptitude level. Children are evaluated based on their individual growth and development.

#### **4.11 Retention**

Retention is recommended when a student demonstrates a lack of success in school to a point where a repeat of the current grade is warranted. The staff make every effort to notify parents of impending difficulties as soon as they appear, so that a course of action is outlined.

#### **4.12 Child's Diary and Blue File**

Your child receives and brings a blue file labeled with his/her name to school on daily basis. This file contains work and projects done in class during the day/week. Projects done in class are for the parent to keep at home.

The books and booklets are kept in the child's file at all times unless the teacher informs you to keep them at home.

Classera Application is an effective communication tool between parents and the school; therefore, you are kindly requested to check your child's daily report daily for any assignments that need to be completed.

All notes, messages or money sent with the child should be stapled to your child's file.

#### **4.13 Homework**



Homework is an essential part of your child's learning process as it teaches your children responsibility and helps them develop good studying and learning habits. In addition to that, it helps reinforce lessons given in class and helps prepare children for weekly assessments. Children are expected to complete their work daily on their own with the help of the parent. Teachers provide instant feedback and follow-up on a child's class work and homework progress.

Please notify the teacher in the diary if the child has trouble catching up with lessons or homework.

#### **4.14 Discipline**

The school uses logical consequences for inappropriate behavior. Staff attempt to avoid conflicts through redirection and other activities. Should conflict arise, staff will:

- a. Guide the child through verbal discussion to arrive at a resolution that is agreeable to all parties.
  - b. Remove a child from an activity if the conflict continues.
  - c. Invite parents' input through informal communication.
- Parents will be notified in cases of a child's repeated inappropriate behavior so that, together, we may bring a resolution to the situation.

#### **4.15 Uniform & Extra Set of Clothes**

Children are required to wear a compulsory Kindergarten uniform each day. These uniforms are bought from the school. Each child should bring an extra set of clothes, too (a pair of track pants, an extra shirt, a pair of socks and an extra set of underwear) in a labeled Ziploc bag that is kept in your child's bag daily.

Kindly ensure that all clothing items are clearly labeled.

#### **4.16 Lost & Found**

Please label all your children's personal items. Articles of clothing and other items that are found are placed in the lost and found box in the school office. Items remaining for an extended period of time are donated to local charities.

#### **4.17 Toys**

Children are not allowed to bring toys to school since they easily distract them. A toy which becomes broken or lost may become a source of great distress to your child. Toys that are found with the child are removed and the parent is contacted to retrieve the toys.

#### **4.18 Breakfast & Snack**

Your child needs to bring 2 meals every day (Breakfast and Snack) packed in a labeled lunch box. Please separate breakfast from snack. These meals should include healthy and nutritious food such as: milk, juice, a light sandwich, fruits and vegetables. Chips, candies, gum, chocolate, etc. are not allowed at school. In case they are found with the child, they will be returned home. It is also essential that your child eats a good breakfast meal at home before coming to school.

Food may not be kept in the refrigerator; therefore, please pack food that will not spoil easily. We also have several children that have severe allergies to peanuts. Please do not bring any snacks / lunches that contain peanuts.

#### **4.19 Birthdays and Other Celebrations**

If the parent/guardian wishes to celebrate their son/daughter birthdays, they may send the cake or the cupcakes to school on his/her birthday or on any other special occasion. However, the kindergarten administration must be contacted in advance to be advised of any allergies affecting children in the classroom and to make any necessary arrangements.

#### **4.20 Trips and Activities**

Children will take part in school activities, fun and educational trips throughout the year. You will be notified of the corresponding dates and fees through a note attached to your child's file. Children who are not going to the trip should be kept at home and not brought to school on that day.

### **5. Volunteers and Student Visitors**

Occasionally, there will be new faces in the Kindergarten when volunteers and students visit to gain experience in the education field. These new faces will also include relief staff who will sometimes be present at the Kindergarten. Each visitor is interviewed and provided with guidelines to ensure that there is no disruption to the children's daily routine. All



volunteers must wear a nametag indicating their individual positions. These visitors will be under the supervision of regular staff members.

## **6. Parents' Role**

The school has an "Open Door" Policy and our office business hours are from 7:30 a.m. to 1:30 p.m. Parents are welcome to visit the office to discuss their child's progress in our school or to address any issues concerning their child.

We also conduct regular parent conferences throughout the year, which is a valuable opportunity for parents and teachers to meet. However, parents are requested not to enter their children's classes during an ongoing lesson in order not to interrupt the class and the teacher.

We value parent participation and expect 100% of our parents to be involved in their child's education. Opportunities are available for all parents to volunteer both inside and outside the classrooms.

Several events throughout the year offer ample opportunities for students and parents to get involved including: classroom parties, celebrations, fund-raising and other events. In case you are interested in volunteering, kindly contact the Kindergarten Administration.

### **As a parent, you are requested to:**

- Complete all required paperwork prior to the start of the school.
- Provide accurate phone numbers to reach you in case of emergency.
- Provide accurate, up-to-date medical information about your child.
- Indicate accurate authorization on the camp registration form if your child will be released to anyone other than yourself.
- Pick up your child on time each day.

## **Section II. A - The Elementary Department**

### **1. Elementary Curriculum**

The curriculum recognizes the integrity of the child's life as a child and aims to cater for her needs and potential as they evolve day by day. By meeting these needs, the curriculum enriches the child's life and the foundations are laid for happiness and fulfilment in later education. The Elementary department adopts a world-class curriculum ready to shape well-rounded students, enabling them to excel in Standardized Tests while building the basics and preparing them for a smooth transition to Middle School and beyond. An interdisciplinary project-based learning approach is implemented allowing students to be actively involved in their own learning and to take responsibility for that learning.

#### **1.1 Elementary Program's Objectives**

Education in the Elementary Department will help children enhance their personal development. They will be prepared to acquire knowledge and skills related to the oral and written expression, comprehension, reading and writing in addition to calculation.

Furthermore, it will enable students to develop as a social being through living and cooperating with others and contribute to the good of society. Moreover, children will be prepared to master the skills of the 21st century learners for further education and lifelong learning. Finally, students will be guided to develop work and study habits, preparing them with study techniques for Middle and Secondary Education.

#### **1.2 Course Subjects**

Through exploration of different subjects, while applying cooperative learning, problem solving and critical thinking, students are guided to develop cognitive, social, and behavioral habits necessary for success in their school community and society.

##### **1.2.1 Literacy Education**

Students will develop their oral and spoken language that supports the development of communication skills and provide them with a foundation for learning and the ability to read and write. Reading and writing instruction are integrated and holistic as each process builds upon the other.

#### 1.2.1.1 English Language

English is the language of instruction for Science, Math, PSE and Social Studies.

Teachers and students work continuously on communication skills by training students on how to express themselves using Writing, Reading and Speaking. In addition, students practice their listening skills by working on Phonics, Spelling, Grammar, and Reading Stories. Furthermore, students will practice sentence structure, basics of grammar and spelling and widen their vocabulary in English expressions.

#### 1.2.1.2 French Language

In addition to English, students will be taking French as a second foreign language.

They will be discussing topics on Myself, My Family and My House; Days of the Week; name of colors, objects, and places. In addition, they will be practicing the correct usage of verbs, nouns, pronouns and answering simple questions.

French will be delivered once a week for all grades.

#### 1.2.2.3 Arabic Language

اللغة العربية هي من المواد الأساسية في قسم الدبلوما فالطالبة في الصف الاول الابتدائي تتعلم كيفية كتابة الحرف الهجائية متصلة مع بعضها البعض وايضا تعرف على أصوات الحرف مع الحركات ثم تتدرج في معرفة واتقان القواعد اللغوية والمهارات الكتابية الى ان تصبح قادرة على كتابة جملة بسيطة مركبة تركيب لغوي صحيح ثم في المراحل التي تليها تتوسع تدريجيا في تعميق القاعدات اللغوية والمهارات الكتابية ثم في الصفوف العليا الرابع والخامس الابتدائي تبدأ في معرفة الاعراب وكيفية انشاء جملة صحيحة الارقان وبنهاية هذه المرحلة تكون الطالبة قادرة على كتابة قصة على اساس لغوية صحيحة وتكون قادرة على القراءة بطريقة معبرة ومسترسلة .

#### 1.2.2 Mathematics

Throughout the Math lessons, various problem-solving strategies are taught, in addition to advanced subtraction, addition, data analysis, multiplication,

fractions/decimals, and division. Furthermore, the curriculum will cover topics on Geometry (Two and Three Dimensional Shapes and Data Collection and Analysis). Math will be delivered five times a week.

### 1.2.3 Science

The Elementary department offers four classes of science per week for grades 1, 2, 3 & 4. While offering 5 science classes per week for grade 5. In the classes students will learn through hands-on activities and different experiments in the Science lab, in addition to projects and researches they will do on their own and collaboratively with their teachers. The topics covered in Science include, Environments, Biology, Matter, Earth and Space.

### 1.2.4 Information Technology (IT)

The Elementary Department offers one class per week for all grades. Throughout these classes, students will be given basic information about computers and Windows operating system. They will practice dealing with Office Software Package and other programs for treating pictures and photos on computers, and using the Internet browser. All lessons will be given practically in the Computer Lab.

### 1.2.5 Islamic Studies

هي من المواد الأساسية في قسم الدبلوما ففيها تتعرف الطالبة على أمور حياتها ودينها ففي المراحل الأولى تتعرف الطالبة على ربها ورسولها وماهي النعم التي من حولها ثم تبدأ في التدرج في اصول الدين وايضا في معرفة السلوكيات الصحيحة في الصلاة والتعاملات مع الناس ثم تبدأ في التعمق ومعرفة سيرة الرسول وصفاته ومواقفه .

### 1.2.6 Personal and Social Education (PSE)

The Physical Education Department believes that raising a healthy human being would depend on their mental and physical well-being. To this end the Physical Education program plays a fundamental, role in the students' life, throughout their different ages.

In this sense, the Physical Education Curriculum will cover two aspects:

**The group games** such as basketball, Volleyball, Handball and Football. These games will aim to promote student's psychological performance through cooperation between team members, in addition to promoting positive thinking and the development of mental abilities by drawing up

plans and knowing the artistic and legal aspects of games as well as venting students' energies.

**Individual games**, such as Gymnastics and Karate, are practiced as they well reflect positively on students by gaining self-confidence and improving their mood, get rid of boredom and daily routines. Students will learn how to train alone and in groups at any times.

Through these collective and individual games, students will acquire the physical development and fitness from strength to speed, agility, flexibility, endurance and balance.

### 1.2.7 Art

The Fine Arts Program is delivered to students from Grade 1 till grade 5. The skills covered will be as follows:

**Color Usage Skill:** The students at the Elementary Level will be able to identify the primary colors and use them to identify the secondary and the tertiary colors. In addition, they will be able to recognize the cold and warm colors, their gradient, and shades. By the end of the fifth Grade the students will be able to add tonal dimensions to create an integrated artwork.

**Using Scissors Skill:** The student at the Elementary Level learns about scissors and their different kinds. In the First Grade, students will learn how to cut shapes in a straight or twisted way and by the Fifth Grade, students will be capable of forming three-dimensional models of paper using scissors.

**Skill of using fonts:** Students at the Elementary Level will learn how to draw different shapes of lines from straight, to italic, curved, and punctuation. First Graders will learn how to color spaces using various artwork. In the Fifth Grade, students will be able to make an integrated art painting by drawing lines or by using wool to form fonts based on the idea of Patterns.

### 3. Assessment Map for Elementary School:

Subject	Grade	Number of Quizzes Per Term	Number of Assessments Per Term
English	1 to 5	2	2
Math	1 to 5	2	2
Science	1 to 5	2	2
Social Studies	1 to 5	2	2
Arabic	1 to 5	2	2
French	1 to 5	2	2
Information Technology	1 to 5	--	2
Islamic Studies	1 to 5	2	2
Arabic Social Studies	1 to 5	2	2

#### **Note:**

- The academic year consists of 3 terms.
- All subjects have continuous quizzes and graded assignments throughout the term. And two assessments, one during mid-term and a final assessment at the end of each term.
- Art is assessed based on assignments, drawings, paintings and creativity.
- PE is assessed based on their sports skills throughout the year.

#### **4. Cognia Interim Assessment:**

Cognia is the accreditation body of our school (previously AdvancED). They provide us with Cognia Interim Assessments which are provided for our students three times per academic year (Beginning, Middle and End of Year Interim Assessment). Al hamraa International School administers **Cognia Assessments** to our students in grades 3 to 8, instead of the MAP test that was used before to monitor students' progress. These assessments are important tools that help us as educators and parents to understand how students are learning and progressing through their academic journey. In addition, Cognia Assessments provide insight into your child's readiness—or being on track for readiness--for university and/or the workplace.



Cognia assessments are based on academic standards that reflect what your child is expected to learn for his or her grade level in our schools. The assessments are untimed tests that include: Reading, Language Usage and Mathematics.

The results from these assessments will help teachers identify the areas in which your child is doing well and learn what additional support or instruction might be needed in other areas. The results will also help your child's teacher monitor students' academic growth through the school year.

## **2. Parent-Teacher Conference:**

We operate with an open-door policy. Parents may drop in at any time to meet with school admins. However, in order to ensure teachers are available, parents should notify the school's office when they desire direct/formal communication with a teacher. We take educating your child seriously and try to keep distractions to a minimum.

Full cooperation on the part of parents and students is expected and appreciated. There are two scheduled parent/teacher conferences each year, one in the first term and one in the second term during which a student's performance and progress can be discussed. However, conferences may be requested by the parent, administration, and/or teacher if a demand rises throughout the academic year.

There is an introductory Parent-Admins conference usually held at the beginning of each academic year. During this conference, the school board discusses the school's program, important news and policies repetition. Prints and official papers and a copy of the schools' handbook, supply lists, course syllabi, and other pertinent information will be given at this time.

## **Section II.B General Information**

### **1. Attendance and Morning Assembly**

By attending class regularly, students are more likely to keep up with the daily lessons and assignments, and take quizzes and tests on time. Thus, to stress on its importance, attendance, is graded by 1 point on daily basis.

Students are expected to be in school at 7:15 AM to attend the daily Morning Assembly. During the assembly, students and their teachers will present a topic of interest that they have been working on, furthermore the Social Worker, the School nurse or the Head of Department would present topics to increase students' awareness of matters they find relevant to student's life.

## **2. Dismissal Time and Pick up Cards**

The school working day ends at 2:15 P.M from Sunday to Thursdays.

Students' Safety is a priority, Al Hamraa School is keen to ensure that dismissal time is safe, smooth and secure for all students. Therefore, KG & Primary students will receive 2 Pick Up cards from the school administration authorizing the card holder to pick up the child.

The person responsible for picking up student from school must submit Student Pick Up Card to the outdoor guard or duty teacher in order to dismiss the child. If the person responsible picking up the child does not have the Pickup Card, the administration will refuse to dismiss the child unless an official authorization is sent from the parent/guardian.

## **3. Absence and Tardiness**

If the child is not able to attend/or come to school, parent/guardian are requested to notify the administration early morning. Students are considered tardy if they come to class after 7:40 A.M. In this case, the floor controllers will contact the parent to clarify the reason of tardiness or the possible absence.

Absence is considered excused and no grades will be deducted in case of a Medical Report is sent to the administration or an excuse letter sent and signed by parents and filed in the student's record. Yet, in case of unexcused absence, one mark will be deducted from students Attendance Follow up Log.

## **4. School Uniforms**

School uniform is formed of: a white T-shirt; a navy dress and a red jacket, all labeled with the school's logo. Students are expected to wear only black, white or navy shoes. In addition, students have a sport's uniform formed of a navy pants and a jacket. Students are expected to come to school wearing the sport uniform in case they have Physical Education.



## **5. Early Pick up**

In case the student needs to leave the school during the regular school day, parents are requested to notify the administration about the early pick up as early as possible in the morning in order to arrange any necessary changes for test, quizzes and make sure that the students didn't miss any.

In order to permit the pickup, parents/guardian should submit the Student Pick up card to the floor controller to authorize the early dismissal. Furthermore, parent/guardian is requested to sign the log of Early Pick up, placed with Floor Controllers.

## **6. Emergency Drills**

During the academic year Al Hamraa School practices two announced emergency Fire Drills, Parents/guardians and students will be notified with the date and time of the fire drill. During the evacuation, students will be guided with their teachers to the assembly points and will be trained on the proper behavior during emergencies. Furthermore, the Safety Team in the School conducts one unannounced fire drill to make sure that all staff personnel are aware of the procedures and the precautions to be taken during emergencies. Such a procedure helps us to prepare and train well our students for any emergency situation.

## **7. Behavioral Code of Conduct**

The students at the Elementary Level will be treated with lots of care from all the personnel working in the department. In case a problem arose in the classroom, the teacher will resolve the problem with the student in a professional manner. In case the problem persists, the Social Worker will be notified and she will be handling the student's case with lots of secrecy and professionalism based on research-based strategies. In case the problem could not be solved the parents will be contacted to craft with an action plan to solve the problem.

## **8. Birthdays and Other Celebrations**

Children are welcomed to celebrate their birthdays in the school provided that their parents/guardians contacted the administration and arranged for the suitable date and time for the celebration. In addition, the administration will notify parents/guardians about items that are not allowed to bring for celebrations and if any student is allergic to certain types of food.

## **9. Extra-Curricular Activities, Trips and Activities**

Extra-Curricular activities in Al Hamraa Schools are considered as an integrate part of the educational curriculum aiming to lead the growth and enrich the experience of students, the development of their talents and their potential and work on achieving educational objectives. The educational objectives are related to enriching subject matters, improving skills and gaining new experiences in a scientific and practical approach. The scope of work extends inside and outside the classroom, during or after the school day.

Some of the activities in Al Hamraa School that will be carried out throughout the year would include but not limited to: Celebration of Official holidays and the National Day, the Annual Bazaar and the Annual Camp, in addition to the Art Competition, the Spelling Bee and the Reading Campaign. Furthermore, the department conducts two fun trips per semester.

## **10. Health Services**

Al Hamraa School aims to maintain the physical, mental and social health of students to gain positive health behaviors, practices and successfully maintain a healthy living style.

**10.1 Head lice:** On Monthly Basis, the School Nurse conducts checkup for head lice, a notification letter will be sent to parents in case of observed symptoms. Parents will be asked to keep student at home for 2 days of treatment course.

**10.2 Illness and Medication:** When the student is not feeling well, she is accompanied to the School Nurse who asks her some questions to facilitate diagnosis of her case. If the student can't answer the questions and if judged necessary, the School Nurse contacts the parents in order to clarify the situation and to take their consent to give medicine to the student when deemed necessary.

## **11. Students' Accounts on Classera**

Keeping a clear and effective channel of communication between home and school is crucial to students' achievement. At the beginning of the year all students and parents will receive a username and a preliminary password

on Classera that will be used for communicating all information related to student's learning journey. Therefore, checking Classera on daily basis is vital.

### **12. School Management System – Classera**

Classera, the school management system, is a digital communication tool, which is fully adopted by the school to increase students' engagement in their learning journey. At the beginning of the year, accounts are created for all students and their parents. In addition, mobile/tablet applications can be downloaded to keep students and their parents connected to school at all times. Classera system serves many purposes, such as revision of taken materials in classes (worksheets, power point presentations, videos); communication with teachers and administration; upload of important notifications, certificates, progress reports and report cards; recorded smart classes and library selection from other schools in the Kingdom.

### **13. School Website**

Another communication tool is the School's website. It contains various information related to the Elementary Department as for the school in general. The Elementary Department can be found under the Academics – American Diploma – Elementary School menu where the following can be downloaded:

- Final Exams Schedules – dates and subjects of Final Exams.
- Weekly Plans – subjects/class work/homework/tests & quizzes dates and materials.
- Schedules – Class Schedules.
- Academic resources – suggested links for extra practice in different subjects.
- Time Schedule – trimming during Final Exams.
- Monthly Calendar – events and activities schedule during the month.
- Yearly Calendar - dates of Exams/Vacations/Meetings throughout the year.
- Exam's Notifications – materials to be studied for the Final Exams.
- Advertising for Activities.

## **Section III – Middle & High School Department**

### **1. Middle and High School Curriculum**

The curriculum in the Diploma Section at AlHamraa International School is based on the American Curriculum which is applied in both Middle (Grades 6 to 8) and High School (Grades 9 to 12). Students graduate with the American Diploma certificate.

The American Diploma program is an all English Language international system recognized both nationally and internationally.

It allows the implementation of the International Standards of Learning and is considered a rich and bountiful system originating from the diversification of the educational systems existing in the United States of America.

It prepares students for college level work with specific preparation for American Universities worldwide. At AlHamraa School, Arabic and Religion courses are taken as core subjects with the American Curriculum.

### **1.2 Middle and High School Program's Objectives**

- To provide students with a unique educational experience that prepares them to college and future life.
- To enforce students' Islamic and Arab Culture by applying the ministry's curriculum in Arabic, Religion and Arabic Social Studies in parallel with the other subjects of the Diploma Program.
- To improve students' independence and decision-making abilities
- To help students acquire a sense of responsibility towards learning.
- To improve students' communication and team work skills.
- To acquire social and personal skills.
- To improve students' creative thinking, critical thinking and problem solving and research skills.
- To help students to join leading local universities.
- To help students to obtain high scores in both national and international standardized tests.

- To encourage creativity through engaging in co-curricular and extra-curricular activities.

### **1.3 Middle and High School Academic Plan:**

The courses that make up the curriculum are carefully selected to prepare and strengthen the knowledge and skills of the students by providing the most proven educational strategies and knowledge. An intermediate program for middle school students helps prepare them for high school. In high school, students receive specialized college preparatory courses in English, Mathematics, History, Science, Foreign Language and Elective Courses. All courses are taught using American curriculum Textbooks; the most widely used accredited curricula in the United States. Heavy emphasis is placed on Religion and Arabic to enforce the Islamic and Arab culture of our students.

#### **1.3.1 Middle School (3) Year Academic Plan: (Grades 6 to 8)**

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Language Arts	Language Arts	Language Arts
Mathematics	Pre-Algebra	Algebra I
Science	Science	Science
Social Studies	Social Studies	Social Studies
Arabic	Arabic	Arabic
Religion	Religion	Religion
French	French	French
Robotics	Robotics	Information
P.E.	P.E.	Technology
Art	Art	P.E.
Arabic Social Studies	Arabic Social Studies	Art
		Arabic Social Studies

### 1.3.2 High School (4) Year Academic Plan: (Grades 9 to 12)

Grade 9	Cr.	Grade 10	Cr.
English Language	2.0	English Language	2.0
Math: Algebra II	1.0	Math: Geometry	1.0
Biology I	0.5	Biology II	0.5
Chemistry I	0.5	Chemistry II	0.5
Physics I	0.5	Physics II	0.5
World History I	1.0	World History II	1.0
Arabic	1.0	Arabic	1.0
Islamic Studies	1.0	Islamic Studies	1.0
French	1	Business Studies	1.0
IT	0.5	Elective: Research Skills	0.5
P.E	0.5	IT	0.5
Art	0.5	P.E	0.5
Arabic Social Studies	0	Art	0.5
		Arabic Social Studies	0
Total	9.50 cr.	Total	10.50cr.

Grade 11	Cr.	Grade 12	Cr.
English Language	2.0	English Language	2.0
Math: Pre-Calculus	1.0	Math: Calculus	1.0
Physics III	1.0	Chemistry III	1.0
Arabic	1.0	Statistics	1.0
Islamic Studies	1.0	Arabic	1.0
Biology III	1.0	Islamic Studies	1.0
IT	0.5	Elective: Psychology	1.0
P.E.	0.5	Elective: Robotics	1
Art	0.5	IT	0.5
Economics	1.0	P.E.	0.5
Arabic Social Studies	0	Art	0.5
Qudorat	0	Arabic Social Studies	0
	1	Tahseely: Biology	0
Total	0	Tahseely: Physics	0
	0	Total	10.5

	9.5 cr.		
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### 1.4 Middle and High School Grading System:

The American Diploma Program is based on the weighted 4.0 scale general point average (GPA). The weighted GPA calculation is done in accordance to the number of credit hours per subject. It gives students a numerical advantage for courses that have more credit hours, justifying the effort done and time consumed in classes with more credit hours. Thus, it provides a more fair and a balanced system of grading. Therefore, students should be highly dedicated towards achieving a high GPA as it plays a vital role in colleges and universities acceptance. The GPA is calculated cumulatively for grades 9 to 12.

#### 1.4.1 Grades and Grade Point Average

Letter Grade	Percentage	GPA
A +	97 – 100	4.3
A	93 – 96	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	2.3
C-	70 – 72	1.7
D +	67 – 69	1.3
D	63 – 66	1.0
D-	60 – 62	1.0
F	Below 60	Below 60



***N.B: The Passing grade for Arabic, Islamic Studies and Arabic Social Studies is 50.***

#### **1.4.2 Graduation Requirements of Al Hamraa Girls' School:**

24 credits to be completed for a four-year high school program from grade 9 to 12. The number of credits given to a course depends on the number of classes given per week for a period of 36 weeks of school year.

In order to ensure that each student fulfills the requirements, Al Hamraa Girls' School has adjusted the classes offered to be above the amount required to cope with the scheduling of Hajj and Spring Breaks.

#### **1.4.3 Electives:**

Electives are offered at the High School level. Classes offered may change from one year to the other according to the interest of students and the availability of instructors. Elective courses might include but not limited to Health, Drama, Fashion Design, Photography, Interior Design, Psychology, Journalism, Clay and Sculpturing, Child Development, Research Skills and Robotics.

N.B: Students may drop or add an elective course no later than 10 days after the beginning of a given term. Students who have added a course must make up for all the missing work within 2 weeks of adding the class. Teachers will complete a subject make-up form and submit the makeup list to the coordinator prior to dispensation. No student is allowed to drop or add a course without submitting a request from their parent(s)/guardian(s) to the Academic Coordinator or Students' Counselor.

#### **1.4.4 Students' Evaluation:**

Evaluation of students' progress by faculty members is a continuous process. Teachers use both formative and summative assessment to evaluate students' achievement. Teachers observe students' performance while providing daily opportunities for academic growth. Students, in partnership with parents and teachers, must take responsibility for their own academic success.



Parents are informed regularly with all missed or failed quizzed for students on regular basis.

The program offered by Al Hamraa Girls' School is updated and enriched to align with students' needs in the twenty-first century. Our students enjoy special care as a future leader and preparation for future challenges.

## **2. Middle and High School Course Description**

### **2.1 English Language Arts:**

The aim of the English language arts program is to provide learners with the tools to become independent readers, writers, speakers and thinkers. Through a standards-based American curriculum, students will demonstrate the ability to create, revise and comprehend texts at developmentally appropriate, increasingly complex levels. They will be able to communicate effectively in English and transfer their learning to different contexts in relevant ways. Through authentic reading and writing tasks, students will grow as critical thinkers, allowing them to pursue their personal and professional goals with confidence and competence.

#### **Grades 6 to 8:**

This course focuses on English language skills and academic writing skills. Students learn mastery of basic skills in grammar, literature, and comprehension. Academic writing incorporates narrative, research projects, expository, persuasive, creative and reflexive writing. Analysis of literary genres includes short story, poetry, novels, works of non-fiction and drama.

#### **Grade 9:**

This course is designed to provide students with a survey of literature across the major forms and genres (short story, novel, poetry, epic poetry, drama, and literary non-fiction). Each unit of study allows for close study of a genre and a related theme (for example, the novel and honor). Thus, students come to discuss and write about excellent works of literature. Daily reading and writing assignments will be given. Students will also be expected to participate in class discussion with thoughtful comments that reflect a thorough understanding of the assignments. In-depth analysis and insightful comments are expected. Students who do not keep up with reading will have a difficult time passing the course. For below average students teachers

prepare adapted texts, comprehensible vocabulary and meaningful activities that will improve the students' English language proficiency.

### **Grade 10:**

This course places emphasis on the introduction, analysis, and appreciation of World Literature. Using the American Common Core standards, critical reading, speaking and writing skills are developed. Shared course texts will be used for discussion and debate activities. Academic writing skills are reinforced through MLA research, analytical writing, and vocabulary acquisition, in addition to various forms of writing that include but are not limited to creative, reflective, narrative, and persuasive modes of writing. Students are also prepared for SAT exam.

### **Grade 11:**

This course analyzes the literary movements of American Literature from the colonial period to contemporary times. Students achieve mastery of literary analysis, focusing on critical essays, poetry, personal memoirs, short fiction, the novel, and non-fiction. Students will write analytical essays, lead class discussions, keep a reading response journal, and make presentations to share their ideas. Students' critical academic writing skills are reinforced through MLA research. Students will learn to critically read and evaluate Internet and library resources for research purposes. Students will also incorporate rhetorical devices in their writing and verbal debates of issues inherent in American Literature.

### **Grade 12:**

This course is designed to prepare students for the demands of a college or university level environment. Writing assignments of a creative and analytical nature are emphasized. The majority of readings is drawn from the British canon and provides contemporary issues. Students demonstrate mastery of MLA format writing through literary analysis and research essays; in addition, students exhibit writing and communication skills developed through university admission essays and formal debates.

## **2.2 Mathematics:**

The aim of the Mathematics program is to challenge students to develop 21<sup>st</sup> century skills such as critical thinking and creative problem solving.

### **Grade 6: (Basic Mathematical Application)**

This course is designed to teach students basic computational skills to increase students' independence in the community. The course covers whole numbers, fractions, decimals, percent, ratios and proportion and Basic Knowledge of geometry.

**Prerequisites:** The essential basics of Math like addition, subtraction, multiplication and division.

### **Grade 7: (Pre-Algebra)**

This course introduces students to the fundamental principles of Algebra with extended instruction and practice in algebraic symbolism, simplifying expressions, solution to elementary equations, and graphic solutions to elementary equations and exponentials.

**Prerequisite:** Essential knowledge of whole numbers, fractions, decimals and algebraic symbolism.

### **Grade 8: (Algebra I)**

This course introduces students to the fundamentals of Algebra, algebraic symbolism, simplifying expressions, solutions to different types of equations and the graphic representations associated with variables.

**Prerequisite:** Essential knowledge of algebraic expression and number system.

### **Grade 9: (Geometry)**

This course includes comprehensive study of plane and solid geometry including constructions, formulas for measurement and formal proofs. It is based on the theorems that discuss angle relationships, triangles, triangles congruence, polygons, circles, transformations and elementary introduction to trigonometry.

**Prerequisites:** Essential knowledge of Algebra

### **Grade 10: (Algebra II)**

This course reviews topics introduced in Algebra I and expands upon them. The topics include methods of solving different types of equations and

inequalities, graphing techniques, working with matrices, conic sections, trigonometry in more detailed ways, statistics and probability.

**Prerequisite:** Essential knowledge of Algebra I and Geometry.

### **Grade 11: (Pre-Calculus)**

This course is designed for students who have excellent knowledge of Algebra. It is designed to create a foundation of knowledge needed for success in an advanced placement test. This course includes logarithms, trigonometric identities, laws of sin and cosine, matrices, vectors, polar numbers and arithmetic sequence.

Prerequisite: Essential Knowledge of Algebra I, Geometry and Algebra II.

### **Grade 12: (Calculus)**

This course emphasizes the skills of finding limits, differentiation and integration. The study of Calculus is no longer limited to those preparing for careers in Mathematics and Sciences. There is also a need and demand for students in Business and Social Studies who can design procedures, predict and relate the principles of the higher Mathematics.

Prerequisite: Essential knowledge of Algebra I, Geometry, Algebra II and Pre-Calculus.

## **2.3 Social Studies:**

The aim is to prepare students to identify, understand and work to solve challenges in an increasingly independent world. They will learn to use the skills, knowledge and attitudes that will prepare them to be competent and responsible citizens who participate in public life.

### **Grade 6:**

This course incorporates history, geography, government, civics, cultures and economics. It serves as a basis for students to be participating citizens who are able to think critically and make decisions within their communities.

### **Grade 7 & 8:**

This course is a study of world geography and cultures. Geography provides the means of understanding the variety of physical and cultural patterns found on earth. Historical, industrial and political geography, human and environmental interactions, as well as map skills integrated into this course.

### **Grade 9 & 10:**

This course is a chronological presentation of Early World History. Students investigate the major events and factors that have influenced world development until 1500CE. Care is taken to foster skills such as map reading, analysis of Elementary documents and critical reading and thinking. Major themes and their impact upon history are followed throughout the course. They include cultural diversity, development of world region, economics and technology, governmental and social structures, and global interaction.

## **2.4 Science**

### **Grade 6**

***Science Course in grade 6 covers three Major topics:***

- 1- Diversity of Life: A course that describes plant and animal cells, tissues, organ systems, Reproduction, Heredity, classifying living things, Plant's needs, plants responses, plants reproduction,
- 2- Ecology and the Environment: The course demonstrates interactions in ecosystems, how do different organisms get energy, Resources in the ecosystem.
- 3- Earth Structure: The course provides introduction to the earth as a system with all its layers, minerals and rocks, plate tectonics, earthquakes and volcanoes.

### **Grade 7**

***Science Course in grade 7 covers three Major topics:***

- 1- Cells and Heredity: This course focuses mainly on the cell, its structure, cellular transport and cellular respiration, and heredity and reproduction.
- 2- Introduction to Chemistry: This course focuses on matter, solids, liquids and gases. They will learn about elements and the periodic table, atoms and bonding, chemical reactions, acids, bases and solutions.

### **Grade 8:**

***Science Course in grade 8 covers three Major topics:***

- 1- Human Body Systems: The students will learn about their body systems and how they work.
- 2- Sound and Light: Students will learn about sound and light, including why light reflects and why some materials allow light to pass through while others do not.

3- Forces and Energy: They will then learn about energy transformations and the first and second laws of thermodynamics. Newton's Laws of motion and types of forces.

#### **2.4.1 Biology:**

##### **Grade 9 to 11:**

This course is a three-year general biology course for high school students. It will focus on nine major topics: biological principles, cells, genetics, microorganisms (bacteria, viruses, fungi, protists), plants, animals, human body systems, ecology and environmental science. At the end of the course students should be able to understand and use biological concepts and principles, know and apply the skills and processes of biology and technology used in the field, and understand the nature and contexts of biology.

#### **2.4.2 Chemistry:**

##### **Grade 9 to 12:**

This course is a three-year general chemistry course for high school students. The course meets the United States colleges and universities requirements for a laboratory science. Students will investigate the basic principles of chemistry including the structure of matter, the changes it undergoes, and the energy that accompanies those changes. The course will be focused around students learning through discovery and laboratory learning. Topics covered include standard topics of the mole concept, periodicity, chemical energy, reaction rates, acids, and bases are introduced. The application of the concepts of chemistry to societal needs and problems is a very important aspect of the course, thermo chemistry, chemical kinetics and equilibrium, gas laws, solutions and solubility, acids and bases, electrochemistry, nuclear chemistry, structure and bonding and Biochemistry. The chemistry course requires problem solving via dimensional analysis and mathematical rigor and technical reading from a variety of sources.

For the Achievement Test, students must cover the complete courses of Organic Chemistry covered by Arabic Section & given in the Arabic High School.

#### **2.4.3 Physics**



### **Grade 9 to 11:**

This is a three years' course. It serves as an introduction to physics and emphasizes physical concepts by illustrating the relationship between theory and practice. The Elementary objective is that students will develop both a scientific way of thinking and a working knowledge of scientific principles. Demonstrations, laboratory exercises and presentations contribute greatly to the effectiveness of this course.

Topics covered include Vectors, Kinematics, mechanics, energy thermodynamics, waves, optics, nuclear physics, concepts of time, space and matter, motion and forces, electricity and magnetism and atomic physics.

A thorough knowledge of Algebra and Trigonometry is required and the basic ideas of Calculus will be introduced in connection with physical concepts. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems is a major goal of the course.

### **2.5 Computer Science:**

#### **Grade 6 to 12**

This project based course is designed to provide the necessary skills and training for students on different programs: MS Word, Excel, Power Point Presentation, Publisher, Data Base, Power Director, Flash, Photoshop, N Design and Illustrator. Courses provided may differ according to new programs introduced and due to the needs of the students.

### **2.6 French:**

#### **Grade 6 to 8:**

This course is designed for students with little or no prior knowledge of the French language. The first year of French aims to provide the students with basic communication skills in French, the ability to read and understand a limited type of text and skills to write simply but creatively both conversational and narrative compositions. Priority is given to listening and speaking activities, reinforced by reading and writing. Grammar is used in context before being made explicit in grammatical terminology. The course also introduces the student to French speaking countries and their culture.

#### **Grade 9:**

The French course expands on each of the four skills of listening, speaking, reading and writing developed in grades 6 to 8, with a continuing emphasis on using language in interesting, meaningful ways. It completes the introduction to the essential grammatical structures and tenses of French as well as to basic vocabulary. The reading program serves to reinforce the structures and vocabulary as well as to develop comprehension skills. The student would be able to understand long sentences which consist of recombination of learned elements in a limited number of content areas. The course also aims to familiarize the students with aspects of French culture.

## **2.7 Physical Education:**

### **Grade 6 to 8:**

Students in this course will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Students will learn specialized skills and concepts that lead to confidence and competency in a variety of physical activities. Physical activity will include lessons from team sports, aerobic sports and adventure outdoor sports. Students could experience activity levels of moderate to high intensity.

### **Grade 9 to 12:**

This is a general physical education course in which students learn more advanced skills and tactical awareness in the following categories: invasion sports, striking/fielding sports, and net sports. Students will be exposed to Table Tennis, Volleyball, Soccer, Fitness and Basketball. Students will maintain/improve their personal fitness levels throughout the semester. Sportsmanship and friendly competition will be stressed during all units.

## **2.8 Fine Arts:**

### **Grade 6 to 8**

Students will learn the basic components that make up a work of art. It focuses on the elements of art (line, shape, color, texture, and value) and students start to learn about the principles of design (pattern, balance, space, variety, repetition, and proportion) and understand how to incorporate these elements and principles into a work of art.



## **Grade 9 to 12:**

This course is a basic introduction to the visual arts. Through hands-on projects and visual problems students will explore the vocabulary of 2-dimensional design and begin to create and recognize strong visual statements. Students in this class will explore technical, perceptual, aesthetic and conceptual skills in a variety of media. Students will keep a sketchbook, complete in-and-out of class assignments, begin a portfolio, and learn about art in a historical context. Students will build upon concepts, principles and skills previously learned in art classes. Elements of art and principles of design will be emphasized. Students are expected to explore art techniques and develop technical skills.

## **2.9 Elective Courses:**

### **2.9.1 Business Studies**

The Business Studies course introduces the basic principles of business. It outlines the fundamental concepts of Marketing, Human Resources, Management, and Leadership. The students will learn about the implementation of the concepts to the real-world examples through the case studies, research assignments and semester projects.

The course would highly focus on building and enhancing critical skills with active class participation which is required for healthy brainstorming sessions.

### **2.9.2 Economics**

Students will study both Microeconomics and Macroeconomics principles. They will gain an understanding of the principles that apply to individual consumers within the larger economic system. The Elementary emphasis of study will be focused on product markets, factor markets, and the government's role in promoting greater competition, efficiency and equity in the economy. Students will also learn how a nation's economic performance is measured. Elementary emphasis will be in the areas of national income and price determination. Issues of international trade and future economic growth will also be studied. The course will conclude with a final project in which students will analyze and present solutions for the current economic problems of a nation.

### **2.9.3 Statistics:**

It's an introductory course that teaches students statistical thinking concepts that are essential for learning from data and communicating insights. It engulfs all aspects of data analysis, data organization, and graphical representation of data.

### **2.9.4 Psychology:**

This social study elective course is an introduction to the principles and concepts of psychology, including founders, schools of thought, and behavioral disorders. Some of the topics studied include how individuals think, feel, and behave in regard to other people, personality development, abnormal behavior and its treatment, and the motivation behind individual behavior. A major focus would be on cognitive psychology including the following: perception, attention, memory, language, cultural cognition, and intuition. After taking this course students will have a greater understanding of how the uniqueness of an individual develops and the work of psychologists.

### **2.9.5 Health Education:**

Students will be introduced to a variety of current health issues including nutrition and diet, body systems, alcohol, tobacco, drugs, STD's and AIDS. This class focuses on developing a healthy lifestyle and encourages students to choose responsible, healthy behaviors in order to improve and safeguard their health in the future.

### **2.9.6 Research Skills:**

This course trains students to follow scientific research steps to prepare a research project through collecting and analyzing different types of data. Students learn how to make citations, references, acknowledgements, abstract ...etc.

### **2.9.7 Robotics:**

It's a three level course provided for students in grades 6, 7 & 8. In grades 6 and 7, students are introduced to Scratch as a language of coding. In grade 12, students work on Arduino using C++ language to create programs that apply physics concepts mainly electric circuits.

### **3. Transferred Students to Al Hamraa International School:**

All transferred students should take an entrance exam to join Al Hamraa International School. Transferred students to grades 10 to 12 must meet the Academic Counselor to check their courses, credit hours and transcripts. Full or partial units of credits earned in a high school other than Al Hamraa International School will be accepted toward graduation and used to compute a student's Grade Point Average (GPA).

Students who enroll at Al Hamraa International School during high school, bringing previously earned credits from another accredited school, will keep those credits.

For the purpose of cumulative high GPA for college admission, all grades, including all points, regardless of where they were earned, will be included.

### **4. Parent-Teacher Conference:**

There are two scheduled parent/teacher conferences each year: one in the second term and one in the third term during which a student's performance progress can be discussed. However, conferences may be requested by the parent, administration, and/or teacher if a demand rises throughout the academic year.

Official parents-administration and parents-teachers meetings are included in the school's calendar at the beginning of the academic year.

There is an introductory parents-administration conference usually held at the beginning of each academic year. During this conference, the school director announces any important changes in the school.

### **5. The Academic Year of Middle and High School:**

The academic year is divided into three terms with final grades at the end of each term. All courses in the year are full year in length. Students must attend a minimum of 39 weeks per year, i.e., 13 weeks per term.

### **6. Report cards:**

Four report cards are issued per year:

- a. End of Term 1 report card: It includes the final grade for term 1.
- b. End of Term 2 report card: It includes the final grade for term 2.
- c. End of Term 3 report card: It includes the final grade for term 3.
- d. End of year report cards: It include the final grade for the three terms, i.e., the total average for the whole academic year.

### **7. Academic Probation:**

If the total GPA at the end of a term is less than 2.0, a student is considered to be on probation. A parent meeting is arranged and the parent signs a pledge that the student will be put on probation.

### **8. Academic Advisor/Counselor:**

Counseling office offers services which are designed to support and advise students from (grades 9-12) and address their academic future prospects to pursue further education.

Al Hamraa School provides students with personalized one to one and group counseling sessions throughout the year. The counselor's office provides guidance on the admission procedures, recommendation letters, standardized tests and various university options.

The counseling office plans as well, several activities like university visits, workshops, and presentation sessions throughout the year to facilitate the admission process and ease the decision making for the students. The students are informed of all the important dates and are reminded about the deadlines. Thus, the students must be responsible of their own cut-off dates, and the school shall not be held responsible for any missed dates.

At Al Hamraa School the Counseling office is responsible to display dates for the related tests and post the deadlines on the counseling bulletin beginning of each year and shall not be held responsible for any missed dates. In addition, the students are supposed to follow up for their counseling sessions.

The students are supposed to give at least five working days prior notice to the Counselor for requesting a recommendation letter. In addition, the students should submit a request for issuing a temporary transcript at least three working days before.

Finally, the students are to submit a copy of the SAT scores as soon as they receive them.

Note: The fee for each college application must be paid by the parents, and is not a part of our school's fees.

### **9. Standardized Examination for High School:**

For college bound, grade 11 and 12 students are encouraged to take the SAT exam. Students are encouraged to take the SAT in the second term of grade 11. If a student would like to take the SAT for a second time, they are strongly recommended to take the first SAT offered in the Fall. The counseling office helps student in the registration and access of information on line. Al Hamraa International school is an official SAT Testing Center. (Our Test Center Number is 52739)

Depending on the college students are applying to, the TOEFL or ILETS may be required. However, the two tests are not offered in Al Hamraa International School.

### **10. Cognia Interim Assessment:**

Cognia is the accreditation body of our school (previously AdvancED). They provide us with Cognia Interim Assessments which are provided for our students three times per academic year (Beginning, Middle and End of Year Interim Assessment). Al hamraa International School administers **Cognia Assessments** to our students in grades 3 to 8, instead of the MAP test that was used before to monitor students' progress. These assessments are important tools that help us as educators and parents to understand how students are learning and progressing through their academic journey. In addition, Cognia Assessments provide insight into your child's readiness—or being on track for readiness--for university and/or the workplace. Cognia assessments are based on academic standards that reflect what your child is expected to learn for his or her grade level in our schools. The assessments are untimed tests that include: Reading, Language Usage and Mathematics.

The results from these assessments will help teachers identify the areas in which your child is doing well and learn what additional support or instruction might be needed in other areas. The results will also help your child's teacher monitor students' academic growth through the school year.

***If your child will take the Assessments remotely***, please make sure that they are engaging in the questions, providing their own responses, and approaching the questions in a mindset of learning. If your child moves quickly through the materials, struggles to respond, or is unable to respond, Please let your child's teacher know. This information will be helpful to the teacher.

## **11. Homework Policy**

Homework shall be assigned in such quantities as to provide adequate training in independent study and to practice the skills covered in the classroom without interfering too much with non-academic activities and with meeting a healthy bedtime hour.

Homework is given for the following purposes:

1. To provide essential practice in needed skills
2. To train students in good work habits
3. To offer opportunities for increasing self-direction
4. To enrich and extend school experiences
5. To help students learn to budget their time
6. To promote growth in responsibility
7. To involve parents with their child(s)/children(s) academic achievement.

There are points given for each activity and assignment that are totaled at the end of the term. If a student consistently has difficulty in this area, parents should get in touch with the school immediately so that the matter can be given prompt attention.

In middle and high school, a student has full responsibility to receive tasks directly from teachers and complete assigned homework on time without delay. Student must spend sufficient time to present it in a neat and comprehensive way. There is no excuse for not doing an assigned homework, however, a student may be excused to delay submitting the homework for a very good reason (supported by a medical report or official



letter from the parent). Otherwise, she loses her homework mark for that particular day. It is not a pleasant situation that a student repeatedly misses her homework.

Parents can help their daughters get the most benefit from assigned homework by doing the following:

- Cooperate with the school.
- Provide suitable study conditions (desk, light, proper books and resources, supplies, and a quiet place)
- Schedule a specific time for children to do homework each day and make sure they stick to it.
- Encourage them but avoid any undue pressure.
- Show interest and get involved in what they are doing, but do not do their homework for them.
- Understand that the school expects homework to be accomplished.

Students need to submit the missed homework within 2 days after resuming her coming to school. Copying homework among classmates disrupts the learning process and delays progress. In order for a student to assess her understanding and realize her areas of improvement, she is supposed to do her work independently. All students are encouraged to take advice of their teachers in case of any rising obstacles.

## **12. Distribution of Marks for Middle and High School:**

### **English Language**

Assessment	20%
Final	20%
Project	10%
Quizzes	30%
Homework/ Participation/ Class work	20%

### **Math**

Assessment	20%
Final	20%
Project	10%
Quizzes	30%
Homework/ Participation/ Class work	20%

### **Social Studies**

Assessment	20%
Final	20%

Project	10%
Quizzes	30%
Homework/ Participation/ Class work	20%

**Science, Physics, Biology, Chemistry:**

Assessment	20%
Final	20%
Project	10%
Quizzes	30%
Homework/ Participation/ Class work	20%

**Information Technology**

Assessment	20%
Final	20%
Project	30%
Class Work	15%
Homework/ Participation	15%

**Business Studies/Foundation/Statistics:**

Assessment	20%
Final	20%
Project	10%
Quizzes	30%
Homework/ Participation/ Class work	20%

**French**

Assessment	20%
Final	20%
Project	20%
Quizzes	20%
Homework/ Participation/ Class work	20%

**Arabic**

Assessment	20%
Final	20%
Project	10%
Quizzes	20%
Homework/ Participation/ Class work	30%

**Islamic Studies**

Assessment	20%
Final	20%

Project	10%
Quizzes	20%
Homework/Participation/Class work	30%

### **Physical Education**

Sport Skills	30%
Dress Code	20%
Practical Exam	20%
Classwork/Att/Part.	30%

### **Art**

Project 1	25%
Project 2	25%
Project 3	25%
Att/Part.	25%

### **Arabic Social Studies**

Assessment	20%
Final	20%
Project	10%
Quizzes	20%
Homework/Participation/Class work	30%

### **Elective (Psychology, Research Skills, Robotics)**

Assessment	20%
Final	20%
Quizzes	30%
Hw/CW/Part	30%

### 13. Assessment Map for Middle and High School:

Subject	Grade	Number of Quizzes Per Term	Number of Assessments Per Term (Chapter Tests)
English	6 to 12	2	1
Math	6 to 12	2	1
Science	6 to 8	2	1
Biology	9, 10 & 11	2	1
Chemistry	9, 10 & 12	2	1
Physics	9, 10 & 11	2	1
Social Studies	6	2	1
Social Studies	7 to 10	2	1
Economics	11	2	1
Business Studies	10	2	1
Statistics	12	2	1
French	6 to 9	1	1
Information Technology	6 to 12	--	1
Elective Psychology	12	2	1
Elective Robotics	12	2	1
Elective Research Skills	10	2	1
Arabic	6 to 12	2	1
Islamic Studies	6 to 12	2	1
Arabic Social Studies	6 to 12	2	1

#### **Note:**

- All subjects have a final exam at the end of each term.
- The academic year consists of 3 terms.
- Art is assessed based on assignments, drawings, paintings and creativity.
- PE is assessed based on their sports skills throughout the year and a practical final exam.

## **14. Make up Exams:**

### **14.1 Make up exams for quizzes and assessments:**

In case of missing a quiz or an assessment, students will be able to repeat them only by the end of the term in week 11 of every term. A schedule will be conducted by the administration for the make-up of the missed exams for all subjects.

### **14.2 Make up exams for finals:**

Students are allowed to have a make-up if they miss a final exam after submitting a medical report or in case of failing a final exam.

## **Section III.B General Information**

### **1. Attendance**

Attending classes daily is considered essential to the students' academic achievement. All absences are considered unexcused and reported on the Report card unless the student presents a signed letter from her parents explaining the reason of absence. In addition, Airlines Tickets and Medical reports are used as a valid explanation for absence.

A student is considered tardy when she is not present in the classroom before 7:30 am, the tardiness is recorded by the floor controller and published on Classera.

### **2. School Uniforms**

Students must be in uniform all day and every day. There will be a daily check of uniform, hair, nails. Students should adhere to the requirements without exception.

**Socks:** All students must wear socks, the color of socks that can be worn are white, light blue, navy blue, or maroon.

**T-shirt:** White polo t-shirt with the school logo is a must.

**Jacket:** Students must wear red jackets with the school logo, purchased from the school.

**Physical Education kit:** All students are required to wear a AlHamraa School P.E. costume.

**Shoes:** Students are permitted to wear black, white, grey, beige or navy blue sport shoes. Sandals, thongs, slippers, or other flip-flop shoes are not allowed.

**Jewelry:** No jewelry is allowed except a wristwatch and stud earrings (Stud earrings are earrings that do not extend beyond the ear lobe. They should not dangle at all).

### **3. Behavioral Code of Conduct**

Classification of behavioral violations for Middle and High School students and the actions to be taken for each degree:

Behavioral violations are classified into four categories according to their severity by ascending order and actions to be applied by the school for each violation category as follows:

#### **3.1. First Degree Violations:**

- Not adhering to school uniform or wearing attires which violate the school dress code.
- Misbehaving or refusing to participate in the morning assembly.
- Coming to school unprepared with required books and supplies.
- Sleeping during class time.
- Side talks that disrupt the class.
- Eating and drinking during class time.
- Continuous impolite and unnecessary interruption of teachers during explanation of the lesson.
- Coming late to class without prior permission.
- Incomplete or missing homework.
- Throwing food leftovers and garbage in areas not designated for this.
- Entering classes without permission.

#### **Actions to be taken in case of First Degree Violations:**

##### **Action 1:**

Verbal individual warning from the teacher or the school administration in a wise and parental manner reinforcing positive behavior.

##### **Action 2:**

Second verbal individual warning from the teacher or the school administration in a wise and parental manner reinforcing positive behavior.



**Action 3:**

The teacher documents the improper behavior and obtains the student's signature on it.

**Action 4:**

- The school administration notifies the student's parents in writing and by telephone of the improper behavior and coordinates with them in order to modify the negative behavior.
- Refer the student to the social worker to study her case.

**Action 5:**

- The school administration obtains the student's signature on a written pledge for not repeating the improper behavior.
- Arrange a meeting with the student's guardian to explain the improper behavior.
- Deduct one mark of the behavioral marks with the possibility of gaining it back in case of correcting the improper behavior and notify the parents of that.
- In case of repeating the improper behavior, the case is to be referred to the school counselling and guidance committee to help modifying her behavior after referring back to the report of the social worker and Action 5 is applied.

**3.2. Second Degree Violations:**

- Cheating in homework and quizzes.
- Creating chaos inside the classroom or on campus or on school bus (as playing with water, sprays, screaming.....etc.)
- Misusing school books.
- Vandalizing school property including writing on walls, chairs and desks.
- Fighting, threatening or using inappropriate language with colleagues.
- Involvement in a fight.
- Skipping classes and not attending lessons.
- Bringing mobile phones and personal electronic devices to school.
- Leaving class without permission.
- Misusing any of the school safety tools and property.

## **Actions to be taken in case of Second Degree Violations:**

### **Action 1:**

- The student signs a pledge for not repeating the improper behavior.
- Written notification to parents with violations and actions to be implemented.
- Confiscate prohibited material found with the student, destroy them in a proper manner and write a report about the incident.
- Confiscate the device found with the student and return it to her parents if it is not a case-related-device and write a report about the incident.
- Confiscate the device found with the student in the school custody if it is a case-related-device and proceed with the actions.
- The student apologizes to those to whom she offended.
- The student is responsible for replacing or fixing any damaged property.
- After completing the above actions, the student is referred to the social worker if necessary to study her case.

### **Action 2:**

- Arrange a meeting with the student's parent. Both the student and parent sign a pledge for not repeating the improper behavior and coordinate with the parent in order to modify the negative behavior.
- Transfer the student to another class.
- After completing the action, refer the student to the social worker to study her case.
- Deduct two marks of the behavioral marks with the possibility of gaining it back in case of correcting the improper behavior and notify the parents of that.

### **Action 3:**

- All the steps mentioned in Action 1.
- Deduct two marks of the behavioral marks with the possibility of gaining it back in case of correcting the improper behavior and notify the parents of that.

### **Action 4:**

- All the steps mentioned in Action 1.
- Deduct two marks of the behavioral marks with the possibility of gaining it back in case of correcting the improper behavior and notifying the parents of that.

- After completing the actions, the student is referred to the Counselling and Guidance Unit after receiving a report from the social worker. The student continues to attend school after obtaining a report from the social worker emphasizing the steps taken as corrective action.
- In case of repeating the improper behavior, the case is to be referred to the school counselling and guidance committee to help modify her behavior after referring back to the report of the social worker and Action 4 is applied.

### 3.3. Third Degree Violations:

- Negligence or misbehavior during praying times.
- Using inappropriate language with teachers or any school staff.
- Inappropriate behavior towards teachers or any school staff, as throwing chalk, or drinks or imitating the teacher to make fun of her.
- Using inappropriate body language towards colleagues.
- Intentionally destroying school property or building (like computers, labs, buses.....etc.)
- Bringing hazardous toys and equipment to school (like fireworks, color sprays, chemicals.....etc.)
- Possession or display of prohibited printed, audio or visual media.
- Stealing colleagues or school property.
- Intentionally destroying colleagues' property.
- Attacking a colleague by beating her.
- Possession of cigarettes.
- Signing on behalf of parents on letters and correspondences between the school and parents.
- Threatening or intimidating other students.

### Actions to be taken in case of Third Degree Violations:

#### Action 1

- Written notification to parents with violations and actions to be implemented.
- The student signs a pledge for not repeating the improper behavior.
- The student apologizes to those to whom she offended.
- The student is responsible for replacing or fixing any damaged property and parents notified.

- Confiscate prohibited material found with the student, destroy them in a proper manner and write a report about the incident.
- Confiscate the device found with the student and return it to her parents if it is not a case-related-device and write a report about the incident.
- Confiscate the device found with the student in the school custody if it is a case-related-device and proceed with the actions.
- Take the injured student to the nearest medical center.
- After completing the Actions above, the student is referred to the social worker to study her case.

#### **Action 2:**

- All what is mentioned in Action 1.
- Arrange a meeting with the student's parent. Both the student and parent sign a pledge for not repeating the improper behavior.
- Transfer the student to another class according to the report provided by the social worker.
- Deduct three marks of the behavioral marks with the possibility of gaining it back in case of correcting the improper behavior and notify the parents of that.
- Refer the student to the Counselling and Guidance Committee in the school to set proper solutions for the problem according to the report provided by the social worker.

#### **Action 3:**

- All what is mentioned in Action 1.
- Deduct three marks of the behavioral marks with the possibility of gaining it back in case of correcting the improper behavior and notify the parents of that.
- After completing the actions, the student is referred to the Counselling and Guidance Unit after receiving a report from the social worker. The student continues to attend school after obtaining a report from the social worker emphasizing the steps taken as corrective action.

#### **Action 4:**

- The school administration coordinates with the Ministry of Education in order to transfer the student to another school after informing her

parents with all the actions implemented. The parents are consulted regarding the school to which the student will be transferred to.

### 3.4. Fourth Degree Violations:

- Insisting on skipping prayers with teachers and other students without legitimate excuse.
- Threatening teachers and other staff, destroying their property or stealing from them.
- Using inappropriate body language while dealing with teachers or other staff.
- Distributing prohibited printed, audio or visual media.
- Intentionally causing harm to another student using hands or tools that will cause injury (wound, bleeding or breakage)
- Signing on behalf of school supervisors on correspondences between the school and parents.
- Smoking inside the school.
- Taking pictures or videos of students, teachers or staff, and publishing them on the internet.
- Escaping from school.
- Odd and inappropriate behavior (like emos and boylike)
- Bullying
- Tampering with electricity.

### Actions to be taken in case of Fourth Degree Violations:

**Action 1:** The school administration refers the student to the Counselling and Guidance Committee in the school to study the behavioral violation on the spot and implements the following:

- Written notification to parents with violations and actions to be implemented. The student signs a pledge for not repeating the improper behavior.
- The student apologizes to those to whom she offended.
- The student is responsible for replacing or fixing any damaged property and parents notified.
- Confiscate prohibited material found with the student, destroy them in a proper manner and write a report about the incident.

- Confiscate the device found with the student and return it to her parents if it is not a case-related-device and write a report about the incident.
- Confiscate the device found with the student in the school custody if it is a case-related-device and proceed with the actions.
- Take the injured student to the nearest medical center.
- After completing the Actions above, the student is referred to the social worker to study her case.
- Deduct ten marks of the behavioral marks with the possibility of gaining it back in case of correcting the improper behavior and notify the parents of that.

**Action 2:** The school administration refers the student to the Counselling and Guidance Committee in the school to study the behavioral violation on the spot and implements the following:

- All what is mentioned in Action 1 except step 2.
- Transfer the student to another class according to the report of the social worker.
- Suspension of the student from school for one academic week.
- After completing the actions, the student is referred to the Counselling and Guidance Unit after receiving a report from the social worker. The student continues to attend school after obtaining a report from the social worker emphasizing the steps taken as corrective action. The student is under the supervision and follow up of the social worker to offer her the appropriate directive and educational services for her case.

**Action 3:** The school administration refers the student to the Counselling and Guidance Committee in the school to study the behavioral violation on the spot and implements the following:

- All what is mentioned in Action 1 except step 2 and in Action 2 except step 4.
- Arrange for a meeting with the student's parent to provide him/her with a written warning letter of transferring the student to another school in case the violation is repeated.
- The student is suspended from school for one month after obtaining the approval of the Ministry of Education.



**Action 4:** The school administration coordinates with the Ministry of Education in order to transfer the student to another school after informing her parents with all the Actions implemented. The parents are consulted regarding the school to which the student will be transferred to.



## **Section V – Students’ Centered Services**

### **1- Health Service**

Al Hamraa School aims to maintain a physical, mental and social healthy environment for students and staff. Making sure that the school is not only securing a healthy environment but promoting for healthy practices among students’ and the school community, the Health Department sets objectives to reach a healthy environment within the school.

- Maintain the health of students and early detection of diseases.
- Provide medication and prevention of complications.
- Caring for children who have chronic diseases such as patients with diabetes, asthma, and others.
- Disease prevention and control of unhealthy behavior.
- Provide healthy, psychological, social and entertainment climate for students and workers to enjoy the school day and to make the most of the educational process.

Furthermore, the Health Department creates a Health Team consisting of administrators, the school nurse, volunteers, teachers and students having the responsibility to prepare and conduct a Health Educational Plan for the school year. The plan will include awareness for different school community members.

### **2. Extra-Curricular Activities**

Al-Hamraa school gives activities much attention and time for planning and conducting activities. In harmony with our Mission and Vision, activities are designed and conducted to enable students empower their potentials and develop their personal skills. Through non-academic activities, students connect what they learn to real life and hence gain valuable experiences. Besides, they comprehend the meaning of citizenship, loyalty to country, responsibility and the importance of planning and setting goals.

In addition, students enjoy teamwork through organisational skills and friendly guidance of Al-Hamraa staff. Each semester, students are given the

opportunity to go on an academic trip as well as fun trips. Academic trips are usually organized to places that are related to their studies, for example to a hospital, or factory, museum, or college fair. On the other hand, students usually choose the location of their fun trips. They are excellent opportunities for students to relax from their daily studies and rejuvenate.

Last but not least, competitive sports programs and tournaments are organized and led by Al Hamraa School. They help students to fully comprehend and experience sport spirit and enjoy building their physical fitness. Also, they understand the valuable benefit of unity and cooperation.

### **3. Student's Safety**

The Fire Safety Committee members are keen to keep the school's community safe at all times. In fact, fire drills and practice of fire safety rules are regularly exercised during the course of the school year. These practices are made so that students can remain calm, and can exit the school safely in the quickest possible time, without any risks.

In the case of an emergency, students have been allocated a particular gathering point, where they reassemble as a whole class. Every child will be accounted for, and every member of Al Hamraa Girls' School has been given a task to follow to ensure safety rules are followed. Teachers have been advised to immediately reach for the class list and proceed to the secure area. A class list, emergency procedures, and maps are posted in each class room for easy access. Fire extinguishers are placed in various accessible places throughout the school. Parents are advised of the first fire drill by letter or SMS, and should discuss the rules with their children to make sure they understand that it is a drill and should not be frightened and remain calm when a drill occurs.

In case of a real emergency situation, our priority is to make sure every child is safe, calm and secure. Depending on the emergency, all parents will be notified by the administration of such an emergency.

### **4. Library Resources**

The library includes a wide range of diversified books, encyclopedias and dictionaries in both Languages (English and Arabic)). The library is

organized based on Dewey Classification System to guarantee to the library users familiarity and consistency of a time-honored classification. It is equipped with Digital Media Aids and a Smart Board, facilitating the research conducted by students with their teachers or groups of students within a collaborative approach.

### **5. School Transportation**

The School Transport System supports the transport of students from and to the school for children who reside in a geographical area set by the school. The transportation application will be filled by the parents and the fees will be set with the accounting department.

In addition, it is crucial to update the school in case the student's location changed to ensure a smooth ride home.

### **6. Students' Affair office:**

The Students' Affairs office will be in charge of handling the registration process of all new students, by following a Standard Operating Procedure crafted by the school to ensure a smooth operation to register the new students. Furthermore, the office will handle all data related to new and returning students and their parents/ guardians, from phone number to emails to IDs and Passport numbers. The office will handle registering students on Noor's Ministry System and the School Database.

Therefore, it is crucial to keep the school informed of student's details to ensure an effective communication between home and the school.

*For any further questions or inquiries, do not hesitate to contact the school*

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