



المدرسة الكندية ثنائية اللغة
Canadian Bilingual School

Bringing Talent to Life

إدخال الموهبة في الحياة

**Secondary School
Student Handbook
2017-2018**

Table of Contents

A Letter from the Principal	3
Secondary School Academic Staff List 2017 - 2018	4
1. MISSION STATEMENT	5
2. CORE BELIEFS	5
3. CBS CODE OF CONDUCT	5
4. CBS - BUILDS CHARACTER	5
5. TIMETABLE	6
6. CURRICULUM DESCRIPTION	7
7. LANGUAGES	7
8. POST ACCEPTANCE REQUIREMENTS	7
9. LUNCH.....	8
10. MOBILE PHONES AND ELECTRONIC DEVICES USED AS PHONES	8
11. USE OF TECHNOLOGY	8
12. MONEY AND VALUABLES	10
13. FIELD TRIPS.....	10
14. AFTER-SCHOOL ACTIVITIES	10
15. STUDENT COUNCIL	10
16. TELEPHONE CALLS	10
17. VISITORS.....	10
18. TRANSPORTATION	10
19. MORNING ARRIVAL.....	11
20. DISMISSAL	11
21. ATTENDANCE	12
22. BEHAVIOUR EXPECTATIONS.....	13
23. DETENTION.....	15
24. SUSPENSION FROM SCHOOL	15
25. EXPULSION FROM SCHOOL	15
26. INFRINGEMENTS AND CONSEQUENCES:.....	16
27. COMMUNICATION	18
28. GRADING.....	19
29. HOMEWORK POLICY	21
30. EXAM PROCEDURES	22
31. POINT SYSTEM.....	23
32. STUDENT COUNCIL – LEADERSHIP FRAMEWORK:	25
33. PLAYGROUND / GYMNASIUM	28
34. LIBRARY	28
35. SCIENCE LAB.....	28
36. TRANSITION BETWEEN CLASSES.....	29
37. SCHOOL PARTIES.....	29
38. HEALTH SERVICES	29
39. STUDENT PROVISIONS	30
40. STUDENT PASS PROCEDURES.....	30
41. UNIFORM	31
Course Descriptions Grade 7 - 12.....	35
STUDENT INFORMATION FORM	46

A Letter from the Principal

Dear CBS Families,

It is my privilege to welcome you and your children to Canadian Bilingual School for the 2017– 2018 school year.

This handbook will serve as a resource and reference to help you understand the rights and responsibilities you have as a member of the CBS school community. CBS students learn some of their most important lessons from the interactions experienced each school day. The ideals of CBS have created a shared culture of respect for and service to others.

We believe that you, as your child's first teacher, play a vital role in education. We are committed to developing an ongoing partnership between home and school. By working together, we will help all of our children succeed. You may expect regular communication from the school through class newsletters, progress reports, report cards, monthly publications and updates on the school website.

This Student Handbook has been updated and organized to help you become familiar with the policies and procedures at CBS. Please read it over with your child and keep it handy so that you may refer to it throughout the school year when questions arise.

This new school year brings much excitement – meeting new friends, new teachers and sharing educational experiences. I look forward to meeting all of our students and parents. As always, feel free to contact me with your questions, ideas or concerns.

On behalf of the entire secondary staff, we welcome each and every one of you back to school!

Sincerely,

Mr. Paul Barwinski
Secondary School Principal

School Contact Information:

Tel: +965 247 44 023 Fax: +965 247 43 470

Secondary Principal: ssprincipal@cbskuwait.com

Secondary Vice-Principal: ssvp@cbskuwait.com

Counselor: sssocialworker@cbskuwait.com

Administration: admin@cbskuwait.com

Website: www.cbskuwait.com

Secondary School Academic Staff List 2017 - 2018

Staff Name	Position / Subject	Grades
Mr. Paul Barwinski	Principal	7 - 12
Mr. Michael Gonzalez	Vice Principal	7 - 12
Sherin Farrag Elgamasy	Social Worker	7 - 12
Sanaa Althaf	Guidance Counselor	7 - 12
Rosemary Mc Kenna	Librarian	7 - 12
Eman Ismail	Arabic Coordinator/AFL	7 - 12
Abdalla Ridha Hashem Abdelsattar	Arabic Teacher	7 - 12
Shimma El Sayed	Arabic Social Studies	7 - 12
Mohamed Abdelalhadi	Islamic Coordinator/ IFL	7 - 12
Ahmad Abdelsattar Abdelghani	Islamic Teacher	7 - 12
Hossam Mahboob	IFL Teacher	7 - 12
Amal Mohamed	English and Social Studies Teacher	7 - 12
Mariyah Hyder	English and Social Studies Teacher	7 - 12
Nabeeha Khan	English and Social Studies Teacher	7 - 12
Scott Moore	English and Social Studies Teacher	7 - 12
Aurora Racquel	English and Social Studies Teacher	
Tasneem Dalal	ESL Teacher	7 - 10
Dr. Khalid Sheikh	Math Teacher	7 – 12
Kausar Khawaja	Math Teacher	7 – 12
Nooruddin Mohammed	Math and Science Teacher	7 - 12
Leena Dajani	Math and Science Teacher	7 - 12
Qaizar Husain	Science Teacher/Physics/Chemistry	7 - 12
Marium Kafil	Science Teacher / Biology	7 - 12
Engy Mustafa	Computers	7 - 12
Nicholeta Artin	P.E. (Girls) Teacher	7 - 12
Milan Vejinovic	P.E. (Boys) Teacher	7 - 12
Fagr Elsayed Mohammed	Art Teacher	7 – 12
Reem Ahmed	Music Teacher	7 - 8
Zareen	Science Lab Technician	7 - 12

1. MISSION STATEMENT

At Canadian Bilingual School we promote a respectful, safe and supportive environment, encouraging high expectations and academic success.

2. CORE BELIEFS

We believe in:

1. Individual Accountability
2. Having a positive belief in people
3. Developing critical thinking

3. CBS CODE OF CONDUCT

As a member of the CBS community,

1. I will be accountable for my own learning and will ensure that my work reflects both my integrity and the best of my abilities.
2. I will treat others, regardless of position or background, with respect and dignity.
3. I will ensure that my actions and attitude contribute to maintaining a positive learning environment for all.
4. I will take proper care of my belongings and respect the property of others.
5. I will accept my responsibilities to the CBS community by following the school's rules and regulations.

In adhering to the Code of Conduct, these guidelines should be practiced by all students.

-) Arrive to school and classes on time.
-) Wear the correct school uniform.
-) Speak respectfully to peers, teachers and staff.
-) Take care of school property.
-) Use the nurse/hall/washroom passes appropriately.
-) Not to have gum or candy at school.
-) Comply with the Ministry/school ban on mobile phones.
-) Keep the environment clean and free of litter.
-) Line up at the canteen respectfully.
-) Follow classroom and school rules.
-) Follow exam/test/quiz rules and expectations.
-) Complete homework and learning tasks as required by the teacher.
-) Follow rules of any special area such as the mosque, labs, auditorium, library etc.

4. CBS - BUILDS CHARACTER

Canadian Bilingual School Students are expected to have the following character traits:

❖ September - Respect

We respect ourselves and others. We respect belongings, the environment and the world around us.

❖ October – Responsibility

We take responsibility for our actions and our behavior.

❖ November – Self-Regulation

We can set reasonable goals and regularly monitor our progress. We can seek clarification and assistance when needed.

❖ December – Organization

We can follow a plan, establish priorities, and manage time to complete tasks and achieve goals.

❖ January – Initiative

We can demonstrate curiosity and interest in learning and a willingness to take risks.

❖ **February - Collaboration**

We can work with classmates and teachers to successfully resolve conflicts and build consensus.

❖ **March – Courage**

We are not afraid to tackle problems or try new things. We stand up for ourselves and others.

❖ **April – Independent Work**

We can work independently and use class time appropriately to complete tasks.

❖ **May – Caring**

We demonstrate a genuine willingness to reach out and help, support, and protect others.

❖ **June- Reflection**

We can reflect on our growth and areas of improvement and can recognize and celebrate our successes.

5. TIMETABLE

School Day 2017-2018 Middle School & High School Schedule	
Assembly	07:30 - 07:40
Period One	07:40 – 08:25
Period Two	08:25 – 09:10
Transition	09:10 – 09:15
Period Three	09:15 – 10:00
Period Four	10:00 – 10:45
Lunch	10:45 – 11:25
Period Six	11:25 – 12:10
Period Seven	12:10 – 12:55
Transition	12:55 – 13:00
Period Eight	13:00 – 13:45
Period Nine	13:45 – 14:30
Dismissal	14:30

*Students arriving after 07:30 will be marked late.

***Students arriving after 07:40 without a genuine excuse will be marked as unexcused absent for the day.** *(Please read consequences for tardiness and absences under ATTENDANCE)*

* Ramadan will tentatively begin on 15th May, 2018. The timing during Ramadan will be 08:00 am to 02:00 pm.

6. CURRICULUM DESCRIPTION

Curriculum is the driving force behind all teaching. It focuses and provides us with continuity across the grades. CBS students require consistent, challenging programs that will capture their interest, stimulate creative thinking and problem solving, develop a co-operative and independent approach to team work, as well as prepare them for a lifetime of learning. They require knowledge and skills that will help them compete and excel in a global economy allowing them to lead lives of integrity and satisfaction both as citizens and as individuals.

CBS follows the Ontario curriculum, thus creating challenges and meeting the creative and academic needs of each individual learner.

Teachers use Curriculum Expectations and Achievement level charts to ensure the expectations at the appropriate grade level are met. These charts are used in lesson and unit planning for the teacher, and are reflected in the report cards and used as references when discussing progress with parents.

7. LANGUAGES

At CBS, English is the language of instruction in areas of: English, Mathematics, Social Studies, Science, Art, Science and Technology and Physical Education. It is expected students use only English in these classes. If they need to use Arabic for any reason they should seek permission from the teacher. English language communication is evaluated in every English language course. This will count towards the students' overall course grade.

Arabic, Islamic Studies and Kuwait Social Studies are significant parts of the curriculum as mandated by the Kuwait Ministry of Education. These three subjects are taught in Arabic. During recess and outside of class students are expected to use the language of the teacher supervising them.

8. POST ACCEPTANCE REQUIREMENTS

Documents Required:

The following documents are necessary for each student's cumulative file: **(A file must be complete before the student attends class.)**

-) Two recent passport size photos.
-) Copies of previous school records, including the most recent report card.
-) Copies of standardized test scores.
-) A clear copy of the passport information pages for each student and father/guardian.
-) A copy of the birth certificate.
-) Copies of the Residence Permit and the Civil I.D. card for each student and his or her father or guardian as soon as they are issued by Kuwait authorities.
-) For students transferring to CBS from another school in Kuwait, a completed transfer certificate is necessary. This may be obtained from the student's previous school.
-) Transcripts from each high school attended.

Student Health Records:

-) BCG card or proof of PPD (Tuberculosis Skin Test) and a physical fitness card.
-) Copies of the student immunization record from birth until present.
-) A student health file.
-) A medical release form.

Permanent Student Files

Individual cumulative files are maintained in the Public Relations Office. These files include application forms, copy of the birth certificate, family information form, transcripts, copies of report cards, health files, discipline reports, copies of progress reports, and reports from standardized tests.

9. LUNCH

It is recommended that all students bring a healthy packed lunch from home. Lunch or snacks are eaten in the homeroom classroom under the supervision of a teacher. Each student is responsible for the cleaning-up of his/her area. We suggest a lunch consisting of fruit, a sandwich, raw vegetables, milk, yogurt, juice or water. When temperatures rise, please ensure your child has an adequate amount of water to drink during the day.

-) Soda is not allowed as part of a student's lunch or snack.
-) Milk or juices are preferred lunch beverages.
-) Chewing Gum is not allowed at school.
-) No power drinks are to be brought to school.

Students are to eat or drink in the classroom. Students are expected to throw out their garbage after they are finished. The cleanliness of the classrooms depends on **all** of our students to use the garbage and recycle bins. **No eating or drinking is permitted in the halls of the school, on the field or in the gym.**

Canteen

The school canteen is open for students in the middle/high school during lunchtime from 10:45 through to 11:25. Students are **not** to use the canteen during transition times. Power drinks, soda and candy are not available at the canteen.

Ordering Food From Outside the School

It is CBS policy that food is **not allowed** to be ordered from outside the school. Students who order food in will have it confiscated and returned to them at the end of the school day. (Also see entry for **mobile phones** and using school phones.)

10. MOBILE PHONES AND ELECTRONIC DEVICES USED AS PHONES

Any Personal Electronic Device (PED) (such as iPads, laptops, netbooks, tablets, graphing calculators and e-readers) may be used in the classroom with the teacher's permission for curriculum-based learning. Mobile phones may **not** be used, seen or heard on campus or at off-campus events at any time between 7:30 a.m. and 2:30 p.m.

If a cell phone is observed or heard by a staff member, the following consequences will apply:

-) For the first offense, the cell phone including SIM card will be confiscated and held in the office. It will be returned at the end of the day to students.
-) On the second offense, the cell phone, including SIM card, will be held by the office for a period of one week (7 days) before being returned to the student's parents.
-) A third offense will result in the phone and SIM card being confiscated for the rest of the year. In all cases the parent must come to school to collect the phone from the office and the student and parent must sign an undertaking not to re-offend and acknowledging further consequences.

This Mobile Phone Policy complies with the Kuwait Ministry of Education regulations.

11. USE OF TECHNOLOGY

Students will demonstrate appropriate online conduct and manners and refrain from improper/unethical use of technology, including computer hacking and cyber-bullying. The internet must not be used for any purpose that is contrary to the Code of Conduct. This applies to school, work and home internet use.

IPads

I-pads are mandatory for grades 7 - 12 for the 2017-2018 academic year. I-pads will be used for the following activities amongst others (but not limited to these educational programs)

- Research as needed or directed in various subjects.
- English/Arabic dictionaries
- Independent programs for revision for example www.edhelper.com for Math, English, Science

Apps Installation and configuration

- Students have to configure the apps informed by the teachers on their iPads in the first week of school.
- Students will be given access to school WiFi for use in their iPads for school use.
- Students are expected to bring headsets to use with iPads during class for research involving video/audio sources.

Student Use of School Computers

When using computers at CBS, students must:

- 1) Use school computers only for **approved educational purposes**, using only CBS approved software.
- 2) Use all computer equipment with care and respect the rights of others using the lab. No food or drink, loitering, noise, coats, backpacks or other obstructions will be permitted in the labs.
- 3) Be responsible for the computer that they are using and will protect it from damage or misuse. Students must report any hardware or software problem to the supervisor immediately.
- 4) Not engage in any activities that will damage or interfere with the operation of the CBS network/ individual computers such as viewing or changing any elements of the operating or networking systems, interfering with the CBS connection or the service provider's network.
- 5) Save work only to USB keys or an authorized network or cloud space.
- 6) All work must be cited and referenced appropriately. This includes other students' work.
- 7) Enter a computer lab or use a computer only when the area is supervised.
- 8) **Not engage** in the following behaviours:
 -) play games unless authorized for educational purposes
 -) use the computers for any activity that is rude, racist, profane, harassing or offensive to others
 -) copy software illegally or use illegal software
 -) create or spreading computer viruses
 -) make unauthorized attempts to gain access to any account other than their own, this includes sharing passwords, accessing or altering the files of others
 -) downloading and/or installing any software or hardware onto any computer or the network.

Network Administrators can view files at any time without your consent to ensure that users are using the systems responsibly.

Students who violate the above rules will be subject to loss of school computer access, removal from a related course, suspension from school, legal prosecution, or other punishment deemed appropriate by the Principal or CBS.

On-Line Posting and Social Media

Students who post on-line statements, photos, videos, etc. that are rude, profane, criminal, harassing and/or offensive to any member of CBS community may be subject to suspension from school, legal prosecution, or other disciplinary measures.

12. MONEY AND VALUABLES

Students are advised not to bring large amounts of money or valuables to school. The school will not assume responsibility for money or possessions, including mobile phones and electronic devices lost, damaged or stolen at school.

13. FIELD TRIPS

The Ministry of Education requires that the school obtain permission for all school-sponsored activities. Parents are required to sign permission for their child to attend field trips and after-school activities. Students without permission will not attend the trip/activity.

It should also be noted that once field trip money has been submitted to the third party institution that will be visited, no refunds will be given.

14. AFTER-SCHOOL ACTIVITIES

After-school activities are offered during the school year from 02:45 pm. to 03:45 pm. Activities vary from year to year based on the interests of students and the availability of sponsors. Students are encouraged to enrol in an after-school activity to enhance their extra-curricular skills. Parents will be advised in writing when it is time for students to enroll in these activities. Students must be picked up at the reception **immediately** following the after-school activity. If they are not picked up soon after the activity and the problem persists, the child will have to forfeit their participation in the activities.

15. STUDENT COUNCIL

The student council serves as a means for students to develop and exercise effective leadership, address concerns from the student body, sponsor school activities and service projects. The student council is made up of two faculty advisors and elected students from Grade 5 through to Grade 12. Two students from each grade are elected in September / October for the academic year, and are expected to be role models for others in the school. Student council meetings are held after school during the week and it is expected that all members attend these meetings.

16. TELEPHONE CALLS

School telephones are for the use of school employees. However, in cases of emergency, a student may obtain the permission from his / her teacher and the office secretary to use the telephone in the Secondary School office only. Students who need to call home **must** obtain a signed permission / exist pass from the classroom teacher. In case of illness, the school nurse will make a medical decision as to whether or not a student needs to go home and will notify the parents if their child has fallen ill.

17. VISITORS

CBS welcomes parents and volunteers while making sure student learning time is not interrupted.

-) Visitors to the school between the hours of 7:30 a.m. and 2:30 p.m. need to come and check in directly to the Reception. You will get a Visitor's Badge if you are staying in the building.
-) If you have an appointment with a teacher please check in with the reception and someone will escort you to meet with the teacher or the teacher will meet you in the reception area. We appreciate your support in this matter. Meetings between parents and teachers will be scheduled and held in a private setting. Meetings should not be held in the reception area.

18. TRANSPORTATION

Transportation of students to and from school is the responsibility of parents. Bus services are subcontracted to a private company. The registration for bus transportation is to be done with the receptionist in the lobby. Students should arrive at school by 7:30 a.m. and should be picked up at the dismissal time of 2:30p.m. Students staying for after-school activities must be picked up

promptly at the end of the scheduled activity. Bus services are not available during an emergency dismissal.

Bus Safety Rules

Waiting for the Bus

-) Arrive at the bus stop a few minutes early.
-) Avoid horseplay while waiting.
-) Stay out of danger zone: stand at least 7 to 8 giant steps from the edge of the road.
-) Wait until the bus stops, the door opens and the driver says it's okay to board the bus.

Getting on and off the Bus

-) Never try to retrieve an item dropped near the bus—get out of the danger zone immediately.
-) Be sure the bus driver can see you and you can see him.
-) Walk in front of the bus, never behind the bus.
-) Look to your left and right sides before crossing the street.

Riding on the Bus

-) Obey the bus driver.
-) Once you're inside the bus, keep your bag underneath the seat.
-) Wear seat belts.
-) Stay in your seat and face forward; never stand on a moving bus.
-) Keep noise levels reasonable and do not distract the driver.
-) Do not throw anything on the bus or out the window.
-) Keep put your hand or head outside the window.
-) When reaching your designated stop, only unfasten the seat belt when the bus has come to a full stand still.
-) Collect your bag and carefully get off the bus making sure to check the street left and right.

19. MORNING ARRIVAL

-) Students need to have organized their belongings for the first period and be seated in the gym by 7:30 a.m. Attendance will be taken between 7:30 a.m. and 7:40 a.m. Any students arriving after 7:30 a.m. will need to obtain a **blue late slip** from the receptionist before proceeding to the assembly hall (gym).
-) At 7:30 a.m. the elementary gate will be closed and students will continue to obtain a blue late slip from the receptionist until 7:45a.m.
-) Students arriving after 7:45 a.m. will be sent home and marked absent for the day.

20. DISMISSAL

Secondary students will be dismissed at 2:30 p.m. by their teacher. They should go directly to their waiting driver or parent, taking care when moving through the parking area. Secondary school students should not go to the elementary area to collect siblings. Students enrolled in after-school clubs have 10 minutes to transition to the designated location.

Emergency Dismissal

When students are to be dismissed from school due to an emergency (dust storm, evacuation etc) an SMS text will be sent to all parents. Parents will need to collect their student from school immediately. There will be **no** buses provided for emergency dismissal; parents must make alternative arrangements.

Early Dismissal

- J Social Worker's approval is needed for early dismissal. Students will be marked absent for the time missed **unless** it is an emergency.
- J Parents will wait in the reception and the student will come to reception. No student will be released to a parent who arrives directly outside a classroom between 7:40 a.m. – 2:30 p.m. Parents are to check in at the reception and their child will be brought to them. Students should give the (yellow) early dismissal form to reception.
- J Students, who miss their bus or are waiting for their pick up, either after school or after activities are finished, should go to reception and wait to be collected.

21. ATTENDANCE

The satisfactory completion of a year's academic work requires regular attendance to all classes. More than 15 classes missed with or without notice, endangers students' ability to receive credit for the course.

Students, who have more than 15 unexcused absences in the school year from the date of their enrollment, will be sent three (3) registered letters informing them and their parents of their status. After the Kuwait Ministry of Education has acknowledged parental receipt of the letters, the student can be expelled for the rest of the year. Students will be ineligible to attend other schools during the period of expulsion. Students will repeat the year missed during the period of expulsion.

Returning To School after an Absence

When absent from school, a student must bring a note or other official documentation to the secondary school office.

Excused and Unexcused Absences

When absence from school is necessary, students are requested to have one of their parents notify the school by telephone early in the morning on the day of the absence to explain the circumstances.

- J Excused Absences: Absences due to illness or because of an emergency will be considered an excused absence and will not count in the 15 missed absences; however a doctor's certificate with
 - J type of illness,
 - J medications provided and
 - J no. of days of leave

will be necessary. Students are responsible for work missed during their absence. They are expected to check RenWeb Learning Management System or to ask their teachers for the missed classwork and assignments.

- J Unexcused Absences: Absences for extended vacations or other reasons such as over-sleeping, missing the bus, staying home to study, etc. will be recorded as unexcused absences and will contribute towards the 15 day limit.

Extended Absences / Leaves

The school has no authority to grant additional holidays and families are dissuaded from engaging in this practice. However, if it is necessary to leave school at a time other than official school holidays, the student must complete the following steps:

- J Obtain a letter of approval from the Ministry and submit it to the Secondary School Office.

-) Inform the Principal and the social worker of the absence in writing at least 2 weeks before departure/absence from school.
-) Make up any work missed.

Assignments due during the absence must be submitted when the student returns at a date determined by the teacher.

Tests written during the absence must be written when the student returns at a date determined by the teacher.

Not all missed work can be made up with take home or alternative assignments.

It is not always possible for students to write examinations at other than scheduled times.

Holidays should be arranged around scheduled exam times. A grade of zero will be awarded for missed exams with no documentation to support the absence.

Missing class and/or Skipping

Students must bring a doctor's note with type of illness, medications provided and no. of days of leave. No other documentation to support absences from class will be accepted. Skipping is an unexcused absence.

A student will be suspended after skipping five (5) classes.

Note: Students in grades 9, 10, 11 and 12 must have **90%** or better attendance record in order to write final course evaluations, formal exams and to graduate.

Missed Summative Assessments

Students who know ahead of time that they will miss an assessment are expected to discuss the situation beforehand with the subject teacher and require a meeting with the Administration to discuss the ramifications.

Students who are absent on the day of an assignment / assessment for reasons such as illness, field trip or suspension are responsible for:

-) the work covered and assigned during the class
-) the submission of assignments / assessments at a time negotiated with the teacher
-) the writing of any missed tests at a time negotiated with the teacher
-) the submission of medical or other documentation to the office

Early Check-Out at the End of a Quarter / Year

Parents are asked to notify the school when a student leaves prior to the end of a quarter. If a student leaves early in the quarter or does not complete all requirements of a class, including a final evaluation, credit will not be awarded for the assignments missed. The school does not make provisions for early final evaluations. Quarter grades of students who miss final evaluations will be affected by incomplete evaluation requirements.

22. BEHAVIOUR EXPECTATIONS

CBS seeks to foster and maintain high standards of behaviour. The intent of CBS procedures and policies is to ensure a respectful and safe environment in order to protect the rights of all students to pursue an education free from disruption and interference of this process.

Emphasis is placed on the students' individual responsibility for his/her own actions, and students are encouraged to make good choices based on self-respect and respect for others. The primary responsibility for students' behaviour rests with the individual student. It is important that students are in a safe, non-threatening school environment that is conducive to successful learning.

When a student has made a poor choice, the student must take responsibility for correcting his / her behaviour. If the incident is of a serious nature, it will be brought to the attention of the administrative teams. Involvement of the administrative team may mean contact with the student's parents. After an investigation, appropriate consequences will be determined by the counsellor and the administrative team.

Unacceptable Actions

Any action inside or outside the classroom which constitutes an infringement on another student's right to learn in a safe environment, interferes with another student's education, or anyone's well-being, will be considered a violation of school procedures and rules. The following list of unacceptable actions is provided as a guideline, but is not intended to be a complete list. It is the responsibility of each student to evaluate the appropriateness of, and to be accountable for, all of his/her actions.

- Ñ destruction of, or defacing of school property or the personal property of another student
- Ñ disruptive behaviour in classrooms, hallways, buses, the courtyard, playing fields, during co-curricular activities, etc.
- Ñ dishonesty with regards to tests examinations, reports, or projects
- Ñ theft of school property or other students' belongings
- Ñ fighting, hitting, pushing, spitting or bullying on or near the school grounds
- Ñ absence from a class without a valid reason
- Ñ failure to follow directions of teachers, principal or other members of the school
- Ñ unauthorized use of mobile phones and other electronic equipment
- Ñ misuse of student pass
- Ñ use of profanity or disrespectful language
- Ñ chewing gum or ordering food to be delivered

Smoking

Smoking is not permitted on school grounds or on school trips, or in areas where the school body congregates (e.g. Mosques). A suspension will be considered if a student is found smoking on school property or events related to school activities.

Bullying

Bullying can be defined as repeated physical or psychological intimidation that creates a pattern of abuse and harassment over time. It is any act that generates a climate in which students and/or teachers feel fear or intimidation. These characteristics generally describe bullying behaviour: it is deliberate, it is repeated over time, and it is intended to harm another person. Bullying can be classified into four categories: physical, verbal and relational and cyber.

-) **Physical bullying** involves hurting the body of another person or damaging property.
-) **Verbal bullying** involves using words to hurt the feelings of others through taunts, name-calling, put downs, humiliating, and racist remarks.
-) **Relational bullying** involves isolating, rejecting, excluding and blackmailing others through direct contact or using technology.
-) **Cyber bullying** is a form of relational bullying that utilizes technology such as email, blogs, texting, social networking sites and chat sites.

CBS encourages students to report any bullying behaviour to an adult at school. Reports will be handled confidentially and with discretion. Services will be provided to both the victim and the bully.

If bullying is suspected or reported, the incident will be dealt with immediately by a teacher or member of administration. The consequence will depend on the nature of the incident.

23. DETENTION

Detention takes precedence over any school activity, including clubs, soccer, student council etc. that is being held within the same time period as the detention.

Lunch Detention

Students making poor choices about their behavior may incur a lunch detention. They will spend the lunch recess under the supervision of a teacher or member of the administrative team. Failure to attend lunch detention will result in two detentions being given. Further non-attendance at lunch detention will incur an after school detention.

After School Detention

After school detention will be held from 2:45 until 3:45 pm in the supervising teacher's room. Students with after school detention need to make sure they are waiting outside the secondary office promptly at 2:45. Failure to attend after school detention will incur further penalties at the discretion of the administration, including a Saturday detention. Students who are absent from school on the day of their detention will need to make up the detention the first day back at school.

24. SUSPENSION FROM SCHOOL

When severe disciplinary action is necessary, a student may be suspended from all classes and school activities for a specified number of school days. Parents and or guardians will be informed by letter and a phone call explaining the reason for the suspension.

A student who continually violates school rules will be withheld from school sponsored activities such as field trips, after-school activities, and PE Sports Day. The Principal reserves the right to make the final decision on these matters. While a student attends an in-school suspension or is suspended from school, he/she will not be allowed to take part in any school sponsored activities.

The behaviours for which a principal may consider suspending a student include but are not limited to:

-) swearing (written or verbal) at a teacher or at another person in a position of authority,
-) bullying,
-) uttering a threat to inflict serious bodily harm on another person,
-) damaging or destroying school property,
-) theft
-) smoking
-) committing any act, considered by the Principal to:
 - have a negative impact on the moral tone of the school
 - have a negative impact on the physical or mental well-being of one or more school community members
 - be contrary to CBS and of Ministry of Education Codes of Conduct.

25. EXPULSION FROM SCHOOL

Expulsion will be enforced for repeated suspensions or a serious offence. If an offense is serious, the issue will be dealt with by the administrative team.

In addition to the possibility of expulsion, any student who has been suspended three times in an academic year will be placed on the hold list and may not be permitted to re-register at Canadian Bilingual School the following academic year.

Incidents for which a principal will consider recommending to the Ministry that a student be expelled include:

-) physically assaulting another person causing bodily harm that requires medical treatment,
-) possessing a weapon or using a weapon to threaten or frighten another person,

-) trafficking in restricted drugs or weapons,
-) committing robbery,
-) behaviour that:
 - is detrimental to the school climate and/or to the physical or mental well-being of others
 - causes extensive damage to school property
 - a pattern of behaviour so inappropriate the student's continued presence is detrimental to the effective learning or working environment of others
 - demonstrates a persistent resistance to changes in behaviour that would enable him/her to be successful
 - is a serious violation of the school or the Ministry code of conduct.

26. INFRINGEMENTS AND CONSEQUENCES:

Level 1 infraction (conduct that impedes orderly operations of classroom) will be handled by the classroom teacher. The list of violations below is not all inclusive, but is only representative and illustrative.

INFRACTION	DEFINITION	LEVEL 1 DISCIPLINARY ACTION		
1. Littering	Throwing or dropping paper, trash, or other material on the floor or ground	Occurrence	Display	Consequence
		1 st warning		Verbal warning, reminder, praise others, countdown, change seats, etc.
2. Refusal to do classroom work	Refusing to complete work, labs, projects, or other assignments given by the teacher	2 nd warning	Name	Write name on the board
		3 rd warning	Name x	Name + cross = time out (in class)
		4 th warning	Name xx	Name + two crosses = lunch detention
3. Violating classroom rules/ Disruptive Behavior	Not following the classroom rules. Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or school activity	5 th warning	Name xxx	Name + 3 crosses = lunch + after school detention, phone parents (referral form to social worker)
		After 5 th warning	Name xxxx	Name + 4 crosses = withdraw from room, send to office or another class + After school detention inform parents (referral form to social worker)
4. Inappropriate language/ Verbal Altercation	Using any form of cursing, no matter what language it is spoken in, including hand or bodily gestures	*Severity Clause – Students will be removed immediately from class if their behavior endangers others or is seriously inappropriate in any other way.		
5. Unexcused Tardiness	Not being seated in the classroom when class is scheduled to begin	<u>6th-9th Occurrence:</u> Phone call home by SW <u>10th Occurrence:</u> Parent to be called to school by SW to sign Attendance undertaking <u>11th-15th Occurrence:</u> after-school detention. <u>16th Occurrence</u> and above: suspension. * 5 unexcused tardy = 1 unexcused absence		
6. Uniform: non-compliance	Non-compliance in wearing CBS uniform	<u>1st Occurrence:</u> verbal reprimand by teacher / social worker <u>2nd Occurrence:</u> social worker to call parent to send the proper uniform + undertaking letter to be signed by parents to ensure that their child will wear the proper uniform in future <u>3rd Occurrence:</u> Student will wait in the office until the uniform is brought from home.		
7. Cell phone	No student shall use, display, or possess cell phones.	<u>1st Occurrence:</u> Cell phone will be confiscated by the Social worker and held in the office. It will be returned to the student at the end of the day. The student's parents will be informed of the incident and of the consequence of a second offense. <u>2nd Occurrence:</u> Cell phone, including SIM card, will be held by the Social worker for one week before being returned to the parent. <u>3rd Occurrence:</u> Device will be confiscated by Social Worker and kept in the HS office until the end of the school year.		

8. Non-submission of textbooks at end of course (Grades 9 – 12)	Non-submission of textbooks at end of course	<u>1st Occurrence</u> : Student will not be issued the report card until the textbooks are submitted to the store at the end of the semester / year.
---	--	---

Level 2 infraction (illegal and/or serious conduct in school): a student charged with a Level 2 violation shall be subject to the disciplinary actions listed below.

INFRACTION	DEFINITION	1 ST OFFENSE (Teacher)	2 ND OFFENSE (Social Worker)	3 RD OFFENSE (Social Worker)
Lying	Giving or providing intentionally untrue or misleading information or communication.	Verbal reprimand and Written notification to parent(s) by the teacher.	Detention	1 day suspension
Damage or destruction of property	Causing, attempting to cause, or threatening to cause damage to school or private property causing minor damage or defacing school or private property	Verbal reprimand and Written notification to parents by the teacher and Parent to pay for damages	Parent to pay damages, 1 day suspension	Parent to pay for damages, 2-3 days suspension
Insubordination / Leaving class without permission	Refusing to comply either verbally or non-verbally with a reasonable request or directive	Detention and notifying parent(s) by the teacher	1 day suspension	1-2 days suspension
Loitering / Trespassing	Being in the school building or on school grounds without permission or authorization, or refusing to comply with a request to leave school premises 1. after a reasonable request to leave 2. without a legitimate reason for being there 3. Without proper authorization or permission from anyone authorized to grant permission 4. After refusing to identify oneself.	Detention and notifying parent(s) by the teacher	1 day suspension	1-2 days suspension, police notified
Fighting	Engaging in verbal, hitting, punching, or any other kind of physical altercation, whether initiating or retaliating.	Detention and notifying parent(s) by the teacher	1 day suspension	2-3 days suspension
Bullying	Engaging in verbal, physical, emotional ,threatening acts of bullying and/or cyber bullying	Detention, conference with the parents and written warning by the social worker	1 day suspension	1-2 days suspension
Inappropriate technology usage	Students using school resources for illegal, inappropriate, or obscene purposes Using without authorization, electronic passwords, including but not limited to accessing, controlling, or disabling technological devices or services.	Detention, conference with the parents and written warning by the social worker	Device will be confiscated until end of the school year	1 days Suspension . Device will be confiscated until end of school year
Academic misconduct	Plagiarizing, cheating, copying another's work, attempting to gain or gaining unauthorized access to material, using submitting, or providing data or answers dishonestly, by deceit, or by means other than those authorized by the teacher	Exam will be given a grade of zero, the paper will be taken from the student. Written notification to parent(s) by the teacher.	Detention	1 day suspension

Offensive Material	Producing, possessing, or distributing materials/ devices that offend common decency or morals in the school community	Material/device to be confiscated, Written warning by the social worker, conference with the Vice Principal and 1 day suspension	1-3 days suspension	3-5 days suspension
Altering official documents	Forging, falsifying, or unauthorized alteration of a document	Verbal reprimand and Written notification to parent by the teacher	Detention	1-2 days suspension
Theft	Stealing, attempting to steal, possessing or transferring school or private property or participating in the theft or attempted theft of school or private property	Written warning by the social worker and conference with the Vice Principal and notifying parents to pick up the student	1-3 days suspension	3-5 days suspension
Reckless endangerment and Vandalism	e.g.: Use of weapon (pencil, scissors, etc.)	Written warning by the social worker and conference with the Vice Principal and notifying parents to pick up the student	1-3 days suspension	3-5 days suspension,
Obscenities, Verbal abuse, vulgarity towards school personnel	Directing obscene, abusive, insulting, racial, sexual, or religious slurs, written or verbal, toward any adult member of the school community. This shall include use of obscene gestures and sign that willfully intimidate, insult, or in any other manner, abuse others	Written warning by the social worker and conference with the Vice Principal and notifying parents to pick up the student	1-3 days suspension	3-5 days suspension,
Inappropriate conduct between genders	Committing acts that are sexual in nature. Evidence of immoral behavior or communication, written or otherwise.	Written warning by social worker, conference with Vice Principal	1-3 days suspension	3-5 days suspension

After-school detention:

This will be conducted in the Physics lab for half hour after school with teachers having a rotating supervision roster for the same.

27. COMMUNICATION

Newsletters

This is a monthly communication which highlights Middle / High School programs and events taken place each month. The newsletters are posted on the CBS website as well as printed for collection in the main Reception area.

Text message

If an urgent or important communication necessitates, the school will send a text message (SMS).

RenWeb Parent Portal

Parents will have access to student assessment marks, student attendance, newsletters.

Email

Subject teachers will provide their school email addresses. In an effort to reduce the impact on the environment and provide faster feedback, we request that parents provide CBS with their email addresses. Contact emails can be found on the school web-site www.cbskuwait.com

RenWeb Learning Management (RLM)

Student information and assignments are posted by the subject teachers on RLM.

Progress Reports

Progress Reports are issued in quarters 1 and 3. Progress Reports are followed by parent-teacher conferences. Progress reports are intended to provide an indication of work habits and achievement.

Report Cards

Report cards will be issued at the end of each semester. The report card keeps parents informed of the student's academic performance and his / her learning skills. Reports cards will be sent home at the end of January and in June of each academic year.

Conferences

There are three formal opportunities during the year to meet for parent-teacher conferences. The first parent-teacher conference takes place at the end of the first quarter. The second will take place at the end of the second quarter. The third conference will be a student-led conference and will take place near the end of the third quarter.

Meetings

Regular communication between parents and teachers is encouraged and must be scheduled. Meetings must not take place in the reception area or classroom during dismissal or morning arrival. This is to ensure confidentiality of student affairs. It is very important to pre-arrange a time when meeting with your child's teacher. A request can be made by scheduling an appointment with the Middle/High School Secretary or Counsellor. We encourage you to discuss any concerns you have with your child's teacher. The staff at CBS are dedicated to your child's success and want to be aware of any concerns you may have.

School Website

The school website at www.cbskuwait.com offers links to academic programs upcoming events and other relevant info about CBS.

28. GRADING

At Canadian Bilingual School all assessments and evaluations are based on the Ontario curriculum expectations, achievement charts and assessment policy.

Learning Skills

It is an expectation that students are assessed not only on their academic achievement but also on their Learning Skills. Students' learning skills are regularly assessed and reported on a separate scale on the provincial report card. These cross-curricular learning skills include:

Responsibility	Organization	Initiative
<ul style="list-style-type: none">▪ Fulfills responsibilities and commitments within the learning environment▪ Completes and submits class work, homework, and	<ul style="list-style-type: none">▪ Devises and follows a plan and process for completing work and tasks▪ Establishes priorities and manages time to complete tasks and achieve goals	<ul style="list-style-type: none">▪ Looks for and acts on new ideas and opportunities for learning▪ Demonstrates the capacity for innovation and a willingness to take risks

<ul style="list-style-type: none"> assignments according to agreed-upon timelines takes responsibility for and manages own behavior 	<ul style="list-style-type: none"> Identifies, gathers, evaluates and uses information, technology and resources to complete tasks 	<ul style="list-style-type: none"> Demonstrates curiosity with a positive attitude Recognizes and advocates appropriately for the rights self and others
<p>Self-Regulation</p> <ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them Seeks clarification or assistance when needed Assess and reflects critically on own strengths, needs and interests Identifies learning opportunities, choices and strategies to meet personal needs and achieve goals Perseveres and makes effort responding to challenges. 	<p>Collaboration</p> <ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group Responds positively to the ideas, opinions, values and traditions of others Builds healthy peer-to-peer relationships in person and through personal and media-assisted interactions Shares information, resources and expertise and promotes critical thinking to solve problems and make decisions 	<p>Independent Work</p> <ul style="list-style-type: none"> Independently monitors, assesses and revises plans to complete tasks and meet goals Uses class time appropriately to complete tasks Follows instructions with minimal supervision

Final Evaluations

Final evaluations can consist of an exam written in the formal exam period, an in class exam, a culminating task or a combination of both. Final and mid-term exams are written in the gym in January and May / June. Students must wear the complete school uniform to be admitted to exam room. **Students of Grades 9 - 12 must return their course textbooks in order to be issued the report cards.**

Report Cards

Report cards indicate student achievement and learning skills.

Deadlines are realistic in the working life outside of the school setting. In school they are set as a reasonable management strategy for students and for teachers so that workloads can be varied and balanced. Deadlines are a way of bringing closure to one unit of work and moving ahead to another.

There will be key pieces of assessment that **must** be completed by students in order for their teachers to determine how well each student has grasped the concepts and skills that have been taught in a unit/course.

Students may receive a mark of zero on these key pieces if an assessment task is not handed in after:

-) being provided sufficient or reasonable time to complete the task;
-) an assessment has already been marked and returned to the whole class;
-) an assessment was plagiarized

Should a student wish to get an extension/accommodation with the teacher, they should request at least a week **prior to the deadline**. Non-compliance with the extended deadline will result in a zero mark for the task.

Since students must provide sufficient evidence of their learning, incomplete tasks can result failure to obtain the credit. Therefore, it is imperative that all students submit assigned assessments in order to demonstrate a thorough understanding of course expectations, skills, and concepts. A zero can be used as a placeholder until a student demonstrates sufficient evidence of learning.

Measures of Academic Progress (MAP)

MAP Testing allows students, teachers and parents to measure the academic growth of every student. Reading, Language and Math tests will be administered in the Fall and the Spring. MAP Test results will account for 5% of the students' grade in each of the subject areas tested.

29. HOMEWORK POLICY

Homework is described as those learning activities that are associated with the in-school program and which are completed outside the classroom. The purpose of homework is to:

-) Supplement and support in-school experiences through related out-of-class activities
-) Encourage the development of self-regulation, good work habits and other learning skills.
-) Help develop positive attitudes towards independent study and lifelong learning
-) Assist students in preparing for subsequent planned learning activities

Homework is a necessary component of the instructional program and is important for students' academic growth and sense of responsibility. Extended projects are expected to be completed in daily increments. The purpose of homework is to reinforce the ongoing learning in the classroom and to promote the involvement of you as parents in your child's education. Homework provides enrichment, review, and reinforcement of the curriculum. Homework may consist of daily assignments, long-term projects, preparation for a quiz, a test, a lesson, or review of concepts learned in the classroom.

Time recommendations and suggestions for homework are as follows:

(source: www.tdsb.on.ca)

Courses offered in English Language

Grade 7	45-90 minutes
Grade 8	45-90 minutes
Grade 9	45-90 minutes
Grade 10	60-120 minutes
Grade 11	60-120 minutes
Grade 12	60-120 minutes

Courses offered in Arabic Language

60 minutes
90 minutes
90 minutes
90 minutes
90 minutes
90 minutes

30. EXAM PROCEDURES

It is important students follow the appropriate exam procedures including:

-) being silent in the exam room,
-) having their own equipment;
-) sharing is not permitted,
-) submitting course textbooks before sitting for the final exam
-) placing tablets / mobile phones/ textbooks and other personal material such as notes at the front of the exam room,
-) keeping eyes focussed on own exam paper.
-) Students must wear the complete school uniform to be admitted to exam room.
-) Students are to go home when they have finished writing exams for the day.
-) Talking and disruptive behaviour during the exams is unacceptable and will incur the above penalties.
-) **Students are expected to arrive 20 minutes prior to the exam. In the case of final exams of a course, the student has to return the course textbooks to be allowed to sit for the exam.**
-) Students may enter exams within the first 20 minutes of exam time. No entry will be allowed for students arriving after this time. There will be no extra time allowed for late entry to exams.
-) Students **must** bring their own equipment to the exam room. The consequence for failing to follow these expectations is that the exam is given a grade of zero, the paper will be taken from the student and student will be asked to leave the exam hall.

Items permitted in an exam hall:

The following items should be put in a clear plastic freezer bag and presented to the examiner for inspection before entering the hall.

-) 2 blue ball-point pens, 1 pencil, 1 eraser, A calculator (if needed)

We would like parents, as well as students, to have a clear understanding of the potential consequences of any infringements. Loss of marks may affect the percentage students need to pass the course.

The Kuwait Ministry of Education and CBS policy for students missing final exams due to reasons of ill health is as follows:

-) The student will be required to provide the school with a ministry approved notice from a government clinic as to the reason for the absence.
-) The school administration will then decide if the student may write the exam on another day.
-) Any student who needs to write an exam on another date due to must provide the medical notice before school ends for the year.
-) Students must provide documentation **before** writing an exam missed due to illness or other documented absence.

Academic Honesty

Cheating, including plagiarism of print or electronic material, is considered the equivalent of stealing. In addition, work completed by people other than the assigned student, is also considered cheating. Actions that will be taken include notification to student, parent and administration, and could involve a suspension. Students may also receive a zero for the assignment/quiz/test/exam, or may be given opportunity to make up the assignment for partial credit at the discretion of the classroom teacher and administration.

Plagiarism

Plagiarism is:

-) copying and pasting someone else's work from electronic sources
-) copying and pasting passages from electronic sources without placing the passages in quotes and properly citing the source
-) having others write work or portions of work for you
-) summarizing ideas without citing their source
-) using quotes from sources without putting quotation marks around the passages or citing the sources
-) quoting statistics without naming the source unless you gathered the data yourself
-) self-plagiarizing – using one paper for more than one class without the permission of your teachers
-) using photographs, video, or audio without permission or acknowledgment
-) translating from one language to another without properly citing the original source
-) failing to acknowledge sources of oral presentation, slides, or Web projects

Plagiarizing FAQs

Q. What should I do if I want to use someone else's work?

A. If you want to use someone's work you ask them, add quotations if appropriate and include a citation. We should never take someone else's work and submit it as our own. Paraphrase information. Don't take credit if it's not yours.

Q. What if I want to download music?

A. If you want to download music you should understand how to give others credit for their work and pay for it if required.

Q. What should I do if I want to download a picture for my project?

A. If you want to download a picture for a project you should add the owner of the pictures name and the website or link where you got it from. Go to credit for other peoples' work.

31. POINT SYSTEM

To help students make positive choices and to create a positive climate for learning, CBS will use a merit and demerit system.

-) To motivate to behave better, learn more and be independent accountable individuals.
-) To assist students in making sound choices thus producing well-behaved students.

The system is based on the belief the students need to be clear about the school's Code of Conduct; the importance of exercising self-discipline; and the consequences of irresponsible behaviour.

Criteria:

-) Points will be recorded by staff on RenWeb in the 'Behaviour' section of 'Student Data'.
 -) All students of Grades 7 - 12 start with 10 points at the beginning of the year. Points will be added or deducted accordingly.
 -) Points expire at the end of an academic year, except for Grade 11 students whose points get carried over to Grade 12.
 -) Students can earn merits (positive points) or demerits (negative points) throughout the year.
 -) Students are awarded maximum of one point for each instance of good conduct.
 -) Any staff member can issue merits and demerits.
 -) Recognitions and Consequences will be driven by the points earned by individual students.
 -) Students who have ZERO demerits at the end of the academic year will earn 25 merit points.
- The merit points encourage desirable behaviour and contributions to the school, while undesirable behaviour is discouraged by the deduction of points. The points awarded/ deducted may be reviewed by the Discipline Committee on a case by case basis should the need arise.

Below are some examples of how our students earn points.

Examples of Good Conduct		Point Earned
Merit Points	Attendance:) Full attendance for one month in all classes) Full attendance and participation in School Events (Sports Day, Career Fair, Science Fair) Academics:) Early submission of assignments.) Outstanding assessment results (3 times in a row)) Commendable classroom participation Behavior:) Demonstrating Responsibility (returning important documents, reporting incidents)) Demonstrating Kindness (assisting a classmate)) Demonstrating Citizenship (pride in school)) Demonstrating Good Manners (holding the door, saying please and thank you)) Demonstrating Integrity (honesty, returning lost items)) Peer Support - Helping facilitate a positive learning environment) Intervening/stopping a fight Extra-curricular:) Being committed, working hard and successfully completing an after-school activity) Measurable participation in student council and other school activities / events.	1 point
) Exemplary citizenship) Teacher's discretion	2 points

Examples of Infringement		Point Earned
Demerit Points) Being 5 minutes late to class (without a note from another staff / office)) Unexcused absence for more than 5 classes in a week.) Late submissions of assignments (1 day late)) Classroom Disruption, Disrespectfulness, Defiance, Profanity (use of bad words), Cheating) Dress Code Violation	-1 point
) Being more than 10 minutes late to class (without a note from another staff)) Failure to submit assignments within 2 days of date) Failure to appear for Detention and After-school Detention	-2 points
) Inappropriate gestures /Physical Aggression /Severe Misbehavior /Bullying /Sexual Harassment) Smoking) Theft) Plagiarism) Possession / Use of weapons / Possession of Alcohol or Drugs) Vandalism) Suspension	-5 points

Recognitions:

Students exceeding expectations are recognized at the end of the academic year as follows:

Points	Recognition
10 points	Commencement point
For every 50 points	Merit Certificate
200 points (4 merit certificates)	Merit badge
End of year (department) :	
Highest points	Gold Award
2 nd highest points	Silver Award
3 rd highest points	Bronze Award
300 points	Outstanding Achievement Award

The student scoring the highest points above each of the target gets the award for the year.

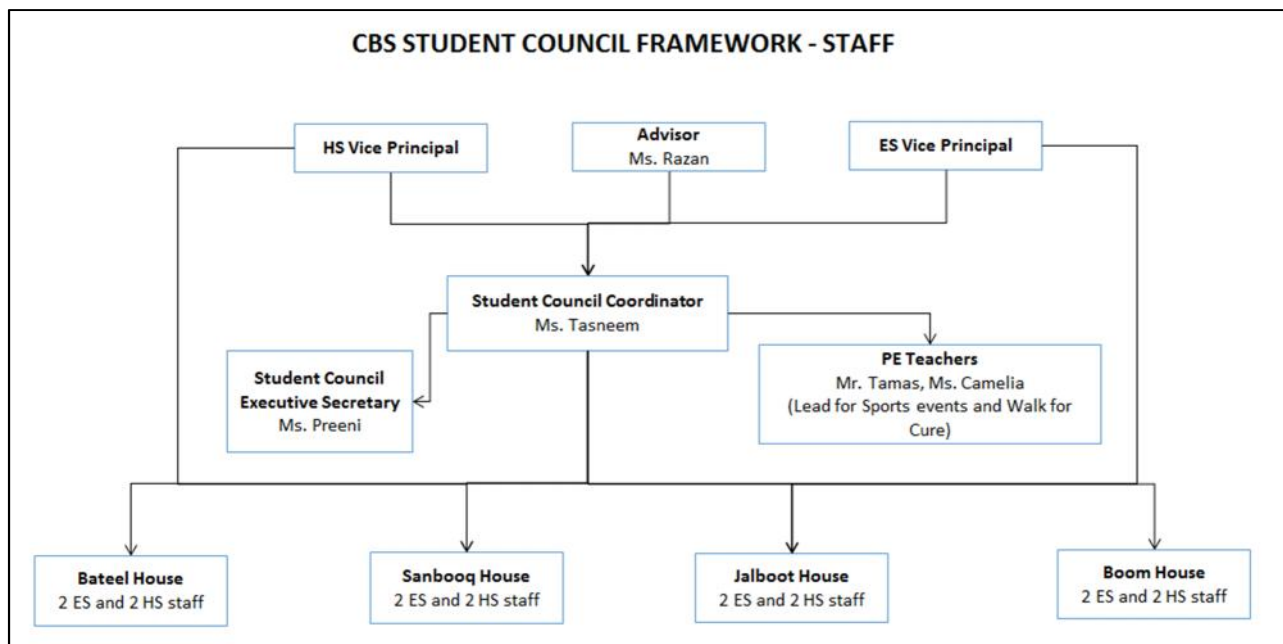
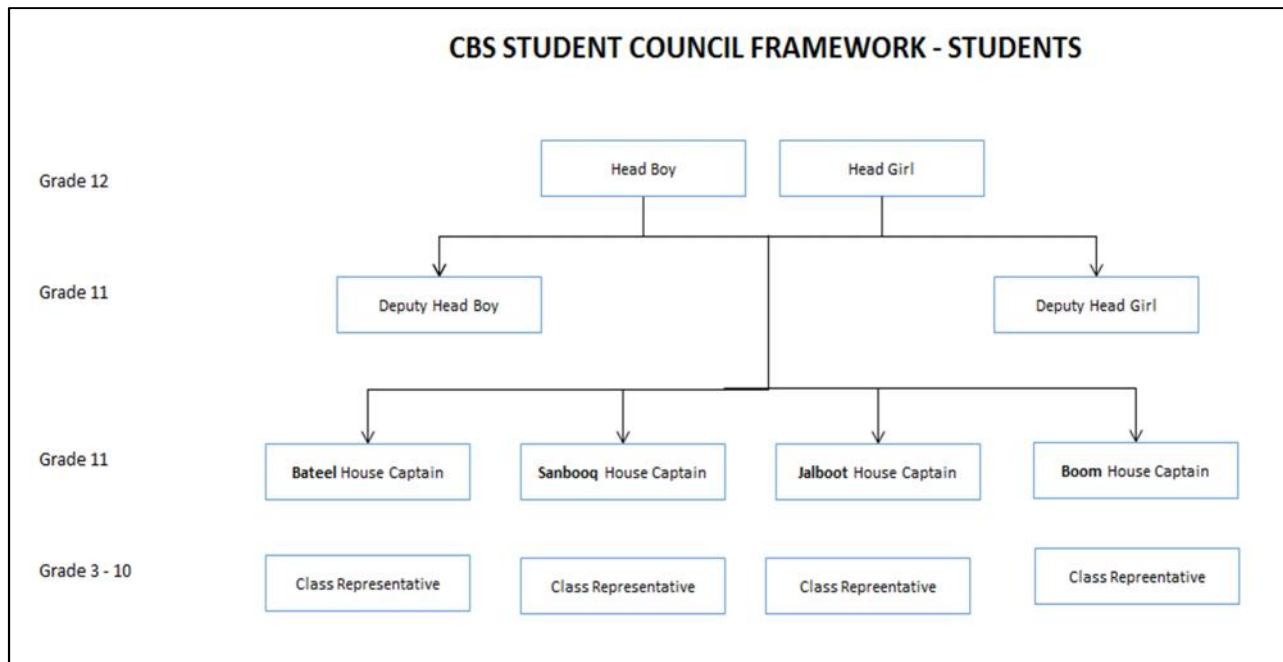
Consequences:

Students are advised to note the following critical levels:

Points	Action / Consequence
10 points	Commencement point
Final Warning: Below 0 points	<ul style="list-style-type: none">) Counseling by Social Worker / Guidance counselor) Referral to Principal / Vice-Principal) Liable for suspension from class

32. STUDENT COUNCIL – LEADERSHIP FRAMEWORK:

The purpose of the CBS Student Council is to give students an opportunity to develop leadership by organizing and carrying out school activities and events. In addition, the student council is the voice of the student body.



STUDENT COUNCIL MEMBERS:

Z Head Boy and Head Girl	:	Grade 12
Z Deputy Head Boy and Deputy Head Girl	:	Grade 11
Z House Captains - One house captain for each House	:	Grade 11
Z Class Representative –	:	
o Two reps. per grade		Grades 3 – 6
o One rep. per grade		Grades 7 - 10

1. Head Girl and Head Boy

The position of Head Boy and Head Girl is an extremely important one and is the most senior student role in the school. They are the leaders of the student community and an important link between students and staff.

The Deputy Head Boy and Deputy Head Girl assist the Head Boy and Head Girl in fulfilling their responsibilities, and deputize for them as required.

Expectations of Heads and Deputy Heads:

-) Report directly to the HS Vice Principal
-) Get training from HS Vice Principal with regards to leadership
-) Be an ambassador for the school community
-) Collaborate with Student Council coordinator to put together plans for future events.
-) Be able to manage teams and be in charge of appointing captains to certain areas during events
-) Ensure all student leaders attend the monthly meetings
-) Model the best possible standards of attendance, punctuality, work, uniform and behavior
-) Wear the badge every day as part of the uniform along with Student ID
-) Play an important role at parents' events

2. House Captains

House Captains are responsible for motivating and supporting students in their House. Their goal is to maximize the number of positive points and to minimize negative points, so that their House does as well as possible in the Secondary House Competitions.

Expectations of House Captains:

-) Report to Head boy and head girl and SC Coordinator
-) Lead a team of at least 40 students across Grades 7 – 12.
-) Come up with a motto for the House.
-) Take initiative for different activities
-) Activities to be planned and implemented by House Heads (staff) during breaks and after school.
-) One assembly a month to be managed by each house.
-) Inform house members across grades regarding upcoming event and participation in the event.
-) Wear the badge every day as part of the uniform along with Student ID

3. Class Representative

Class Representatives are expected to demonstrate positive leadership in their respective grades.

Expectations of Class Reps.:

-) Report to Head boy and head girl and SC Coordinator
-) Attend all student council monthly meetings and pass the information to their peers. Also, get ideas and inputs and ideas from classmates to bring them to the SC meetings.
-) Participate in all student council events planned in the calendar.
-) Ensure academic levels are kept above 80%. If this falls below 70 % during any quarter, the position will be revoked.
-) Wear the badge every day as part of the uniform along with Student ID.

STUDENT COUNCIL STAFF MEMBERS: SC Staff are there to support and guide the students in the Student Council.

- Z Student Council Administrators – HS Vice Principal, ES Vice Principal
- Z Student Council Advisor – Ms. Razan Hamad
- Z Student Council Coordinator
- Z Student Council Executive Secretary
- Z House Heads – 2 HS+ES staff per House (One English speaking+one Arabic speaking teacher)
- Z PE Teachers (lead for Sports Day and Walk for Cure)

CBS House System

This academic year, we have set up a House System to generate and promote following characteristics:

-) Pride – the pride of belonging to a House, making connections with new and different groups of students
-) Teamwork – from working with students from other year groups with a common aim
-) Leadership Skills - managing and coordinating, taking lead role in a project, tournament or competition
-) Healthy competition – learning the valuable life skills of ‘humble in victory and magnanimous in defeat’
-) Citizenship - seeing beyond school, working on school-wide events and projects

The names of the houses represent the most common dhows found in the Middle East. The DHOW is the school mascot and relates education to being a journey. The DHOW acronym for CBS is –

-) D – dedication
-) H – honesty
-) O – ownership
-) W – wisdom

The four houses are –

-) **BATEEL HOUSE** (Green)
-) **SANBOOQ HOUSE** (Orange)
-) **JALBOOT HOUSE** (Purple)
-) **BOOM HOUSE** (Aqua)

The structure of the houses is as follows:

-) Each House will have a motto linked to its element and a House Captain from Grade 11.
-) Staff will also be assigned a House; and other staff will be distributed equally.
-) All ES and HS Students will be distributed evenly between houses by the SC staff panel based on excellence in sports and academics.
-) Year-round competitions and events between HOUSES, with points accumulated for events.
 - o In HS: such as Sports Day, extracurricular Sports events, Talent Show, International Day, Subject Fairs, Debates, etc.
 - o In ES: Sports Day, extracurricular Sports events, Walk for Cure.

Nomination Process:

) Application:

Students can apply for each of the roles in the 2nd week of September, every year. Each interested student must submit the Application Form to the SC Coordinator. There will be a staff vote as well as an interview with the HS Administrators’ Panel.

) Selection Criteria:

- o Academics: Average above 80% for Heads, Deputy Heads and Class reps. House Captains need not have this cut-off limit.
- o Behaviour: No behaviour concerns over the past year
- o Attendance: Absence / tardy count to be less than 10 over the past year
- o CBS student for past 3 years (Heads and Deputy Heads)
- o Participation in community (having skills to positively connect with peers and teachers)

) Membership:

Once appointed, if any member does not fulfil their responsibility or whose behaviour is judged by administrators to be below the standard expected of an SC member, they may be removed from post and a replacement member will be posted immediately.

) Badge: Each SC member is presented with a badge, to be worn when at school.

) Meetings:

- o The SC meet monthly (the last Tuesday of every month from 02.45 to 03.45 pm).
- o The SC Coordinator convenes the meeting. The HS and ES Vice Principals will attend these meetings on a regular basis.
- o Issues frequently discussed include school events, school improvements, fun events and a local charity they want to support for the year.
- o Minutes of each SC meeting are to be posted by the Deputy Head boy / girl.
- o In accordance with the Point System, SC members receive one house point for each SC meeting that they have attended.

) Student Council Events: Promote upcoming student council events planned for the month by creating posters and promoting the event amongst peers.

33. PLAYGROUND / GYMNASIUM

Students will use the field for a part of their lunch period. They will be supervised by teachers.

-) Students may not use the field areas (field and cage) or gym without an adult present.
-) Any injuries should be reported to the supervisor and school nurse.
-) No food (gum, power drinks etc.) is allowed on the field or other school property.
-) If play items go outside the school boundary, the supervisor should be informed immediately. Students must not leave the school to retrieve play items. A school custodian will get the item.
-) As soon as the bell rings, all students should proceed to their class immediately.

34. LIBRARY

The librarian assists staff and students, as well as many parents, in the selection and checking out of materials and also provides Secondary students with weekly lessons in both literary appreciation and media skills. The Secondary Library is open from 7:40 a.m. till 2:30 p.m. each school day and often, by arrangement, at other times. Books can be checked out for two weeks in Grades 7- 12. They may be renewed for another week if not requested by other students. Encyclopedias, other reference books, and magazines may not be checked out.

1. Overdue Books:

It is the responsibility of the students to return books on the due date. Students with outstanding overdue books are not permitted to check out additional books.

2. Loss of, or damage of Books and Other Materials:

If a book or other library material is lost or damaged, it must be paid for by the person who checked it out. The price charged is the current replacement cost in Kuwait. Report cards may be withheld from a student who has overdue books or unpaid charges.

35. SCIENCE LAB

-) Conduct yourself in a responsible manner at all times in the laboratory.
-) Follow all written and verbal instructions carefully. If you do not understand a direction or part of a procedure, ASK YOUR TEACHER BEFORE PROCEEDING WITH THE ACTIVITY
-) No student may work in the science lab without the presence of the teacher.

-) When first entering a science room, do not touch any equipment, chemicals, or other materials in the laboratory area until you are instructed to do so.
-) Do not eat food, drink beverages, or chew gum in the laboratory. Do not use laboratory glassware as containers for food or beverages
-) Always work in a well-ventilated area. Work areas should be kept clean and tidy at all times.
-) Be alert and proceed with caution at all times in the laboratory. Notify the teacher immediately of any unsafe conditions you observe.
-) Keep hands away from face, eyes, mouth, and body while using chemicals or lab equipment. Wash your hands with soap and water after performing all experiments.
-) Know the locations and operating procedures of all safety equipment including: first aid kit(s), fire extinguisher and eye wash station. Know where the fire alarm and the exits are located.
-) Know what to do if there is a fire drill /evacuation during a laboratory period; containers must be closed, and any electrical equipment turned off.
-) When chemicals/heat/glassware are used, wear safety goggles, gloves, lab coat and shoes.
-) Report any accident (spill, breakage, etc.) or injury (cut, burn, etc.) to the teacher immediately, no matter how trivial it seems. Do not panic.
-) If you or your lab partner is hurt, immediately (and loudly) yell out the teacher's name to get the teacher's attention. Do not panic.
-) In the chemistry lab, if a chemical should splash in your eye(s) or on your skin, immediately flush with running water for at least 20 minutes. Immediately (and loudly) yell out the teacher's name to get the teacher's attention and you will be led to the eye wash station.
-) Do not taste or smell any chemicals.
-) The laboratory assistant will help students to find and use .Heated glassware remains very hot for a long time. They should be set aside in a designated place to cool, and picked up with caution. Use tongs or heat protective gloves if necessary.

36. TRANSITION BETWEEN CLASSES

This is a time when students need to make a focused effort to get from one class to another, promptly. It is a time to make sure you have collected necessary equipment from your locker, get a drink or visit the washroom, and be ready to start your next class. It is not a social time or club time!

37. SCHOOL PARTIES

At CBS, although we recognize the importance of having special celebrations such as birthdays and other special days, we also must ensure that we maintain a strong academic program. For this reason, birthdays may only be celebrated during the last Thursday of each month, during the last period of the day. Failure to follow these guidelines will result in having the cake and treats returned to the family to use at home

38. HEALTH SERVICES

Canadian Bilingual School employs a full-time registered nurse who maintains health files for each student. The nurse treats students referred by their classroom teachers and/or administration. Medicines are administered to students only with written permission from a doctor or the parents. Any prescription drugs required by a student during school hours should be registered with the nurse. The student's name, date on the medication, the time the medication needs to be given, the dosage amount, and the number of days the medication needs to be distributed must be written on the instructions.

Any medical information concerning the student must be given to the school nurse, plus medical documentation after a recent major surgery. These medical documents will be shared with the principal and teaching staff involved with the student. This will enable us to give the best possible care to our students.

Immunizations required by the Health Department are given by the nurse with permission from the parents. Students **must** obtain a pass from their teachers before reporting to the Nurse's Clinic.

Illness at School:

If a child becomes ill the teacher will send the child directly to the Nurse's Clinic with a pass and the nurse will determine the nature and degree of illness and course of action to be followed. When the Nurse determines that a student is to be sent home due to illness, parents will be asked by telephone to come to school to take the student home. If parents cannot be reached, the child will be kept at school in the nurse's clinic until dismissal time.

If a student is sick with fever, vomiting, nausea, etc., he or she should remain at home until they are fever free for at least 24 hours before returning to school. Students who become ill during the day must be excused to go to the nurse, who will determine the nature and degree of illness.

Accidents and Injuries:

Injuries that occur at school must be reported to the Nurse immediately. Students will be assisted by the Nurse or another staff member trained in first aid. The administration team will be notified immediately of the incident. Parents will be contacted in the event of a serious injury or accident. It is important we have up-to-date listings of contact numbers where parents can be reached.

Head Lice:

Head lice crawl from person to person by direct head to head contact. They do not spread disease. Anyone can get them. They are more common in children as their heads frequently touch when they play together. Itching is the main symptom.

When a child is found to have head lice, the school will inform the parents. Parents should not send their children with head lice to school until he or she has received full treatment. Usually a shampoo obtained from the pharmacy will clear the head lice.

39. STUDENT PROVISIONS

School supplies, such as paper, pencils, and notebooks must be provided by individual students as needed and as requested by teachers. A list of student supplies may be obtained from the office, and a copy will be sent home with students at the beginning of the school year.

40. STUDENT PASS PROCEDURES

No student should be out of class during class times without a good reason, and a classroom pass. Students misusing or abusing procedures will lose their right to use the student passes. Permission will be given to only one student at a time.

Nurse:

Nurse passes are needed for students who **need** to see the nurse during the school day.

-) A student has to get a note from the classroom teacher giving permission to see the nurse.
-) If a student needs to see the nurse at lunch time, a note giving permission must be obtained from the lunch room supervisor or the Middle / High School office before the student goes to the nurse's office.

Office:

A pass is required if students need to go to the office or reception for any reason.

Students sent to the office from class are to report immediately to the main office. Failure or refusal to do so may result in further disciplinary measures.

41. UNIFORM

The school uniform needs to be clean, neat and ironed. Tight clothing is inappropriate. **Hats** are not part of the school uniform and should not be worn inside.

Uniform expectations and Appearance

1. School uniform is ONLY available at the CBS store and needs to be purchased from school.
2. All students of CBS are expected to wear their full school uniform while in school and when attending school related activities outside the school.
3. Students are not permitted to wear any clothing that is not the CBS uniform.
4. Students are expected to wear a clean uniform to school daily. Students should not wear faded, torn, dirty or unlaundered uniforms to school.
5. Shoes: 2 pairs are needed.
 - i. One black pair with lace or Velcro for everyday use.
 - ii. One pair of laced/ Velcro running shoes with clear soles for P.E.
6. Students are permitted to wear an additional white t-shirt under the CBS shirt.
7. Students can wear additional pants or leggings under their CBS pants if they feel cold in winter.
8. Personal cleanliness, hygiene and neatness is expected at all times.
Hair must be neatly cut /pinned /plaited and combed or tied in a ponytail.
Nails must be kept clean and short. Boys must maintain their hair short and neat.

Jewellery and Cosmetics

Valuable jewellery should not be worn to school. Any items of jewellery should be discreet. Dangling jewellery (earrings, chains etc.) are not appropriate for safety reasons. Excessive amounts of cosmetics are not to be worn. Hair colouring is not permitted.

Guidelines include but are not limited to:-

In case of failure to follow the school's uniform expectations, the below actions will be taken:

Incident	Consequence
1	Verbal warning by teacher / social worker
2	Call parent to send the proper uniform + undertaking letter to be signed by parents to ensure that their child will wear the proper uniform in future.
3	Student will wait in the office until the uniform is brought from home.

CBS SUMMER UNIFORM



REGULAR UNIFORM



SHORT SLEEVE POLO T-SHIRT



GREY CARGO TRS.
BOYS



GREY TROUSERS
GIRLS



One black pair with lace or velcro for everyday use.

PE UNIFORM



PE T-SHIRT



PE SHORTS
BOYS



PE PANTS
GIRLS



One pair of laced or velcro running shoes with clear soles for PE.

CBS WINTER UNIFORM



REGULAR UNIFORM



LONG SLEEVE
POLO T-SHIRT

&



JUMPER



GREY CARGO TRS.
BOYS



GREY TROUSERS
GIRLS



One black pair with lace or velcro for everyday use.

PE UNIFORM



PE JACKET



PE PANTS



One pair of laced or velcro running shoes with clear soles for PE.

CBS STUDENT ID



المدرسة الكندية ثنائية اللغة
Canadian Bilingual School

STUDENT NAME
GRADE 2

www.cbskuwait.com





Student ID : 121212
Valid till June 2017
Emergency Contact No.
14141414 / 80808080

Block 2, Zaid Al-Khail St., Iba-Mesham Kindergarten Bldg,
P.O. Box: 1251, South Khaitan, Kuwait
Tel: +965 24744023 - Website: www.cbskuwait.com

STUDENT CALENDAR 2017-2018

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 26 UNIFORM AND BOOK SALES - JK
- 27 UNIFORM AND BOOK SALES - SK
- 28 UNIFORM AND BOOK SALES - GR 1
- 29 UNIFORM AND BOOK SALES - GR 2-3
- 30 UNIFORM AND BOOK SALES - GR 4-6

Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 31-03 EID AL-ADHA HOLIDAYS
- 4 UNIFORM AND BOOK SALES : GR 7-12
- 5 UNIFORM EXCHANGES
- 6 UNIFORM AND BOOK SALES
- 10 FIRST INSTALLMENT FEES DUE
- 10 FIRST DAY OF SCHOOL : Gr 1-12
- 11 FIRST DAY OF SCHOOL : JK, SK - KG OPEN DAY
- 17-28 MAP TESTING (FALL) : Gr 3-10 / DIAGNOSTIC ASSESSMENTS
- 18 **OPEN HOUSE EVENING (ES + HS)
- 20 ISLAMIC NEW YEAR CELEBRATIONS
- 21 ISLAMIC NEW YEAR
- 25 ASSEMBLY GR 4-6 : RESPECT
- 27 ASSEMBLY GR 1-3 : RESPECT
- 28 HS ASSEMBLY : RESPECT
- 28 THANKFUL DAY / WHITE DAY / HS STUDENT COUNCIL NOMINATIONS

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 5 HS STUDENT COUNCIL ELECTIONS
- 19 WALK FOR CURE/ PINK DAY
- 22-26 ANTI-BULLYING WEEK
- 23 ASSEMBLY GR4-6:RESPONSIBILITY / RED roll-out
- 25 ASSEMBLY GR1-3:RESPONSIBILITY / RED roll-out
- 25 GR 5-6 PARENT ENGAGEMENT EVENT
- 26 HS ASSEMBLY : RESPONSIBILITY

Su	M	T	W	Th	F	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 1-2 AUTHORS ABROAD DAY (Gr 3-6)
- 2 QUARTER 1 ENDS
- 9 INTERNATIONAL DAY
- 13 PROGRESS REPORTS GO HOME
- 14/16 ***PARENT CONFERENCE MEETING
- 25 CBS FUN DAY
- 27 ASSEMBLY GR4-6:SELF-REGULATION
- 27 GR 3 PARENT ENGAGEMENT EVENT
- 29 ASSEMBLY GR1-3:SELF-REGULATION
- 29 HS ASSEMBLY : SELF-REGULATION
- 29 GR 4 PARENT ENGAGEMENT EVENT
- 29 HS COURSE SELECTION PARENT WORKSHOP
- 30 *PROPHET'S BIRTHDAY

Su	M	T	W	Th	F	Sa
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 3 2ND INSTALLMENT FEES DUE
- 7 CAREER FAIR
- 7 BAKE SALE
- 11 ASSEMBLY GR4-6:ORGANIZATION
- 13 ASSEMBLY GR1-3:ORGANIZATION
- 14 HS ASSEMBLY : ORGANIZATION
- 17-21 MIDTERM EXAMS : GR 3-12
- 18 GR 1 PARENT ENGAGEMENT EVENT
- 22-06 WINTER BREAK

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 7 CLASSES RESUME
- 7-8 MID-TERM EXAMS
- 11 TWIN DAY
- 25 SEM-I EXAMS : GR 10-12****
- 25 QUARTER 2 ENDS
- 29 ASSEMBLY GR4-6: INITIATIVE
- 29 REPORT CARDS GO HOME
- 30/1 ***PARENT CONFERENCE MEETING
- 30-01 BOOK FAIR
- 31 ASSEMBLY GR1-3: INITIATIVE
- 31 GR 2 PARENT ENGAGEMENT EVENT

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

- 30-01 BOOK FAIR
- 1 HS ASSEMBLY : INITIATIVE
- 1 ***PARENT CONFERENCE MEETING
- 8 MATH FAIR
- 12 100 DAYS OF SCHOOL - KG CELEBRATION
- 15 CANDYGRAM DAY/ ORANGE DAY
- 19 ASSEMBLY GR4-6:COLLABORATION
- 22 NATIONAL DAY CELEBRATIONS / ORAL COMMUNICATION FESTIVAL
- 25-26 NATIONAL DAY / LIBERATION DAY
- 28 ASSEMBLY GR1-3:COLLABORATION

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 1 SPORTS DAY
- 1 3RD INSTALLMENT FEES DUE
- 8 YOUNG AUTHOR'S DAY
- 8 BOOK CHARACTER DRESS-UP DAY
- 18-22 MAP TESTING (SPRING): Gr3-10
- 21 MOTHER'S DAY CELEBRATION
- 25-29 HEALTHY LIVING WEEK - ES
- 26 ASSEMBLY GR4-6: COURAGE
- 28 ASSEMBLY GR1-3: COURAGE
- 28 GR 5-6 PARENT ENGAGEMENT EVENT
- 28 HEALTHY LIVING EVENT - HS
- 29 HS ASSEMBLY : COURAGE
- 29 QUARTER 3 ENDS

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 1-5 SPRING BREAK / INTERNATIONAL TRIP (HS)
- 8-11 ISLAMIC FAIR
- 9-11 HS BUSINESS WEEK
- 11 HS PROGRESS REPORTS GO HOME
- 12 ***PARENT CONFERENCE MEETING -HS
- 15 *ISRAA WAL MIRAJ
- 18 SK GRADUATION
- 18 BAKE SALE
- 19 TALENT SHOW
- 22-26 EARTH WEEK
- 25 ASSEMBLY GR1-3:INDEPENDENT WORK
- 25 JK PARENT ENGAGEMENT EVENT
- 25 GR 4 PARENT ENGAGEMENT EVENT
- 26 HS ASSEMBLY : INDEPENDENT WORK
- 29-03 TECHNOLOGY FAIR
- 30 ASSEMBLY GR4-6:INDEPENDENT WORK
- 30 GR 3 PARENT ENGAGEMENT EVENT

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 29-03 TECHNOLOGY FAIR
- 1-3 ON-DEMAND WRITING (JK-GR 12)
- 2 GR 8-9 TRANSITION WORKSHOP
- 3 SCIENCE FAIR
- 6-10 DRA TESTING (SPRING : JK-Gr8)
- 7 GR 6-7 TRANSITION MEETING
- 9 REVIEW OF MAP RESULTS
- 10 SPRING CONCERT
- 10 **HS STUDENT AWARDS CEREMONY
- 14 CREATIVE DAY / BLUE DAY
- 15 *RAMADAN SCHEDULE BEGINS
- 17 GR 6-7 TRANSITION DAY
- 20 GIRGAON CELEBRATION
- 21 ASSEMBLY GR4-6: CARING
- 21 GR 1 PARENT ENGAGEMENT EVENT
- 23 ASSEMBLY GR1-3: CARING
- 23 GR 2 PARENT ENGAGEMENT EVENT
- 24 WORKERS APPRECIATION AWARDS
- 27-31 GR 12 EXAMS

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 03-06 SEM-II EXAMS: GR 3-11
- 7 LAST DAY FOR STUDENTS
- 7 GR 12 GRADUATION
- 12 REPORT CARDS GO HOME

Q1:	44 DAYS
Q2:	45 DAYS
Q3:	43 DAYS
Q4:	44 DAYS
Instructional Days:	176 DAYS
START/END OF QUARTER	
MS/HS EXAMS	
MAP / DRA TESTING	
ASSEMBLIES	
EVENTS / FAIRS	
STUDENT COUNCIL ACTIVITIES	
PARENT MEETINGS / EVENTS	
REPORT CARDS GO HOME	
GRADUATION	
HOLIDAYS	

- * TENTATIVE (SUBJECT TO CHANGE DUE TO MINISTRY AUTHORIZATION)
- ** EVENING SESSIONS
- *** AFTERNOON SESSIONS (2.45 - 3.45)
- **** Exams for the Semester Courses in Gr 10-12

CBS GRADUATION REQUIREMENTS

CBS (PreK - Grade 12) was founded in 2007 and follows a modified Ontario (Canada) curriculum.

Canadian Bilingual School's diploma is awarded to students who have completed a minimum of four years of academic work beyond the eighth grade and have earned a minimum of 33 high school credits.

Minimum Graduation Requirements (33 credits)		
Subject	Compulsory Credits	Elective Credits
English	4 credits	1 credit
Math	4 credits	1 credit
Science	2 credits	-
Physics	-	2 credits
Chemistry	-	2 credits
Biology	-	2 credits
Geography	1 credit	-
History	1 credit	-
Humanities and Social Science	-	4 credits
Arabic	4 credits	-
Islamic	4 credits	-
Kuwait Social Studies	1 credit	-
Arts	1 credit	1 credit
Physical	1.5 credits	2 credits
Career Studies	0.5 credits	2 credits

Indicators in Transcript		
Compulsory	X	Compulsory Credit Course
	Blank	Substitution / Elective Credit Course
Note	X	Substituted Compulsory Credit Course
	M	Modified Credit Course

Accreditation

- Canadian Bilingual School has been accredited by the Middle States Association of Schools and Colleges (MSA), Philadelphia U.S.A. from PreK to Grade 12
- Approved by the Ministry of Education for the State of Kuwait

Grading Scale

Grading Scale	
Percentage Mark Range	Letter Grade
80 - 100	A
70 - 79	B
60 - 69	C
50 - 59	D
0 - 49	R

Course Descriptions Grade 7



The Ontario Curriculum states the expectations that students must meet. Following are the overall (global) expectations that teachers will assess for Grade 7.

Language Arts

The expectations for Grade 7 focus on the consolidation of students' language knowledge, skills, and strategies and their ability to use them independently and effectively to understand, reflect on, apply, and communicate information and ideas, and for continued learning in school and in a multicultural, multimedia world.

The four strands are Oral Communication, Reading, Writing and Media Literacy.

Mathematics

Overall and specific expectations in mathematics are organized into five strands, which are the five major areas of knowledge and skills in the mathematics curriculum.

The five strands are Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra and Data Management and Probability.

Physical Education

Students will develop the skills and knowledge that will enable them to enjoy being active and healthy throughout their lives, as well as an understanding of the factors that contribute to healthy development and a sense of personal responsibility for lifelong health.

Science and Technology

The science and technology curriculum expectations are organized in four strands, which are the major areas of knowledge and skills in the science and technology curriculum.

The four strands are as follows:

- Understanding Life Systems – Interactions in the Environment.
- Understanding Structures and Mechanisms – Form and Function.
- Understanding Matter and Energy – Pure Substances and Mixtures.
- Understanding Earth and Space Systems – Heat in the Environment.

Social Studies

Students will develop a range of skills including but not limited to: development of curiosity and problem solving skills and capacity to take initiatives; developing the capacity of critical thinking through accessing; analyzing and using information from a wide variety of sources; developing and applying skills in interpreting and displaying graphical representation of information.

The modified Curriculum strands are –

-) Skills and Processes of Social Studies
-) Physics Patterns in a Changing World
-) Natural Resources Around the World: Use and Sustainability
-) World Conflict and Challenges
-) Concepts of Historical Thinking

Visual Arts

Visual arts provide ways of describing, exploring, and responding. It can be used to express ideas, experiences, and feelings. Students need to acquire a range of skills and specific knowledge.

Students will be engaged in meaningful, open-ended art-making activities. They will develop the skills to use art tools, materials, and techniques that are grade-appropriate.

Course Descriptions Grade 8



The Ontario Curriculum states the expectations that students must meet. Following are the overall (global) expectations that teachers will assess for Grade 8.

Language Arts

The expectations for Grade 8 focus on the consolidation of students' language knowledge, skills, and strategies and their ability to use them independently and effectively to understand, reflect on, apply, and communicate information and ideas, and for continued learning in school and in a multicultural, multimedia world.

The four strands are Oral Communication, Reading, Writing and Media Literacy.

Mathematics

Overall and specific expectations in mathematics are organized into five strands, which are the five major areas of knowledge and skills in the mathematics curriculum.

The five strands are Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra and Data Management and Probability.

Physical Education

Students will develop the skills and knowledge that will enable them to enjoy being active and healthy throughout their lives, as well as an understanding of the factors that contribute to healthy development and a sense of personal responsibility for lifelong health.

Science and Technology

The Science and Technology curriculum expectations are organized in four strands, which are the major areas of knowledge and skills in the Science and Technology curriculum.

The four strands are as follows:

-) Understanding Life Systems - Cells
-) Understanding Structures and Mechanisms – Systems in Action.
-) Understanding Matter and Energy – Fluids.
-) Understanding Earth and Space Systems – Water Systems.

Social Studies

Students will develop a range of skills including but not limited to: development of curiosity and problem solving skills and capacity to take initiatives; developing the capacity of critical thinking through accessing; analyzing and using information from a wide variety of sources; developing and applying skills in interpreting and displaying graphical representation of information. The modified Curriculum strands are:

-) Skills and Processes of Social Studies
-) Global Settlement: Patterns and Sustainability
-) Global Inequalities: Economic Development and Quality of Life
-) Society and Culture

Visual Arts

Visual arts provide ways of describing, exploring, and responding. It can be used to express ideas, experiences, and feelings. Students need to acquire a range of skills and specific knowledge. Students will be engaged in meaningful, open-ended art-making activities. They will develop the skills to use art tools, materials, and techniques that are grade-appropriate.

Course Descriptions Grade 9



English

English, Grade 9 Academic (ENG1D)

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

English, Grade 9 Applied (ENG1P)

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college, or workplace preparation courses in Grades 11 and 12.

Prerequisite: None

Health and Physical Education

Healthy Active Living Education, Grade 9, Open (PPL1O)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

Mathematics

Principles of Mathematics, Grade 9, Academic (MPM1D)

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: None

Foundations of Mathematics, Grade 9, Applied (MFM1P)

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: None

Science

) Science, Grade 9 Academic (SNC1D)

This course enables students to develop their understanding of basic concepts in Biology, Chemistry, Earth and Space Science, and Physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

Social Science and Humanities

) World Geography and Cultures, Grade 9 (CBSGC10)

This course focuses on the study of the earth's physical features and the living things that inhabit the planet. Students will study the relationships among the physical and human features of the earth by using other topic areas such as history, government, culture, and economics with geographic tools and methods such as direct observation, mapping, interviewing, statistics, and technology to research and understand the world's places. Throughout the course students will develop their skills in the process of geographic investigation to research and understand the world's places.

The Arts

) Visual Arts, Grade 9 Open (AVI1O)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

[Alternative option for non-KSS students]

) Learning Strategies 1: Skills for Success (GLE1O)

This course focuses on learning strategies to help students become more independent learners. Students will learn how to develop and apply literacy and numeracy skills, and teamwork skills to improve their learning. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. The strands in this course are –

- Learning Skills
- Personal Knowledge and Management Skills
- Interpersonal Knowledge and Skills
- Exploration of Opportunities

Course Descriptions Grade 10



English

English, Grade 10 Academic (ENG2D)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: English, Grade 9, Academic or Applied

English, Grade 10 Applied (ENG2P)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

Prerequisite: English, Grade 9, Academic or Applied

Mathematics

Principles of Mathematics, Grade 10, Academic (MPM2D)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 9, Academic – MPM1D

Foundations of Mathematics, Grade 10, Applied (MFM2P)

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Foundations of Mathematics, Grade 9, Applied – MFM1P

Science

Science, Grade 10 Academic (SNC2D)

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

Canadian and World Studies

) World History, Grade 10 (CBSW20)

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

Business Studies

) Information and Communication Technology in Business, Grade 10, Open (BTT20)

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Guidance and Career Education

) Career Studies, Grade 10, Open (GLC20)

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Prerequisite: None

Health and Physical Education

) Healthy Active Living Education, Grade 10, Open (PPL20)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

[Alternative option for non-KSS students]

) Learning Strategies: Skills for Success (GLE20)

This course focuses on learning strategies to help students become more independent learners. Students will learn how to develop and apply literacy and numeracy skills, and teamwork skills to improve their learning. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. The strands in this course are –

- Learning Skills
- Personal Knowledge and Management Skills
- Interpersonal Knowledge and Skills
- Exploration of Opportunities

Course Descriptions Grade 11



English

English, Grade 11 University Preparation (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods and cultures, informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic

English, Grade 11 College Preparation (ENG3C)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: English, Grade 10, Applied

Mathematics

Functions, Grade 11 University Preparation (MCR3U)

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic

Functions and Applications, Grade 11 University/College Preparation (MCF3M)

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Math, Grade 10 Academic, or Foundations of Math, Grade 10, Applied

Science

Physics, Grade 11 University Preparation (SPH3U)

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, different kinds of forces; energy transformations; the properties of mechanical waves and sound; electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and the impact of technological applications of physics on the environment.

Prerequisite: Science, Grade 10, Academic

Chemistry, Grade 11 University Preparation (SCH3U)

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behavior of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10, Academic

) Biology, Grade 11 University Preparation (SBI3U)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Science, Grade 10, Academic

Social Studies and Humanities

) World History since 1900: Global and Regional Perspectives, Grade 11, Open (CHT3O)

This course focuses on the major events and issues in world history from 1900 to the present. Students will investigate the causes and effects of global and regional conflicts and the responses of individuals and governments to social, economic, and political changes. Students will use critical-thinking and communication skills to formulate and test points of view, draw conclusions, and present their findings about the challenges that have faced and continue to face people in various parts of the world.

Prerequisite: World History, Grade 10

) Introduction to International Law (CBS3LO)

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

Prerequisite: None

Guidance and Career Education

) Leadership and Peer Support, Grade 11, Open (GPP3O)

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within communities.

Prerequisite: None

Health and Physical Education

) Healthy Active Living Education, Grade 11, Open (PPL3O)

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

The Arts

) Visual Arts, Grade 11, University/College Preparation (AVI3M)

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others.

Prerequisite: Visual Arts, Grade 9 or 10, Open

Course Descriptions Grade 12



English

English, Grade 12, University Preparation (ENG4U)

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: Grade 11 English, University Preparation

English, Grade 12, College Preparation (ENG4C)

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: Grade 11 English, College Preparation

The Writer's Craft, Grade 12, College Preparation (EWC4C)

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project, and investigate opportunities for publication and for writing careers.

Prerequisite: Grade 11 English, College Preparation

Mathematics

Mathematics of Data Management, Grade 12, University Preparation (MDM4U)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Advanced Functions, Grade 12, University Preparation (MHF4U)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 11, College Preparation

) Calculus and Vectors, Grade 12, University Preparation (MCV4U)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: Note: Advanced Functions, Grade 12, University preparation, must be taken prior to or concurrently with Calculus and Vectors.

Science

) Physics, Grade 12, University Preparation (SPH4U)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Grade 11 Physics, University Preparation

) Biology, Grade 12, University Preparation (SBI4U)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Grade 11 Biology, University Preparation

) Chemistry, Grade 12, University Preparation (SCH4U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Grade 11 Chemistry, University Preparation

Health and Physical Education

) Exercise Science, Grade 12, University Preparation (PSE4U)

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.

Prerequisite: Any Grade 11 University or University/College Preparation Course in Science, or Any Grade 11 Or 12 Open Course in Health and Physical Education

Social Science and Humanities

) Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW4U)

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geo technologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

Prerequisite: Any University or University/College Preparation Course in Canadian and World Studies, English, or Social Sciences and Humanities

) Canadian and World Politics, Grade 12, University Preparation (CPW4U)

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical-thinking and communication skills to develop

and support informed opinions about current political conflicts, events, and issues.

Prerequisite: Any University or University/College Preparation Course in Canadian and World Studies, English, or Social Sciences and Humanities.

Guidance and Career Education

) Learning Strategies: Skills for Success, Grade 12 Open (GLS4O)

This course is designed to prepare students for success in their postsecondary destinations. It improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals. The strands in this course are –

- Learning Skills
- Personal Management
- Exploration of Opportunities
- Preparation for Transitions and Change

Prerequisite: None

Technological Education

) Technological Design in the Twenty-first Century, Grade 12, Open (TDJ4O)

This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society's changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research postsecondary pathways leading to careers related to technological design.

Prerequisite: None

STUDENT INFORMATION FORM



المدرسة الكندية ثنائية اللغة
Canadian Bilingual School
#BringYourTalentsToLife
المدارس الثنائية في الكويت

Dear Parents,

You are kindly requested to fill in the following information; then return the form to the classroom teacher. This is for the school's record and is VERY important.

Thank you

CBS Administration

Student's Name: Class:

Father's Name:.....

Father's Cell Phone:

Home Telephone:

Place of Work:.....

Profession :

E-mail ID:

Mother's Name:.....

Mother's Cell Phone:

Home Telephone:

Place of Work:.....

Profession :

E-mail ID:



المدرسة الكندية ثنائية اللغة
Canadian Bilingual School
التعليم الجيد في الحياة
Bringng Talent to Life

أعزائنا أولياء الامور،،،

نرجو منكم إكمال البيانات التالية وارسالها لمدرس الصف وذلك لسجل المدرسة و غاية للاهمية:

شاكرين حسن تعاونكم معنا.

:

..... : _____

..... : _____

..... رقم تليفون المنزل:

..... : _____

..... المهنة:

..... البريد الالكتروني:

..... : _____

..... : _____

..... رقم تليفون المنزل:

..... : _____

..... المهنة:

..... البريد الالكتروني: