

PARENT LEARNER HANDBOOK

2023 – 2024



This handbook is a formal document offering detailed information on the school's philosophy, policies and procedures. The handbook reflects standard practices under normal working conditions. In extraordinary circumstances, such as a global pandemic, the school will adapt to comply with national requirements/ guidelines and international best practice. In such cases, the school will communicate any new procedures, protocols, or staff expectations via separate documentation.

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Welcome to Beacon Private School

Dear Parents and Learners,

We are pleased to welcome you to the BPS community!

You have chosen to embark on a journey of discovery and learning with the support of Beacon Private School. Our top priority at BPS is to create a welcoming, accepting, and nurturing environment where every learner can thrive. We believe that every learner is unique and has their own set of strengths and challenges. Therefore, we intend to work collaboratively with you to foster an environment that values diversity and celebrates it, allowing each learner to experience a sense of worth, respect and support.

We recognize that learning encompasses not only academic success but also social and emotional development. Therefore, we place a high value on social and emotional learning and give learners the chance to improve their interpersonal skills, empathy, and resilience. Our teachers are dedicated to creating a learner-centered environment and providing learners with the support and guidance needed to reach their full potential.

We believe that parents contribute significantly to the education of their children. As a result, we urge parents to cooperate with their child's teachers and communicate with the administration of the school.

In this approach, we can assist our learners in achieving their academic and personal goals and get them ready for a successful future.

Please read this handbook thoroughly and do not hesitate to contact us should you have any questions or concerns.

Thank you for your commitment to your child's education, and we look forward to working with you to make this year successful and enriching for all our learners.

Sincerely,

Dinis Costa

Head of School

Marwa Bkerat

School Principal



BPS VISION

BPS is committed to enhancing the intellectual and personal development of its learners, equipping them with the passion for inquiry learning, ensuring academic excellence and preparing active and responsible global citizens.

BPS MISSION

BPS is a future focused community where learning is based on inquiry to develop successful, independent learners in an environment that harbors respect and responsibility, stimulates inquiry, creativity, innovation, fosters higher order thinking, and promotes collaboration and communication.

PARTNERSHIP WITH SEK

BPS and the SEK Education Group have synergistically joined forces, with SEK assuming the role of school management. Through a harmonious collaboration between SEK and the entire BPS community, we are committed to nurturing a dynamic learning environment that truly complements the potential of our students.

SEK Education Group was founded in 1892 and is thus bringing in over 130 years of education experience and a long track record of tradition in innovation. SEK currently leads a network of 13 international schools, located in Europe and the Middle East, as well as the Camilo José Cela University in Spain. Their ethos and values promote a learner centric model, academic excellence and an international mindset that has allowed it to serve diverse communities and their students' needs.



BPS ACCREDITATION AND AFFILIATIONS

BPS fully complies with the Laws and Standards of the Kingdom of Bahrain, and by the standards and requirements of affiliation with International Agencies and Organizations, including Common Grounds Collaborative (CGC), New England Association of Schools and Colleges (NEASC), and the International Baccalaureate (IB).

The Common Ground Collaborative represents the teaching and learning 'DNA' of the school. The CGC is the school's founding and principle educational partner. However, as the school continues to grow, BPS will seek additional accreditation and affiliations in line with the school's international ambitions.

BPS was accredited by the New England Association of Schools and Colleges (NEASC) in May 2022. NEASC is a prestigious accrediting organization for schools and colleges in New England, ensuring educational excellence and offering valuable resources for development and collaboration. BPS has chosen the 'ACE Pathway' which focuses closely on teaching and learning.

BPS was authorized as an IB World School for the Diploma Programme by the International Baccalaureate (IB) in November 2021. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our learners. For further information about the IB and its programmes, visit www.ibo.org



BPS DEFINITION OF LEARNING

At BPS, we define learning as a practice that triggers the natural curiosity of our learners leading them to inquiry, research, and become agents of learning and venturers of new knowledge. Learning at BPS strives to ensure that learners have a "choice and voice" to become self-directed learners, creative thinkers who strive for excellence and celebrate their intellectual, social, and economic growth.

LEARNING PRINCIPLES

BPS Learning Principles are based on two educational frameworks: the Common Ground Collaborative (CGC) system and the International Baccalaureate (IB) mission and philosophy. These frameworks align seamlessly and share the goal of nurturing well-rounded learners. By integrating these systems, we have established the following learning principles that underpin our educational philosophy and practices:

.....
We can learn how to learn, and have a right to do so
.....

At BPS we give our learners full support in becoming proficient, self-directed learners. For this we focus on the conceptual understanding, competencies and the dispositions of character that build a capacity for lifelong independent learning, regardless of the student background.

.....
Common learning cultures need to construct common meaning through a common learning language
.....

Where learning needs to happen effectively and collaboratively a common meaning is essential. We use a common learning language that reflects what learning is and how we do it. It helps our students to identify and express their learning at the different stages. It allows us to reflect on them, discuss and provide feedback.

.....
Learning is personal as well as a social activity
.....

Individuals have different starting points, different interests, and will follow different learning pathways at varying paces. We personalize learning by allowing ideas to be developed and challenged through feedback and collaboration. Where we are able to secure a safe and positive environment for different perspectives, it leads to deeper learning and understanding.

Learning is both cognitive and emotional

Emotions have a strong influence on learning through imprinting memories as well as driving our motivation and attention.

Authentic contexts allow for meaningful transfer of learning

Genuine learning builds on the transfer from previous learning. We situate the learning in rich contexts that are relevant to the learners. It creates the opportunities to make connections to their prior understandings, to reason and to generalize.

The CGC in BPS Learning Principles

At BPS we define learning as a process that leads to a sustained and demonstrable consolidation or extension of conceptual understanding, competencies, or character, as outlined by the CGC framework. These types of learning interact constantly, forming a 'triple helix' that provides the DNA of the curriculum.

These types of learning interact and form the 'triple helix, the DNA of the curriculum.



(see: <https://commongroundcollaborative.org>)

CONCEPTUAL LEARNING is happening when learners are:

- connecting new knowledge to prior understandings and important concepts.
- constructing theories about how things work and why they are the way they are.
- testing their evolving theories in different contexts to fine-tune and have an increased explanatory ability and to see when, where and how they apply.

COMPETENCY LEARNING is happening when learners are:

- deconstructing expert performance and compare it with their own.
- identifying and making necessary changes.
- practicing skills, fine-tune and make them increasingly automated.

CHARACTER LEARNING is happening when learners are:

- considering the potential impact of applying traits and values
- acting as a result of these considerations. reflecting on the

At Beacon Private School we believe that learners become confident through the development of the following character qualities:



INTEGRITY



RESILIENCE



REFLECTION



EMPATHY



PLAYFUL

The IB in BPS Learning Principles

At BPS we believe the Common Ground Collaborative (CGC) approach aligns well with the International Baccalaureate (IB) learner profile attributes that we aim to develop in our learners, which include the following:



Communicators

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




Principled

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




Open - Minded

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




Inquirers

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




Knowledgeable

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




Thinkers

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




Caring

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




Risk - Takers

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



Balanced

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



Reflective

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

(Adapted from The-IB-Learner-Profile-Note-From-the-2018)

The IB learner profile attributes align closely with the IB Approaches to Teaching and Learning (ATL) framework. The ATL framework includes deliberate strategies, skills and attitudes that are integrated into the teaching and learning environment, and that are essential for academic and personal success.

The ATL skills include:

- *Thinking skills*
- *Communication skills*
- *Social skills*
- *Research skills*
- *Self-management skills*

The Approaches to Teaching include that teaching is:







- *Based on inquiry*
- *Focused on conceptual understanding*
- *Developed in local and global contexts*
- *Focused on effective teamwork and collaboration*
- *Differentiated to meet the needs of all learners*
- *Informed by assessment (formative and summative)*

(Adapted from www.ibo.org)

PORTRAITS OF A BEACON TIGER

At BPS, our commitment is to equip our learners with a set of well-developed 'Character Capacities' that will stay with them for life. We also want our learners to leave BPS with a set of transportable gifts that they will 'really need and use to be successful in this complex and changing context of today's interconnected world.

To support every learner in achieving these 'Character Capacities', we have currently aligned our Curricular Learning with our Co-Curricular Learning in a matching model to explore these capacities even further. Overall, and at graduation, the 'Portraits of a Beacon Tiger' below describe how our learners will be equipped for success not only in college/ university, but in all the exciting and challenging years beyond. We are building success, and Beacon Tigers, for life.

| Our Human Common Ground | Our Why | Our What |
|--|---|---|
|  <p>PURPOSE & BALANCE</p> | <p>We all seek meaning and purpose in our existence and strive towards achieving balance in our lives.</p> | <p>A Balanced Person An Expert Learner can independently pursue their passions, apply their values and balance their resources to achieve a sustained sense of personal wellbeing and purpose.</p> |
|  <p>PATTERNS & PRINCIPLES</p> | <p>We all look for recurring patterns and enduring principles to help us make sense of things.</p> | <p>A Rational Problem-solver An Expert Learner can independently solve complex problems using logical reasoning based on a sound understanding of causation.</p> |
|  <p>INDIVIDUALS & GROUPS</p> | <p>We all seek personal identity; we all need a place to belong. The groups we belong to, and how they organize themselves, have a defining influence on our lives.</p> | <p>A Respectful Relationship-Builder An Expert Learner can independently build respectful relationships with diverse individuals and groups, building networks to achieve individual and collective goals.</p> |
|  <p>SUSTAINABILITY & SYSTEMS</p> | <p>We all share a duty of stewardship for the ecosystems we inhabit and a need to understand how they work.</p> | <p>A Contributing Citizen An Expert Learner can independently contribute to sustainable, equitable social and ecological ecosystems through leadership, humility, empathy and the practice of service.</p> |
|  <p>IMAGINATION & CREATIVITY</p> | <p>We are all creators; we are all capable of imagining new futures, new tools, new artifacts, and making them real.</p> | <p>An Innovative Creator An Expert Learner can independently conceptualize and create a unique artifact, aesthetic or technological, to enhance human experience and/or expand human possibility.</p> |
|  <p>STORIES & SIGNALS</p> | <p>We are all storytellers; we all send messages to each other, in different languages, for different purposes, in different genres, through different media.</p> | <p>A Compelling Communicator An Expert Learner can independently design and deliver persuasive, informed communications, using different media, on matters of principle and ideas that matter.</p> |

SCHOOL CALENDAR

| JULY 2023 | | | | | | |
|-----------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

19 Islamic New Year (TBC)
27-28 Ashura (TBC)

| AUGUST 2023 | | | | | | |
|-------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

27 Admin Offices Open

| SEPTEMBER 2023 | | | | | | |
|----------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

3 First Day of School For All Learners (Nursery-G12)
27 Prophet's Birthday (TBC)

| OCTOBER 2023 | | | | | | |
|--------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

29 - 31 Mid-semester Break

| NOVEMBER 2023 | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

1 - 2 Mid-semester Break Continues

| DECEMBER 2023 | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

15 - 31 Winter Break
16 Bahrain National Day

| JANUARY 2024 | | | | | | |
|--------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

1 - 4 Winter Break Continues
1 New Year's Day

| FEBRUARY 2024 | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | |

3 End of Semester 1
4 Semester 2 Begins

| MARCH 2024 | | | | | | |
|------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

10-14 Mid Year Break Continues
10 First Day of Ramadan (TBC)

| APRIL 2024 | | | | | | |
|------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

7 - 11 Eid Al Fitr & Spring Break

| MAY 2024 | | | | | | |
|----------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

1 Labour Day

| JUNE 2024 | | | | | | |
|-----------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

16 - 18 Eid Al-Adha Holiday (TBC)
26 Last Day of School For All Learners (Nursery-G.12)

School Closed

(TBC)*: To be confirmed

School Days : 180

SCHOOL DAY

Daily Timing 2023 - 2024

| Pre-Nursery – KG1 | KG2 – Grade 5 | | Grades 6 - 12 | |
|---|--|--|--|--|
| Sunday, Monday, Tuesday, Wednesday, Thursday | Sunday, Monday, Wednesday, Thursday | Tuesday <i>Short Day</i> | Sunday, Monday, Wednesday, Thursday | Tuesday <i>Short Day</i> |
| Beacon Circle Time 7:50 – 8:05 | Beacon Circle Time 7:30 – 7:45 | Beacon Circle Time 7:30 – 7:45 | Beacon Circle Time 7:30 – 7:45 | Beacon Circle Time 7:30 – 7:45 |
| Period 1 8:05 – 8:45 (40) | Period 1 7:45 – 8:30 (45) | Period 1 7:45 – 8:30 (45) | Period 1 7:45 – 8:30 (45) | Period 1 7:45 – 8:30 (45) |
| Period 2 8:45 – 9:25 (40) | Period 2 8:30 – 9:15 (45) | Period 2 8:30 – 9:15 (45) | Period 2 8:30 – 9:15 (45) | Period 2 8:30 – 9:15 (45) |
| Break 1 9:25 – 9:45 | Break 1 9:15 – 9:30 | Break 1 9:15 – 9:30 | Break 1 9:15 – 9:30 | Break 1 9:15 – 9:30 |
| Period 3 9:45 – 10:25 (40) | Period 3 9:30 – 10:15 (45) | Period 3 9:30 – 10:15 (45) | Period 3 9:30 – 10:15 (45) | Period 3 9:30 – 10:15 (45) |
| Period 4 10:25 – 11:05 (40) | Period 4 10:15 – 11:00 (45) | Period 4 10:15 – 11:00 (45) | Period 4 10:15 – 11:00 (45) | Period 4 10:15 – 11:00 (45) |
| Break 2 11:05 – 11:25 | Break 2 11:00 – 11:45 | Break 2 11:00 – 11:45 | Period 5 11:00 – 11:45 (45) | Period 5 11:00 – 11:45 (45) |
| Period 5 11:25 – 12:05 (40) | Period 5 11:45 – 12:30 (45) | Period 5 11:45 – 12:30 (45) | Break 2 11:45 – 12:30 | Break 2 11:45 – 12:30 |
| Period 6 12:05 – 12:45 (40) | Period 6 12:30 – 13:15 (45) | Period 6 12:30 – 13:15 (45) | Period 6 12:30 – 13:15 (45) | Period 6 12:30 – 13:15 (45) |
| | Break 3 13:15 – 13:35 | | Period 7 13:15 – 14:00 (45) | Period 7 13:15 – 14:00 (45) |
| | Period 7 13:35 – 14:20 (45) | | Period 8 14:00 – 14:45 (45) | Period 8 14:00 – 14:45 (45) |

Tuesday is an early release day for learners; all learners leave at 13:15 p.m.

Teachers will attend workshops and prepare collaboratively lesson plans and Modules of Inquiry.

Tuesday is an early release day for learners; all learners leave at 13:15 p.m.

Teachers will attend workshops and prepare collaboratively lesson plans and Modules of Inquiry.

For Nursery and KG1, classes begin promptly at 7:50 am and end at 12:45 pm. Learners are expected to arrive at school between 7:30 am and 7:50 am.

For elementary school, classes begin promptly at 7:30 am and end at 2:20 pm. Learners are expected to arrive at school between 7:15 am and 7:30 am.

For secondary school, classes begin promptly at 7:30 am and end at 2:45 pm. Learners are expected to arrive at school between 7:15 am and 7:30 am.

On Tuesdays, all learners are dismissed early at 1:15 pm to allow for faculty professional development.

INSTRUCTIONAL PROGRAM

The instructional program at BPS seeks to develop our learners' approach to inquiry, critical thinking, communication and collaboration skills as well as their character.

In Nursery and KG1, as a bilingual school, we ensure that learners have equal exposure to both Arabic and English lessons throughout the school day, with the time divided equally between the two languages.

In Elementary and Secondary schools, although the language of instruction is English for Math, Sciences, Social Studies, and specialist subjects, we are still a bilingual school, and we provide almost equal time allocation to both English and Arabic as languages, with a focus on reading, writing, listening, and speaking in both areas. For non-native Arabic speakers, we offer an additional choice of Spanish or French, and we also provide an Arabic B course for all non-Arabic speakers. In the Secondary school, learners rotate through their courses, allowing all students to access courses at their peak learning time.

It is important to note that BPS respectfully fulfills the Ministry of Education's requirements towards the teaching of Arabic, Islamic Studies, Civics and Social Studies for our Arabic speakers.

BPS MAIN CONTACTS

| Contact | Position | Email |
|--------------------------|--|--|
| <i>Dinis Costa</i> | <i>Head of School</i> | dcosta@beacon.edu.bh |
| <i>Marwa Bkerat</i> | <i>Principal</i> | mbkerat@beacon.edu.bh |
| <i>Farah El Yaman</i> | <i>Early Childhood Coordinator</i> | felyaman@beacon.edu.bh |
| <i>Fatima Gonzalez</i> | <i>Elementary Coordinator</i> | fgonzalez@beacon.edu.bh |
| <i>Wayne Purchase</i> | <i>Secondary Coordinator</i> | wpurchase@beacon.edu.bh |
| <i>Oula Akawi</i> | <i>IB Diploma Coordinator</i> | oakawi@beacon.edu.bh |
| <i>Noora Murad</i> | <i>Learning Support Coordinator</i> | nmurad@beacon.edu.bh |
| <i>Nouf AlNasser</i> | <i>Elementary Community Liaison</i> | nalnasser@beacon.edu.bh |
| <i>Mirna Harb</i> | <i>Secondary Community Liaison</i> | mharb@beacon.edu.bh |
| <i>Fajr Nishat</i> | <i>Grade 5-8 Counselor/ Counseling Coordinator</i> | fnishat@beacon.edu.bh |
| <i>Maresa Donaldson</i> | <i>Nursery – Grade 5 Counselor</i> | mdonaldson@beacon.edu.bh |
| <i>Fatima Amin</i> | <i>G9-12 Counselor / College Counselor</i> | Fatima.amin@beacon.edu.bh |
| <i>Daniel Love</i> | <i>Activity Coordinator</i> | dlove@beacon.edu.bh |
| <i>Dakhlallah Obeidy</i> | <i>Education Technology Integrator</i> | dobeidy@beacon.edu.bh |
| <i>Nasraa Qanbari</i> | <i>IT Administrator</i> | nqanbari@beacon.edu.bh |

BEACON CIRCLE TIME (BCT)

The Beacon Circle Time (BCT) program builds community and socio-emotional intelligences that foster personal relationships and enhance communication skills across grade levels. The program cultivates a culture of connectedness that emphasizes BPS's core values, and helps learners develop a framework for success in the classroom and beyond. Learners attend BCT every day and must be on time. Active participation and engagement are expected for the entire BCT. A BCT teacher is to be assigned for every group of learners and is expected to be the person in charge for communication with parents.

MINDFULNESS AND WELL-BEING PROGRAM

The mindfulness and well-being program promotes self-regulation, positive behavior and well-being among learners. KG2 to Grade 9 learners attend one mindfulness lesson per week, which is reflected on their schedules. The program includes a range of mindfulness and well-being activities that provide learners with various opportunities to develop skills to manage stress, increase focus, and improve overall mental health.

COUNSELING PROGRAM

The counseling program at BPS is designed to align with the school's Vision, Mission, and Learning Principles.

The role of counseling is to create a safe and respectful environment and to support all learners in reaching their academic, social and emotional potential. The counseling program is designed to support positive development of character, establish healthy relationships among peers and teachers and help learners become active and responsible global citizens. The school counselor guides staff and parents in the development of high levels of practice related to developing an understanding of academic, social, and emotional competencies. The counselor also works alongside learning support to help provide early identification, prevention and intervention strategies.

The counselor addresses the unique needs of our learners and establishes communication networks that provide a consistent flow of information to teachers regarding wellbeing, as well as serving as a bridge between teachers and parents.

SUPPORT PROGRAM FOR NEW LEARNERS

At BPS, we understand the importance of providing our new learners with the necessary support to help them adjust to their new environment. To this end, we offer the following support initiatives:

- **Induction Plan:** *Our counselors implement an induction plan that aims to create a warm, welcoming, and inviting atmosphere for new learners. This plan also provides an opportunity for learners to engage in discussions about their expectations and vision of a school. The induction activities include group discussions, icebreakers, arts and crafts, and socializing time.*
- **Buddy System:** *Our counselors facilitate a buddy system, where new learners are paired with learners who have been at BPS in pairs or trios. The goal of this system is to help new learners feel more comfortable navigating the school and to provide them with someone to turn to for support.*

TRANSITION SUPPORT PROGRAM

We understand the importance of supporting learners during their transition from one school level to another. Therefore, we have implemented the following systems at our school:

- **Elementary School Transition to Middle School:** Towards the end of the academic year, when grade 5 learners are preparing to transition to grade 6, our counselors implement a buddy system. Grade 5 learners shadow grade 6 learners to experience a day in the life of a middle schooler. They attend grade 6 classes, breaks, and have the opportunity to ask questions to teachers and fellow grade 6 learners. At the beginning, counselors link learners in pairs or trios, and at the end of the day, learners participate in a reflection period. A worksheet or survey is provided for learners to share their experience and feedback.
- **KG2 Transition to Grade 1:** KG2 learners are introduced to grade 1 classrooms during one period and participate in a small activity that is prepared by the teachers. Grade 1 learners introduce themselves to KG2 learners and briefly speak to them about grade 1, such as the things they have learned and their teachers. KG2 learners will have the opportunity to ask teachers questions.
- **KG1 Transition to KG2:** KG1 learners join KG2 Beacon Circle Time and are introduced to the classroom by the teachers. They participate in a small activity and are given the opportunity to ask teachers questions.

We hope that these systems will help our learners transition smoothly and confidently to their new school level. Our goal is to provide a supportive and nurturing environment that ensures our learners' success.

FLEXIBLE TEACHING AND LEARNING ENVIRONMENT

BPS believes in flexible teaching, flexible learning, and flexible environment.

Flexible Teaching happens when teachers are effective and are great at being flexible; they can balance several responsibilities at once and still make learners smile and feel appreciated.

Flexible Learning is a set of educational philosophies and systems, concerned with providing learners with increased choice, convenience, and personalization to suit the learner. In particular, flexible learning provides learners with voice and choice about where, when, and how learning occurs.

Flexible Seating, just as its name implies, abandons "rows of desks facing the teacher at the front" in favor of giving learners a variety of seating options so they can choose the one that is most comfortable for them. It allows learners to wobble, rock, bounce, lean or stand, which increases oxygen flow to the brain, blood flow and core strength. In turn, this burns more calories and increases metabolism. It also helps keep young minds more alert and focused. Some of the benefits that learners experience when using flexible seating include:

- increased metabolism
- increased oxygen flow to the brain
- burning extra energy
- improved core strength and posture
- and increased motivation and engagement

These benefits combined are linked to higher academic performance, better health, and improved behavior.

Flexible seating DOES NOT mean that the teacher is giving up control of her/his classroom! Letting learners pick" a seating option that works best for them does not mean the teacher gives up control. One of the important rules for flexible seating is "Teacher's Choice" which means that the teacher can move anyone at any time. This is a critical standard operating procedure to implement, because there will be students that do not always make smart choices. The Teacher's Choice allows teachers to step in and offer guidance or redirect when necessary, so the learning space remains engaging and effective.

The most important task of teachers in flexible seating is to Set Up Clear Expectations. The success of flexible seating lies in setting up, clearly communicating, and following through with expectations. The expectations will be set by the teacher to create a productive environment.

Some common expectations include:

- *Learners select the seating option that they know helps them to work best for the activity they are completing;*
- *If the learner feels that the chosen seat is not working, the learner will ask permission from the teacher to find another seat to be able to do his/her best;*
- *Learners use each spot appropriately and respectfully;*
- *Learners do not move the chairs to another table or spot in the classroom;*
- *Learners must keep their chosen space clean and tidy after use;*
- *Flexible Seating is a privilege which can be removed at any time if the learner fails to follow the Expectations;*
- *Teacher's Choice: The teacher can move a learner at any time.*

UNIFORM

BPS Learners are expected and are requested to wear a neat and tidy school uniform at all times. Teachers are responsible for ensuring the school's uniform is well carried and to report to the administration any learner not following our expectations. Since we give our learners a choice and voice, they are given the choice of mixing and matching colors and items. However, Learners are requested to respect the school uniform limits at all times as described below:

Uniform For Girls

A dress

Length: Knee length



A skirt:

Length: Knee length



A bermuda short

Length: Knee length



A pair of trousers/track suit



A hoodie



A jacket



A t-shirt



A polo shirt



Uniform for Boys

A bermuda short

Length: Knee length



A pair of trousers/track suit



A hoodie



A jacket



A t-shirt






A polo shirt



OUR COMMUNITY

BPS community consists of a vibrant and diverse group of learners, teachers and parents who are committed to creating a positive and supportive learning environment. We make sure to inform and involve our community through a variety of channels such as our website and social media platforms. Please find below the links and QR codes for our website and social media platforms:

| Website/Social media platform | Link | QR Code |
|-------------------------------|---|---|
| Website | www.beacon.edu.bh |  |
| Facebook | https://www.facebook.com/beaconprivateschool/ |  |
| Instagram | https://www.instagram.com/beaconprivateschool/ |  |
| YouTube | https://www.youtube.com/@beaconprivateschool707/featured |  |

The following are examples of vital components of our community:

- Parent-Teacher-Learner Association (PTLA):** The PTLA is an essential component of our community, consisting of elected members who represent parents. The PTLA brings together parents, teachers and learners to work toward the common goal of making our school a better place for all its stakeholders. The PTLA acts as an enthusiastic volunteer force, that aims to support our school community by providing meaningful and enriching programs for our learners in a diversity of areas: Educational, social, cultural, physical and financial.
- Learner Council:** The learner council is composed of elected learners across from grades 3 to 10, who work collaboratively to support school-wide events, host after school activities, communicate with teachers and parents, and support the PTLA. Through their involvement in the Learner Council, learners get the chance to develop various skills particularly their leadership skills and contribute to a positive school environment.



Section B: Academics

CURRICULUM OVERVIEW

At BPS, our curriculum is designed to offer learners a well-rounded education and to position them for success in a world that is changing quickly. Our comprehensive approach to curriculum creation is centered on aligning the learning standards and frameworks for each grade level and subject with our teaching and learning to ensure that our learners are achieving the required standards for academic success.

- For Nursery and KG1, we incorporate both the New York State Early Learning Guidelines and the Common Ground Collaborative (CGC) Modules of inquiry into our curriculum, to support our learners' development in a holistic way.
- For KG2 to grade 10, we follow the American Education Reaches Out (AERO) Standards for Science, Math, English, and Social Studies.
- We incorporate the Bahraini National Standards for Arabic language learning for Arabic speakers.
- For Spanish and French, we follow the The Common European Framework of Reference for Languages (CEFR).
- Our Arabic B curriculum for non-Arabic speakers in Grades 1 to 10 follows the MOE framework for learning Arabic as an additional language. It incorporates international principles for teaching foreign languages to non-native speakers, providing a structured approach to Arabic as a second language.
- We have developed an IT curriculum for Grades 6 to 10 based on a combination of international standards, which has been approved by the MOE.
- Our Music curriculum for KG2 to Grade 10 emphasizes music literacy alongside AERO Standards.
- Our Art curriculum combines the AERO Standards with the IB syllabus to provide a comprehensive approach to art education.
- The KG2 to Grade 10 PE curriculum aligns with Ontario Standards, emphasizing the development of fundamental movement skills and physical literacy.
- For Grades 11 and 12, we follow the IB syllabus, which provides learners with an internationally recognized education that prepares them for higher education and beyond.

ASSESSMENT AND REPORTING

Assessment at BPS is an integral part of the learning process, providing ongoing and continuous feedback to learners and parents alike. Our formative assessment tools are purposeful, differentiated and linked to our curriculum standards, allowing teachers to adjust teaching and learning to meet the academic and social development of each learner. By using a wide range of assessment strategies, teachers ensure that learners are capable of continuously applying the 3C's (Conceptual, Competence, and Character Learning) and achieving desired learning outcomes.

BPS believes that:

- Every learner learns in diverse ways, and it is important to provide a flexible and differentiated program of instruction.
- Learning is a lifelong experience, and the focus should therefore be on skills rather than content.
- Assessment is daily and ongoing.
- Formative assessment is the most essential element in the feedback cycle.
- Keeping parents informed of learner progress and potential challenges is an essential component of the learning cycle.
- Assessment should always be used to support, encourage, and help develop learner understanding.
- Assessment can take place in many contexts and in many forms, however learners should always have clear objectives and assessment criteria to work with.
- Learners should take an active part in the assessment process, through self-assessment, peer assessment and regular individual reflection.
- Summative assessment, at the end of a module, unit or project, should be used as only one part of a final holistic assessment of learner progress.
- Assessment should always be in alignment with the adopted learning standards, and the school's vision and mission.

There are four types of assessment at BPS:

- **Formative assessment** - for learning and enable learners to reflect upon feedback and progress.
- **Summative assessment** – provide evidence and information on the learners' attainment to inform teaching and learning.
- **External assessment** - for benchmark and reflection purposes. These include MAP Assessment, TIMSS Assessment, Arabic Benchmark Test (ABT), and IB.
- **Diagnostic assessment** - performed every September, and results will be utilized to enhance teaching and learning practices.

The findings of BPS assessment results are reported via the following channels:

- Report cards (Progress reports and End of semester reports)
- Portfolios
- Learner-Led Conferences
- Three-Way conferences
- Direct communication with parents (via phone or email)

The following table illustrates the learning descriptors and school assessment scales used:

| Learning Descriptors | Percentage Scale | Letter Grade |
|-----------------------------|-------------------------|---------------------|
| Beginning | Less than 60% | F |
| Emerging | 60% to 69% | D |
| Developed | 70% to 74% | C |
| Highly Developed | 75% to 79% | C+ |
| Competent | 80% to 84% | B |
| Highly Competent | 85% to 89% | B+ |
| Accomplished | 90% to 94% | A |
| | 95% & above | A+ |

Learners are also assessed on how frequently they demonstrate the following Learner Development traits:

- Positive learning attitude
- Organization and time management
- Collaboration and participation.

The learning descriptors and assessment scales outlined above are used for KG2 to Grade 12 learners. However, it should be noted that Nursery and KG1 learners are assessed using more holistic descriptors that are developmentally appropriate for their age. Additionally, Grade 11 and 12 IB learners are assessed against the IB grade scale.

The following is a summary of the reporting system at BPS:

| Grade level | Frequency | Structure |
|--------------------|--|--|
| Nursery and KG1 | Two times per school (February and June) - End of semester report (February and June) | Based on the holistic development against specific standards. |
| KG2 to Grade 5 | Four times per school year (November, February, April and June). | Based on formative assessment conducted regularly in class. |
| Grades 6 to 12 | <ul style="list-style-type: none"> • Progress report (November and April) • End of semester report (February and June) | Based on formative assessment and end of semester summative assessment. *Grade 11 and 12 are provided an additional IB Progress Report that includes IB predicted grades and information about their progress in IB core courses (TOK, EE and CAS). |

End of Semester Examination

The End of Semester Examination is only applicable for Secondary school learners. As we prepare our learners for the future, where they will face external exams in grade 12 and universities, we have arranged for the end-of-semester examination to take place during the last two weeks of the semester under specific conditions.

Assessment packs per grade level will include the examination schedule, topics and concepts covered in the exam, and further details about the exam conditions. These packs will be shared with learners and parents at least three weeks prior to the start of the examination.

It is important for learners to take the end-of-semester examination seriously, as it provides a valuable opportunity to demonstrate their knowledge and understanding of the topics covered throughout the semester. Parents are encouraged to support their children in their exam preparation and to ensure that they are aware of the exam schedule and conditions.

For further details on the assessment and reporting processes at BPS, please refer to our assessment policy by clicking here: [BPS Assessment Policy](#)

RESOURCES, TEXTBOOKS AND NOTEBOOKS

At BPS, we provide our learners with a wide range of resources and textbooks to support their learning. Notebooks are provided so learners can take notes or write in their classes. While textbooks are not the only resource used in our teaching, we distribute them as follows:

- *For EC and Elementary school, all textbooks and notebooks will be distributed and kept in classrooms.*
- *For Secondary school, all textbooks and notebooks will be distributed in classrooms. Learners may take them home or keep them in their lockers. In grades 11 and 12, learners will receive textbooks and notebooks only for the subjects they have chosen. Please note that all textbooks are expected to be returned at the end of the academic year.*

The list of textbooks used across the school and the number of notebooks required per subject can be accessed by clicking on the below links :

- [Elementary Textbooks and notebooks List](#)
- [Secondary Textbooks and Notebooks List](#)

ACADEMIC INTEGRITY

At BPS, academic integrity is expected and supported in all areas of study. Academic integrity is an increasingly important area of learning, given the wide availability of information online and the technology commonly used by learners. Therefore, BPS strives to help learners to develop the necessary attitudes and skills needed to research and present work in an ethical manner.

For further details on the academic integrity principles and expectations at BPS, please refer to our academic integrity policy by clicking here: [BPS Academic Integrity Policy](#)

TECHNOLOGY

Technology plays a crucial role in our teaching and learning approach. Our teachers are encouraged to use various tech resources to support instruction and learning inside the classroom.

To further support our learners' academic journey, BPS provides iPads during class time. However, the iPads will remain in school and are made available in designated stations, to be used by teachers as needed. Additionally, we have a computer lab equipped with ten computers that are shared during IT lessons.

LEARNING SUPPORT

BPS aims to provide equitable and diverse learning experiences that cater to each learner's needs and prepare them for the future. In the learning support program learners are either receiving academic support or SEN related support. Teachers use individualized approaches to support learners with varying academic backgrounds and challenges through differentiation, or push in/ pull-out support. Learners with SEN differences follow an individualized educational plan, that is implemented in the classrooms by their teachers, counselors and at times shadows or outside therapists. The school also prioritizes the balance of intellectual, physical, and emotional well-being to promote overall well-being for students and their community.

For further details on the various approaches to learning support provided to learners with special needs, please refer to our learning support and inclusion policy by clicking here: [BPS Learning Support and Inclusion Policy](#)



Section C: Learner Expectations

ARRIVAL AND DISMISSAL

Arrival Time

- *For Nursery and KG1 learners, it is expected that parents will walk their child into the EC building. Parents can use any of the free parking spaces.*
- *For KG2 to Grade 5 learners, it is expected that learners are left at the drop off zone (main entrance). Faculty and staff are available to escort your child into the building and parking will not be needed. KG2 parents may walk their child into their classrooms.*
- *For Secondary School learners (Grade 6 to 12), there is a separate entrance, located next to the main entrance doors. Learners should be dropped off at the designated stopping area and then make their own way to the classrooms.*

Parents should at all times take the safety of all into account and drive slowly and carefully. There are a number of faculty and staff on duty both outside and inside the building to help your child go to their classroom.

All learners are encouraged to develop a greater sense of autonomy and responsibility for their own behavior. We encourage our learners to enter the grounds and/or their classroom by themselves.

Dismissal Time

- *For EC (Nursery, KG1 and KG2) learners, parents are expected to pick up their children directly from their classrooms.*
- *For Grade 1 to 5 learners, teachers who have classes last period accompany their learners to the designated areas in order to supervise learners being collected by their parents or guardian. Parents will be issued with identity cards and these should be checked by teachers. If there are any concerns teachers should report these immediately to administration before releasing the learner.*
 - *Pick-up area for Grade 1-2: Common room on the ground floor.*
 - *Pick-up area for Grade 3-5: Common room on the first floor.*
 - *After 3:00 pm, all learners will gather in the main reception area.*
- *For Secondary School learners (Grade 6 to 12) learners, parents are expected to wait for their children in the parking area. Learners are expected to proceed directly to their parents upon dismissal.*

ATTENDANCE AND ABSENCE

Attendance

Attendance aims to emphasize timeliness, professional ethics, and discipline among students at all academic levels at BPS. Attending school regularly is essential for a successful learning experience. The presence of learners is recorded daily using the school's attendance program at the beginning of each class of the school day. All absences will be followed by the school office and counselors.

Excused Absence

In some cases, learners will be absent due to a valid concern. In cases such as medical emergencies, it is important to provide the school with a medical certificate. When learners need to attend medical appointments during the school day, it is important that parents collect the learner from the office. Please accompany the learner back to the office upon returning from the appointment.

There are some occasions, for example: bereavements, family problems, etc. where it may be inappropriate for children to attend school; we will be sympathetic to such needs. Please contact the school with a brief update and an expected return date.

Unexcused Absence

BPS takes learner attendance seriously. Frequent unexcused absences severely hinder learning progress. In the event that a learner incurs frequent unexcused absences, the learner, the parents, and the administration will address the situation on a case-by-case basis. Beacon Private School reserves the right to retain learners who are deemed to not meet the academic or attendance standards of a grade level

Tardiness

Being at school on time is an integral component of the school routine as it encourages learners to socialize and be organized at the start of the day. Frequent learner tardiness takes away valuable instructional time for both the learner and their classmates. Learners are expected to be in class with all supplies, at the start of class, every class. Frequent tardiness can result in infractions.

Early dismissal

To ensure the safety and protection of our learners, elementary and secondary learners will not be allowed to leave the school premises before the designated end times (2:20 pm for elementary and 2:45 pm or secondary) without showing a gate pass to the security guard at the gate.

The gate pass will be provided by the Community Liaison at the main reception upon the request of parents for an early dismissal for their child. Parents who pick up their child before the end of the school day will be required to sign at the main reception and will receive a gate pass accordingly. In the case of sending a driver to pick up learners, the driver will be required to sign on behalf of the parent.

If you need to request an early dismissal for your child, please ensure that you contact the BPS office in advance and make the necessary arrangements. The safety and security of our learners is a top priority, and we appreciate your cooperation in helping us maintain a safe and secure learning environment.

For further details on learners' attendance expectations, please refer to our attendance policy by clicking here: [BPS Attendance Policy](#)

LEARNER BEHAVIOR

Learner behavior expectations

At BPS, we encourage learners to ensure that they are following behaviors and expectations that are aligned with the positive character development. Learners are required to maintain integrity by remaining honest and truthful in their approach and towards others. They are also encouraged to make responsible decisions and ask for help when they need it. The learners are strongly advised to promote respect by treating others with respect and kindness regardless of any differences in ability. We encourage learners to take responsibility for their actions, attend school regular and on time and to complete their duties in the best ways possible. Learners are expected to prioritize their own safety and the safety of others by following school rules and procedures.

Responsibilities

Learners are responsible for carrying out prosocial behavior and to help aid in this process, counselors will be there to support learners with any social-emotional and behavioral related concerns. The counselor will review each case on an individual basis and create the necessary action plan to help redirect the learner. Should there be any social-emotional concern that requires external support, the counselor may refer the learner to a therapist/psychologist/learning support department. Should there be any behavioral concern, the counselor will review the type of violation and follow the appropriate consequence. Teachers are responsible for learners' well-being in the classrooms, hallways and during the break time duties.

First Degree Violations

These violations are dealt with by either the teacher or the school counselor, depending on the nature of the case. These violations are followed up with consequences based on the frequency and type of behavior. This type of violation involves the teacher and/or the counselor helping to redirect learners, 1:1 meeting with learners.

Second Degree Violations

These violations are dealt by either the teacher, counselor or both the counselor and principal depending on the nature of the case. The relevant stakeholders discuss the next steps that can include but is not limited to creating and signing behavioral contracts, character development plans, or further consequences as deemed appropriate.

Third Degree Violations

These violations are dealt with by the counselor, principal and head of school, and they will be carrying out the consequences for such violations based on the behavior policy.

Encouraging positive behavior at BPS

The behavior guidelines apply to all learners and aim to increase positive engagement, kindness, and mindfulness in the school. The counselors at BPS aim to support learners and parents by supporting them through any social, emotional, and/or behavioral related challenges within their capacity.

For further details on learners behavior expectations at BPS, please refer to our learner behavior policy by clicking here: [BPS Learner Behavior Policy](#)

LOST AND FOUND

We encourage learners to take responsibility for their own property. Lost property centers are maintained in all buildings (behind the reception areas. Items are put on display at the end of each term and if unclaimed will be removed and donated to charity when possible. All articles found which are clearly marked with learners' names will be returned to them. Please ensure that any personal item brought to school is clearly marked or labeled.

PHOTOGRAPHS

Class and individual photos are taken during the year as part of the teaching and learning programs. These can be used for promotional reasons or to support learning outcomes. General permission from parents is given during the registration process. Learners may be photographed during their learning and break time, and these photos may be used in school publications, on the website or on blogs. No names are disclosed.

RAMADAN EXPECTATIONS

Ramadan is the ninth month in the Islamic calendar and is a period of prayer, self-control, charity, and goodwill to others. A vital part of Ramadan is fasting during daytime, which is one of the Five Pillars (fundamental religious duties) of Islam. This is an excellent opportunity for all of us to establish understanding of self and consideration for other people. In the spirit of ensuring equity and comfort during this time, learners will:

- *Have a shortened class schedule*
- *Non-fasting learners will have a designated area to consume food and drink*
- *Learner prayer rooms are available year-round*

CHILD PROTECTION

Beacon Private School is committed to the protection of learners against any physical abuse, emotional abuse, sexual abuse, and/or neglect. The protection of children is an important part of BPS's role as an educational institution and is the responsibility of all adults working for and/or providing services for the BPS.

BPS's Child Protection Policy is based on international best practices and is consistent with the United Nations Convention on the Rights of the Child to which Bahrain is a signatory. In accordance with the child protection policy,

BPS strives to ensure understanding of child protection issues by all members of the community. BPS hiring practices include steps to ensure the safety of all children. Employees have mandatory child protection training at the start of their tenure and regularly thereafter, as requested by the school. All BPS employees sign a code of conduct affirming their commitment to child protection and understanding of this policy. To ensure the safety of learners, the school shall require all employees to undergo a criminal background check, sign a code of conduct, and participate in child protection training.

PRAYER ROOMS

Separate male and female prayer rooms are available for all Secondary School learners on the first floor. Learners are reminded that the use of prayer rooms are utilized during break time as to not to take away from instructional time.

SNACKS/LUNCH

Learners are encouraged to bring healthy food from home for breaks and lunch. However, an external catering service will be providing healthy snacks and juices, bookable online, which will be available in the Secondary Learner Café.

Where any special diets and/or allergies require specific snacks brought from home, parents are requested to share the information with the school's nurse in writing. We would like learners to bring their own, labeled, water bottle in the spirit of 'Recycle, Reuse, Reduce. Chewing gum and sweets/ candy are not allowed in school.

For special occasions (birthdays in Nursery and KG1, class parties in the Elementary or Secondary schools) healthy treats can be brought in with the teacher's permission.

BREAKTIME EXPECTATIONS

Frequent breaks are given during the school day. However, when needed, breaktime may be utilized to support and reinforce academic, behavioral expectations, and missed class time.

- Learners are not allowed the use of technology during breaks or passing periods.
- Learners are to be in a classroom only with supervision.
- Learners are to be in designated, approved secondary places during breaks.
- Learners are to walk in the hallways and maintain inside voice level.
- Learners are to be respectful to all teaching faculty instructions during breaks.
- Learners are to be mindful and respectful of other learners during their breaktime.

LOCKERS, BACKPACKS, CLASS MATERIALS

Class Materials

Core learning materials are provided by the school, including iPads. However, learners are responsible for their uniform and individual classroom materials: writing utensils, ruler, pencil case, scientific calculator, folders, backpacks, highlighters, glue sticks. Teachers will send out a specific classroom materials list at the start of each year.

In the Elementary school, parents are required to provide the following items for their child:

- A water bottle and lunch box, both labeled with the learner's name
- A change of clothes, including two pairs of underwear and two pairs of socks (for Nursery and KG1 learners)
- A backpack to hold any necessary items
- Hats for wearing outside (learners are not allowed to wear hats or head coverings in the school buildings)

It is important to ensure that all items are marked with your child's name and grade level for easy identification.

Lockers and Backpacks

In secondary school, learners are provided with lockers. However, it is important to note that under certain circumstances related to safety, BPS reserves the right to search and/or open lockers or backpacks. Learners are expected to keep their backpacks and lockers organized, clean, and safe. It is important for learners to remember that the use of a locker is a privilege and should be treated as such.

Expectations of Locker Use

Beacon Private School:

- *maintains the ownership of the locker maintains the right to search the locker maintains the right to bypass the combination code.*
- *maintains the right to assign the learner to any comparable locker should the need arise does not accept liability for the security of any items stored within the locker maintains the right to terminate the locker agreement at any stage.*

The Learner:

- *will have use of a locker for the year*
- *will empty the locker of any perishable items at the end of each school day will open the locker for search/inspection by BPS staff on request.*
- *will not store any items prohibited by the school within the locker and will use the locker for the sole purpose of storing items required for their daily school activities*
- *will put a copy of their schedule inside the locker and prepare for more than one lesson*
- *will not be allowed to leave during lessons to bring materials to or from their lockers*
- *will not bring large amounts of money or valuables to be stored in the lockers*
- *will make sure that their locker is closed and locked before leaving the hallway*
- *will never share their locker or passcode with another learner*
- *will be responsible for any costs incurred to repair the locker if damaged purpose of storing items required for their daily school activities*

Searches

The school has the right to search locked areas if there is reasonable belief that the learner has something not allowed on campus. A learner may also be asked to show what is contained in pockets, bags, or containers if there is reasonable suspicion of the possession of objects that are disruptive to the safe operation of the school.

TECHNOLOGY USE

Smartwatches and Mobile Phones

Smartwatches and mobile phones must not be brought to school, but if they are brought, they must be kept in lockers. The use of mobile phones or smartwatches during school hours is strictly prohibited. If mobile phones or smartwatches are being used at school, they will be confiscated for one day and the incident will be reported to parents as a verbal warning. If this continues, appropriate consequences will follow. We prioritize the safety and well-being of our learners and staff, and thus, the use of mobile phones and smartwatches is not allowed.

It is important for parents to communicate with their child about this policy and to ensure that they do not bring these items to school unless absolutely necessary, in which case they should be kept in lockers and used only after school hours.

Use of iPads, Tablets or Laptops

For learners in **grades 1-8**, the school provides personal iPads. However, there are slight variations in the usage and availability of iPads based on grade levels:

- For grades 1-3, iPads will be allocated to learners but will be kept within the school premises. Learners in these grades will not take the iPads home.
- On the other hand, learners in grades 4-8 will be allowed to take the iPads home. However, this will be facilitated once the school ensures the availability of a charging room where learners can safely store and charge their iPads when not in use.

It is important to note that during breaks, learners are not permitted to use technology, including the iPads. The school encourages learners to socialize with their peers and take a break from technology during these times.

For learners in **grades 9-12**, they have the option to use school iPads or bring their own devices, such as laptops or tablets, to school. During break time, they may use these devices to work on their assignments. It is important to note that the use of devices must be appropriate and in compliance with school policies.

The school maintains a strict policy against accessing inappropriate websites or content during school hours. Learners who violate this policy may face disciplinary action. It is the responsibility of both learners and parents to ensure that devices brought to school are used appropriately and in accordance with school policies.

This policy is designed to create a positive learning environment that is free from distractions and to safeguard personal information.

Use of Teams Application

In addition to using email, the Teams Application may be used as a quick way to provide learners with documents or information. However, it is important to note that only chats and conversations that involve a teacher are allowed. Learners should refer to the technology agreement to understand the expectations of iPad use and appropriate online behavior.

LEARNERS PLANNERS

Studies show that writing things down improves memory, focus, comprehension, and engages the mind. Every secondary learner will be provided with a school planner that they are expected to have and use in every class. The planner includes:

- monthly views for long term information and planning
- weekly views to record what was done in class and what ELO have been assigned
- specific parts of the Learner Handbook for quick access to important information
- pages dedicated to hold usernames and password hints
- reflection pages
- Goal setting and time-management pages
- additional notes pages

Learners are expected to:

- utilize the planners in every class to help with organization and meeting goals
- record ELO, assignments, assessments, and due dates

**If needed, the planner may become an open line of communication among learner, parent, and teacher.*

LEARNER REFLECTION

Learners take an active part in the assessment process, self-discovery, and goal setting. Reflection is an integral part of growth and learning. It is important that one reflects objectively upon their strengths, limitations, and future direction. Learners will have an opportunity to reflect daily and formally at:

- The end of each unit
- Monthly using planners
- Twice a year on chosen work before learner led conferences

Learner reflection should include:

- Reasoning (I chose this work because...)
- Concept (I understand that...)
- Competency (I am able to...)
- Character (I have become more...)
- Goal setting (Next time, I will improve by...)

LEARNER PORTFOLIOS

Learner portfolios will be created through Teams so that a learner and all teachers have access to the portfolio. It is the responsibility of the learner to keep the portfolio up to date and organized. Learners will have specific times during the year where they will be required to assess and reflect on their learning, though they are also encouraged to update more often to better assess their personal growth. All teachers will have access to each learner portfolio and will be able to comment as needed. This portfolio will follow each learner through their time at Beacon, allowing them an overview of their learning.

EXTENDED LEARNING OPPORTUNITIES (ELOs)

Extended Learning Opportunities (ELOs) Learning at BPS enable learners to expand their knowledge of the subject matter, develop independent learning skills, and ultimately improve their academic results and reach their utmost potential. ELOs at BPS aim to extend, reinforce, or preview content and can be completed independently or with appropriate support. Learners are encouraged to take ownership of their learning and receive feedback for improvement. ELOs provide learners with opportunities for success, provide teachers with assessment opportunities and engage parents in the learning process.

The table below provides information on the ELO requirements for each grade level.

| Grade level | ELO Requirement | Frequency |
|--------------------|------------------------|---|
| Grades 1 to 3 | Optional | Once per week for Math, Arabic and English |
| Grades 4 to 5 | Mandatory | Once per week for Math, Arabic and English |
| Grades 6 to 8 | Mandatory | ELOs will follow a schedule: <ul style="list-style-type: none"> ✓ Sunday – Math ✓ Monday – English ✓ Tuesday – Arabic ✓ Wednesday – Science ✓ Thursday – Other subjects |
| Grades 9 to 12 | Mandatory | ELOs will be assigned as needed. |

*Each ELO should be designed to take no longer than 20 minutes to complete, with a maximum of 40 minutes per day. Note that this does not apply to grade 11 and 12 learners.

For more information on the school's ELO expectations, please refer to the ELO Policy by clicking here: [Extended Learning Opportunity Policy](#)

ANIMALS AND PETS AT SCHOOL

Animals are not permitted inside the school building unless a prior arrangement has been made with the classroom teacher and approved by the administration.

VISITORS

All visitors are asked to report at the main gate upon entering the campus. Visitors are then required to sign in with the use of their ID and wear a visitor's badge for the duration of their visit. Badges must be handed back and ID cards will be returned when leaving.

TEACHER GIFTS

Learners and their families are not encouraged to give gifts to teachers and staff are similarly advised not to accept these. Teachers have been requested not to celebrate their birthday with their learners.

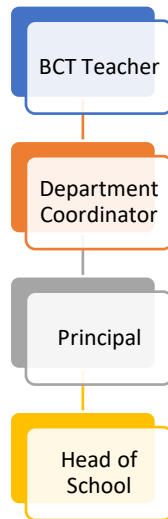


Section D: Communication

CHANNELS OF COMMUNICATION

Addressing Concerns: A positive culture of communication amongst learners, faculty, parents, and administration is vital to support student learning, and the health of any school. BPS is committed to working together in partnership with learners, teachers and parents on questions, issues, or concerns. To achieve this objective, the following applies:

- *When the problem concerns your child and their work in school, the best person to see is the BCT teacher. An appointment to see a teacher may be made by emailing the teacher or calling the school office.*
- *Problems of a personal nature or questions about a learner's program, his/her overall potential and general progress, may also be discussed with the counselor.*
- *Problems that cannot be resolved through a conference with the personnel mentioned above and questions of a more general nature concerning the operations of the school may be discussed with the department coordinator. Appointments may be made by calling the school office. Problems that have not been resolved after conferences with the department coordinator may be taken to the principal or head of school who will discuss any questions related to the general operation of the school or school policies.*



The learning support team and counselors are readily available to provide assistance and support as needed.

To contact the BPS school office, you may use the following contacts:

- For the Nursery, KG1 and Elementary School, you can contact the **Elementary Community Liaison**, Ms. Nouf AINasser phone at 666000088 or via email at nalnasser@beacon.edu.bh
- For the Secondary School, you can contact the **Secondary Community Liaison**, Ms. Mirna Harb, by phone at 666000077 or via email at mharb@beacon.edu.bh.

If you have any questions or concerns about your child's education or any school-related matters, please do not hesitate to contact the appropriate office for assistance. The school office staff will be happy to help you.

ELECTRONIC COMMUNICATION

Email is an essential feature of school communication. All secondary school learners will be issued an individual email account that provides access to Outlook, OneDrive, and Microsoft Office. Emails are the official method of communication within the school and other platforms, such as Teams, are informal.

When learners send emails, they should write it in a calm and polite manner and make their requests, questions, and/or information clear and concise.

When learners send emails, they should write in a calm and polite manner and make their requests, questions, and/or information clear and concise. To ensure effective communication, learners should:

- Use formal and polite language
- Address the email using the recipient's name
- Use spell check and standard formatting
- Try to keep the content focused on one subject per email
- Include a signature at the end of the email

In addition to email, Teams may be used as a quick way to provide learners with documents or information. However, it is important to note that only chats and conversations that involve a teacher are allowed. Learners should refer to the technology agreement to understand the expectations of iPad use and appropriate online behavior.

NEWSLETTERS

Newsletters are sent to learners and their parents to capture the specific concepts, competencies, and character traits that have been introduced and acquired throughout the academic year.

The newsletter is emailed four times per year, at mid-semester and the end of the semester, informing parents and learners about what has been covered in different subjects and what will happen in the coming weeks. The newsletter also includes details pertaining to celebrations of learning, field trips, or events that have taken place and will be supported with pictures.

WEEKLY BULLETIN

The Weekly Bulletin is a communication tool that is sent out on a weekly basis to parents of both elementary and secondary learners.

The bulletin provides details about the topics or concepts that will be covered in the following week, extended learning opportunities, as well as any quizzes or tests that will be scheduled.

The aim of the bulletin is to keep parents informed about their child's learning and to provide them with the necessary information to support their child's academic progress.

CONFERENCES

- **Learner-Led Conferences:** *Occur twice per school year to allow the learner to share their progress with their parents and set a goal for the remainder of semester. The learner leads the conference and refers to his/her e-portfolio work as well as his/her progress report to share progress and goals with parents and teachers.*
- **Three-Way Conferences:** *occur twice per school year to allow the learner to share their attainment with their parents and set a goal for semester 2 or next school year. The teacher facilitates the conference and refers to end of term report.*



Section E: Activities and Events

EVENTS

There are various whole school events and field trips during the academic year. Parents will be informed of these events ahead of time.

SCHOOL WITHOUT WALLS (SWW)

School Without Walls (SWW) is a dynamic, active, hands-on, motivating learning experience for secondary school students! SWW is a series of academic, service, and interpersonal learning experiences which occur outside the traditional classroom setting. Based on a solid curricular foundation, SWW extends learners' academic skills in authentic, real-life contexts.

SWW Objectives:

- *Challenges and inspires learners to be passionate learners.*
- *Challenges learners to contribute through service in our global community.*
- *Prepares learners for further academic and emotional challenges.*
- *Promotes opportunity for multi-cultural awareness.*
- *Promotes the development of a healthy self-concept through developing interpersonal relationship skills.*
- *Promotes the Secondary School philosophy of exploration, active learning.*
- *Promotes the BPS philosophy of developing global citizens.*

Learners are asked to document and reflect on their experience. When they return, they engage in an informed action project aimed at addressing an issue of concern related to their SWW experience.

CELEBRATIONS OF LEARNING

Celebrations of Learning, to which parents are invited, take place throughout the year. These are the moments where learners reflect and proudly share what they have learned, inquiries they have embarked upon and questions they have answered. This is their moment to SHINE and take pride in their learning journeys!

CO-CURRICULAR FIELD TRIPS

Field trips that support learning are an educational extension and enrichment of the curriculum. Therefore, it is expected that all learners will attend. If there is a reason why a learner cannot attend, the parents are expected to inform the principal and teacher in writing of the reasons for their child's absence. A field trip permission form and description of the event will be issued by the school ahead of time. The permission slip must be signed by a parent, otherwise the learner will not be allowed to participate.

AFTER SCHOOL ACTIVITIES (ASA) / CO-CURRICULAR

The school offers a range of after-school activities, with opportunities in sports, service, music and much more.

These After School Activities (ASA) are connected to the curriculum and help enhance the learner's overall development. Studies have shown that after school programs are not only fun but can improve academic results and help develop positive behavior and self-esteem. The goal of the ASA program at BPS is therefore to provide opportunities for learners to develop socially, emotionally and physically within a warm and caring atmosphere.

All activities are designed to be consistent with the learning principles of the school. Most of the activities are provided by external professional organizations, however some may be run by faculty members. The activities are generally not organized by age group, which allows the learners to make new friends outside of their own class.

In-school Activities (Exploreit!)

BPS offers in-school activities (KG2 up to Grade 10) as part of the extra-curricular activities every Thursday during the last two periods of the day. The program aims to provide learners with a fun and engaging way to explore their interests and develop new skills.

Learners are required to choose an activity to participate in, and the program is shared with them at the start of the academic year. They are free to choose the activity that interests them the most. This activity program is mandatory for all learners, and participation is expected throughout the academic year.

By providing learners with the opportunity to choose their own activities, BPS aims to foster a sense of ownership and responsibility, promoting engagement, motivation, and a positive attitude towards learning.

At the end of each semester, learners will plan and organize an event called the "Exploration Fiesta!" to celebrate their learning and accomplishments during these activities. At the beginning of each semester, learners have the opportunity to select different activities.

INTERNATIONAL TRIPS

During the school year a variety of trips outside of Bahrain will be organized. Examples of these include; Model United Nations, skiing, science and social science study trips and activities.

TRIP SAFETY/BEHAVIOR PRINCIPLES

All buses used to transport learners are equipped with seat belts, which must be worn at all times. No eating or drinking is allowed on the bus without prior permission. Learners must follow the guidance of the trip supervisor, teacher, and bus driver at all times. Learners must demonstrate good behavior and be positive representatives of the school.



Section F: Health and Safety

MEDICAL RECORDS

The school keeps records on each child's medical history, allergies, family doctor and emergency contact. All parents must complete a formal Ministry of Education medical form at point of registration. It is the parent's responsibility to ensure that these records are up to date and shared with the school nurse. The school has the right to refuse admission if parents do not provide appropriate medical and inoculation records.

MEDICATION GUIDELINES

All medicines sent to school must be accompanied by a medical request form (available from the School Nurse's Office) completed and signed by the parents. Any medication from home will not be given without this being completed. Prescription medication is to be brought to school in the original container appropriately labeled by the pharmacy or doctor. Non-prescription medication is to be brought to school in the original container with all labels intact. All medication must be dropped at the School Nurse's Office. Learners should not be in possession of or self-administer any medication unless given permission by the School Nurse.

ILLNESS

Parents are urged to notify the school immediately about any contagious disease their child has contracted. Children who need to take antibiotics for an infectious disease must remain at home until they have taken a full 48 hours of antibiotics and feel well enough to attend school as normal. A child with flu-like symptoms (fever, cough, headache, congested nose) must be fever-free at least 24 hours without the use of fever reducing medication.

If a learner is well enough to attend school (for example no signs of fever) they will need to attend all classes and be able to go outside at break times. If this is not the case, then the learner should stay at home unless otherwise arranged.

EMERGENCY PROCEDURES

In case of a serious emergency or threat, the school will contact emergency support services and assure the safety and well-being of learners as first priority. Parents will be notified as soon as possible thereafter. In the event of an illness, accident, or medical emergency, and when the parents cannot be reached, the school will act in lieu of the parents until one or both of the parents can be reached. It is the parent's responsibility to ensure that the school has their current contact information as well as the telephone numbers of their non-parent emergency contact and family doctor.

FIRE AND EMERGENCY DRILLS

The school maintains a regular schedule of announced and non-announced fire/emergency drills. At the beginning of each school year, the classroom teachers will review the necessary procedures with the learners in an age-appropriate manner.

EMERGENCY SCHOOL CLOSURE

If classes are suspended, parents will receive an SMS and the school will put a notice on the homepage of the website. In the case of a school emergency outside of normal school hours, the Head of school and the BPS Health and Safety Team act as the communication contact point for parents (via e-mail).

LOCKDOWN PROCEDURES

BPS will always take appropriate and immediate action in response to any threat, presumed or confirmed, to the school community. In the case of such serious threats, a full 'lockdown' procedure will be initiated.

'Lockdown' means the complete prevention of entry to the school premises and the securing of all learners and staff in designated areas within the school campus, depending on circumstances. 'Serious threat' may involve a physical threat to the building, the presence of a person or persons outside the school building who pose a threat to individuals or groups within the school, or a more general threat as communicated by the Bahrain authorities.

Responsibilities

The school will ensure that:

- all procedures are clearly understood by the school community (and made age appropriate as necessary) and practices and simulations have been carried out;*
- all administrative and support staff will be aware of the procedures and requirements and will have specific roles and functions as required;*
- the established emergency response team will be given and will understand their specific roles and responsibilities;*
- the emergency response team will be known to the school community and clear lines of communication established;*
- the decision to initiate full lockdown will remain with the Head of school or Principal or a chosen designate.*

Procedures - immediate threat

Teaching Staff will:

- *take classes immediately to the designated secure area (Elementary/ Secondary School - the LMC, Nursery and KG1 - EC building);*
- *conduct a student headcount;*
- *report any missing students to the Emergency Response Team;*
- *move students away from windows and doors; reassure students and maintain a calm and positive mood;*
- *report any specific concerns to the Emergency Response Team.*

Emergency Response Team will:

- *assist in moving students, staff and visitors to places of safety;*
- *help secure all entrances, public areas, toilets and grounds;*
- *support teachers in maintaining calm in classrooms;*
- *coordinate the process of school evacuation if this is announced;*
- *maintain on-going communication with staff, Head of school and Principal;*
- *liaise with police, emergency service providers and the civil authorities as necessary.*

Procedures - threats signaled by the Bahrain Authorities and prolonged lockdown periods:

- *students and staff will be moved to the designated lockdown area (school gym);*
- *suitable supplies and resources will be established within the lockdown area;*
- *the emergency response team will coordinate the situation and manage staff and resources;*
- *the Head of school or Principal will liaise with the outside authorities;*
- *the Head of school or Principal will communicate with parents.*

All staff are responsible for ensuring an orderly, calm and positive atmosphere throughout any lockdown situation.

When a decision to go to lockdown' has been made, a 'lockdown alert' will be broadcast over the school speaker loudspeaker system - 'This is a lockdown alert. All staff and students move to the designated areas.'

Communication with Parents

The Head of School (or Principal) will decide on the timing and content of communication with parents. The Head of school (or Principal) will liaise with any external authorities and act upon advice. After any lockdown, a full report will be shared with parents and after reflection any agreed changes and improvements to procedures will be implemented.

Emergency School Closure for Learners

In the event of emergency school closure for learners (for example on the advice of the Ministry as a response to epidemic/ hazardous conditions) the school will implement a digital learning program. The contents of the program will vary, in terms of expected outcomes and format depending on the section of the school. This will range from play-based activities and storytelling in Nursery and KG1 to digital and virtual classrooms with assessed work in Elementary School. Continuous feedback will be sought from the parents and the PTLA with regards to workload, relevance and procedures.

DISTANCE LEARNING

In the event of prolonged closure, BPS is committed to offering a coherent and structured approach to distance learning. To this end we will strive to offer a rigorous program of learning and assessment. Distance learning is a way of offering authentic learning opportunities for all learners, with detailed teacher input and guidance. Effective distance learning relies upon continued positive collaboration and communication among administration, teachers, learners and parents.

HEALTH AND SAFETY TEAM

The school will maintain a health and safety team that is prepared to respond to any serious emergency faced by the school. Responsibilities for this team are established at the beginning of each school year in close contact with the national authorities. In the event of a serious crisis or emergency, the team, led by the BPS Head of school, will provide appropriate information to parents as quickly and comprehensively as possible. This will be through SMS plus details on the school's website.