



# PARENT/STUDENT HANDBOOK

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**2023-2024**

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# 1. Welcome to Hayat Universal School

Welcome to Qatar's own Hayat Universal School (HUBS). It is our pleasure to welcome you. We have high expectations for the success of HUBS and the future of your children's education.

HUBS is a PreKG-12 school. After the successful start of HUBS School in Kuwait in September 2007 and our beginning in Qatar with PreK, KG1, KG2 and grades 1-3 in September 2009, last year, we graduated our fifth cohort.

We implement the prestigious British Columbia Ministry of Education Program and the Qatar National curriculum for Arabic Language, Qatar History and Islamic Education. The learning objectives ensure that our students develop their academic skills as well as their character to become competent and ethical Muslim Global Citizens. Our well-trained and caring team of teachers will ensure your child is stimulated to take an active role in learning and is continuously supported to succeed.

A HUBS graduating student receives the internationally recognized British Columbia, Canadian Dogwood Certificate. This graduating certificate provides opportunity for that student to attend the finest postsecondary education institutions in the world.

HUBS Qatar continues to receive full certification from the British Columbia Ministry of Education, and this is confirmed every year through a thorough, annual inspection from the British Columbia Ministry of Education. HUBS Qatar's alignment with international standards is further demonstrated through CIS accreditation, which the school has achieved in January 2020 and continues to hold.

We thank you for entrusting us with your child's education and thank you for wanting to share our success.

## 2. About HUBS Qatar

### 2.1 Vision

*We aim to develop a generation who masters the art of life management.*

### 2.2 Mission

*Hayat Universal School (HUBS-Qatar) provides a high quality, bilingual, Canadian education*

*that integrates:*

*academic subjects and life skills,  
knowledge and application, and  
cultural identity and openness;*

*all interweaved to develop our students to be:*

*well-rounded individuals and life-long learners prepared for the challenging future.*

### 2.3 Beliefs (Definition of High Quality Learning and Teaching)

***We believe that it is our responsibility to provide High Quality Learning and Teaching (HQLT) where:***

- ***Learning is for all students***

*All students can learn in a safe, caring and stimulating environment that recognizes and addresses their individual differences, talents and learning styles.*

- ***Learning is meaningful***

*Learning is applied to real life situations; students make meaning through individual and group work activities; and thematic instruction is used to integrate subjects and core competencies throughout the school day.*

- ***Learning is technology-empowered***

*Information and Communication technology is integral for teaching and learning and Digital Citizenship is one of the school's main learning goals.*

- ***Learning is the product of professional learning communities***

*Teachers, support staff and school leaders own the responsibility of student success in meeting the standards of the Canada British Columbia and the Qatar Ministry of Education curricula, work collaboratively to maximize their capacity and to build a learning community focused on student achievement.*

- **Learning engages parents**

*Parents and the home have a critical influence on the achievement of their children and they are our partners who we engage throughout the education process.*

- **Learning develops Muslim Global Citizens**

*Students are empowered to succeed in our globalized and complex age to become Muslim Global Citizens*

## 2.4 Why the Name "Hayat"?

Hayat means life. The Will of God brought Hayat School to life through the efforts of a team of believers who represent the school community of teachers, leaders and parents who are working side by side in the service of our students. Hayat also represents the continuous development of the human being with all its senses attuned to the rise of numerous challenges in such a way that one continues to grow and develop as long as one is alive. Hayat staff are the ones who breathe life into Hayat and help guide it towards higher ranks and broader horizons to prepare our students for their journey through life.

## 2.5 Values: The Hayat High Five

Be Kind

Be Safe

Be Responsible

Be Positive

Be Respectful

### 3. Graduate Profile (School-Wide Learning Results)

We, Hayat Universal School graduates, are:

#### ***Muslim Global Citizens***

We are inspired and guided by the teachings of Islam while pursuing our lives as:

##### ***Ethical Human Beings, who***

- Believe that God has created human beings of diverse races, nations and tribes so that they may know one another
- Recognize that there is no superiority for one human being over the other except in piety
- Treat others with kindness, respect, modesty, patience and generosity regardless of their nationality, religion, gender, social status or tribal affiliation
- Believe that true righteousness is defined by good character and the best Muslims who seek to please Allah are those who demonstrate good character at all times and in all contexts

##### ***Effective Communicators, who***

- Comprehend and respond to oral and written language
- Communicate ideas, information, and feelings, using various media
- Fluently use the English and Arabic languages for academic, social and business purposes
- Use language to acquire and bring about a sound understanding of our religion and to positively contribute to local and global discourses

##### ***Reflective Thinkers, who***

- Understand and apply facts and concepts in a variety of disciplines
- Research, acquire, evaluate and critique information and ideas
- Apply critical and creative thinking to generate alternatives, make decisions and solve problems
- Use Information and Communication Technology ethically, safely and responsibly, to expand knowledge and increase productivity
- Recognize the opportunities of pondering the greatness of Allah and his signs through the study of science

##### ***Responsible Individuals, who***

- Embrace a lifestyle of healthy diet, fitness, rational choices and sustainability
- Plan and organize our time and resources and take responsibility for our own decisions and actions
- Work effectively independently and with others and are capable of problem-solving
- Demonstrate responsibility, reliability and leadership as we contribute to our families, local and global communities, and the environment
- Commit to be active citizens in any land we inhabit, guided by the teachings of Islam

## 4. Programs

### 4.1 Curriculum

HUBS Qatar implements a well-researched B.C. Canadian curriculum, one of the highest rated in the world and the best in the English speaking Western countries. According to a study by PISA (the Program for International Student Assessment), on the quality of education in member countries of OECD (the Organization of Economic Cooperation and Development), Canada is one of the leading member countries in education. In this study Canadian students performed significantly better than American and British students in the core areas of literacy and math.

Subjects presented in English encompass English Language Arts (speaking and listening, reading and viewing and writing and representing), Math, Science, Social Studies, Career Education, Applied Design, Skills, and Technologies, Physical and Health Education and Arts Education. Arabic subjects include Arabic language and Islamic Education. The BC curriculum allows for the integration of curriculum subjects presented in English and the culturally relevant Arabic subjects. Character and life skills development is interwoven throughout the curriculum. The BC redesigned curriculum has made teaching Core Competencies of Communication, Thinking, Personal and Social Skills explicit. The development of skills and attitudes required for the effective and ethical use of Information Technology is also an area that cuts across subjects and is achieved mainly through application.

We strive to provide the most practical educational opportunities and experiences for our students. We make every effort to meet their individual needs and interests by providing appropriately leveled materials. Our structured and supportive classroom environment encourages our students to work both collaboratively and independently to meet their goals and learning objectives.



## 4.2 PreKG and KG1

PreKG and KG1 are the Early Years grades at HUBS. Students who enroll from the Pre-kinder level increase their chances of having a successful educational career. Research shows that students who participate in pre-school learning tend to do better when compared to students that get a later start in school. By participating in the Early Years grades at HUBS, students can:

- Develop confidence in themselves and their abilities
- Develop a sense of curiosity and be able to increase their attention span
- Acquire social skills and communicative competence that will enable them to engage with the world around them
- Prepare for the B.C. Education Curriculum KG2

Our PreKG and KG1 students receive developmentally appropriate lessons designed to develop their fine and gross motor skills. Beginning stages and literacy in English and Arabic focus on story-telling, listening and speaking activities. Structured play opportunities lay the ground work for social and emotional development. Our Islamic Education program lays the foundation for an appreciation of Islamic values, knowledge of the life of the Prophet (Peace and Prayers be Upon Him) and selected stories found within the Qur'an.

In 2016-17, PreKG and KG1 have started to use the Creative Curriculum, which is based on learning centers. All of the concepts being taught are integrated and different activities are planned for the different centers which stimulate the cognitive and critical thinking process of the student. The learning centers are as follows: toys and blocks center, discovery center, dramatic play center, cooking center, Art Center, Library Center and Music and Movement Center. More hands-on activities are conducted to improve the fine and gross motor skills of the students. Literacy and Math are integrated curriculum throughout the year. Science and Social Studies are taught through theme-based studies which incorporate the 38 objectives are to be achieved throughout the early years.

## 4.3 KG2 & Grade1-9

The curriculum for KG2 and Grades 1 to 9 include the subjects of the British Columbia Ministry of Education curriculum HUBS is implementing:

- |                         |  |
|-------------------------|--|
| - English Language Arts | - Physical and Health Education            |
| - Math                  | - Arts Education                           |
| - Science               | - Applied Design, Skills, and Technologies |
| - Social Studies        |  |
| - Career Education      |  |

Subjects presented in Arabic follow the curriculum of the Qatar Ministry of Education enriched with content and learning methods. These subjects include:

- Arabic Language
- Qatar History
- Islamic Education
- Qur'an

Subjects, although presented here as a list, will not be taught in isolation of each other. Integrated thematic instruction will be used to connect subjects to provide children with meaningful learning experiences and reinforce learning.

In the KG2 – Grade 3 years, the curriculum is designed to:

- Provide a firm foundation in the core areas of literacy, numeracy, social responsibility and citizenship and support the development of children aesthetically, socially, emotionally, intellectually and physically
- Foster the development of imagination, critical thinking, decision-making and problem-solving skills
- Encourage children to share, co-operate, develop friendships, respect and appreciate their own and others' abilities, cultural identity, heritage and religious beliefs
- Develop traits and attitudes that contribute to career awareness and development, such as taking pride in one's work, working effectively with others, and understanding the relationship of work to everyday life
- Develop Information and Communication Technology literacy, which involves finding, gathering, assessing, communicating information and problem solving using electronic means as well as developing the ability to critically examine and understand the ethical and social issues related to the use of information and communications technology

The Intermediate Program for Grade 4 -9, builds upon the foundational learning of the Primary Program with further emphasis upon: increasing the literacy and numeracy skills of students; introducing more formal personal and career planning and increasing students' responsibility for their learning; extending the development of creativity; using opportunities to learn that may exist outside of schools; and developing a work ethic and further understanding of career opportunities.

## 4.4 Grade 10 - 12 (BC Graduation Program)

### A. Hayat Universal School (HUBS) Qatar Secondary School Program

Hayat offers the Canada British Columbia Ministry of Education Graduation Program as the school Secondary Program. Arabic Language and Islamic Education are taught within the school main program.

### B. Secondary School Certificate Awarded

Hayat students who successfully complete the school secondary program will receive their certificate from the British Columbia Ministry of Education, which is called the “the Dogwood Diploma”. They will receive the same high standard Graduation Certificate awarded to successful graduates in Canada. No certificates are issued by the school itself.

### C. British Columbia Ministry of Education Graduation (Secondary School) Course Requirements

Students must successfully complete a **minimum** of 80 credits of coursework to meet the requirements of the Canadian province of British Columbia and qualify for Graduation “Dogwood Diploma” issued by the British Columbia Ministry of Education.

Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 and Career Life Connections
- 52 credits are required from the following:
  - Two Career Education courses (8 credits total)
  - One Physical and Health Education 10 course (4 credits)
  - Science 10 (4 credits), and one Science 11 or 12 course (4 credits)
  - Social Studies 10 (4 credits), and one Social Studies 11 or 12 course (4 credits).
  - A Math 10 (4 credits), and one Math 11 or 12 course (4 credits)
  - Three Language Arts courses: 10, 11 & 12 (12 credits total)
  - One of the following courses: Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies course 10, 11, or 12 (4 credits total)
- At least 28 credits must be elective course credits; Hayat Universal School (HUBS-Qatar) will decide on these courses factoring student interests, abilities and career interests.

For more information on the British Columbia Graduation (Secondary School)

#### **D. British Columbia Ministry of Education Graduation Provincial Assessment Requirements**

In addition to successfully completing a minimum of 80 credits, as detailed above, to Graduate from the BC system and qualify for the dogwood Diploma, students must complete three Provincial Graduation Assessments, aligned with the curriculum, in literacy and numeracy:

- The Graduation Numeracy Assessment
- The Grade 10 Graduation Literacy Assessment, and
- The Grade 12 Graduation Literacy Assessment

For more details and updates on these assessments, please refer to the Graduation Implementation Guide in the link provided below and consult with the Career Counsellor.

#### **E. Important Link to British Columbia Ministry of Education Information and Manuals for the Graduation Program**

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation>

#### **F. Hayat Universal School Secondary Course Plan for the British Columbia Program**

The following course plan has been developed to meet the requirements of the British Columbia Ministry of Education, which will be issuing the secondary school diploma Hayat students will receive if they are successful in completing the secondary program. The plan for electives has been developed based on feedback received from students about their preferred postsecondary studies and taking into consideration student academic achievement.

#### **Courses students will take in grades 10, 11 and 12**

##### **GRADE 10 COURSES**

- English Composition 10 \*
- Literary Studies 10 \*
- Spoken Language 10\*
- Creative Writing 10 \*
- Foundations of Math and Pre-Cal 10
- Social Studies 10
- Science 10
- Physical and Health Education 10
- Computer Studies 10
- Career-Life Education 10
- Arabic 10 \*\*
- Islamic Education 10\*\*

\* Each of these English courses is a 2-credit course, while all other courses are 4 credit each.

\*\*These courses are required by the Qatar Ministry of Education and Higher Education and implement the Qatar National Curriculum. Arabic will be registered for BC Program credits in External Languages. Islamic Education will be not for credit.

**Total Number of Grade 10 Credits: 36**

**GRADE 11 COURSES**

- English Literary Studies 11
- English Composition 11 OR Life Sciences 11
- Pre-Calculus 11 (double the time)
- Chemistry 11
- Explorations in Social Studies 11
- Physics 11 or Environmental Sciences 11
- Fitness and Conditioning 11
- Career Life Connections 11 \*
- Arabic 11 \*\*
- Islamic Education 11\*\*

All of the courses are 4-credits each except:

\* Career Life Connections is a 4-credit course that is done over 2 academic years (grades 11 and 12). Credits earned are issued after the grade 12 year.

\*\* Same comment as in Grade 10 Courses

**Total Number of Grade 11 Credits: 28**

**GRADE 12 COURSES**

- English First Peoples 12
- English Composition 12
- Physics 12 or Human Geography 12
- Chemistry 12
- Calculus 12
- Anatomy and Physiology 12 or Comparative Cultures 12
- Active Living 12 (two separate classes are offered for boys and girls) or Arts Studio 12 (Girls only) / Computer Information Systems 12 (boys only)
- Career Life Connections\*
- Arabic 12 \*\*
- Islamic Education 12\*\*

All of the courses are 4-credit each.

\* Career Life Connections is a 4-credit course that is done over 2 academic years (grades 11 and 12). Credits earned are issued after the grade 12 year.

\*\* Same comment as in Grade 10 Courses

**Total Number of Grade 12 Credits: 36**

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**Total credits students will take during Grade 10, 11 and 12: 100 credits**

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## 4.5 Core Competencies

The teaching of skills, concepts and attitudes in three areas: Communication, Thinking and Personal and Social Development has become an explicit process in the BC redesigned curriculum.

Quoting the BC Ministry of Education: *The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens.*

*Students develop Core Competencies when they are engaged in the “doing” – the Curricular Competencies – within a learning area. As such, they are an integral part of the curriculum. While they manifest themselves uniquely in each area of learning, the Core Competencies are often interconnected and are foundational to all learning.*

## 5. Daily Schedule

### PreKG and KG1

School Day: 7:00am- 12:15 pm

7:00 - School starts

12:00-12:15 – Preparation and Dismissal

### KG2

School Day: 7:00am – 1:10 pm

7:00 - School starts

12:55 – 1:10 Preparation and Dismissal

### Grades 1 - 12

School Day: 7:00 am – 2:05 pm

7:00 - School starts

1:45 – 2:05 Preparation and Dismissal

### School Working Hours

6:30 am – 2:30 pm

## 6. Admissions

It will be our pleasure to have your child in our school. The purpose of our admission system is to make sure we enroll children who meet the academic, language and developmental requirements they need to succeed in our rigorous bilingual environment.

HUBS is not equipped to offer services to students with special education needs.

HUBS is open to qualified students of all nationalities. Students will not be denied admission based upon race, religion, or ethnic background. HUBS also reserves the right to deny entry of any students who have not met the required criteria.

### 6.1 Admission Criteria

Admission to HUBS is based on:

- Age
- Admission tests
- Schooling history documentation including recent report card
- Performance in an interview
- Space availability

### 6.2 Admission Process

#### **Submit Application**

You are welcome to pick up an application packet from the school office. This packet includes the forms necessary to complete the application process with a list of required information and documentation. The completed application will be reviewed by the Admission Committee.

#### **Admission Testing**

We will administer admission tests to all new incoming students. Tests are scheduled through appointments and are conducted in person by a teacher in the KG and lower Primary grades. Parents are not permitted to participate in the test.

Admission testing for new incoming PreKG, KG1 and KG2 students mainly assess school readiness and developmental abilities; for Grades 1 and above, the assessment includes reading and math, and writing abilities in both English and Arabic.

Testing will take place before any admission decision is made. The Admission Committee will review the application materials and the results of the admission testing and will make a decision regarding acceptance.



## Notification of the Application Outcome

We will notify parents of the decision, which may be one of the following:

- Full Acceptance
- Conditional Acceptance
- Denial

## Enrolment Deadline

Students may enroll at any time during the school year prior to the end of the second term depending on availability of space. Approval from the Qatar Ministry of Education will be required after the end of October.

## 6.3 Ages of Attendance

Grade	Age
PreKG	3
KG1	3 years, 9 months
KG2	4 years, 9 months
1 <sup>st</sup>	5 years, 9 months
2 <sup>nd</sup>	6 years, 9 months
3 <sup>rd</sup>	7 years, 9 months
4 <sup>th</sup>	8 years, 9 months
5 <sup>th</sup>	9 years, 9 months
6 <sup>th</sup>	10 years, 9 months
7 <sup>th</sup>	11 years, 9 months
8 <sup>th</sup>	12 years, 9 months
9 <sup>th</sup>	13 years, 9 months
10 <sup>th</sup>	14 years, 9 months
11 <sup>th</sup>	15 years, 9 months
12 <sup>th</sup>	16 years, 9 months

The cut-off date for age criteria is September 30.

## 7. School Policies

### 7.1 Homework

At HUBS, homework is an extension of the learning process as it fosters self-discipline and develops study skills. It provides an opportunity for parent and child to share the learning experiences and achievements. Homework is intended to provide opportunities to practice concepts that had been covered at school not to introduce new concepts.

Assigned homework reflects what is taught in the classroom. The child needs to leave any items that are too difficult to complete undone. Parents should inform the teacher of such difficulties. The student's best efforts are what we expect to see in the homework; this will help our teachers better serve your child. Homework should take about 10 minutes to complete multiplied by the grade they are in for example first grade is 10 minutes, second grade is 20 minutes, third grade is 30 minutes, etc.

There is a homework expectation to do self-directed or independent reading every day. Research shows that children who read, or have someone read to them (at any age) significantly score higher in standardized tests and have a more expansive vocabulary.

Homework will not be provided for unexcused absences or extended holidays.

### 7.2 Habbaba Book Bag

This will be a small bag that will be sent home. It will contain leveled, easy to read and go to step-by-step books. We aim to seed the habit of reading by encouraging children to read on their own at their own pace. This activity will also help students build familiarity with book language, which is different than speaking language. Habbaba books provide another way parents and children can share learning. In the upper Intermediate grades students are able to self-select reading material from the Library and transport the books often without the use of Habbaba Book Bags.

### 7.3 Fieldtrips

Fieldtrips are extensions of the learning experience. They follow learning objectives and curriculum standards. There will be follow up activities and lessons that directly relate to field trips. Therefore, all students are to take part in field trip opportunities.

Parental permission is required for participation in field trips. Teachers will send notices of field trips home to parents prior to each field trip. We will use school transportation vehicles, if feasible. During a field trip, the teacher has sole authority regarding the enforcement of all rules. Dress will be appropriate to the occasion and in good taste. The teacher may make the judgment that an

infraction calls for the immediate return of a student to his/her home. The student's parents will pay for the immediate expense of his/her return.

The school reserves the right to prevent a child from going on a field trip if there is a concern about the child's ability to conduct themselves to the high standard expected of Hayat students, or if it is believed that they might endanger themselves or other children by taking part on that trip.

## 7.4 Assemblies

Assemblies will occur regularly throughout the year and they will serve the purpose of exposing students to important topics dealing with curriculum, cultural arts and personal development. We will also have recognition assemblies where we will present certificates and other tokens of appreciation for commendable efforts.

## 7.5 Assessment, Evaluation and Reporting

Every student is provided with many opportunities to demonstrate progress towards meeting objectives and goals both formally and informally. A combination of formative and summative assessment is used. Formative assessment provides information for the student and the teacher that will help plan instruction to support student learning. All forms of assessment are used for planning instructional strategies. Evaluation of student growth will be measured in many ways including class work, quizzes, projects, rubrics, activities, portfolios, presentations, observations, conferences and the use of standard assessment tools. Self-assessment is emphasized as it is a necessary life skill and, in the redesigned BC curriculum, has become part of the formal reporting.

### Reporting Scales

Reporting to parents of PreKG and KG1 will be on a performance scale of:

- Approaching Expectations for Grade Level
- Meeting Expectations for Grade Level
- Exceeding Expectations for Grade Level

Reporting to parents of the KG2, Grade 1 to Grade 3 will be on a performance scale of:

- No yet Meeting Expectations for Grade Level
- Approaching Expectations for Grade Level
- Meeting Expectations for Grade Level
- Exceeding Expectations for Grade Level

Reporting to parents of grades 4 to 12 will follow a letter grade format:

A= The student demonstrates excellent or outstanding performance in relation to expected learning outcomes for the course or subject and grade

B= The student Demonstrates very good performance in relation to expected learning outcomes for the course or subject and grade

C+= The student demonstrates good performance in relation to expected learning outcomes for the course or subject and grade

C= The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject and grade

C-= The student demonstrates minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade

I= (In progress or Incomplete) The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected outcomes.

F= (Failing) The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade. The letter "F" may only be assigned if an "I" (In Progress) letter grade has been previously assigned for that course or subject and grade

W= The school may grant permission to a student to withdraw from a course or subject. Such requests will be considered on case by case basis.

### **Reporting Cycles**

Formal report cards will be issued three times a year, at the end of each term for PreK-G7, and quarterly, Mid-Semester 1, End-Semester 1, Mid-Semester 2 and End-Semester 2, for G8-G12.

Interim reports will send home twice a year. The first interim report will be sent before the Parent-Teacher Conferences organized in the fall, the second, in third/fourth week of January. In G4-G12, where parents and students can access marks and grades in real-time through the student information system module PlusPortals, the interim report may be an alert that course grades should be checked.

Parents are encouraged to contact the teacher and school administration to request a meeting to discuss any concern about the performance of their children.

## 7.6 Student Recognition

Hayat Universal School recognizes that student and staff achievements should be recognized and celebrated. Accomplishments will not be restricted to academic and/or athletic successes. A variety of awards will include, but not be restricted to:

### 1. TERM AWARDS

There will be three awards that grade 4-12 students could possibly earn after a term. These are individual, academic awards that are based on percentage. They are not the same as any academic class awards.

Grade 1-3 students will have one of two possible awards to earn after each term, but with different criteria than that used for grades 4-12.

The purpose of these awards is to celebrate student academic achievement, encourage a high degree of effort and recognize improvements in student performance.

A list of student names will be developed and displayed in a public area(s) for all to see, e.g. waiting areas, boys area, girls area.

The following awards are available for students to earn:

#### 1.1 HONOR ROLL

Students will receive an HONOR ROLL award after any term when they achieve:

Gr 10-12.... average of 86% or greater in ALL subjects (no mark lower than 80%)

Gr 7-9..... average of 86% or greater in ELA, Math, SS, Sci, Arabic (no mark lower than 80%)

Gr 4-6.....average of 86% or greater in ELA, Math, Arabic (no mark lower than 80%)

Gr 1-3.....all students who receive 'Exceeds Expectations' in all of Arabic, English Language Arts, and Math

#### 1.2 RECOGNITION AWARD

Students will receive a RECOGNITION award after any term when they achieve:

Gr 10-12..... average of 73% or greater in ALL subjects (no mark lower than 67%)

Gr 7-9.....average of 73% or greater in ELA, Math, SS, Sci, Arabic (no mark lower than 67%)

Gr 4-6.....average of 73% or greater in ELA, Math, Arabic (no mark lower than 67%)

Gr 1-3.....all students who receive 'Meets Expectations' or 'Exceeds Expectations' in all of Arabic, English Language Arts, and Math

### 1.3 IMPROVEMENT CERTIFICATE

Gr 4-12 students will receive an IMPROVEMENT CERTIFICATE (after term 2 and/or 3) when they improve their average 10% or more from the previous term to the next in the combined subjects outlined above.

## 2. HIGH SCHOOL YEAR END ACADEMIC AWARDS

- a. Subject Awards - Students in grades 8-12 will have the opportunity to earn an award for each subject they complete. A grade level award will be given to the male and female student who earn the top mark in that subject.
- b. Top Average – The top overall average of all subjects taken by one male and one female student from each grade 8-12 will earn them the Overall Average Award for that grade.

## 3. PERFECT ATTENDANCE AWARD

Any student from KG 2 to Grade 12 could be given the Perfect Attendance Award if they attend all (but one) school days throughout that school year. A one day grace is taken into consideration for every student.

## 4. ALL STAR AWARD

Awards for completing all assignments.

## 5. PROCEDURE FOR DETERMINING AWARD WINNERS

4.1 The following steps will be taken when determining award recipients:

4.1.1 Criteria data from the recent term will be obtained from Rediker for all academic awards. For term awards, data will show which students are to receive Honor Roll, Recognition and Improvement (grades 4-12 after terms 2&3) at each grade level. Final marks will be used to determine year end awards for high school students.

4.1.2 The names of award winners will be shared with teachers to review and determine any omissions or errors. Teachers will discuss any changes with their BC Head. The BC Head will approve the list. The Vice Principal will approve any Arabic changes.

4.1.3 The approved lists will then be forwarded to the Executive Coordinator. The Executive Coordinator is responsible to see that the certificates are produced in a timely fashion. He/She will then forward the certificates, with the list of winners, to the Administrative Assistant, who will do a backup check, seeing that all names have a certificate produced.

## 7.7 Retention Policy

### A. Preamble

At Hayat Universal School, we believe that all students can learn in a caring and stimulating environment that recognizes and addresses their individual differences, talents and learning styles.

As a BC Offshore School, we strive to achieve this by developing the individual potential of students to acquire the knowledge, skills and abilities to grow in their learning and contribute to their society in a positive manner.

The BC system is designed to be personalized, flexible and enabling of student success.

Students are promoted to the next grade as a result of acquiring the skills and competencies needed to succeed in their coursework, and demonstrating growth in personal and social responsibility; all while meeting the requirement for attendance for class study at Hayat

To be successful our school must also be effective and accountable to students and parents.

Thus, occasionally, in spite of the best efforts of the student, the teacher and the parent, the student does not achieve success. In such cases, it may be necessary for the student to be retained in the same grade the following year.

In general, all students are/will be moved to the next higher grade except those who are not successful in courses, or in attending regularly as detailed in the following policy guidelines:

### B. Pre-KG, KG1 and KG2

- Given the developmental nature of Pre-KG, KG1 and KG2 young students, and their introduction to the English Language as ELL (English Language Learners), they will not be considered for retention regardless of the number of courses failed, unless the parents and the school Administration are in agreement that retention is in the best interests of the student.
- Where parents request that their child be retained, it is the parent's responsibility to determine the student's eligibility for Government or corporate funding in the year of retention.

### C. Lower Elementary Program (Grades 1 – 3)

- Students in Grades Grade 1 to Grade 3, who receive a final grade of 'Not Yet Meeting' in two primary courses are subject to retention in the same grade and may be required to re-register to repeat that academic year.
- Students who receive a final grade of 'Not Yet Meeting' in the same primary course two successive years are subject to retention in the same grade and may be required to re-register to repeat that academic year.
- Primary courses are: English Language Arts, Mathematics, Arabic, Islamic Education and Qatar History.

- Notwithstanding the policy to fail students as noted, students in the Lower Primary program should be judged on a holistic basis. These very young students learn at different rates and in different ways. Therefore, when making recommendations to the Principal regarding Lower Primary students, the Adjudication Committee should give every consideration for promotion based upon such considerations as chronological age, the number of years registered in the BC Program, the past record of success or failure, and the students' overall performance in all the subjects.

#### D. Upper Elementary Program (Grades 4 – 6)

- Students in Grades Grade 4 to Grade 6, who receive a final grade of 'Fail' in two primary courses are subject to retention in the same grade and may be required to re-register to repeat that academic year.
- Students who receive a final grade of 'Fail' in the same primary course two successive years are subject to retention in the same grade and may be required to re-register to repeat that academic year.
- Primary courses are: English Language Arts, Mathematics, Arabic, Islamic Education and Qatar History.

#### E. Middle School Program

##### (Grades 7 & 8)

- Students in Grades 7 and 8 who receive a final grade of 'Fail' in two primary courses, or one primary course and two or more secondary courses, are subject to retention in the same grade and may be required to re-register to repeat that academic year.
- Students who receive a final grade of 'Fail' in the same primary course two successive years are subject to retention in the same grade and may be required to re-register to repeat that academic year.
- Primary courses are: English Language Arts, Mathematics, Arabic, Islamic Education and Qatar History.
- Secondary courses are: Science and Social Studies
- Students who have demonstrated chronic absenteeism (i.e. are absent without excuse for more than 10% of course) which is equivalent to 18 classes, are subject to fail the course.

##### (Grades 9)

- To be promoted to G10, the first grade in the BC Graduation Program, students in G9 must pass Arabic, English, Math, Science, Islamic Education, Qatar History and one of either Social Studies or ADST.
- Points Applicable to Grades 8 & 9
- Students who have demonstrated chronic absenteeism (i.e. are absent without excuse for more than 10% of course) which is equivalent to 18 classes, may be subject to fail the course.



## F. Graduation Program (Grades 10, 11 and 12)

- Students in Grades 10 to 12 must pass all subjects identified as Graduation Requirements. They need to refer to the BC Secondary Program Head for more detailed information on the Graduation Requirements.
- A student failing any single course that is required for graduation may be promoted to the next higher grade if it is possible to schedule the course while they are attending the higher grade. The more courses failed, the lesser the possibility to have them scheduled. In all cases, whether one or more of the required courses are failed, the student's graduation may be delayed by a year to provide the time necessary to make up the required course or courses.
- A student who has demonstrated chronic absenteeism (i.e. is absent without excuse for more than 10% of the duration of a course), which is equivalent to 18 classes, is subject to fail the course.

## G. Credit Recovery

Credit Recovery is the process by which a student will undertake additional work and/or assessments, as required by the Adjudication Committee, to demonstrate an adequate level of achievement in a course to receive a passing grade and 'credit' for that course.

When a student is successful in achieving Credit Recovery in the course or courses previously failed to the extent necessary to allow promotion, he/she will be promoted to the next highest grade. If the student is not successful with Credit Recovery, he/she will be considered for Retention.

Credit recovery in the BC program usually requires the completion of additional work and/or assignments prior to sitting a new final exam in the course or courses failed.

Students who fail in any of the Primary or Secondary subjects at the end of the year after passing the subject in Term 1 and Term 2 will receive an I in that particular subject on their final Report Card. They will have to appear for the August test for that subject. The mark on the Report Card will be changed based on their performance in the August test. This procedure is based on the BC Education law, which mandates students receive an I (Incomplete) before getting an F.

## H. Adjudication Committee

The Adjudication Committee is comprised of i) one Arabic Vice-Principal or representative, ii) one or more BC Educational Administrators (BC Heads), and, iii) may include one or more classroom teachers. The Principal chairs the meetings.

The Adjudication Committee makes recommendations to the principal regarding the status of students who are failed and who are therefore candidates for retention. The decision of the Principal in matters of promotion or retention, subject to the requirements of the Qatar Ministry of Education and the BC Ministry of Education, is final. The decisions take into consideration student behavior and attendance.

### **Note Regarding Re-registration**

Settling the re-registration fee does not constitute a guarantee on the part of the school that the student will be promoted to the higher grade. The purpose of the fee is to book a seat in the following year. Promotion to the higher grade, as is the norm in schools, requires meeting specific academic requirements including regular attendance. This is detailed in the policy above and has been sent with Term 1 report cards. The school will continue to communicate with parents to follow up on students who need support to improve their academic achievement, behavior or attendance. If a student does not succeed in meeting the promotion requirements and parents do not want to have their child retained, booking will be cancelled and the re-registration fee will be refunded in full.

## **7.8 Attendance, Unexcused Absences, Excessive Tardiness and/or Unexcused Early Exits**

1. **School day starts at 7:00 am. All students must be in class at that time.**  
Students who do not get to class at 7 must go to Reception to get a Late Slip, which is required to enter class, and they will be registered as Tardy.
2. Students who arrive after 7:15 am may not be allowed to enter the school if they exceed a certain number of Tardies as follows: (4 tardies) during the first month of the school year; (6 tardies) after the first month and until the winter break; (10 tardies) after the winter break and until the end of the school year.
3. Effect of Tardy and Early Exit on Calculation of Absence Days
  - a. 3 Tardies equal 1 Absence Day
  - b. An unexcused Early Exit will be treated as one incident of Tardy and will account towards Absence days as referenced in (a) above.
4. Required Approvals
  - a. For Absences, Tardies or Early Exits to be considered excused, parents must submit to the school Administration a request supported by the required documents, such as medical certificate, ahead of time, or within 24 hours.
  - b. All Early Exits for other than medical reasons will be considered Unexcused. In cases where the Early Exit is due to medical reasons but the school has not been informed ahead of time, the parent must meet with the Principal or Vice Principal and must submit the supporting documents either during the meeting or within 24 hours.
5. **A maximum of 25 excused and unexcused Absence days is allowed in the school year, including days resulting from unexcused Tardies and Early Exits. Exceeding this limit gives the school the right to deny re-registration for the following year. An Adjudication Committee Headed by the Principal will make these decisions.**
6. The school is not responsible for covering missed instruction as this would delay progress on the curriculum. Nor will the support program be used to help students, who are absent/late to class, or who have been suspended for

negative behavior, as the program is meant to help punctual and serious students who continue to struggle despite their regular attendance.

## 7.9 Dress Code

1. Students must commit to wearing the school uniform every day:
  - Comfortable closed-toe shoes should be worn. Colors should be suitable for the school uniform (white – black – brown - beige). Bright colors must be avoided.
  - Athletic shoes should also match the school uniform (white – black), soccer cleats are prohibited so as not to cause harm to other students.
  - Girls in higher grades are to wear a plain black Abaya with long sleeves and no open front, no embroidery or colors.
  - Open abayas may only be worn over the school uniform.
2. Girls must not wear make-up, accessories or jewelries.
3. Girls must tie their hair back and have their nails cut and unpolished.
4. Boys must have their hair and nails cut, and commit to personal hygiene.

## 7.10 Electronic Gadgets and valuables

We strive to minimize distractions of all sorts. We do not allow electronic gadgets of any kind, including, but not limited to games, music, or any other recreational devices at HUBS. With the approval of the principal, individual classes may use such devices as part of a planned learning activity. Parents will be informed of such planned activities.

A first offense for having a non-approved electronic gadget, including a mobile phone, or a tablet, will prompt the student's device to be confiscated and returned only to the parent. A second offense will cause the item to be kept by the principal until the end of the school year when we will return it to the parent.

Please do not adorn your children with any valuable items including but not limited to jewelry, heirlooms or other articles dear to you. Also, do not send large amounts of cash with your child (100QAR or more).

## 7.11 Housekeeping

Students in all grades will assume responsibility and take part in maintaining a clean and tidy classroom and school.

## 7.12 School Property and Learning Resources

Books, and all materials at HUBS are for the benefit of all students; defacement or destruction of any of these materials will result in the responsible student paying for the cost to repair or replace the damaged item.

## 7.13 Student/Parent Dispute Policy and Process (Parent Appeal)

Parents, Principals, teachers and school support staff working together help to create a strong team for student success.

Sometimes, however, things do not go as smoothly as all would like and students, or a parent, find that they are concerned about something at school. The concern may be related to how a student is evaluated, the instruction in the class, or a discipline or other matter which they wish to raise.

When that occurs, parents (or a student if the student is mature and confident enough) can use a step-by-step approach to solve the issue with the support of the parent.

1. The first step for parents is to discuss a concern with your child's teacher. School life can be very complex and it is important to discuss concerns with the teacher first and to hear both sides of the issue. Most concerns can be addressed in this first step.
2. If consultation with the teacher does not resolve the issue, then you should discuss the issue with the school administration. At Hayat, parents of children in the Early Years (PreKG and KG1) would meet with the Early Years Program Head (Ms. Apella). For students in Grades KG2 and up, the Vice-Principal (Ms. Hanan) would be the first administrative contact.
3. If you feel that you have thoroughly discussed the issue at the first level of school administration, and you still have concerns, you should discuss the issue with the school Principal (Mr. Fred).
4. If the issue remains unresolved following meeting with the Principal, you may contact the Head Office for Hayat in Kuwait by e-mailing to: [parents.qa@hayatschool.com](mailto:parents.qa@hayatschool.com)

Note: at the school level, the parent, (or student and parent) may find it helpful to receive guidance on resolving issues and can request help from the School Counselor who may provide information and guidance to the process of meeting with each staff listed in a timely and efficient manner.

Note: if the issue a parent has concerns non-educational functions in the Registration, Reception or Accounts Office, the parent should seek to resolve the issue with the staff person involved. If the issue is not resolved, you should discuss your concern with Ms. Hanan then Mr. Fred. If this does not resolve the

issue, you can direct your concern to Head Office in Kuwait by e-mailing to: [parents.qa@hayatschool.com](mailto:parents.qa@hayatschool.com)

Note: It can occur that parents are hesitant about discussing a problem because of a concern that it will have repercussions for their children. This will not be the case. We are committed to dealing with all people in a respectful and dignified manner with a sincere desire to resolve problems.

## 7.14 Head Lice

If a student is identified as having head lice or their eggs, the parents will be informed by the nurse and required to follow appropriate procedures to ensure that the student is free and clean of these. The student shall not return to the school until this (free of lice and their eggs) has been verified by our school nurse.

## 8. HUBS Code Of Conduct for All Constituents

### 8.1 Purpose

The purpose of the Code of Conduct is to promote a healthy, caring and inclusive school culture where high levels of achievement occur within a positive school environment, all in compliance with the teaching of Islam.

Hayat Universal School (HUBS) believes that everyone has the right to be treated with dignity and respect.

HUBS staff, parents/guardians, students and community will promote the development of beliefs and attitudes that create a safe, caring and inclusive learning environment.

The standards of behavior outlined in the Code of Conduct shall apply to all members of the school community, including, students, parents/guardians, staff members, volunteers and visitors:

- on the school site, and
- during school-prescribed activities on and off site.

### 8.2 Review

The Principal holds the primary responsibility for creating a nurturing and safe school environment, where students can learn and thrive and adults are encouraged and empowered to exert their best effort to support student learning and growth. The Principal is required to ensure that the annual review of the school's code of conduct and emergency response plan is completed by October 31st of each year.

### 8.3 Roles and Responsibilities

#### **Students**

- Students will work towards becoming Muslim Global Citizens who are Ethical Human Beings, Effective Communicators, Reflective Thinkers and Responsible Individuals and will model the teachings of the Quran and Prophet Muhammad (peace and prayer may be upon him) as they assume their responsibilities at HUBS.
- Students will
- Assume responsibility for self-success and strive for academic excellence through:
  - actively participating in learning opportunities and school activities
  - regularly and punctually attending school and classes, bringing all required supplies and completing all homework assignments
- Respect the need of others to work in an environment that is conducive to learning and teaching.

- Show common courtesy, kindness and respect to all members of the school community, including visitors, regardless of their nationality, religion, gender, social status, tribal affiliation, or appearance. Recognize that abusive language, aggressive and/or discriminatory behaviors are unacceptable at all times.
- Accept responsibility for inappropriate words and actions (including hand signals/gestures) and strive to repair harm and restore relationships.
- Solve conflicts peacefully through discussion or by seeking adult assistance.
- Report bullying behavior to school staff. Be aware that bullying, including cyberbullying, or abusing another person physically, sexually, psychologically verbally, in writing, or otherwise, will not be tolerated. Recognize that bullying is behavior that is intended to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation or property.
- Show support for student-based activities and organizations that promote humanitarian causes and human justice, consistent with the teachings of Islam, and show understanding and respect for people who are disabled by barriers.
- Demonstrate honesty and integrity in all academic matters; refrain from engaging in plagiarism or other means of academic dishonesty.
- Demonstrate respect for school property and the property of others.
- Dress in their school uniform for classes and school activities.
- Follow policies regarding appropriate use of the Internet, social media, text messaging, instant messaging, websites, digital cameras, and cell phones (including those equipped with digital cameras). Accessing, uploading, downloading, sharing or distribution of information or material that HUBS has determined to be objectionable or not in keeping with the maintenance of a positive school environment is prohibited.
- Be aware that trafficking, using, possessing or being under the influence of alcohol, smoking or illicit drugs is unacceptable and will not be tolerated.
- Be aware that weapons of any kind will not be tolerated on HUBS property.

### **Staff**

- Staff will use their training and the best of their abilities to fulfil their pledge as professional educators and/or their contractual obligations to support the school Mission to provide high quality education guided by the HUBS Beliefs and Goals (Goals are expressed through the Graduate Profile).
- All administrative, teaching and support staff will:
- Establish and maintain a positive, caring, and inclusive learning environment that observes the Islamic and cultural values and norms of the Qatari community.
- Provide high quality learning opportunities for students by authentically delivering the BC Ministry of Education curriculum using best instructional

and assessment practice including: school-selected instructional programs and frameworks, resources, and assessment strategies.

- Actively engage in learning about issues of cultural sensitivity including making use of training and materials offered by the school and seeking support from school administrators and other staff members; use this learning to create an environment that respects and nurtures student Islamic and cultural identity.
- Be aware that HUBS teaches students about other peoples, their cultures, and their beliefs in order to realize the goals of developing them as Muslim Global Citizens who are Ethical Human Beings, Effective Communicators, Reflective Thinkers and Responsible Individuals. Changing the culture of students is not one of the goals of HUBS Qatar or the BC Program it implements. Teachers must ensure that they do not promote, or appear to promote, directly, or indirectly, symbols, values and practices that conflict with Qatar's Islamic and cultural identity. Some of the issues that oppose core Islamic beliefs are:
  - Worship the sun, animals, humans etc. and anything other than Allah
  - Satanism
  - Sexual and romantic relationships outside of the institution of marriage between a man and a woman; by extension, homosexuality and transgenderism
  - Concepts such as individuality, feminism, the independent woman and self-discovery, as these concepts exist in secular western cultures,
  - Teachers, administrators and support staff will educate themselves about what is considered culturally inappropriate at HUBS by (1) engaging in the cultural sensitivity training offered by the school (2) referring to this policy document and (3) always seeking clarification and support as they face situations where they need to decide about the appropriateness of any ideas or materials. Keep students, parents/ guardians and administration informed about student progress, assessment practices, attendance and behavior.
- Show common courtesy, kindness and respect to all members of the school community, including visitors, regardless of their nationality, religion, gender, social status, tribal affiliation, or appearance. Abusive language, aggressive and/or discriminatory behavior is unacceptable at all times.
- Treat all students, parents/ guardians and staff members fairly and consistently.
- Assist students in resolving conflicts peacefully and use the Code of Conduct to encourage appropriate behavior.
- Be aware of and follow the school's Child Safeguarding Policy.
- Implement proactive and reactive intervention strategies aiming to support student academic and personal growth.
- Support students when they are establishing and leading student-based activities and organizations that promote humanitarian causes and human



justice, consistent with the teachings of Islam, and show understanding and respect for people who are disabled by barriers.

- Be aware that bullying, including cyberbullying, or abusing another person verbally, physically, sexually, psychologically or in writing, or otherwise will not be tolerated. Bullying is behavior that is intended to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation or property.
- Report incidents of bullying, including cyber-bullying, even if it takes place outside of school hours, to the principal, as soon as reasonably possible. The Principal will see that the student's parents/guardians are notified if the principal believes a student has been harmed as a result of the unacceptable conduct of another student.
- To report to the principal unacceptable student conduct while at school or at a prescribed school approved activity as soon as reasonably possible.
- Follow HUBS policies regarding appropriate use of the Internet, social media, text messaging, instant messaging, websites, digital cameras, and cell phones (including those equipped with digital cameras). Accessing, uploading, downloading, sharing or distribution of information or material that HUBS has determined to be objectionable or not in keeping with the maintenance of a positive school environment is prohibited.
- Adhere to the HUBS policies pertaining to all aspects of the school such as the delivery of the educational program, Child Safety, school Code of Conduct, parent engagement, dress code for staff and other HR policies/procedures. Teachers are to follow the Standards for Educators in BC outlined by the BC Ministry of Education. Staff are aware that trafficking, using, possessing or being under the influence of alcohol, smoking or illicit drugs is unacceptable and will not be tolerated.

### **Parents/Guardians**

**Parents/guardians are expected to strive to perform their role as key partners to the school in their children's education and to model the teachings of the Quran and Prophet Muhammad (peace and prayer may be upon him) as they fulfill their responsibilities as parents at HUBS.**

#### **Parents are to:**

- Ensure their children attend school and classes regularly and punctually, have all necessary supplies, and have completed all assigned homework.
- Help their children develop positive attitudes towards learning and respect for peers, staff and school property.
- Show an active interest in their child's school work, progress and behavior.
- Communicate regularly with the school and advocate for their child's success.
- Contact the school promptly to report their child's absence or late arrival.
- Attend school events, support the school and stay in contact with school staff.

- Show common courtesy, kindness and respect to all members of the school community, including visitors, regardless of their nationality, religion, gender, social status, tribal affiliation, or appearance. Abusive language, aggressive and/or discriminatory behavior are unacceptable at all times.
- Encourage their child(ren) to report bullying behavior to school staff or initiate contact with the appropriate staff member. Be aware that bullying, including cyberbullying, or abusing another person orally verbally, physically, sexually, psychologically or in writing, or otherwise will not be tolerated. Bullying is behavior that is intended to cause, fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation or property.
- Encourage the peaceful resolution of conflict. Work and cooperate with the school to resolve concerns involving their child(ren).
- Follow the established procedures for dealing with concerns or issues:
- Begin by contacting your child's teacher to discuss the concern and to seek a solution;
- If the concern is not resolved, contact the concerned Program Head;
- If the concern is not resolved at this level, then contact the school principal
- Review the Code of Conduct, the Child Safeguarding Policy and the school's expectations for student behavior and conduct with their child(ren).
- Cooperate fully with teachers and other HUBS employees to ensure their child complies with school discipline and behavior management policies and the school's code of conduct.

**Visitors and Volunteers are expected to:**

- All visitors and volunteers are required to check in at the HR Office upon arrival to sign in and obtain a visitor badge that must be worn and visible while on school grounds. This policy allows our staff and students to easily identify adults who are authorized to be at the school.
- Attend any workshops offered by the school for volunteers, obtain a volunteer packet and fill in requested background information forms, if applicable.
- Be aware of and follow the school's Child Safeguarding Policy.

## 8.4 Proactive Strategies

- The most critical step to building a safe, respectful, and productive learning environment is establishing a positive school climate where students and adults have strong, positive relationships and students understand what is expected of them as learners in the school.
- The key components to promoting a positive school climate are:
- Communicating, teaching and modelling the positive behaviors students are to exhibit in the classroom and other parts of the school throughout the day.

- Ensuring classroom structures and procedures maximize student engagement and provide regular positive reinforcement of desired behaviors and early correction of inappropriate behaviors.
- Supervising students at all times.
- Encouraging student participation in activities that promote a safe, caring and inclusive environment.
- Fostering student voice in the school.
- Implementing a continuum of school-wide behavioral supports to address the unique academic and behavioral needs of students.
- Establishing, maintaining and strengthening positive working relationships with parents, community members and organizations.

## 8.5 Intervention Strategies

### **For Students**

HUBS believes that effective student management teaches appropriate behaviors and incorporates a range of consequences for any inappropriate behaviors.

The goal of student discipline is to repair the harm done to interpersonal relationships and restore a feeling of security and peace in the school community, which then makes it possible for teachers to teach and students to learn.

Cooperation between the school and the parents/guardians reinforces effective discipline of students.

Consequences follow the student discipline policy and should be based on individual needs, the severity and frequency of the problem and the ability of the student to understand and handle the consequences.

### **For Staff**

The conduct of HUBS staff is governed by school policies, the Code of Conduct and, for BC certified teachers, by the BC Ministry of Education Standards for Educators. Consequences for inappropriate behavior may range from a verbal warning to termination of employment.

### **For Parents/Guardians**

The conduct of parents/ guardians in schools is governed by HUBS policies. Consequences for inappropriate behavior may include a verbal warning, restricted access to the school or other consequences as defined by law.

## 9. HUBS Policy and Procedures for Child Safeguarding

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

We are committed to the notion that protecting children is the responsibility of everyone at HUBS. This includes reporting any act committed by any adult (parent, guardian, staff member or any other person) to a HUBS student, which results in neglect, physical or emotional injury or sexual harm.

We have developed a policy and procedure for the safeguarding of children enrolled in our school. The policy has been developed collaboratively after selected administration and staff members attended training on in this area offered by the Council of International Schools.

We encourage parents to learn about this crucial policy and their role in implementing, what to expect from the school and how we, the adults, can work together to ensure the safety of all of our students.

If you are interested in having a copy of the policy, please make a request at the Reception Desk and they will email you a copy.

### Parents and Students

**To report abuse, please contact one of:**

**Ms. Yasmeen**

**Ms. Ghada**

**Ms. Olfa Gafsi**

**Ms. Hanan Rajeh**

**Ms. Alia Hamadani**

**If you report to Ms. Yasmeen, Ms. Ghada, or Ms. Olfa and no action is taken, report to Ms. Hanan. You may move the concern up to Ms. Alia. If no action is taken, please email:**

**[child.safeguarding.qa@hayatschool.com](mailto:child.safeguarding.qa@hayatschool.com)**

### Government Agency Concerned with the Protection of Children

Qatar operates an Abuse Hotline for students and families. Anyone may call 919 to access assistance operated by Protection and Social Rehabilitation Centre AMAN (which means “security” or “safety” in Arabic), formerly known as the Qatar Foundation for Child and Women Protection (QFCWP).

<http://www.aman.org.qa/en/>

Any child in Qatar who needs help, protection from abuse, or advice can pick up the phone and dial 919 any time. Aman social workers and psychologists are on standby to assist citizens and residents under 18 years of age to ensure their rights are protected and upheld. It is tasked with rehabilitating, providing counselling, visiting and assisting children in need. They will contact the police if necessary.

## 10. Positive Behavior Management Program

The staff of Hayat Universal School is required to provide a safe supervised instructional day for students. This requirement is met in the combining of four components;

1. A Belief of Discipline as defined as Learning,
2. A Character Development Education Program
3. A Behavior and Discipline Policy
4. A Procedure for Behavior Modification with Progressive Consequences

### 1. Belief:

*Discipline is not judgmental, arbitrary, confusing, or coercive. Going back to the Latin roots, to discipline with authority means to give life to learning. Our goal... is to give life to our children's learning---to instruct, to teach, to help them develop self-discipline, an ordering of the self from the inside, not imposition from the outside.”*  
(B. Colorosso “kids are worth it”)

### 2. WE ARE HUBS Character Development:

All students, staff and parents are a part of 'HUBS'. We are proud to say 'I am HUBS' and strive to create a culture that promotes learning through showing respect towards each other, being responsible, displaying acts of kindness, being positive and acting safely. Being a member of HUBS is a reward in itself.

The WE ARE HUBS Character Development plan follows steps that positively influence student behavior and is promoted through:

Curriculum and Instruction: character and life skills development objectives are integrated through curriculum subjects and are reflected in the teaching methods.

School Environment: how students and adults behave and relate to each other around the school.

School Wide Programs: Programs that promote and develop specific values and skills.

The WE ARE HUBS character development plan uses a proactive approach that eliminates incidents that lead to negative consequences and at the same time celebrate the positive student behaviors. HUBS strives to reward positive actions in and out of the classroom and thereby create a culture of exceptional student behaviour. Students who follow expectations are told that they are being 'HUBS'. The same can be said for any academic or citizenship accomplishment. “You are HUBS” or “That is HUBS” is a sign of true honor.

The Hayat High Five values are the foundation of classroom and school wide expectations. Currently the Hayat High 5 posters are displayed throughout the



school, along with area specific and classroom expectations. The staff also blends core Islamic values with the Hayat High 5.

The WE ARE HUBS guiding principles are taught and reinforced throughout the year. Staff members refer to these expectations when dealing with student behavior management and teaching social skills. The program also is designed to analyze behavioral data in an attempt to implement support strategies for students who are in need of assistance.

### **3. Behavior and Discipline Policy:**

HUBS is a zero tolerance school regarding violence, racism, intimidation, dishonesty and any other action that negatively affects the learning process and/or the physical and psychological well being of students. We expect and strive to model appropriate behavior. We also believe that behavior and discipline represents an integral part of the learning process. Even though we expect our students to be on their best behavior, we do realize that at one point they might make a mistake. Such mistakes represent poor choices and are addressed by all staff members of the school. When repeated poor behaviors become a pattern, students are referred to the principal and choices are made to address the ongoing poor behavior. Various interventions including School Support Team, Administration initiated Parent Meetings, natural and logical consequences for actions, Behavior Programs and Suspension are considered. The WE ARE HUBS Committee meets to go over data and determine actions that may assist students who are experiencing troubles with their behavior.

#### **As we work with students who make poor choices, we implement the three principles guiding student rights and responsibilities:**

- We treat students with respect throughout the entire process.**
- We hold them responsible for their own choices of action.**
- We hold them responsible for the consequences of the action.**

Our objective is to have the students understand that they can correct their mistakes and even prevent them in the future if they stop and think about the consequences and the effect one mistake can bring.

#### **Examples of inappropriate actions that may result in disciplinary actions include:**

- Using disrespectful language
- Violating school rules
- Bullying whether physical or verbal
- Destruction of school property
- Improper behavior during assemblies or field trips
- Disregard for the authority of adults in charge

**The following guidelines will be followed to ensure consistency of disciplinary actions:**

- There will be a complete investigation of the matter
- The severity of the offense will be considered
- The developmental age of the child will be considered
- The extent to which the disruptive behavior is repeated by the student will be considered.

**Follow up, Data Collection and Record Keeping**

Behavioral data collection is used for different reasons at HUBS. The WE ARE HUBS committee uses daily, monthly and yearly data to determine the type of support needed for students who may be showing inappropriate behavior.

**Consequences for violating the school behavior policy**

HUBS has a gradual process of consequences for violating the school behavior policy. At the time parents register/re-register their children, they are asked to sign on this policy/process acknowledging their awareness of it.

Refer to the procedure document "Behavior Modification Process"

## 11. Student Services

### 11.1 Nurse Services

The school will have basic nurse services on site and facilitate the administration of medications to your children; however, the prescribing physician must provide written instructions for all medicine that the nurse is to apply to your child during the school day. The prescription must have the child's legal name, dosage, time interval and any other pertinent information necessary to carry out this task.

In the event that your child becomes ill at home, we recommend that s/he remains at home:

- If they have a temperature above 37.5°, a rash that cannot be explained, diarrhea, or vomiting.  
If there are any signs of redness, tears, or infections in the eyes, please, do not send your child to school without a doctor report mentioning that the ailment is not contagious.
- If your child has an infectious disease (e.g. measles, mumps, chicken pox, whooping cough or eye infection), you must present a letter from your doctor to the school nurse stating that s/he can return to school
- If your child has cold, flu, and runny nose with fever do not send him to school until 24 hours after his temperature becomes normal

If your child should complain of an illness, or get hurt at school we will contact you to keep you informed and advise you if s/he needs to go home, or visit the doctor.

We will also check personal hygiene and general cleanliness. Please ensure that your child leaves home with a clean uniform and is properly groomed.

### 11.2 Extracurricular Activities

Extracurricular activities are an additional paid service available to all HUBS students willing to participate in an after-school program. Examples of these programs include various sports, arts, crafts and hobbies. At the beginning of each semester we will conduct surveys of students to find out which activities they want to take part in and offer as many as possible so that they may have a number of selections to choose from.

Academic support will also be available as an after school activity if sufficient students wish to enroll.

### 11.3 Technology and Computer Use

The use of computer technology is an integral part of the educational experience at HUBS. We expect all students to follow the computer lab rules at all times and abstain from using technology in an inappropriate manner both physically and ethically.



## 11.4 Nutrition

All students will receive a break time in which they can eat a healthy snack. Please make sure that the snacks sent to school include healthy choices such as fruits, vegetables, cheese, yogurt, crackers, and a low sugar juice.

HUBS discourages the consumption of "junk food" that is highly processed and high in sugar. Students must commit to eating healthy food. Do not bring junk foods like chips, chocolate, or soft drink. Such foods will be confiscated.

## 12. Parent Information

### 12.1 Dropping off and Picking up Students

Please be prompt in doing both of these actions as we have neither morning nor afternoon care for children outside of the school hours.

Student drop off time starts at 6:35.

Pick up times for PreKG and KG1 is from 12:15 pm to 12:45 am; KG2 is from 1:10 pm to 1:40 pm and for Grades 1- 12 2:05 to 2:30 pm

Parents/guardians and individuals who drop-off/pick-up students must carry their HUBS ID card.

### 12.2 Visitor Entry

Parents and visitors are always welcome in our school. For security purposes, all school gates are locked at most times. For safety reasons, all visitors must report to the reception and register. Any person not following this procedure may be asked to leave campus and risks being restricted from access in the future.

### 12.3 Birthday Party Policy

Celebrating Birthdays is Not Allowed. Celebrating birthdays is not a Muslim cultural practice. It results in students bringing food items that are not allowed at our school. This applies to student birthday celebrations and students celebrating staff birthdays.

### 12.4 Gifts to Staff

HUBS discourages gifts to staff members. A letter of appreciation from a student to his teacher is a more appropriate gesture. Contacting of teachers should be done only through the school.

### 12.5 Tutoring Policy

Parents may seek outside tuition that will support student learning in core subjects. However, our teachers should not tutor any of HUBS students or recommend any individual tutors.

### 12.6 School/Home Communication

As partners in your child's education it is imperative that communication between school and home be regular and in several forms.

PlusPortals, the school/home communication module of the Student Information System provides a comprehensive and interactive means of communication. The

interface features an Arabic language option for the convenience of parents who are more comfortable with Arabic. A parent will have access to the information of all of their children with one login.

Please make sure to update the email address the school has for you and register to have login information for the portal. We provide training for parents at the start of every school year and will be happy to support you as you learn how to use the portal throughout the year.

Learning platforms are used to share assignments and upload student work, among other purposes. Seesaw is used in PreK-G3; Google Classroom in G4-G12.

Additionally, the school website: [www.hayatschool.com](http://www.hayatschool.com) is another source of school-classroom communication. The school regularly highlights past and future school events on the website and may, in addition, send newsletters home for announcements and special events.

Text messages are another very common way we communicate with parents about a variety of purposes. Please keep an eye on any SMS you may get from the school.

Contact through telephone calls, email, support service meetings, and communication books are also other tools of communication used by teachers.

Please trust that we are keen to hear from you and to have your feedback about the education your children are receiving or any other issue that will help us improve. If you need to speak to a member of administration, do not hesitate to make an appointment through the Reception Office.

## 12.7 Parent Conferences

Part of that school/home communication will take place in the shape of parent-teacher conferences. We encourage parents to contact teachers through the school office if there are any questions or if you have any comments. To schedule a parent-teacher conference, call the school office and give the reasons for requesting the meeting, along with suggested times to our secretary. She will forward the information to the teacher who will call you back as soon as it is possible to confirm a meeting time. Please allow a minimum of 24 hours for the teacher to get back to you.

For any classroom-based concern, we expect the parents to contact the classroom teacher before contacting the principal.

## 12.8 Updating Contact Information

Please, immediately notify our school secretary of any changes to your personal contact information. It is extremely important for us to have a valid and active number to contact you in case of emergencies.

## 12.9 Safety Drills

HUBS holds several unannounced safety drills throughout the year. Your children's safety is paramount to us, and we will take preventive measures to make sure that your child will know how to react in case there is an emergency at our school.

## 12.10 Vacations

HUBS discourages any non-illness related absences from the school, therefore vacations outside of regular scheduled holidays are not advisable. Any absences due to taking of a holiday will not be excused and any work missed during this time falls under the responsibility of the parents.

## 12.11 Freedom of Information

HUBS reserves the right to take, request, store, transfer, and use any student information to comply with BC Ministry of Education requirements to enable the school to receive and retain BC certification status.

### 13. Location and Contact Information

Physical Address: Building 9, Street 1458, Zone 51, Al Thmaid, Doha – Qatar

Telephone numbers:

(+974) 3345 9657

(+974) 7478 8681

(+974) 4468 7171.

PO BOX 6124 Doha, Qatar, Tel: 468-7171 / 345-9657 Fax: 469-3352

General Communication Email Address:

info.qa@hayatschool.com



**2023-2024**

**Grading Policy**

**BC Program**

**G8-G12**

## BC Courses - Grades 8 to 9

Scale	Course	Coursework & Final Exam Percentages	Categories	Category's Weight	Minimum Active Columns / Category
Numeric Grade out of 100 and HUBS Letter Grades (A, B, C+, C, C-, F)	ELA 8-9		<a href="https://docs.google.com/spreadsheets/d/1E_x1prHN8HBJHTPE-QA9sK90vVCNzMoF/edit?usp=sharing&amp;ouid=110797823841626949296&amp;rtpof=true&amp;sd=true">https://docs.google.com/spreadsheets/d/1E_x1prHN8HBJHTPE-QA9sK90vVCNzMoF/edit?usp=sharing&amp;ouid=110797823841626949296&amp;rtpof=true&amp;sd=true</a>		
	Social Studies G8 - 9		<a href="https://docs.google.com/spreadsheets/d/1mRn7YL9Fq498htfJfHIHxviogt0FwdK8/edit#gid=1813074808">https://docs.google.com/spreadsheets/d/1mRn7YL9Fq498htfJfHIHxviogt0FwdK8/edit#gid=1813074808</a>		
	Physical and Health Education 8-9	CW 100%	Healthy and Active Living	30%	2
			Physical Literacy	50%	2
			Social/Community Health & Wellness	20%	1
	Science 8-9	CW 90% for G8 and 80% for G9	Unit Tests	25%	4
			Assignments & Class Assessments	35%	4
			Labs	20%	3
			Inquiry Based Projects	20%	1
			Final Exam 10% for G8 and 20% for G9		
	Math 8,9	CW 90% for G8 and 80% for G9	Cumulative	20%	3
			Unit Tests	60%	3
			Class work	20%	20
Final Exam 10% for G8 and 20% for G9					
ADST 8 & 9	CW 100%	In class Practice/Activities	30%	4	
		Quizzes	10%	1	
		Course Assignments	40%	4	
		End of Course Assignment	20%	1	
Arts Ed 8 & 9	CW 100%	Projects	40%	2	
		Participation	20%	2	
		Process	20%	2	
		Presentation	20%	2	
Career Education 8 - 9	CW 100%	Course work	45%	4	
		Project - based Learning	40%	2	
		Citizenship	15%	2	

**N, S, G, E**

**Work Habit Assessment for Every Course each Term:**  
**E: Excellent, G: Good, S: Satisfactory, N: Not Satisfactory**  
**The final grade for the Work Habit skill for every course will be calculated by calculating the average of the numbers associated with the letter grades the student received in each term then converting the rounded numeric average to the corresponding letter.**

### Course Grade For A Marking Period (A Term)

- 1- Teacher will enter assessment columns' scores for every student.
- 2- The system will calculate the marking period average for the course out of 100 as follows:
  - A- Add the scores of the student in all columns in a certain category
  - B- Add the maximum possible points for all the columns in that category
  - C- Find the average of the category by dividing (A) the sum of scores by (B) the sum of maximum possible points and converting the result into a percentage.
  - D- Calculate the average for every category using steps A, B, and C.
  - E- The course marking period average will be the sum of the multiplication of each category's average by its weight.
  - F- The marking period average will be converted to a Letter Grade using HUBS Letter Grade scale.
- 3- If a student is excused from a certain assessment, the teacher must leave that column blank. This assessment will not be used in the calculation of the student's mark.

### Final Course Grade

If the course has no final exam, the Final course grade will be the weighted average of the three Terms (marking periods) that will be converted to a Letter Grade using HUBS Letter Grade scale.

If the course has a final exam, the Final course grade will be a weighted average of the three Terms (marking periods) and the exam score calculated as follows:

G8 course Final Grade= Average of three Terms + 10% Final Exam (expressed out of 100)  
 G9 course Final Grade= Average of three Terms + 20% Final Exam (expressed out of 100)

The average will be converted to a Letter Grade using HUBS Letter Grade scale.

This is with the exception of English courses. Please refer to the individual course grading policy tables for these courses.

<https://docs.google.com/spreadsheets/d/1hzD-P5mKWjwFD98K9dWQmbj4eZKcAaDV/edit#gid=1055681336>

### **Final Course Grade (Tri Study Course)**

The Final course grade for a Tri Study Course is the the average of the marking period in which the course ran that will be converted to a Letter Grade using HUBS Letter Grade scale.

For courses running between Sept. and Nov., the grades will be entered in the Term 1 marking period. For courses running between Nov. and



Course	Coursework & Final Exam Percentages	Categories	Category's Weight	Minimum Columns / Category/ Reporting Period
ELA 8 & 9	Coursework 90% for G8 and 80% for G9	Lit Pro	15%	1
		At-Home Reading Quizzes	5%	2
		Reading Comprehension: administered at school	5%	2
		SWW	20%	1
		Common Reading Passages	15%	3
		In-Class Writing*	20%	3
		Grammar/Vocabulary	10%	3
		Speaking	5%	2
		Listening	5%	2
	Final Exam 10% for G8 and 20% for G9			

\* (one marked externally)

G8: Final Mark=Average of all categories EXCEPT SWW and Lit Pro across the Terms X 55% + Final SWW X 20% + Best Lit Pro X 15% + Final Exam (expressed out of 100) X 10%

G9: Final Mark=Average of all categories EXCEPT SWW and Lit Pro across the Terms X 45% + Final SWW X 20% + Best Lit Pro X 15% + Final Exam (expressed out of 100) X 20%

# BC Courses - Grades 10 to 12

Scale	Course	Coursework & Final Exam Percentages	Categories	Category's Weight	Minimum Active Columns / Category
Numeric Grade out of 100 and HUBS Letter Grades (A, B, C+, C, C-, F)	Literary Studies 10-11	<a href="https://docs.google.com/spreadsheets/d/1E_x1prHN8HBJHTPE-QA9sK90vVCNzMoF/edit?usp=sharing&amp;oid=110797823841626949296&amp;rtpof=true&amp;sd=true">https://docs.google.com/spreadsheets/d/1E_x1prHN8HBJHTPE-QA9sK90vVCNzMoF/edit?usp=sharing&amp;oid=110797823841626949296&amp;rtpof=true&amp;sd=true</a>			
	Composition 10-11-12				
	Creative Writing 10	CW 80 %	Writing Class Assessment	100%	4
		Final Exam 20%			
	Spoken Language 10	CW 100%	Speaking	50%	4
			Listening	50%	4
	English First People 12	<a href="https://docs.google.com/spreadsheets/d/1E_x1prHN8HBJHTPE-QA9sK90vVCNzMoF/edit?usp=sharing&amp;oid=110797823841626949296&amp;rtpof=true&amp;sd=true">https://docs.google.com/spreadsheets/d/1E_x1prHN8HBJHTPE-QA9sK90vVCNzMoF/edit?usp=sharing&amp;oid=110797823841626949296&amp;rtpof=true&amp;sd=true</a>			
	Social Studies/Humanities Courses G10 - 12	<a href="https://docs.google.com/spreadsheets/d/1mRn7YL9Fq498htfjHfIHxviogt0FwdK8/edit?usp=drive_link&amp;oid=110797823841626949296&amp;rtpof=true&amp;sd=true">https://docs.google.com/spreadsheets/d/1mRn7YL9Fq498htfjHfIHxviogt0FwdK8/edit?usp=drive_link&amp;oid=110797823841626949296&amp;rtpof=true&amp;sd=true</a>			
	Computer Studies 10 and Computer Information Systems 11	CW 100%	Class Assessment	40%	4
			Class work	30%	4
			Project-based learning	30%	2
	Math 10	<a href="https://docs.google.com/spreadsheets/d/1TLvM7LiY-PVklKJe4Ni1UNKj1DwYV7/edit?usp=drive_link&amp;oid=110797823841626949296&amp;rtpof=true&amp;sd=true">https://docs.google.com/spreadsheets/d/1TLvM7LiY-PVklKJe4Ni1UNKj1DwYV7/edit?usp=drive_link&amp;oid=110797823841626949296&amp;rtpof=true&amp;sd=true</a>			
	Physical and Health Education 10 and Active Living 12	CW 100%	Healthy and Active Living	30%	2
			Physical Literacy	50%	2
			Social/Community Health & Wellness	20%	1
	Science 10, Physics 11 & 12, Environmental Science 11, Life Sciences 11 & Anatomy and Physiology 12	CW 80%	Unit Tests	25%	4
			Assignments & Class Assessments	35%	4
			Labs	20%	3
			Inquiry Based Projects	20%	1
			Final Exam 20%		
Art Studio 12	CW 100%	Projects	40%	2	
		Participation	20%	2	
		Process	20%	2	
		Presentation	20%	2	
Career-Life Education 10	CW 100%	Course work	45%	3	
		Project - based Learning	40%	2	
		Citizenship	15%	2	
Math 11,12	CW 80%	Cumulative	20%	3	
		Unit Tests	60%	3	
		Class work	20%	20	
		Final Exam 20%			
Chemistry 11 & 12	CW 80%	Unit Tests	25%	4	
		Assignments & Class Assessments	35%	4	
		Labs	20%	3	
		Inquiry Based Projects	20%	1	
		Final Exam 20%			

	Career Life Connections 12	<a href="https://docs.google.com/spreadsheets/d/1Yy1ceHWbDzGpxOByw2Zw1sh-KErnStB0/edit?usp=drive_link&amp;oid=110797823841626949296&amp;rtpof=true&amp;sd=true">https://docs.google.com/spreadsheets/d/1Yy1ceHWbDzGpxOByw2Zw1sh-KErnStB0/edit?usp=drive_link&amp;oid=110797823841626949296&amp;rtpof=true&amp;sd=true</a>
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N, S, G, E	<p><b>Work Habit assessment for Every Course each Term</b>  <b>E: Excellent, G: Good, S: Satisfactory, N: Not Satisfactory</b>  <b>The final grade for the Work Habit skill for every course will be calculated by calculating the average of the numbers associated with the letter grades the student received in each term, then converting the rounded numeric average to the corresponding letter.</b></p>
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**Course Grade For A Marking Period (A quarter or a Term)**

- 1- Teacher will enter assessment columns' scores for every student.
- 2- The system will calculate the marking period average for the course out of 100 as follows:
  - A- Add the scores of the student in all columns in a certain category.
  - B- Add the maximum possible points for all the columns in that category.
  - C- Find the average of the category by dividing (A) the sum of scores by (B) the sum of maximum possible points and converting the result into a percentage.
  - D- Calculate the average for every category using steps A, B, and C.
  - E- The course marking period average will be the sum of the multiplication of each category's average by its weight.
  - F- The marking period average will be converted to a Letter Grade using HUBS Letter Grade scale.
- 3- If a student is excused from a certain assessment, the teacher must leave that column blank. This assessment will not be used in the calculation of the student's mark.

**Final Course Grade**

If the course has no final exam, the Final course grade will be the weighted average of the three Terms (marking periods) that will be converted to a Letter Grade using HUBS Letter Grade scale.

If the course has a final exam, the Final course grade will be a weighted average of the three Terms (marking periods) and the exam score calculated as follows:

G8 course Final Grade= Average of three Terms + 10% Final Exam (expressed out of 100)

G9 course Final Grade= Average of three Terms + 20% Final Exam (expressed out of 100)

The average will be converted to a Letter Grade using HUBS Letter Grade scale.

This is with the exception of English courses. Please refer to the individual course grading policy tables for these courses.  
<https://docs.google.com/spreadsheets/d/1hzD-P5mKWjwFD98K9dWQmbj4eZKcAaDV/edit#gid=1055681336>

Course	Coursework & Final Exam Percentages	Categories	Category's Weight	Minimum Columns / Category
Math 10	CW 80%	Cumulative	20%	3
		Unit Tests	60%	3
		Class work	20%	20
	Final Exam 20%			

Notes:

G10 Final Mark= Average of the three Terms X 80% + Final Exam (expressed out of 100) X 20%

Course	Coursework & Final Exam Percentages	Categories	Category's Weight	Minimum Columns / Category
<b>Social Studies / Humanities Courses G8 - 12</b>	<b>CW 90% for G8 and 80% for G9-G12</b>	Common Assessment	40%	2
		Class Assessments / Debates / Group Work	30%	3
		Common Inquiry Projects	30%	1
	<b>Final Exam 10% for G8 and 20% for G9-G12</b>			

Notes:

G8: Final Mark= Average of three Terms X 90% + Final Exam (expressed out of 100) X 10%

G9-G12: Final Mark= Average of three Terms X 80% + Final Exam (expressed out of 100) X 20%

Course	Coursework & Final Exam Percentages	Categories	Category's Weight	Description of Tasks/Activities	Minimum Columns / Category/ Reporting Period
COMPOSITION 10, 11 & 12	Coursework G10 (90%) G11 & G12 (80%)	Lit Pro	n/a		n/a
		At-Home Reading	n/a		n/a
		SWW	32%		1
		Common Reading Passages	n/a		n/a
		Conventions (Grammar)	17%	Focused Activities and Writing Activities	3
		Style	17%	Focused Activities and Writing Activities	3
		Organization/Structure	17%	Focused Activities and Writing Activities	3
		Content/Focus	17%	Focused Activities and Writing Activities	3
	Final Exam G10 (10%) G11 & G12 (20%)				

G10: Final Mark=Average of all categories EXCEPT SWW across the Terms X 58% + Final SWW X 32% + Final Exam (expressed out of 100) X 10%  
G11&12: Final Mark=Average of all categories EXCEPT SWW across the Terms X 48% + Final SWW X 32% + Final Exam (expressed out of 100) X 20%

Course	Coursework & Final Exam Percentages	Categories	Category's Weight	Minimum Columns / Category/ Reporting Period
Literary Studies 10	Coursework (90%)	Lit Pro	20%	1
		At-Home Reading Quizzes	5%	2
		Reading Comprehension: administered at school (Comprehension Skills Tests)	5%	2
		SWW	n/a	n/a
		Common Reading Passages	60%	4
		In-Class Writing *	n/a	n/a
		Grammar/Vocabulary	10%	3
		Speaking	n/a	n/a
		Listening	n/a	n/a
	Final Exam (10%)			

\* (one marked externally)

G10: Final Mark=Average of all categories EXCEPT Lit Pro across the Terms X 70% + Best Lit Pro X 20% + Final Exam (expressed out of 100) X 10%

Course	Coursework & Final Exam Percentages	Categories	Category's Weight	Minimum Columns / Category/ Reporting Period
Literary Studies 11	Coursework (80%)	Lit Pro	25%	1
		At-Home Reading Quizzes	5%	2
		Reading Comprehension: administered at school (Comprehension Skills Tests)	5%	2
		SWW	n/a	n/a
		Common Reading Passages	60%	4
		In-Class Writing *	n/a	n/a
		Grammar/Vocabulary	5%	3
		Speaking	n/a	n/a
		Listening	n/a	n/a
	Final Exam (20%)			

\* (one marked externally)

G11: Final Mark=Average of all categories EXCEPT Lit Pro across the Terms X 55% + Best Lit Pro X 25% + Final Exam (expressed out of 100) X 20%



Course	Coursework & Final Exam Percentages	Categories	Category's Weight	Minimum Columns / Category/ Reporting Period
English First Peoples 12	Coursework 80%	Lit Pro	25%	1
		At-Home Reading Quizzes	5%	2
		Reading Comprehension: administered at school (Comprehension Skills Tests)	5%	2
		SWW	20%	1
		Common Reading Passages	15%	3
		In-Class Writing *	15%	3
		Grammar/Vocabulary	5%	3
		Speaking	5%	3
	Listening	5%	3	
Final Exam 20%				

\* (one marked externally)

G12: Final Mark=Average of all categories EXCEPT SWW and Lit Pro across the Terms X 35% + Final SWW X 20% + Best Lit Pro X 25% + Final Exam (expressed out of 100) X 20%

Course	Coursework & Final Exam Percentages	Categories	Category's Weight	Description of Tasks/Activities	Minimum Columns / Category
<b>Career Life Connections (CLC 12)</b>	<b>100% Coursework</b>	Self-Awareness (SA)	21%	Goal Setting 1, Personal Essay, Personal Statement, Goal Setting 2, Graduation Survey	5 / year
		Career Knowledge & Awareness (CKA)	12%	PSI Research, Scholarships/Sponsorships Assignment, 3 Reflection Journals (Uni Expo, Education City, Career Day - QCDC Presentation)	3 / year
		Collaboration & Working with Others (CWO)	14%	Volunteer or enrichment activities, teacher-arranged or student-arranged, external/out in the community	3 / year
		Capstone Project (CWO)	40%	Individual or Groups (maximum 3)	5 / year
		Career Planning (CP)	13%	Final Portfolio (5%) Exit Interview (5%)	3 / year

Notes:

The mark that will appear at the end of each Term will be the weighted average of categories up to that point. The mark that will appear at the end of Term 3 will be the weighted average of categories all year.