



Naseem International School

Handbooks, Policies, Procedures and Rubrics

Middle & High School Handbook

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IB Mission Statement

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

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

الرؤية مدرسة النسيم الدولية تُعد المتعلم الفعّال دولياً مدى الحياة Vision

Naseem International School inspires lifelong learners and global citizens.

رسالة المدرسة

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

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

Mission Statement

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

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

الدّوليّة في مدرستنا

مدرسة النسيم الدولية مجتمع متعدد الجنسيات واللغات ، فلسفتنا ومنهجنا يضمنان إمكانية تحقيق مخرجات التعليم. من خلال رسالة مدرستنا وما تبديه من اتباع للفلسفة الدولية فقد التزمنا بالتفكير الدولي، ودمج الثقافات ، والمواطنة العالمية. إننا نولي قيمة عالية للوعي العالمي، لتجاوز الحدود الوطنية فيما يتعلق بالبرامج الأكاديمية لدينا وبمشاركتنا الواسعة في المجتمع بما تنص عليه المعايير الدولية لاعتماداتنا.

Internationalism at our school

Naseem International School is a multinational and multilingual community. Our philosophy and curriculum ensure international mobility of our educational outcomes. Through our school mission statement and its adherence to an international philosophy, we have committed ourselves to international mindedness, inter-culturalism and global citizenship. We place a high value on global awareness and the transcendence of national borders with regard to our academic programmes, our broader community involvement and the international standards of our accreditations.



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Introduction

1. NIS Short History: Past, Present and Future

- In December 1981, Naseem was established by Mrs. Sameera Abdul Jabbar AL Kooheji to answer a pressing demand for a good bilingual school to cater for Bahraini and other Arab children.
- In January 1982 it opened its door to Nursery pupils in a small building in Burhama.
- In June 1982, enrollment grew by over ten-fold from five pupils to sixty pupils.
- In 1985-86, enrollment grew steadily to reach 100 students and 130 in the following year.
- In 1986-87 Naseem School moved to bigger premises in Gudaibiya. An Elementary section was established.
- In April 1991, the school moved to a yet bigger premises in Adliya (currently British School) when the former premises couldn't cater for the increasing enrolment. The Middle section was then established.
- During the beginning of the Holy Month of Ramadan, year 1414 (February 1994), work on the new Naseem School campus started. The building is located on a 11,498 m² plot of land, with a total floor plan of 3 stories 6, 606, 57 m² in the main instructional wings. The new building comprises offices and a sheltered verandah with an area of 600, 5 laboratories, and 56 classrooms as well as other facilities. The building was completed in April 1995. The campus is designed to fulfill all future requirements of the Naseem School, serving the needs of 1000 students from Nursery through Grade 12.
- The 1994-1995 academic year opened on the new campus when the main instructional areas had been completed in a record six months.
- In 1995-1996, The International Baccalaureate Diploma was in place in time and the number of students involved in the program has grown considerably since then. The diploma results have been consistently good over the years.
- In October 1997, the school was accredited Nursery to G8 by the Middle States Association for Schools and Colleges (MSA).
- In 1997, the Ministry of Education announced that the Naseem Diploma that is offered to Naseem Students is equivalent to the Ministry of Education's Diploma.
- In June 1998 our first senior class graduated.
- In 1999, the school added International to its name to become Naseem International School as a result of the teaching programs adopted and the growing number of international educators employed.
- In September 2002, an Arts complex was opened which houses a sports hall, art studio, music and home economics rooms, a soccer field and shaded car park for faculty and staff.
- In 2002, the school introduced the PYP program, nursery to Grade 6 and in 2007 got authorization.
- In 2004, Naseem International School was accredited G9 to G12 by the Middle States Association for Schools and Colleges (MSA) which made it fully accredited N to G12.
- From September 2004, the faculty piloted the MYP. These curricular developments were a reflection of the school's commitment to student-centered learning and a belief in fostering and developing those skills required for the Diploma program, further education and life-long learning. In 2007 we received our pre-authorization visit. During 2008 – 2009 we prepared for our authorization visit.

- In 2007 we completed the building of a cafeteria. In 2008 we completed our Design and Technology workshop.
- In January 2012, the school received the Certificate of Authorization for the Middle Years Programme from the International Baccalaureate.
- CIS – In 2014 we initiated the candidacy process for accreditation with the Council for International Schools (CIS). We envisage to have the accreditation visit by 2015-2016.
- SAT – The school has functioned as an SAT (Scholastic Aptitude Test) examination center since 2012. This decision facilitates the Grade 12 requirement that students at NIS must successfully complete.
- IELTS – It is envisaged that all NIS students will sit for the recognized IELTS (International English Language Test System) examinations as of 2015.
- National Honor Society – In January 2015, we registered with the National Honor Society from the United States, an organization that recognizes and awards student performance in scholarship, leadership, character and service.

2. Mission Statement

We the staff at Naseem International School are committed to educating the whole person. We aim to provide a balanced education which enables students to fulfill their potential in all areas of growth: intellectually, physically, emotionally, spiritually, socially and empower them to become the people they can and want to be. We realize the importance of students becoming critical thinkers who can take care of themselves and compassionately care for others, thus taking an active, responsible part in shaping our society and saving our world.

3. School Philosophy

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

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

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

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

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

We believe that teachers, students, parents and the wider community must work together to

make a significant contribution towards that ultimate goal of producing happy, able and concerned citizens of our world.

4. School Aims

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

1. To offer a bilingual, international education to students from Bahrain and other nations.
2. To provide students with knowledge and attitudes which prepare them for continuing growth, further education and participation in the affairs of life to the maximum of each individual's capabilities.
3. To enable students to acquire skills, knowledge and understanding through an activity, inquiry-based learning program and for the students to realize the relevance and benefits of such a program and most of all, enjoy it.
4. To guide students towards independence and self-discipline, recognizing that the schooling process includes both academic and social learning.
5. To respect individual and cultural differences and provide for these differences as fully as school resources allow.
6. To assist each student to acquire the greatest possible understanding of his/her self and an appreciation of his/her worth as an individual and as a member of society.
7. To encourage creativity and provide enrichment opportunities in addition to the development of basic skills.
8. To provide opportunities for students to develop a high regard for health, physical development and fitness and the understanding that physical activity leads to a healthier and more productive life.
9. To encourage community involvement on the part of the students and the active participation of their parents in the life of the school.
10. To inculcate a sense of enjoyment in the search for mutual understanding and respect while striving to achieve personal and shared goals.

5. Admission

The criteria for admitting new students to the school are based upon several factors. These include:

- The past records of the applicant from the previous school,
- Passing the entrance exams,
- Passing an interview,
- Having a record of good behavior in the previous school.

Priority is given to the brothers and sisters of NIS students, and to the applicants who have the best results.

Once a new student joins NIS, he/she must abide by all school rules and policies.

Academic Issues

1. Daily Study Habits

Students are evaluated on a daily basis through a range of assessment strategies. Students are expected to study at home what they have learnt during the school day to be ready for an

unannounced assessment (drop quiz). Studying daily at home does not mean doing the homework only or preparing for a test. Studying daily is the crucial, most important ingredient for success at school. Students are encouraged to arrange their study plan in such a way as to avoid the accumulation of lessons for tests.

It is advised that students split every week into two parts:

- The first part should include Sunday, Monday, Tuesday and Wednesday: during these four days, students are expected to sleep early, avoid watching television, or wasting time on the telephone, browsing the internet or going out with their family or friends, for example. The afternoons of these four days must be dedicated to thorough study of the lessons learned during the same day at school, in addition to doing the homework and preparing for tests, if any. Sleeping early is highly recommended (not later than 9:00 PM).
- The second part of the week begins on Thursday afternoon and continues until Saturday evening. During the weekend students may watch television or go out with their friends or family, provided they reserve enough time to study the lessons of Thursday and do the homework due Sunday and prepare for any coming tests.

Developing the habit of studying daily is vital for success at the middle and high school and at university level in the future.

2. Home Learning

A reasonable amount of enriching home learning will be assigned to students in order to reinforce the material covered in class. In general, homework should be around 3 hours daily. Thorough study of daily lessons is not included in this time allocation.

3. Parent - School Communication

Communication between parents and teachers is vital for the process of learning and for following up on students' progress. Both parents and school personnel are concerned with communication between the school and parents. The school will communicate with parents through the use of newsletters, bulletins, student progress reports, scheduled conferences, report cards, Parent-Teacher Association (PTA) meetings, via e-mail, Powerschool, google classroom and, school website and social media like Instagram and Facebook.

The need for proper communication between and among students, parents, teachers, and administration is given high priority at NIS. To assist in achieving this objective, the following general procedures are recommended for all concerned parties:

- When the problem concerns your son or daughter and their work in school, the best person to see is the subject teacher. An appointment to see a teacher may be made by contacting the reception. The receptionist has a list of teachers' free hours that enables us to arrange conferences with parents. The school also provides conference rooms in the administration area for this purpose.
- Problems that are not resolved through a conference with the teacher and questions of a more general nature concerning the operations of the school may be discussed with the Principal after arranging an appointment with the secretary. If the concern is still not resolved, the matter should be referred to the President-CEO. An appointment may be arranged by the secretary.

**Following this sequence allows for better communication
between parents and the school.**

4. Report Cards

Report Cards will be sent home at the end of every quarter to check the dates, consult the school calendar or check with the school reception.

5. Progress Reports

NIS believes that every student, within his or her range of ability, can succeed in class. If a student is performing poorly, a Progress Report will be sent home in order to alert parents and to initiate the process of dealing with the problem. Teachers are also encouraged to send a Progress Report in the event that a student improves markedly or performs exceptionally well in a project or test.

6. Promotion and Retention

Middle School Promotion Policy

The student will not be promoted to the next academic level if his end of year transcript ***exhibits any*** of the following criteria:

- 1) A fail in ***any two*** of the following subjects -**Arabic, English, Math**
- 2) A fail in ***one*** of the following subjects -**Arabic, English, Math, *in addition*** to a fail in any ***3 other*** subjects
- 3) A fail, ***less than 4*** in the ***retest*** of any examinable subject.

- Grade 10 students **must** pass the personal project
- The Teachers' Committee, composed of the Principal, Assistant Principal, MYPC, Students' Counselor, subject HOD and the subject teacher, will discuss a student's promotion and make a final decision in this regard.

High School Promotion Policy

- 1) A student will ***have to sit for a retest*** in the subject he/she had failed. The retests will be scheduled during the second semester for subjects failed in semester one.
Subjects failed in semester two will have retests scheduled at the beginning of the following academic year. ***A minimum of 60%*** is considered a passing grade.
- 2) A student in **grade 11** will not be promoted if he/she ***fails a cumulative total of two credits*** for the year.
- 3) A **grade 12** student who fails a subject in the second semester will have to score a ***minimum of 60%*** in the ***immediate retest*** for that subject.
A student who fails in the retest will result in that student ***not graduating***.

- The Teachers' Committee, composed of the Principal, Assistant Principal, DPC, Students' Counselor, subject HOD and the subject teacher, will discuss and make a final decision regarding the student's promotion.

7. The Honor Roll

Grade 9-12 students are placed on the Honor Roll at the end of every semester and annually, when they achieve a GPA of 3.1 and above at the end of each semester. To be placed on the Honor Roll a student must also have an exceptional behavior and attendance record.

Levels of Honor Roll:

3.1-3.4	Honors
3.5-3.7	Distinction
3.8-3.9	High Distinction

At the time of graduation, the student honor roll is determined as follows:

3.1-3.4	Honors
3.5-3.7	Distinction
3.8-3.9	High Distinction
4.0	and above and in addition to an excellent record of participating in school life, the student is awarded High Distinction with Honor.

GPA is based upon the last THREE years of the high school only

Criteria for Bronze, Silver and Gold certificates for Grades 6, 7 & 8

Platinum	-- all 7s
Gold	-- mixture of 6s and 7s plus one 5
Silver	-- mixture of 6s and 7s plus two 5s
Bronze	-- mixture of 5s, 6s and 7s

8. Graduation Requirements:

Naseem High School students are required to complete the following graduation requirements during their high school career in order to earn the Naseem High School Diploma. These requirements are weighted by credit value. One credit is equal to a minimum of 120 hours of instruction. A course allotted a minimum of 4 hours per week for two semesters is equivalent to one credit.

The graduation requirements are as follows:

4 credits	Arabic
4 credits	English
4 credits	Math
3 credits	Science
2 credits	Social science
1 credit	Arabic Social Studies
2 credits	Religion (For Moslem students only)
1 credit	Physical education
1 credit	Fine Art
1 credit	Computer studies
3—8 credits	Elective

Graduation Project

Total 25 credits minimum required

To graduate, all NIS students must complete a minimum of 100 hours of community service, completed at a rate of 25 hours every year (grade 9-12). In addition, all NIS graduates would have scored a minimum of 1200 in their compulsory SAT test.

9. Course Enrollment

Every effort will be made to allow students to take their choice of courses, within the recommended guidelines. Placement on a particular course is dependent on the student having adequate previous experience of that subject, (if required), and being judged to have the appropriate academic skills and motivation. A student works with his/her teachers, Guidance Counselor, IB Diploma coordinator and High School Principal in order to plan his/her program of study.

It should be noted that the minimum number of students required to open or keep a course open is 8 students. If fewer than 8 students want to enroll in a specific course, the school will not open the course and the students must choose an alternative.

10. Changes of Courses

Students in the High School will have the opportunity to adjust their course selections for the year during the first week of school in September. Approval of this change is subject to availability of places and fulfilling the requirements for the course.

Sometimes it would be in everyone's best interest for a student to be removed from a class after the deadline. The student will receive an "F" grade for the class and will be withdrawn. This is decided by a committee of teachers and the High School Principal.

School Life

1. Mixing of Boys and Girls:

At all times boys and girls must sit on separate sides of the classrooms. When group work is required, mixed groups must not be formed. In the playground boys and girls have specified areas.

2. Student Behavior:

Discipline policies at Naseem International School have been developed in order to facilitate the establishment and maintenance of an effective atmosphere for learning. At the heart of the policy is our belief that every student has the right to pursue an education in an environment that is safe and free from distraction. It is intended that this atmosphere balances personal freedom with self-discipline.

2.1. Expectations

The following expectations for student behavior reinforce the school's goal to maintain a safe, secure, orderly and effective learning environment:

- **That students show respect for others at all times, regardless of nationality, gender, age or status.**
- **That students show respect for property - be it their own, the property of others, or the school's.**
- **That students endeavor to complete set class work and homework as required by their teachers.**

2.2. Inappropriate Behavior:

Most students show themselves to be responsible for their own behavior and behave in a reasonably trustworthy manner. However, those students who choose to behave in an irresponsible manner by infringing the rights of others, or by disregarding school rules, should expect appropriate disciplinary action according to the MOE and school's regulation.

2.3. Behavior Contract:

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

3. Attendance Requirements

Attendance is a major component of success. Students must attend all classes. Attendance contributes to better understanding of the lessons and acts as a source of obtaining credit in each subject. Participation in classroom activities is vital for improvement and comprehension.

Students returning to school after being absent should bring a note from home explaining their absence. Upon returning to school following an infectious illness, a student must produce clearance from a doctor or medical authority. Students, who miss tests or final exams due to illness, must present a valid medical certificate, otherwise, they will receive an "F" grade for that specific missed segment.

If the note is acceptable, make-up work may be given to the student. If the absence is not excused, the student will receive a **zero** on any work missed. The School Principal is the final authority on deciding whether the absence is excused or not.

3.1. Permission to leave the school

Students who need to leave the school during the school day must bring a signed note from their parents, or send an email to the student supervisor. At that point the students will receive an exit permit that allows him or her to leave the school at the appropriate time. The exit permit must be handed to the security at the gate upon leaving the school premises. Support staff and personnel will not interrupt classes on behalf of parents except in emergency situations. The school advises parents to avoid such situations at all times.

3.2. Minimum attendance requirements

To pass in any course, a student must attend a minimum of 80% of the time allotted to the course throughout the year. The consequence of an excused absence from a course amounting to more than 20% of the time allotted is the award of the grade Incomplete "I". If the absence was unexcused, the student will be awarded a failing grade "F". In this case the student has to attend the reinforcement class that the school provides on Saturdays or after school time.

4. School Uniform

Naseem International School students are representative of their school, and are expected

to maintain their appearance in compliance with the school dress code and with respect to Bahrain customs and traditions. Students are required to be in the appropriate uniform from the time that they arrive at school until the time that they leave the campus at the end of the school day. Students who arrive at school without all components of their uniform will be required to call their home to have the required items sent before they can attend classes.

4.1 Regular Uniform

Girls

Green trousers
Beige shirt (G6-8), white shirt (G9 -12)
School vest must reach 30cm below waist line
Black dress shoes
Black or white socks
School necktie

Boys

Green long trousers
Beige shirt (6-8), white shirt (G9-12)
Black dress shoes
Black or white socks
Black dress belt
School necktie

4.2. PE Uniform:

Girls (PE)

White shirt with school athletics logo
Green long trousers
Sport shoes

Boys (PE)

White shirt with school athletics logo
Green long/short trousers
Sport shoes

4.3. Uniform guide lines for students

- White PE shirts must be obtained from the school, subject to availability. In the event that PE shirts are not available for purchase, plain white T-shirts may be worn.
- Girl's clothing is to be worn loose, and should not be form fitting.
- Shirts and blouses are to be worn buttoned to the neck, and should be of an appropriate design to facilitate the wearing of a necktie. Girls' blouses must be long-sleeved.
- Shoes must be solid black in color, and be free of excessive ornamentation.
- Boys must wear black dress belts, free of excessive ornamentation.
- The school sweater may be worn during cold weather. Coats, jackets, hats or other cold weather clothing must be removed when students enter the classroom.
- Uniform shirts must be solid white in color, and free of any ornamentation.
- Shirts or blouses are to be worn tucked into the trousers or skirts at all times.
- Hairstyles must be conservative, and students considering a more "Liberal" cut should seek the advice of the Principal before adopting the new style. Girls' hair longer than shoulder length must be tied back. Boys' hair must not touch the bottom of their shirt collar at the back or extend to their eyebrows.
- Lipstick, make-up or jewelry are not permitted while in school uniform.

4.4. Consequences for not following uniform rules:

- Students are not allowed to enter classes, if they are not in proper uniform.
- If repeated, the student will be asked to return home.

- Students may be suspended for continuing their violation of uniform rules.

5. Money and Valuables

While every effort is made to ensure the provision of a safe school environment for students, we advise parents not to allow students to bring excessive money or valuables to school. As we cannot assume responsibility for lost or stolen items, students should not bring objects to school, which are of significant monetary or sentimental value.

In the event that a student loses an item of value, he/she should check with Lost and Found during breaks and before or after school. The Lost and Found is located in the MSHS student supervisor office . Valuables will be kept in the reception office.

Mobile phones, portable stereos and other electronic or digital devices are strictly forbidden and may be confiscated, if brought onto the campus.

6. The NIS Yearbook

Published annually at end of May or beginning of June, it is a summary of the year's events. A committee of High School students is selected to be in charge of producing this book every year. Copies of the yearbook are sold at a nominal cost to students.

7. The School Day

Each day begins with assembly. Those who are late for assembly will be marked late for the day.

Parents should be aware that supervision of students begins in the morning at 7:00 a.m. and ends at approximately 3:00 . The school will not be held responsible for accidents or unfortunate events that occur before or after the official school day.

8. Parties and Celebrations

While NIS is an institution of learning with a focus on academic rigor, there are occasions when parties and celebrations may take place. Teachers and students who wish to organize these types of events for students, must schedule them during breaks or after school.

The planning for parties and celebrations cannot proceed without the prior approval of the Principal. No food celebration is allowed in classrooms; students must use the cafeteria area for this purpose.

9. The Student Council

The Student Council at Naseem International School consists of elected teams from each grade level. Students are asked to make teams of four members and compete against each other by making videos and speeches. There will be one team to represent each grade level for the whole school year at the middle and high school. As for the elementary school, one student from grade 5 is elected to represent the whole grade level. The Council meets regularly and organizes functions for the school. This body also acts as an advocacy group for student interests. The principal appoints an advisor to this student organization and must approve all events and decisions of the council.

10. IB Learner Profile Certificates

In keeping with its Mission and philosophy and its emphasis on educating the whole child, N.I.S. has created a school monthly learner profile award (LPA) to motivate all students and reward those who have demonstrated exemplary character, leadership skills, and demonstrated any of the learner profile attributes in their daily life at school or in their

community. This award promotes the kind of global citizens and international-minded students who are the future leaders of our global community.

11. Educational Field Trips

Educationally valid field trips are encouraged at NIS. Worksheets and other appropriate supplementary material is prepared for any excursion that is undertaken, and the activities scheduled complement the curriculum. If, for some reason, families chose not to send their son/daughter on a trip, teachers will not organize extra work for students. Students without excused absence from field trips will have these days counted as absences.

The teacher in charge will inform parents about field trips in advance. Students may be asked to cover nominal costs associated with the excursion. All school rules apply during field trips.

Students are representing the school on field trips and must present themselves in the best way possible and should wear a school uniform. Failing to do so may result in prohibiting a student from joining future trips.

12. Trips outside Bahrain:

During the year several trips are organized to allow students to participate in regional and worldwide events. Some of these events are Model United Nations, Environmental field trips, Biology trip, History of Islamic World trip, participation in regional sports competitions and others. Students are expected to participate in these events as they contribute to their overall educational experiences and, in some cases, are considered a vital part of a course of study.

When a trip is organized, the organizer of the trip will send a detailed letter to the parents explaining the aim, the program, the duration and cost of the trip. This letter is co-signed by the Principal of the school. In addition, there is a specific “Rules and Regulations Contract” that should be signed by the parents and the students. Students’ behavior on these trips is expected to be exemplary, as they represent their school and country.

13. Gifts

The presentation of gifts to teachers is not allowed at NIS. A high standard of service is expected from all our employees regardless of reward.

Teachers will appreciate receiving complimentary letters or thank you cards that they can include in their portfolios

School Services

1. Counseling Services

Specialist bilingual counselors provide counseling services to students. Services include referrals from teachers and administration for students in need of help to adapt to life in school, or to deal with certain behavioral difficulties or social issues. In addition, the counselor provides help to the teachers in understanding the student’s problems and in sharing techniques for dealing with certain cases.

The counselor is involved with the teachers in handling academic difficulties. He or she works with the teachers and the administrators in placing students in the proper class. The counselor is involved in student’s activities and is responsible for planning the special workshops for students, teachers and parents. He or she acts as a leader for the homeroom tutors at the middle school and works on programs for the role of the homeroom teacher. A confidential file is kept on cases referred to the office.

2. Health Services

If a student falls ill during a lesson he/she should inform his/her teacher immediately in order to be sent to the school nurse. In the event of an accident where it appears that a possible bone breakage or other serious injury has occurred, the student should not be moved and the nurse should be called immediately.

● 2.1 Health Record

Every student that is admitted to Naseem International School must have filed with the school nurse a health record. The admissions package contains a form that parents, with the assistance of the family doctor, must complete. Contact information must be accurately and comprehensively recorded on the form.

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

● 2.2 Daily Care

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

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

● 2.3 Medication

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

- Medication should be in a labeled container that specifies name, contents and dosage.
- Medication should be handed to the school nurse who will administer it to the student as necessary.
- Students who carry medication may have it removed from their possession. Parents will be contacted in these cases.

In cases of asthma, inhalers and respirators can be given to the nurse for use in emergencies.

● 2.4 Immunization Program

Every year a team from the Ministry of Health will visit Naseem to administer immunizations shots against tuberculosis, measles, German measles and polio. Before the visit, a letter to obtain parental permission will be sent.

● 2.5 Contagious Diseases

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

3. Lockers

Naseem International School students are provided with lockers and a key to the locker. Students are expected to secure all of their possessions in these lockers, and therefore there is no need to carry backpacks to class or leave them on the floor.

The locker is divided into two parts: the lower part is **34 x 36 x 34 cm** and the upper part is **12 x 34 x 36 cm**. Students must bring with them a small bag that fits inside the locker in order to be able to close and lock the locker.

Students may visit their lockers at scheduled times during the school day, and are not

allowed to use them during class time. Teachers must not accept any lateness excuses to class because of students visiting their lockers. Teachers are requested to educate and follow-up on proper usage of the lockers, and the ways of maintaining tidiness. The school administration organizes a continuous checking routine for the lockers to ensure cleanliness and tidiness and that they do not contain unauthorized material.

4. Media Center (Library)

The Media Center is located on the third floor of the building. The Center offers a wide variety of printed and digital materials designed to meet the research and language development needs of NIS students. There are computer facilities available for student use. Students are requested to save their work on personal disks. They must not save any of their work on the hard drive. The Center also contains a photocopy machine that is available for student use at minimal cost.

Middle and High School students are permitted to borrow a maximum of 5 books for a period of 3 weeks. Students are encouraged to use the Center during breaks and after school until 3:00 p.m.

Students who fail to behave in a manner appropriate for a Library setting may have their access privileges revoked. Eating and drinking is not permitted in the Center. Rules for using this facility are clearly posted in the Media Center.

5. Science and Computer Labs

Three science labs are available in the school for conducting various required experiments in the science program. Students must take extra care to follow the safety instructions. Students causing any damage to the equipment, or disposing of large quantities of consumable material will have to pay the cost of replacing it. In addition, students may suffer disciplinary consequences, if their action was judged to be intentional.

One Middle School computer lab is available and the same rules apply. Computer labs for ES, MS and HS are available where the same rules apply.

6. Transportation

The school does not offer any form of transportation to and from school. Parents should contact transport companies directly to arrange for the transportation of their children. Telephone numbers of several companies are available at the school reception for parents' convenience.

7. School Deliveries

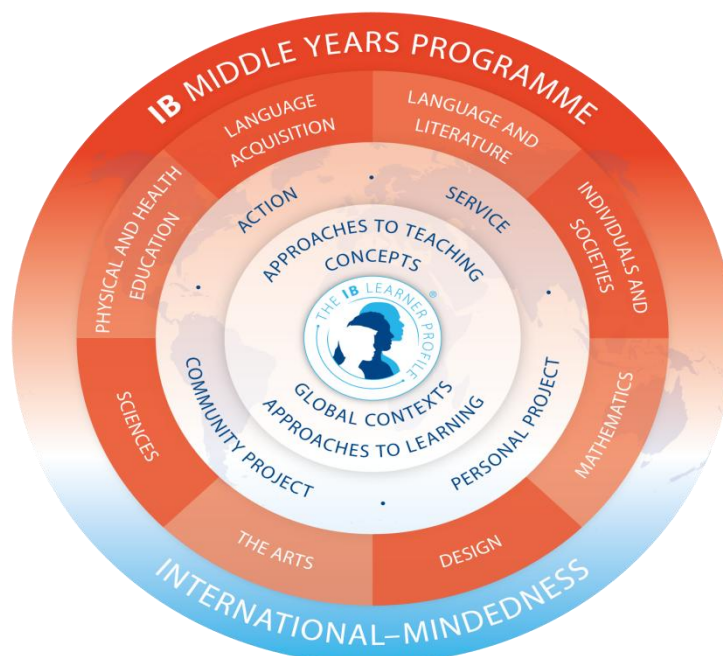
From time to time the school receptionists will receive deliveries of various kinds from parents. These may include articles of clothing for students who are out of uniform, or books. In all cases those receiving items have the responsibility of retrieving their deliveries from reception. Students should visit the reception during breaks for this purpose. Under no circumstances will the school staff leave the reception to deliver an item to a student.

8. The Cafeteria

The Naseem International School cafeteria provides a service for students and teachers and it is well equipped to accommodate 200 students.

Students may bring food from home while coming to school in the morning. However, food may not be ordered during the day from home or restaurants without prior approval of the Principal and on special occasions only.

IB MIDDLE YEARS PROGRAMME (MYP)



ABOUT THE PROGRAM:

The Middle Years Programme (MYP), is an internationally recognized educational program designed for students aged between 11 and 16 years. It recognizes that students in this age group are particularly sensitive and are struggling to define themselves and their relations to others.

The MYP promotes the principle of concurrent learning whereby students study a balanced curriculum each year. As the students mature and develop thinking skills, they explore the disciplines with increased depth and realize how they are linked to each other and to global issues. The MYP emphasizes the development of the whole child: affective, cognitive, creative and physical. Its effective implementation will be assured by our concern for the whole educational experience, including what children learn outside the classroom, underpinned by curriculum development, the provision of the requisite resources and teacher training.

The program also encourages a balance between formative and summative assessment using a range of assessment strategies within units of work to allow students to use and demonstrate a full range of approaches to learning skills (ATL Skills). Assessment strategies used by MYP teachers include teacher-led assessments, group assessments and/or peer evaluation, portfolios, journals, oral and student self-assessment.

Three fundamental concepts that underpin the programme are:

Holistic learning in the context of the MYP:

The focus of holistic learning is the discovery of relationships between areas of knowledge, between individuals, communities and the world. The MYP at Naseem requires the faculty to organize learning so that students become increasingly aware of the connections between subjects, between subject content and the real world.

Intercultural Awareness:

This concept is concerned with the developing students' attitudes, knowledge and skills as they learn about their own and others' cultures. Intercultural awareness in an MYP school involves everyone. This awareness impacts school climate and community relations as well as the content of the curriculum taught through the subject groups and interdisciplinary activities.

Communication:

A good command of expression in all its forms is fundamental to learning. Development of communication is a key objective and an explicit part of assessment, as it supports understanding and allows student reflection and expression in different forms. This fundamental concept also touches the development of students' understanding and appreciation of different ideas, thought processes and expression, including The Arts and the use of Information Technology.

These fundamental concepts are implied in, or are part of, the IB learner profile, especially in the attributes "balanced, open-minded and communicators".

The IB Learner Profile:

The learner profile is the IB's mission in action. The aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. *(Extracted and adapted from: From Principles into Practice, published May 2014.*

Teaching and Learning in the IB

The IB education programme is designed to allow for teaching and learning to take place through the implementation of an 'inquiry cycle', which includes asking questions, taking an action and reflecting on the learning process to develop deeper understanding. This **constructivist approach** empowers both students and teachers to become life-long learners who can easily work independently or collaborate as part of a team.

Learning in Context:

Today's teenagers and adolescents are much more conscious of our global interconnectedness and have access to almost unlimited amounts of information via the internet and social media. In the MYP, our teachers are encouraged to plan and design units of work that deal with different ideas and issues which affect us on a personal, local, national and global level. Learning within contexts encourages our students to become more internationally minded and allows them to make better connections between what they learn, what they experience and how their learning impacts their own lives. With this in mind, the IB provides a set of *global contexts* that contribute to the development of the attributes of the IB learner profile.

Global Contexts in the MYP:

1. Identities and relationships - *Who am I? Who are we?*

Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

2. Orientation in space and time - *What is the meaning of "where" and "when"?*

Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

3. Personal and cultural expression - *What is the nature and purpose of creative expression?* Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

4. Scientific and technical innovation - *How do we understand the world in which we live?*

Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

5. Globalization and sustainability - *How is everything connected?*

Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.

6. Fairness and development - *What are the consequences of our common humanity?*

Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

(Extract from MYP: From Principles into Practice, Published May 2014 (Page 60 – 62).

Approaches to Learning:

How do I learn best?

How do I know?

How do I communicate my understanding?

Approaches to learning (ATL) represents general and subject-specific learning skills that the student will develop and apply incrementally during the programme and beyond. The focus of this area is on teaching students how to learn and on helping students find out about themselves as learners so that they can develop their learning skills. Five skills categories help students and teachers to prepare for and demonstrate learning while allowing for a common language through which they can reflect on, articulate and assess learning.

The ATL skills framework consists of frequently overlapping skills that are interconnected across the curriculum. Their focus within the teaching and learning process allows for

student independent development. Key questions to be considered by students during the learning process would be:

1. *What are my present skills in this area and what evidence do I have of my development?*
2. *What skills can I improve?*
3. *What new skills can I learn?*

Communication skills - these focus on how students can communicate through interaction and demonstrate their communication through language.

Social skills - these focus on how students can collaborate and function effectively within a team.

Self-Management skills - these focus on how students can be better organized, manage their own state of mind and be more reflective.

Research skills – these focus on how students can demonstrate information and media literacy.

Thinking skills – these focus on how students can think critically and creatively and transfer skills and knowledge across subject groups.

Community and Service

How do we live in relation to each other?

How can I contribute to the community?

How can I help others?

Community and service considers how a student engages with his or her immediate family, classmates and friends in the outside world as a member of these communities. Students can learn about their place within communities and be motivated to act in a new context.

CURRICULUM SUBJECT GROUPS

The MYP curriculum requires the teaching of eight compulsory subjects. Here at Naseem the subjects retain their own identity by being taught as a unique subject but are also integrated into interdisciplinary units, depending on the subject matter. We believe the best school curricula should be challenging and engaging, and show a variety of instructional methods to fulfill the needs of students with different aptitudes. Our learning activities are concept driven and are designed to nurture curiosity and creativity through the inquiry cycle while continuing the encouragement of intellectual risk-taking that drives the IB Primary Years Programme. The conceptual learning aspect of the programme focuses on powerful learning ideas that develop critical and independent thinking as we prepare students for the rigors of further education.

SUBJECT GROUPS

1. **Language and Literature:** English (our language of instruction) and Arabic.
2. **Language Acquisition:** Arabic (ASL being developed into a Language B course)
3. **Individuals and Societies:** Integrated History and Geography.
4. **Sciences:** Integrated Physics, Chemistry and Biology.
5. **Mathematics:** An integrated study of the five branches of mathematics: number, algebra, geometry and trigonometry, probability and statistics, and discrete mathematics.
6. **Design:** Digital Design and Product Design.
7. **The Arts:** Visual, Performing Arts (Drama)
8. **Physical and Health Education:** The holistic approach to health, recreation and sport.

ASSESSMENT AND REPORTING

Grading and the authentic assessment of students is an integral part of learning and a continual process throughout the school year. In keeping with the ethos of the approaches to learning, all subject groups in our school use a variety of formative assessment methods that involve the learner and include teacher, self- and peer-assessment. Assessment strategies and tools have been designed to allow the students to show their understanding through flexible and appropriate application. The Middle Years Programme at Naseem follows the IB MYP prescribed, published assessment criteria for all subject groups. These are adapted to suit the needs of the school for grades 7 and 9. In grade 6, 8 and 10, the IB MYP published criteria are used in order to prepare the students for the Diploma programme and to meet the requirements for external moderation and certification. These assessment criteria rubrics are provided to all students in accompaniment to any set task or project of a summative assessment nature. These criteria are available to students and parents on request as well as via a link on the homepage of the school's website.

The IB Diploma Programme (DP)

The International Baccalaureate (IB) Diploma Programme is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.

The curriculum contains six subject groups together with a core made up of three separate parts.

This is illustrated by the logo with the three parts of the core at its center.



Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Programme.

Extended essay

The extended essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university.

Theory of knowledge (TOK)

The interdisciplinary TOK course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives.

Creativity, action, service (CAS)

Participation in the school's CAS programme encourages students to be involved in artistic pursuits, sports and community service work, thus fostering students' awareness and appreciation of life outside the academic arena.

Academic Dishonesty

Academic dishonesty is defined as the copying of other people's work, research, sentences, and claiming it to be your own. This illegal use of other people's work is not permitted in any school and university in the world, and is considered a strong reason for expulsion or failing students who attempt it.

At Naseem International School, the following skills pertaining to academic honesty should be modeled, and practiced.

- **personal skills**—discussions on integrity, confidence in one's own work, willingness to work independently and self-evaluation skills
- **social skills**—discussions on how to work collaboratively, how to contribute to a team, how to acknowledge work by other team members as well as peer-evaluation skills
- **technical skills**—recognition of when and why others' ideas should be acknowledged, which sources of information should be acknowledged and how to acknowledge them correctly, understanding plagiarism, how to construct a bibliography, how to reference correctly, familiarity with academic conventions.

If the students fail to do this, then he/she may fail the course, and if repeated the student may be expelled from the school.

At Naseem International School, students must not attempt any form of Plagiarism. When using other people's work, sentences or ideas; these must be acknowledged by the student on his own papers, using a proper quotation format, and at the end, indicating references used.

Any form of plagiarism will result in IB students failing the particular subject and if a Diploma student, he/she will be denied the award of the diploma.

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

(Extract from International Baccalaureate Organization 2013)

The IB Career-related Programme (CP)

The CP is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education.

The programme leads to further/higher education, apprenticeships or employment.



What does the CP offer students?

The CP provides a comprehensive educational framework that combines highly regarded and internationally recognized courses, from the IB Diploma Program (DP), with a unique CP core and an approved career-related study.

The CP's three-part framework comprises the study of at least two Diploma Programme (DP) courses alongside the distinctive CP core and a career-related study.

For CP students, DP courses provide the theoretical underpinning and academic rigour of the programme; the career-related study further supports the programme's academic strength and provide practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

The CP develops students to be:

- Academically strong
- Skilled in a practical field
- Critical and ethical thinkers
- Self-directed
- Collaborative
- Resilient and determined
- Confident and assured

- Caring and reflective
- Inquirers

Through the International Baccalaureate® (IB) Career-related Programme (CP), students deepen their understanding in general areas of knowledge, engaging in a holistic education model that fosters an enthusiasm for lifelong learning.

As a result of the programme, students develop the self-confidence and skills to participate successfully in higher education.

Universities and further/higher education institutions are likely to value the CP, for a number of reasons.

Some of these are outlined below.

Academic strength

CP students complete a minimum of two internationally recognized IB DP courses . The CP core further develops the academic skills of students through its four components.

An international perspective

CP students are encouraged to view aspects of their studies in a broad, global context. They are challenged to become internationally minded and culturally aware.

Intercultural understanding

Intercultural learning is a priority within the CP. Students move to a position of advocacy as they become more aware of their own culture and that of others.

An ethical education

The CP core provides a major opportunity for ethical education, conceived as involving principles, attitudes and codes of behaviour.

External validation

The CP validates both achievement and academic integrity in students' performance through its examination and moderation process.

Research and writing skills

CP students complete a reflective project on an ethical dilemma associated with their career-related studies. The reflective project provides excellent preparation and

experience for the kinds of undergraduate research required for further and higher education.

How the CP links with other IB programmes

The CP builds on prior learning in the IB Middle Years Program (MYP) and incorporates elements of the IB Diploma Program which provides the theoretical underpinning and academic rigor of the CP.

NASEEM INTERNATIONAL SCHOOL MYP GRADING MATRIX (G6-G10)

مصفوفة نظام الدرجات في مدرسة النسيم الدولية لنظام السنوات المتوسطة (الصف السادس-الصف العاشر)

2019 -2020

Grade Boundaries فئات الدرجات	GRADING الدرجات			
	MYP نظام السنوات المتوسطة	Letter Grade الدرجة بالرموز	Percentage المعدل المئوي	Regular GPA المعدل التراكمي
32	7	A+	100	4.0
31	7	A+	99	4.0
30	7	A+	98	4.0
28-29	7	A+	97	4.0
27	6	A	96	3.7
26	6	A	94	3.7
25	6	A-	92	3.4
24	6	A-	91	3.4
23	5	B+	88	3.1
22	5	B+	87	3.1
21	5	B	85	2.8
20	5	B-	83	2.5
19	5	B-	80	2.5
18	4	C+	78	2.2
17	4	C+	77	2.2
16	4	C	74	1.9
15	4	C-	70	1.6
14	3	D+	68	1.3
13	3	D+	67	1.3
12	3	D	66	1.0
11	3	D	64	1.0
10	3	D-	61	0.7
6 - 9	2	F	50-59	0
1 - 5	1	F	40-49	0

NASEEM INTERNATIONAL SCHOOL GRADING SYSTEM FOR SUBJECTS

Letter Grade الدرجة بالرموز	Percentage المعدل المنوي	G9 & G10 GPA المعدل التراكمي لمواد 10* صفوف 9 و	G11 & G12 Regular Subjects GPA المعدل التراكمي للمواد النظامية لصفوف 11 و 12	G11 & G12 IB - SL Subjects GPA المعدل التراكمي لمواد البكالوريا الدولية- المستوى العادي**
A+	97-100	4.0	4.0	4.2
A	93-96	3.7	3.7	4.0
A-	90-92	3.4	3.4	3.8
B+	87-89	3.1	3.1	3.6
B	83-86	2.8	2.8	3.4
B-	80-82	2.5	2.5	3.2
C+	77-79	2.2	2.2	3.0
C	73-76	1.9	1.9	2.8
C-	70-72	1.6	1.6	2.6
D+	67-69	1.3	1.3	2.4
D	63-66	1.0	1.0	2.2
D-	60-62	0.7	0.7	2.0

** Add 0.5 points to the Grade Point Average (GPA) for each IB Diploma HL subject

** تضاف (0.5) نقطة للمعدل التراكمي لكل مادة من المستوى العالي لمواد البكالوريا الدولية

NIS Discipline Policy

No.	INFRACTION المخالفة	DEFINITION تعريفها	1 st treatment	2 st treatment	3 st treatment	4 th treatment
1:1	Morning Tardiness.	Coming to school after 7:30	1-5 times counseling , verbal warning Parents call	6-10 times counseling Final warning Parents call	More than 10 times 1hour After school detention counseling Parents call <i>(missing ASD = OSS)</i>	EX. Case Discipline committee MOE
1:1	التأخر الصباحي	الحضور للمدرسة بعد الساعة 7:30	مرات 1-5 الارشاد و التوجيه تنبيهه شفوي الاتصال بولي الامر	مرات 6-10 انذار نهائي الارشاد و التوجيه الاتصال بولي الامر	اكثر من 10 مرات حجز ساعة بعد نهاية الدوام المدرسي الارشاد و التوجيه الاتصال بولي الامر (فصل يوم في حالة عدم الالتزام بالمعالجة الثالثة اي عدم الحضور)	حالة استثنائية لجنة الانضباط تعليمات وزارة التربية و التعليم
1:2	Skipping Classes	Unexcused absence from class; students in other areas without permission from the teacher.	counseling verbal warning Parents call Break detention	counseling Final warning Parents call Break detention	1hour After school detention Parents call (missing ASD = OSS)	EX. Case Discipline committee MOE

1:4		تسجل حالات الغياب لكل فصل دراسي بما يعادل 10% (9 أيام لكل فصل دراسي).	<u>Ἰῤῥῤῥῥῥ κῃῃ ἰῃἸῃῃ</u> تستلم الرسالة موقعة من ولي الأمر على أن توضع نسخة في ملف الطالب	<u>Ἰῤῥῤῥῥ κῃῃ ἰῃἸῃῃ</u> يتم الاتصال بولي الأمر من خلال المرشد الطلابي ، ويتطلب حضور ولي الأمر للمدرسة، ويوقع على التنبيه و يوضع في سجل الطالب	<u>Ḍḏ Ḳḓḓḓ Ἰῤῥῤῥῥ κῃῃ</u> يتم استدعاء ولي الأمر وإبلاغه بأنه <u>Ἰῤῥῥῥ / Ἰῥῥῥ Ἰῤῥῥ Ἰῤῥῥ</u> <u>Ἰῥῥῥ Ḍḓḓḓḓ Ἰῤῥῥῥῥ</u> <u>Ḳḓḓḓ Ἰῤῥῥῥῥ ἰῃἸῃῃ ḥḓḓḓ</u> <u>Ḳḓḓḓḓ Ḳḓḓḓ</u>	حالة استثنائية لجنة الانضباط تعليمات وزارة التربية و التعليم
1:5	Dress Code Violations	Failure to adhere to Dress Code Policy. (built, tie, , makeup , nail polish , shoes ,short or tied uniform)	verbal warning Parents call	Parents may be required to bring proper uniform. (Not allowed to attend the classes)	Parents may be required to bring proper uniform. (Not allowed to attend the classes)	EX. Case Discipline committee MOE
1:5	عدم الالتزام بالزي المدرسي	عدم الالتزام بقوانين اللباس المدرسي (الزي، الحذاء، الحزام، ربطة العنق ، المكياج، طلاء الاظافر، وان يكون الزي المدرسي فضفاضاً وخصوصاً للبنات)	تنبيه شفوي الاتصال بولي الامر	الايقاف مع الطلب من ولي الامر إحضار الزي المدرسي يمنع من دخول الحصص حتى يرتدي الزي المناسب	الايقاف مع الطلب من ولي الامر إحضار الزي المدرسي يمنع من دخول الحصص حتى يرتدي الزي المناسب	حالة استثنائية لجنة الانضباط تعليمات وزارة التربية و التعليم
1:6	Unprepared	Coming to class without Notebook , text book ,station ary ,or missing H.W,	1 st Warning Counseling Subject teacher record	Final warning Counseling Parents call Subject teacher record	1hour After school detention Parents call (missing ASD = OSS)	Discipline committee MOE
1:6	عدم الجاهزية للحصة	الحضور للحصة بدون دفتر ،كتاب، الاقلام والقرطاسية وعدم القيام بالواجبات	انذار أولي الارشاد حفظ في سجل معلم المادة	انذار نهائي الارشاد الاتصال بولي الامر حفظ في سجل معلم المادة	حجز ساعة بعد نهاية الدوام المدرسي الارشاد و التوجيه الاتصال بولي الامر (فصل يوم في حالة عدم الالتزام اي عدم الحضور)	لجنة الانضباط تعليمات وزارة التربية و التعليم

2:1	Verbal Abuse and/or Threatening or Intimidating Behavior	Threatening, insulting, or in any other manner verbally abusing another person. Insulting, abusing, or in any other manner mistreating any person.	1 day OSS Parent Conference Counseling .	2 days OSS Parent Conference Counseling.	3 days OSS Parent Conference Counseling. Contract.	Advise parents student is not a good fit at NIS.
2:1	العنف الشفوي/التهديد او المضايقة	التهديد والاساءة او اي سلوك شفوي فيه انتهاك لشخص اخر او اية معاملة سيئة لشخص اخر	يوم خارج المدرسة الاجتماع بولي الامر الارشاد	يومين خارج المدرسة الاجتماع بولي الامر الارشاد	ثلاثة ايام خارج المدرسة الاجتماع بولي الامر الارشاد تعهد	رسالة رسمية لولي الامر لايجاد مدرسة اخرى
2:2	Insubordination	Refusal to carry out a request by any staff member. Examples include refusal to report to the office when asked; refusal to give one's name; refusal to cooperate during an investigation or dishonesty	1 day OSS Parent conference, Counseling .	2 days OSS Parent conference, Counseling.	3 days OSS Parent conference, Counseling. Contract.	Discipline committee

		during an investigation .				
2:2	التمرد على القوانين	الرفض المتعمد لاتباع توجيهات اي عضو من اعضاء هيئة التدريس او طاقم المدرسة مثل عدم الذهاب الى المكتب او رفض اعطاء الاسم او التعاون في التحقيق عند الطلب او التلاعب بالمعلومات عند التحقيق	يوم خارج المدرسة الاجتماع بولي الامر الارشاد	يومين خارج المدرسة الاجتماع بولي الامر الارشاد	ثلاثة ايام خارج المدرسة الاجتماع بولي الامر الارشاد تعهد	لجنة الانضباط والسلوك
2:3	Tobacco (Smoking and/or possession of tobacco	The possession and/or use of tobacco products in school or on school property	2 days OSS Parent Conference	3 days OSS Parent Conference	3 days OSS Parent Conference Contract	Discipline Committee & final contract Advise parents the student is not a good fit for NIS.
2;3	التدخين	حيازة او تدخين منتجات التبغ في المدرسة او اي من مرافقها او حول الحرم المدرسي	يومان خارج المدرسة الاجتماع مع ولي الامر	ثلاثة ايام خارج المدرسة الاجتماع مع ولي الامر	ثلاثة ايام خارج المدرسة الاجتماع مع ولي الامر تعهد	لجنة الانضباط والسلوك تعهد نهائي رسالة رسمية لولي الامر لايجاد مدرسة اخرى

2:4	Disrupting school activities or Inciting campus unrest	Any cause or attempt to cause disruption of school activities or incite campus unrest	1 day OSS Parent call	2 days OSS Parent conference	3 days OSS Parent conference	Discipline Committee & contract
2:4	نشاطات تخريبية او مشيرة للازعاج	اية إثارة او محاولة ازعاج او اخلال بالقوانين الخاصة بنشاطات المدرسة	يوم خارج المدرسة الاتصال بولي الامر	يومان خارج المدرسة الاجتماع بولي الامر	ثلاثة ايام خارج المدرسة الاجتماع بولي الامر	لجنة الانضباط والسلوك تعهد
2:5	False Fire Alarms	Activation of false fire alarm.	One-day Saturday detention , parent called, counseling,	One-day OSS, parent conference, mandatory counseling, contract	3 days OSS, parent conference, mandatory counseling, contract	Final contract Advise parents the student is not a good fit for NIS
2:5	العبث باجهزة الانذار للحريق	التعرض لاجهزة انذار للحريق بالكسر او العبث	حجز يوم السبت الاتصال بولي الامر الارشاد	يوم واحد خارج المدرسة اجتماع بولي الامر الارشاد تعهد	ثلاثة ايام خارج المدرسة اجتماع بولي الامر الارشاد تعهد	لجنة الانضباط والسلوك تعهد نهائي رسالة رسمية لولي الامر لايجاد مدرسة اخرى
2:6	Safety Infraction	Any willful violation of safety procedures, such as science laboratory safety procedures, PE guidelines	One-day Saturday detention , parent called, counseling,	One-day OSS, parent conference, mandatory counseling, contract	3 days OSS, parent conference, mandatory counseling, contract	Advise parents the student is not a good fit for NIS.

2:6	مخالفات السلامة	اية مخالفة مقصودة لاجراءات السلامة فى المختبرات ،القاعة الرياضية ،الكافتيريا او اي مكان يتعلق بالحرم المدرسي	حجز يوم السبت الاتصال بولي الامر الارشاد	يوم واحد خارج المدرسة اجتماع بولي الامر الارشاد تعهد	ثلاثة ايام خارج المدرسة اجتماع بولي الامر الارشاد تعهد	لجنة الانضباط والسلوك تعهد نهائي رسالة رسمية لولي الامر لايجاد مدرسة اخرى
3:1	Cheating	Copying another student's work or test answers, cheat sheets, giving or receiving information during a test, plagiarism, copyright violations	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract
3:1	الغش	نسخ عمل طالب اخر فى امتحان او اوراق عمل او نقل معلومات اثناء الاختبار او السرقة العلمية او اختراقات حقوق الطبع	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد
3:2	Forgery	Signing notes or use of forged document(s), or possession of forged document(s)	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract

3:2	التزوير	توقيع ملاحظات او تزوير وثائق او املاك وثائق مزورة	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد
3:3	Computer/ Network Violations	Inappropriate conduct and misuse of computer facilities.	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract
3:3	اختراقات في الشبكة او جهاز الحاسب الالى	سوء استخدام الكمبيوتر او سلوك شائن في استخدام الكمبيوتر	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد
3:4	Extortion	Any act of attempting to secure money, property, or other gain from another by use of force, fear, intimidation or threat.	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract

3:4	الابتزاز	محاولة الحصول على المال او اي ممتلكات اخرى بالقوة او التهديد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	يومان خارج المدرسة مع الاجتماع بولي الامر تعهد	ثلاثة ايام خارج المدرسة مع الاجتماع بولي الامر تعهد نهائي	لجنة الانضباط والسلوك رسالة رسمية لولي الامر لايجاد مدرسة اخرى
3:5	Theft	Stealing property belonging to another person and/or knowingly receiving stolen property	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract
3:5	السرقه	اخذ ممتلكات شخص اخر دون علمه او موافقته الحصول على ممتلكات مع العلم انها مسروقة	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	ثلاثة ايام خارج المدرسة مع تعويض المال او الملكية المسروقة الاجتماع بولي الامر تعهد	ايام خارج المدرسة 5 تعويض المال او الملكية المسروقة الاجتماع بولي الامر تعهد نهائي	لجنة الانضباط والسلوك رسالة رسمية لولي الامر لايجاد مدرسة اخرى
3:6	Fireworks/ Explosives	Setting or attempting to set a fire or use and/ or possession of firecrackers or other explosives.	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract

3:6	الالعاب النارية والمفرقات	تحضير او محاولة تحضير العاب نارية او مفرقات او متفجرات او امتلاكها	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد
3:7	Physical Abuse and Fighting	Physically assaulting or abusing any person on school grounds or in conjunction with a school activity	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract
3:7	العنف الجسدي	الاعتداء الجسدي على شخص داخل حرم المدرسة او خلال اي نشاط مدرسي	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد
3:8	Look-alike weapons / weapons	Any item that appears to be a real weapon, Knives or any other implement which can be used in a lethal way.	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract

3:8	حيازة ادوات قد تستخدم كاسلحة	حيازة اي شئ له صفات السلاح او اية ادوات مؤذية كالسكاكين وغيرها	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد
3:9	Profanity/ Obscenity	Use of inappropriate language directed towards any staff member	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract
3:9	استخدام لغة سيئة وغير مناسبة	استخدام لغة غير مناسبة لاي من اعضاء الهيئة التدريسية	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد
3:10	Abusive Slurs (racial, ethnic, religious, disabled, etc.)	To insult, revile, malign, or disparage in speech. The use of profanity	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract

3:1 0	اثارة نعرات عنصرية على اساس العرق او الدين او اعاقاة جسدية	الاساءة والشائعات والافتراءات العنصرية او استخدام خطاب عدائي	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد
3:1 1	Sexual Harassment	Unwanted and/or unwelcome behavior of a sexual nature	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract
3:1 1	التحرش الجنسي	القيام بسلوك غير مرغوب او سلوك ذا طبيعة جنسية	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد
3:1 2	Vandalism/ Graffiti	The willful destruction or defacement of school property	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract	Parent call, Counseling Investigation Discipline committee & contract

3:1 2	التخريب او الكتابة على الجدران او الممتلكات المدرسية	التخريب المتعمد او تدمير ممتلكات المدرسة	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد	الاتصال بولي الامر الارشاد تحقيق حول تفاصيل الموضوع اجتماع لجنة الانضباط تعهد
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1. **Excused absence:**

Based on Naseem International School rules and regulations, the following cases are considered excused absence:

- 1- Sickness, proved by an official medical report.
- 2- Death in the family.
- 3- Urgent absences may also be considered. However, the school should be informed about that in advance so the counselor with members of the discipline committee will study the case before permitting absence.

Discipline committee

تعليمات المدرسة فيما يتعلق بالغياب بدون عذر

- 1- تسجل حالات الغياب لكل فصل دراسي بما يعادل 10% (9 أيام لكل فصل دراسي).
- 2- يتم ارسال إشعار للأهل بعد الغياب الثالث كما يلي:
 - يقوم مربي الفصل بارسال رسالة إلى ولي الأمر.
 - تستلم الرسالة موقعة من ولي الأمر على ان توضع نسخة في ملف الطالب وترسل نسختين لمربي الصف وللمشرف الاجتماعي.
- 3- بعد الغياب الخامس يتم الاتصال بولي الامر من خلال المرشد الطلابي ، ويتطلب حضور ولي الامر للمدرسة، ويوقع على التنبيه و يوضع في سجل الطالب ونسخة لمربي الصف ونسخة للمشرف الاجتماعي.
- 4- بعد الغياب السابع يتم استدعاء ولي الأمر وإبلاغه بأنه في حال وصول ابنه/ ابنته، للغياب التاسع فإنه يعتبر الطالب راسباً في الفصل الدراسي.

الغياب بعذر حسب تعليمات مدرسة النسيم الدولية:

- 1- أن يكون الطالب مريضاً مع احضار ما يثبت ذلك.
- 2- حالات الوفاة للأقارب.
- 3- الحالات الطارئة مع اعلام المدرسة مسبقاً، ومن ثم فان لجنة السلوك والانضباط تقرر قبول أو عدم قبول العذر .

لجنة الإنضباط والسلوك

Discipline Committee:

1. **Principal**
2. **Students Supervisor**
3. **Counselor**
4. **Homeroom Teacher**

