



مَدْرَسَةُ بَيْكُنِ الْخَاصَّةِ  
BEACON PRIVATE SCHOOL



# PARENT LEARNER HANDBOOK

## 2024 – 2025

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.

## Table of Contents

<b>WELCOME TO BEACON PRIVATE SCHOOL .....</b>	<b>3</b>
<b>SECTION A: SCHOOL PROFILE .....</b>	<b>4</b>
<i>BEACON VISION .....</i>	4
<i>BEACON MISSION.....</i>	4
<i>PARTNERSHIP WITH SEK .....</i>	4
<i>BEACON ACCREDITATION AND AFFILIATIONS.....</i>	5
<i>BEACON DEFINITION OF LEARNING .....</i>	6
<i>LEARNING PRINCIPLES .....</i>	6
<i>THE IB IN BEACON LEARNING PRINCIPLES.....</i>	7
<i>THE CGC IN BEACON LEARNING PRINCIPLES.....</i>	9
<i>THE CGC-IB ALIGNMENT AT BEACON.....</i>	10
<i>SCHOOL CALENDAR.....</i>	11
<i>SCHOOL DAY .....</i>	12
<i>INSTRUCTIONAL PROGRAM.....</i>	12
<i>BEACON CIRCLE TIME (BCT) .....</i>	13
<i>WELL-BEING PROGRAM.....</i>	13
<i>COUNSELING PROGRAM.....</i>	13
<i>SUPPORT PROGRAM FOR NEW LEARNERS .....</i>	15
<i>TRANSITION SUPPORT PROGRAM .....</i>	15
<i>FLEXIBLE TEACHING AND LEARNING ENVIRONMENT.....</i>	16
<i>UNIFORM.....</i>	18
<i>OUR COMMUNITY.....</i>	20
<b>SECTION B: ACADEMICS .....</b>	<b>21</b>
<i>CURRICULUM OVERVIEW .....</i>	21
<i>ASSESSMENT AND REPORTING.....</i>	29
<i>RESOURCES, TEXTBOOKS AND NOTEBOOKS.....</i>	33
<i>ACADEMIC INTEGRITY.....</i>	34
<i>TECHNOLOGY.....</i>	34
<i>LEARNING SUPPORT .....</i>	34
<b>SECTION C: LEARNER EXPECTATIONS.....</b>	<b>35</b>
<i>ARRIVAL AND DISMISSAL .....</i>	35
<i>ATTENDANCE AND ABSENCE .....</i>	36
Attendance .....	36
Excused Absence .....	36
Unexcused Absence .....	36
Tardiness .....	37
Early Dismissal.....	37
<i>LEARNER BEHAVIOR.....</i>	37
Learner behavior expectations .....	37
Responsibilities.....	38
Violation Management at Beacon .....	38
Encouraging Positive Behavior at Beacon.....	38

LOST AND FOUND .....	39
PHOTOGRAPHS.....	39
RAMADAN EXPECTATIONS.....	39
CHILD PROTECTION .....	39
PRAYER ROOMS.....	40
SNACKS/LUNCH.....	40
BREAKTIME EXPECTATIONS .....	40
LOCKERS, BACKPACKS, CLASS MATERIALS .....	40
Expectations for Locker Use.....	41
TECHNOLOGY USE.....	41
Policy on Smartwatches and Mobile Phones .....	41
LEARNER REFLECTION.....	43
LEARNER PORTFOLIOS .....	43
EXTENDED LEARNING OPPORTUNITIES (ELOs) .....	43
ANIMALS AND PETS AT SCHOOL.....	44
VISITORS.....	44
TEACHER GIFTS .....	44
<b>SECTION D: COMMUNICATION.....</b>	<b>45</b>
CHANNELS OF COMMUNICATION.....	45
ELECTRONIC COMMUNICATION .....	46
WEEKLY BULLETIN.....	47
CONFERENCES.....	47
<b>SECTION E: ACTIVITIES AND EVENTS.....</b>	<b>48</b>
EVENTS.....	48
SCHOOL WITHOUT WALLS (SWW) .....	48
CELEBRATIONS OF LEARNING .....	49
CO-CURRICULAR FIELD TRIPS .....	49
EXTRACURRICULAR ACTIVITIES.....	49
IN SCHOOL ENRICHMENT PROGRAMME – EXPLORIT! .....	49
INTERNATIONAL TRIPS.....	50
TRIP SAFETY/BEHAVIOR PRINCIPLES.....	50
<b>SECTION F: HEALTH AND SAFETY.....</b>	<b>51</b>
MEDICAL RECORDS .....	51
MEDICATION GUIDELINES.....	51
ILLNESS.....	51
EMERGENCY PROCEDURES .....	52
FIRE AND EMERGENCY DRILLS .....	52
EMERGENCY SCHOOL CLOSURE .....	52
LOCKDOWN PROCEDURES.....	52
DISTANCE LEARNING.....	52
HEALTH AND SAFETY TEAM .....	53
BEACON MAIN CONTACTS .....	54

## Welcome to Beacon Private School

Dear Families,

Welcome to the Beacon Private School (BPS) community! We are a close-knit community with an international mindset where we celebrate learning and talent. Thank you for trusting us to embark on a journey of discovery and learning with our school's support.

At Beacon, 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 top priority at Beacon 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 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. 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**



## Section A: School

### BEACON VISION

BEACON 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.

### BEACON MISSION

BEACON 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

BEACON 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 BEACON 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.

## BEACON ACCREDITATION AND AFFILIATIONS

Beacon fully adheres to the laws and standards of the Kingdom of Bahrain and meets the criteria for affiliation with international agencies and organizations, including the International Baccalaureate (IB), the New England Association of Schools and Colleges (NEASC), and the Common Ground Collaborative (CGC).

In November 2021, Beacon was authorized as an IB World School for the Diploma Programme (DP). IB World Schools are committed to providing high-quality, challenging, and international education. For more information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org).

Beacon is currently a candidate school for the IB Primary Years Programme (PYP) and the Middle Years Programme (MYP), with the goal of achieving full accreditation and becoming an IB continuum school. Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)

In May 2022, Beacon received accreditation from the New England Association of Schools and Colleges (NEASC), a prestigious accrediting organization that ensures educational excellence. Beacon has chosen the 'ACE Pathway,' which focuses on teaching and learning.

The Common Ground Collaborative (CGC) supports teachers in developing classroom practices that enhance student competencies. As the school grows, Beacon will seek additional accreditations and affiliations in line with its international aspirations.



## BEACON DEFINITION OF LEARNING

At Beacon, we define learning as a practice that sparks our learners' natural curiosity, guiding them toward inquiry, research, and becoming active agents of their own learning. Our approach ensures that learners have "voice, choice, and ownership," empowering them to become self-directed learners and creative thinkers. We strive for excellence and celebrate the intellectual, social, and economic growth of each student.

## LEARNING PRINCIPLES

At Beacon, our learning principles are founded upon two educational frameworks: the mission and philosophy of the International Baccalaureate (IB) and the Common Ground Collaborative (CGC). These frameworks complement each other seamlessly, aiming to cultivate holistic learners. Through the integration of these systems, we have developed the following learning principles that form the foundation of our educational philosophy and approaches:

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

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At Beacon 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.

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

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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.

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

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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 can secure a safe and positive environment for different perspectives, it leads to deeper learning and understanding.

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### Learning is both cognitive and emotional

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Emotions strongly influence learning, imprinting memories and 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 opportunities to make connections to their prior understandings, to reason and to generalize.

### The IB in Beacon Learning Principles

Beacon's approach to learning is deeply rooted in the principles of the International Baccalaureate (IB) program. This alignment ensures our students are prepared not just for academic success, but for meaningful engagement with the world around them.

#### IB Mission and philosophy:

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

#### IB Learner Profile Attributes:

The IB mission is illustrated by the IB learner profile, which supports and enhances Beacon learners' character development, empowering them to become responsible members of local, national, and global communities. The IB learner profile represents 10 attributes valued by IB World Schools, and we believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.





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 integrated into the teaching and learning environment, essential for academic and personal success.

### Approaches to Teaching and Learning (ATL):

#### Approaches to Learning

The IB programmes cultivate and nurture five essential competencies, “Approaches to Learning Skills”, for learners' development and “learning to learn”. These include:



**Both the Approaches to Learning Skills and the IB Learner Profile attributes are the foundation of each of the three programs along the IB Continuum: the PYP, MYP, and DP.**

#### Approaches to Teaching

*Approaches to teaching in the IB include the 6 pedagogies that underpin instruction to develop the Approaches to Learning (ATL) skills. These 6 pedagogies are:*



(Adapted from [www.ibo.org](http://www.ibo.org))

## The CGC in BEACON Learning Principles

At BEACON, 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 - conceptual understanding, competencies, and character - interact constantly, forming a 'triple helix' that provides the DNA of the curriculum. This approach is intended to enhance student competencies and character, reinforcing the IB purpose to develop Approaches to Learning Skills and the IB Learner Profile.

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:

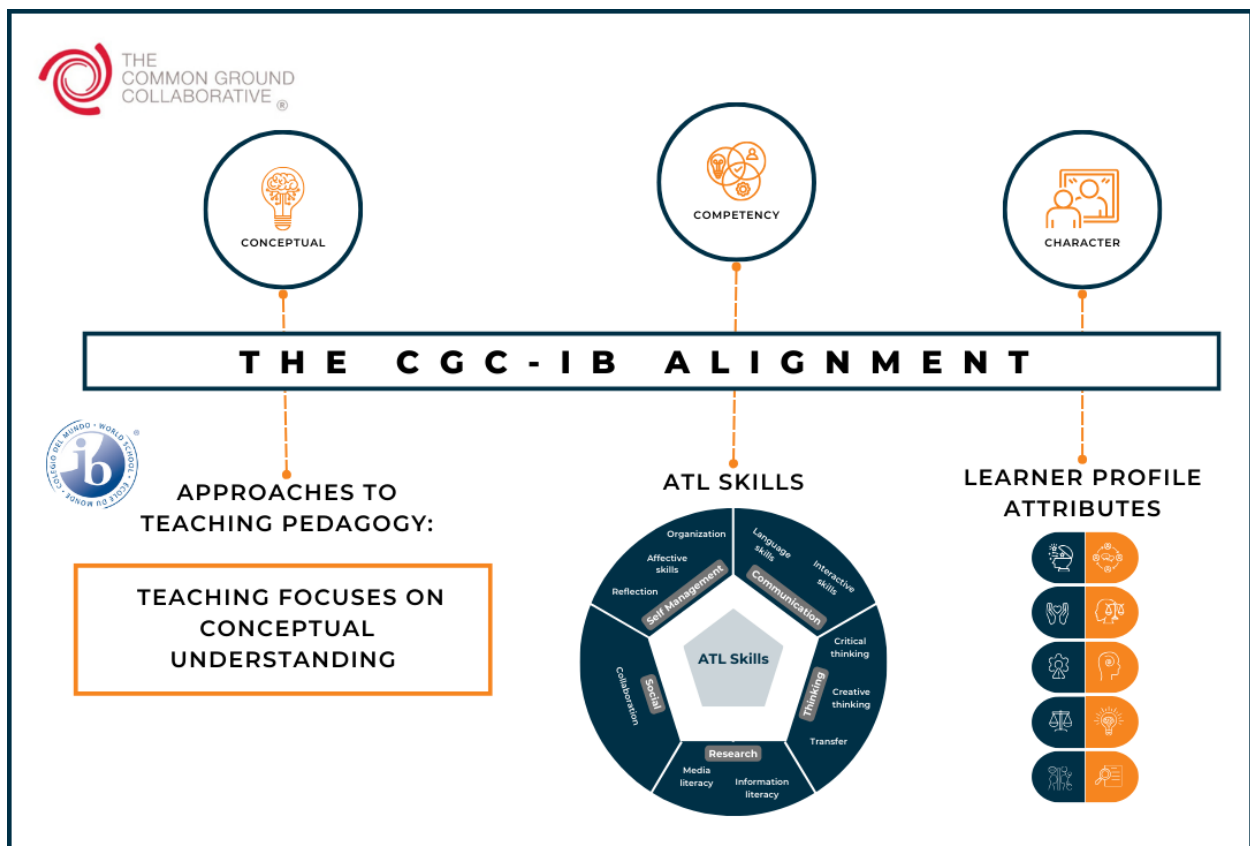
- considering the potential impact of applying traits and values when applied in specific authentic contexts.
- acting as a result of these considerations. reflecting on the effects of these actions

## The CGC - IB Alignment at Beacon

At BEACON, the school's CGC framework is deeply intertwined with the IB programme. The conceptual foundations of the CGC seamlessly align with the concept-driven approach of the IB curriculum, enabling our students to explore ideas and make connections at a deeper level.

Moreover, the CGC's emphasis on developing key competencies maps directly to the ATL skills cultivated through the IB programme. This cohesive integration equips our learners with a versatile skillset that empowers them to tackle complex challenges.

Finally, the character attributes and learner dispositions promoted by the CGC find a natural complement in the IB Learner Profile. This holistic focus on developing well-rounded individuals with international mindedness is a hallmark of the Beacon experience. The CGC-IB integration lies at the heart of our institution's commitment to nurturing confident, thoughtful, and globally conscious students.



# SCHOOL CALENDAR

## ACADEMIC CALENDAR 2024 - 2025

JULY 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			

AUGUST 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

SEPTEMBER 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					

OCTOBER 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		

25 Returning teachers first day

1 First day of school for all learners (Nursery - G 12)  
15 Prophet's Birthday (TRC)

28 - 31 Mid semester break

NOVEMBER 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

DECEMBER 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				

JANUARY 2025						
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	

FEBRUARY 2025						
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	

15 - 21 Winter Break  
16 Bahrain National Day

1 - 2 Winter Break Continues  
1 New Year's Day

16 - 20 Mid Year break

MARCH 2025						
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					

APRIL 2025						
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			

MAY 2025						
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

JUNE 2025						
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					

30 - 31 Spring break & Eid Al-Fitr

1 - 3 Spring break & Eid Al-Fitr

1 Labour Day

6 - 8 Eid Al-Adha Holiday (TRC)  
25 Last day of school for all learners  
26 Islamic New Year

School Closed

(TRC)\* To be confirmed

School Days : 180

## SCHOOL DAY

### Daily Timing 2024 - 2025

PYP EC Pre-Nursery – KG2	PYP Grades 1-5		MYP Grades 6 - 10		DP Grades 11 & 12	
Sunday, Monday, Tuesday, Wednesday, Thursday	Sunday, Monday, Wednesday, Thursday	Tuesday <i>Short Day</i>	Sunday, Monday, Wednesday, Thursday	Tuesday <i>Short Day</i>	Sunday, Monday, Wednesday	Tuesday & Thursday <i>Short Day</i>
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	Beacon Circle Time 7:30 – 7:45	Beacon Circle Time 7:30 – 7:45	Beacon Circle Time 7:30 – 7:45
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 1 7:45 – 8:30 (45)	Period 1 7:45 – 8:30 (45)	Period 1 7:45 – 8:30 (45)
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)	Period 2 8:30 – 9:15 (45)	Period 2 8:30 – 9:15 (45)	Period 2 8:30 – 9:15 (45)
Break 1 9:15 – 9:35	Break 1 9:15 – 9:35	Break 1 9:15 – 9:35	Break 1 9:15 – 9:35	Break 1 9:15 – 9:35	Break 1 9:15 – 9:35	Break 1 9:15 – 9:35
Period 3 9:35 – 10:20 (45)	Period 3 9:35 – 10:20 (45)	Period 3 9:35 – 10:20 (45)	Period 3 9:35 – 10:20 (45)	Period 3 9:35 – 10:20 (45)	Period 3 9:35 – 10:20 (45)	Period 3 9:35 – 10:20 (45)
Period 4 10:20 – 11:05 (45)	Period 4 10:20 – 11:05 (45)	Period 4 10:20 – 11:05 (45)	Period 4 10:20 – 11:05 (45)	Period 4 10:20 – 11:05 (45)	Period 4 10:20 – 11:05 (45)	Period 4 10:20 – 11:05 (45)
Lunch Break 11:05 – 11:50	Lunch Break 11:05 – 11:50	Lunch Break 11:05 – 11:50	Period 5 11:05 – 11:50 (45)	Period 5 11:05 – 11:50 (45)	Period 5 11:05 – 11:50 (45)	Period 5 11:05 – 11:50 (45)
Period 5 11:50 – 12:35 (45)	Period 5 11:50 – 12:35 (45)	Period 5 11:50 – 12:35 (45)	Lunch Break 11:50 – 12:35	Lunch Break 11:50 – 12:35	Lunch Break 11:50 – 12:35	Lunch Break 11:50 – 12:35
Period 6 12:35 – 13:20 (45)	Period 6 12:35 – 13:20 (45)	Period 6 <b>Explorit</b> 12:35 – 13:20 (45)	Period 6 12:35 – 13:20 (45)	Period 6 <b>Explorit</b> 12:35 – 13:20 (45)	Period 6 12:35 – 13:20 (45)	Period 6 12:35 – 13:20 (45)
	Break 3 13:20 – 13:50		Period 7 13:20 – 14:05 (45)		Period 7 13:20 – 14:05 (45)	
	Period 7 13:50 – 14:35 (45)		Period 8 14:05 – 14:50 (45)		Period 8 14:05 – 14:50 (45)	

*\*Tuesday is an early release day for all learners at 13:20 PM (for teachers' professional development and collaborative planning)*

For Pre-Nursery up to KG2, classes begin promptly at 7:30 am and end at 13:20 pm. Learners are expected to arrive at school between 7:15 am and 7:30 am.

For elementary school (PYP), classes begin promptly at 7:30 am and end at 14:35 pm. Learners are expected to arrive at school between 7:15 am and 7:30 am.

For secondary school (MYP and DP), classes begin promptly at 7:30 am and end at 14:50 pm. Learners are expected to arrive at school between 7:15 am and 7:30 am.

\*On **Tuesdays**, all learners are dismissed early at 13:20 pm to allow for faculty professional development. Additionally, **Grade 11 and 12** students have an early dismissal at 13:20 pm on **Thursdays** as well.

## INSTRUCTIONAL PROGRAM

The instructional program at BEACON aims to cultivate our learners' skills in inquiry, critical thinking, communication, collaboration, and character development.

### Language of Instruction:

- **Pre-Nursery to KG2:** As a bilingual school, BEACON ensures that learners receive equal exposure to both Arabic and English throughout the school day, with time divided equally between the two languages.
- **Elementary, and Secondary Schools:** The primary language of instruction is English for subjects such as Mathematics, Sciences, Social Studies, and specialist subjects. Given our international focus, language learning is emphasized. Students study Arabic according to their level or nationality, with Arabic as a foreign language offered to non-native speakers. Additionally, students learn a third language, choosing between French and Spanish, with efforts made to group students into two main proficiency levels.

It is important to note that BEACON respectfully meets the Ministry of Education's requirements for teaching Arabic, Islamic Studies, Civics, and Social Studies to our Arabic-speaking students.

### BEACON CIRCLE TIME (BCT)

The Beacon Circle Time (BCT) program builds community and socio-emotional intelligence that foster personal relationships and enhance communication skills across grade levels. The program cultivates a culture of connectedness that emphasizes Beacon's core values, and helps learners develop a framework for success in the classroom and beyond.

Importantly, the BCT program aims to develop the Approaches to Learning (ATL) Skills and the IB Learner Profile attributes that are central to the IB curriculum. Through daily practice, students build vital competencies in communication, self-management, and social intelligence - all of which are crucial for academic and personal growth.

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 of communication with parents.

### WELL-BEING PROGRAM

The Well-being program promotes self-regulation, positive behavior and well-being among learners. Nursery to Grade 9 learners attend one well-being lesson per week, which is reflected in their schedules. The program includes a range of well-being activities that provide learners with various opportunities to develop skills to manage stress, increase focus, and improve overall mental health. Counselors will create the well-being curriculum and teachers will facilitate the well-being sessions with the learners.

### COUNSELING PROGRAM

The counseling program at Beacon 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 social and emotional competencies.

### **Scope of work**

The counselor is responsible for supporting learners with social-emotional well-being, advocating for learners, ensuring that the learner thrives in their social, emotional, and academic journey.

### **Responsibilities of School Counselor:**

- Greeting Learners: Counselors are on morning duty to greet learners every morning.
- Monitoring Attendance: Monitor attendance and follow-up concerning patterns of absences.
- Supporting Student Development:
  - Individual Counseling - Listen to students' concerns about academic performance, social or emotional problems, and personal challenges. Helping students process these issues, develop coping mechanisms, and set goals. Running assessments for social and emotional skills.
  - Group Counseling - Facilitate monthly workshops within the well-being classes and encourage group discussions on topics such as bullying prevention, social-emotional learning, conflict resolution, building healthy relationships and so on. Collaborate and organize social-emotional workshops with guest speakers.
  - Class Observations - Carry out class observations for each grade and subject to monitor learner behavior and class dynamic.
  - Admission Interviews - Interview prospective learners to assess their attitude towards other individuals, learning and the school environment.
- College Counselling:
  - Academic Guidance - Assist students in creating academic plans, choosing courses, and improving study skills.
  - Career and University Planning - Help students explore career options, assess their interests and aptitudes, and prepare for college or future careers.
- Mentoring programme:
  - The mentorship program is a schoolwide program, where a child is paired with another child, can be an older child or younger child, depending on the situation.

The goal of the program is to create a buddy system (big brother, big sister) program where the learners can foster friendship, support, and social skills to build a more inclusive school community while finding a sense of belonging.

- The counselors collaborate with the Early Years curriculum coordinator or the secondary curriculum coordinator to discuss the learners that would benefit from being in the mentorship and the coordinator and counselor work together on pairing the learners appropriately.
- The activities that are implemented are based on the discretion of the counselor as they will assess which form of community service is most relevant for the learners.

### SUPPORT PROGRAM FOR NEW LEARNERS

At Beacon, 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 allows learners to discuss 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 Beacon 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 transitions between school levels. To facilitate this, we have implemented the following systems:

- **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 various secondary school students to experience a day in the life of a middle schooler. They attend classes, breaks, and can ask teachers and fellow learners questions. Initially, counselors pair or group learners, and at the end of the day, learners participate in a reflection period, sharing their experiences and feedback through a worksheet or survey.
- **KG2 Transition to Grade 1:** KG2 learners are introduced to Grade 1 classrooms during one period and participate in a small activity prepared by the teachers. Grade 1 learners introduce themselves to KG2 learners and briefly discuss Grade 1, including what they have learned and their teachers. KG2 learners also can 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 can ask teachers questions.

The aim of these programs is to help our learners transition smoothly and confidently to their new school levels by providing a supportive and nurturing environment that ensures their success.

## FLEXIBLE TEACHING AND LEARNING ENVIRONMENT

### Beacon's Philosophy on Flexibility in Education

- **Flexible Teaching:** Beacon values teachers who excel in flexibility, balancing multiple responsibilities while making learners feel appreciated and happy. Effective teachers adapt to changing circumstances, ensuring a dynamic and supportive learning environment.
- **Flexible Learning:** Beacon embraces educational philosophies that provide learners with increased choice, convenience, and personalization. Flexible learning empowers students with a voice and choice regarding where, when, and how their learning occurs, catering to their individual needs and preferences.
- **Flexible Seating:** At Beacon, flexible seating replaces traditional "rows of desks facing the teacher" with a variety of seating options that allow learners to choose what is most comfortable for them. This approach enables learners to wobble, rock, bounce, lean, or stand, which increases oxygen flow to the brain, blood flow, and core strength. These benefits help keep young minds alert and focused. The advantages of flexible seating include:
  - Increased metabolism
  - Enhanced oxygen flow to the brain
  - Burning extra energy
  - Improved core strength and posture
  - Increased motivation and engagement

These benefits collectively contribute to higher academic performance, better health, and improved behavior.

**Classroom Control:** Flexible seating does not mean relinquishing control of the classroom. Allowing learners to choose their seating does not equate to chaos. A crucial rule, "Teacher's Choice," allows teachers to move any learner at any time, ensuring the learning environment remains engaging and effective. Teachers can step in to offer guidance or redirect students as needed.

**Setting Clear Expectations:** The success of flexible seating hinges on clear expectations set by the teacher. These expectations create a productive environment and are communicated and enforced consistently. Some common expectations include:

- Learners select the seating option that helps them work best for the activity.

- If the chosen seat is not effective, learners ask permission to move to another seat.
- Learners use each spot appropriately and respectfully.
- Learners do not move chairs to other tables or spots in the classroom.
- Learners keep their chosen space clean and tidy after use.
- Flexible seating is a privilege that can be removed if expectations are not followed.
- Teacher's Choice: The teacher can move a learner at any time.

Beacon's commitment to flexible teaching, learning, and seating fosters an adaptive, engaging, and effective educational environment.

## UNIFORM

Beacon learners are expected to wear a neat and tidy school uniform. Additionally, they should wear trainers that are both comfortable and suitable for physical activity. Teachers are responsible for ensuring that learners adhere to the school's uniform policy and should report to the administration any instances of non-compliance. Maintaining proper uniform standards is essential to upholding the school's image and ensuring a sense of unity and discipline among the learners.

- EC and Elementary



- Secondary



- PE Kit for all ages



## OUR COMMUNITY

Beacon community consists of a vibrant and diverse group of learners, teachers and parents committed to creating a positive and supportive learning environment. We inform and involve our community through various 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	<a href="http://www.Beacon.edu.bh">www.Beacon.edu.bh</a>	
Facebook	<a href="https://www.facebook.com/Beaconprivateschool">https://www.facebook.com/Beaconprivateschool</a>	
Instagram	<a href="https://www.instagram.com/Beaconprivateschool/">https://www.instagram.com/Beaconprivateschool/</a>	
YouTube	<a href="https://www.youtube.com/@Beaconprivateschool707/featured">https://www.youtube.com/@Beaconprivateschool707/featured</a>	
WhatsApp BPS Community	<a href="https://chat.whatsapp.com/HLvb475TO0w4cErzH3MgHm">https://chat.whatsapp.com/HLvb475TO0w4cErzH3MgHm</a>	

The following are examples of vital components of our community:

**Parent-Teacher-Learner Association (PTLA):** The PTLA is a vital part of our community, comprising elected members who represent parents, staff, and learners. Led by parents, the PTLA unites our community to work towards the common goal of enhancing our school for all stakeholders. The PTLA serves as an enthusiastic volunteer force dedicated to supporting our school community by providing meaningful and enriching programs in various areas, including educational, social, cultural, physical, and financial.

**Learner Council:** The Learner Council is made up of elected students from grades 3 to 10 who collaborate to support school-wide events, host after-school activities, communicate with teachers and parents, and assist the PTLA. Through their involvement in the Learner Council, students can develop various skills, particularly leadership, and contribute to fostering a positive school environment.



## Section B: Academics

### CURRICULUM OVERVIEW

At Beacon, 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 Pre-Nursery, we incorporate the New York State Early Learning Guidelines, emphasizing play-based learning and fostering development across various domains.
- 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 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.

- Our Music curriculum for KG2 to Grade 10 emphasizes music literacy alongside AERO Standards.
- Our Visual Arts curriculum standards have been adopted from AERO standards, IBDP syllabus, the Visual & Contents Standards for California Public Schools and the National Art Education Association (NAEA) and National Core Arts Standards (NCAS). The four main strands/ concepts involve: Creative Expression, Artistic Perception, Historical and Cultural Context and Making Connections.
- The KG2 to Grade 10 PE curriculum aligns with Ontario Standards, emphasizing the development of fundamental movement skills and physical literacy.

\*The curriculum at BEACON seamlessly integrates the standards and frameworks of the Primary Years Programme (PYP) for Nursery through Grade 5, and the Middle Years Programme (MYP) for Grades 6 through 10.

- For Grades 11 and 12, we follow the IBDP syllabus, which provides learners with an internationally recognized education that prepares them for higher education and beyond.

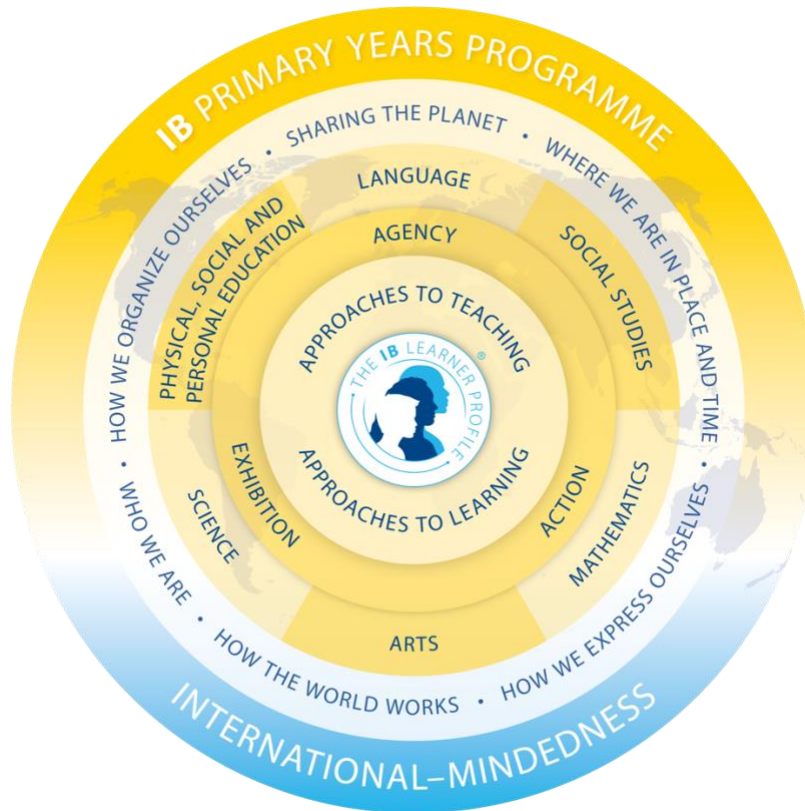
### ***IB Primary Years Programme (PYP) – Nursery up to Grade 5***

The PYP provides an **inquiry-based, transdisciplinary curriculum framework** that cultivates conceptual understanding in students aged 3-12. Grounded in the latest educational research and best practices, the PYP reflects a **student-centered** approach to learning.

#### **The PYP curriculum framework**

The transdisciplinary model extends across all three pillars of the PYP curriculum framework:

- **The learner:** describes the outcomes for individual students and the outcomes they seek for themselves (what is learning?)
- **Learning and teaching:** articulates the distinctive features of learning and teaching (how best to support learners?)
- **The learning community:** emphasizes the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes (who facilitates learning and teaching?)



[www.ibo.org](http://www.ibo.org)

The core of the PYP curriculum is organized around **six Transdisciplinary Themes (Units of Inquiry)** that form the Programme of Inquiry:

1. Who we are
2. How the world works
3. How we express ourselves
4. Where we are in place and time
5. Sharing the planet
6. How we organize ourselves

**These themes integrate core subject areas** such as Language, Mathematics, Science, Social Studies, Arts, and Personal, Social and Physical Education.

By exploring these themes in an integrated, conceptual manner, PYP students can connect across different subject domains. This transdisciplinary approach aligns with the programme's emphasis on student inquiry and constructivist principles, empowering learners to take an active role in constructing their own understanding.

**Agency and self-efficacy** are fundamental to PYP learning. Learners direct their own and others' learning with a strong sense of identity and self-belief, building community awareness.



**Action**, the core of student agency, is integral to the PYP. By taking individual and collective action, students understand the responsibilities of international mindedness and the benefits of collaborative work.

**The PYP Exhibition** is the culminating learning experience, where Grade 5 students showcase their development as internationally minded inquirers. This collaborative, student-led inquiry project challenges learners to deeply explore a real-world issue, devise innovative solutions, and take meaningful action. Students draw upon the knowledge, skills, and IB Learner Profile attributes cultivated throughout the PYP.

The PYP framework empowers students as self-directed, socially conscious agents of their own and others' learning. Student agency and self-efficacy are expressed through meaningful action, essential to developing internationally minded learners.

The following subjects are offered in PYP:

Grade levels	Subjects offered at BEACON integrated within the Unit of Inquiry
<b>Pre-Nursery to KG2</b>	Arabic Art English Mathematics Music PE Sciences Social Studies
<b>Grades 1 to 5</b>	Arabic <b>Arabic B</b> Art English <b>French</b> Mathematics Music PE Sciences Social Studies <b>Spanish</b>

*\*In addition to the above subjects, we offer the MOE Islamic Studies, Civics and Social Studies for Muslim learners, and Arabic World Exploration for non-Muslim learners.*

### **IB Middle Years Programme (MYP) –Grade 5 to 10**

The MYP provides a challenging framework of academic study that encourages students to make practical **connections between their studies and the real world**. At the heart of the MYP curriculum is a focus on developing well-rounded learners through eight distinct subject groups.



[www.ibo.org](http://www.ibo.org)

The MYP curriculum is designed to help students develop a deeper understanding of themselves, their emerging sense of identity, and their responsibilities within their communities. By framing learning through **global contexts**, MYP students cultivate an appreciation for their common humanity and shared stewardship of the planet. This is achieved through developmentally appropriate explorations of:

- identities and relationships
- personal and cultural expression
- orientations in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability.

**Concepts** are the big, transferable ideas that span disciplines in the MYP. Students use these conceptual lenses to inquire into issues of personal, local, and global significance, fostering a holistic understanding. The MYP framework includes sixteen key interdisciplinary concepts and related concepts specific to each subject area.

Action and service are core values of the IB community. MYP students apply their learning to make positive contributions, becoming caring members of their communities. **Service as action** is an integral part of the programme, empowering students to make a difference.

The MYP Curriculum Model comprises the following **eight subject groups**:

Subject Group	Subjects offered at BEACON
<b>1. Language and Literature</b>	English Arabic
<b>2. Language Acquisition</b>	Arabic French Spanish
<b>3. Individuals and Societies</b>	Social studies (Grades 6-8) History (Grades 9-10)
<b>4. Sciences</b>	Sciences (Grades 6-9) In Grade 10, students choose one science from each group: <ul style="list-style-type: none"> <li>• Group 1 Sciences: Chemistry and Computer Science</li> <li>• Group 2 Sciences: Biology and Physics</li> </ul>
<b>5. Mathematics</b>	Mathematics
<b>6. Arts</b>	Performing arts (Music) Visual arts  *In grades 6-8, students take both performing arts (music) and visual arts in both semesters. *In grade 9 and 10, students choose to focus on either performing arts (music) or visual arts for the full academic year.
<b>7. Physical and Health Education</b>	Physical and Health Education (PHE)
<b>8. Design</b>	Design (Combination of product and digital design)

*\*In addition to the above subjects, we offer the MOE Islamic Studies, Civics and Social Studies for Muslim learners, and Arabic World Exploration for non-Muslim learners.*

In each of these eight subject groups, student progress is assessed against four subject-specific MYP criteria. (Refer to the assessment policy for further details).

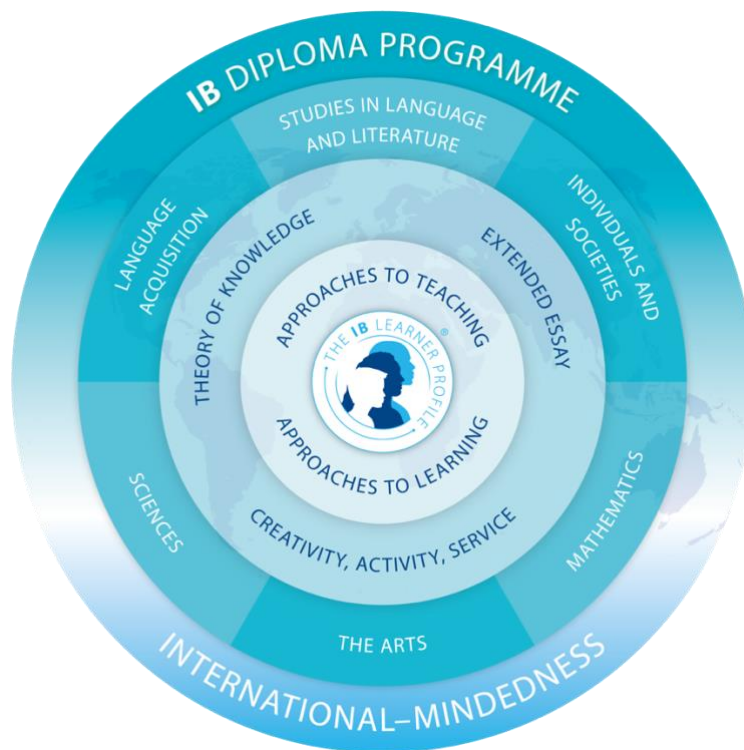
While the eight subject groups are taught and assessed separately, students will have the opportunity to engage in one unit of study per year that combines two or more subject groups - the Interdisciplinary Unit. This fosters cross-curricular learning and the ability to apply knowledge in integrated, real-world contexts.

*In addition to their coursework in the eight MYP subject groups, Grade 10 students also complete the **MYP Personal Project**. This independent research project allows students to deeply explore a topic of personal interest, applying skills and knowledge from across their MYP studies. Through the Personal Project, students develop crucial research, critical thinking, problem-solving, and communication skills that prepare them for the independent learning required in the IB Diploma Programme. The Personal Project is a culminating experience that demonstrates students' ability to direct their own learning and produce a substantial piece of work.*

## IB Diploma Programme (DP) – Grades 11 and 12

The DP is a rigorous, academically challenging, and balanced education programme, designed to prepare learners for success at university and life. The DP aims to encourage learners to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the values and attitudes necessary to respect and evaluate a range of viewpoints.

The DP is a **two-year international curriculum**, Grades 11 and 12, that allows learners to fulfil the requirements for university entrance of their national or international education systems. Internationally mobile learners can transfer into the IB Diploma Programme from other IB World Schools, as well as from other school systems.



[www.ibo.org](http://www.ibo.org)

The DP offers students a comprehensive and balanced curriculum, with requirements across six subject groups. This structure ensures that students develop a breadth of knowledge and skills, while also allowing them to specialize in areas of particular interest or strength.

Within each subject group, students can choose to study courses at either a higher level (HL) or standard level (SL), depending on their academic abilities and interests. The HL courses provide more in-depth exploration of a subject, while the SL courses offer a broader overview. HL courses are 240 teaching hours over the two years, and SL courses are 150 teaching hours over the two years. The table below illustrates the **six subject groups** in DP and the subjects offered at BEACON in each group:

Subject Group	Subjects offered at BEACON
1. Studies in Language and Literature	<ul style="list-style-type: none"> <li>English A language and literature HL/SL</li> </ul>
2. Language Acquisition	<ul style="list-style-type: none"> <li>Arabic B HL/SL</li> <li>Spanish ab initio SL</li> </ul>
3. Individuals and Societies	<ul style="list-style-type: none"> <li>History HL/SL</li> <li>Business management HL/SL</li> <li>Psychology HL/SL</li> <li>Environmental system and societies (ESS) SL/HL</li> </ul>
4. Sciences	<ul style="list-style-type: none"> <li>Biology HL/SL</li> <li>Chemistry HL/SL</li> <li>Physics HL/SL</li> <li>Environmental system and societies (ESS) SL/HL</li> <li>Computer Science SL/HL</li> </ul>
5. Mathematics	<ul style="list-style-type: none"> <li>Mathematics analysis and approaches (Math AA) HL/SL</li> </ul>
6. The Arts	<ul style="list-style-type: none"> <li>Visual arts HL/SL</li> </ul>

*\*Spanish B, French B or French ab initio will be offered based on interest and need. In addition, the school may offer Language A: Literature as a self-taught subject based on the needs and home language of the learner.*

*\*In addition to the above subjects, we offer the MOE Islamic Studies, Civics and Social Studies for Muslim learners, and Arabic World Exploration for non-Muslim learners.*

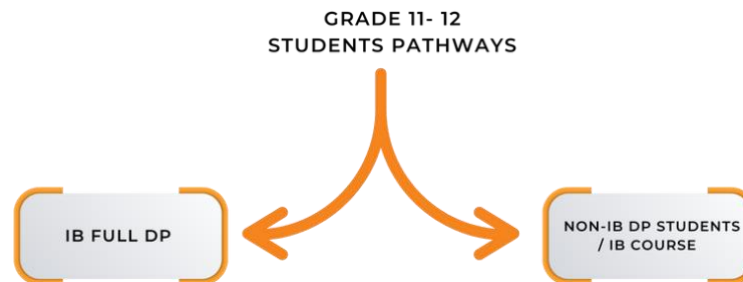
In addition to their coursework in the eight DP subject groups, students need to satisfactorily complete the following core components:

**Extended Essay (EE):** an in-depth, independent research project that all DP students must complete. Spanning 4,000 words, the EE allows students to delve deeply into a topic of their choice, applying the research skills and subject-specific knowledge gained throughout the Diploma Programme. This rigorous undertaking prepares students for the kind of independent research and writing required at the university level.

**Theory of Knowledge (TOK):** a core element of the DP that critically examines the nature of knowledge and the process of knowing. Through TOK, students reflect on how knowledge is constructed, challenged, and communicated across the DP subject areas and in the world beyond the classroom. This exploration of different ways of knowing encourages students to develop intellectual humility, critical thinking skills, and an appreciation for diverse perspectives.

**Creativity, Activity, Service (CAS):** a fundamental aspect of the DP that encourages students to engage in experiences beyond the academic curriculum. Through CAS, students develop their personal interests and talents, pursue physical activities, and engage in meaningful community service. This holistic approach nurtures students' well-rounded growth, fostering their creativity, health, and commitment to making a positive difference in the world.

At Beacon, students in grades 11-12 can choose between two pathways:



### **IB Full DP Students:**

- Must choose 1 subject from each of the 6 subject groups, totaling 6 subjects (3-4 HL, 2-3 SL)
- Can substitute Group 2 with an additional Group 1 language, or Group 6 with a subject from Groups 2-4
- With special requirements (e.g. 3 sciences for medicine), can drop Group 3 with coordinator approval
- Must complete the 3 DP core components: EE, TOK, and CAS

### **Non-IB DP Students / IB Course Students:**

- Can select any IB courses from Groups 1-6, as well as TOK, EE and CAS
- Can choose any number of IB courses at any level, meeting admission criteria
- Must participate in CAS and TOK, but not the IB TOK assessment or EE

When making course selections, students should consider their future education and career goals, as well as their individual strengths. It's crucial to research the specific entrance requirements of universities in the countries they plan to apply to, as different institutions may have varying subject prerequisites. Students should work closely with their school's college counselor to ensure their course choices align with their aspirations and meet the necessary admission criteria.

## **ASSESSMENT AND REPORTING**

Assessment at Beacon is a systematic, ongoing process that involves gathering, analyzing, and interpreting a variety of evidence to determine the extent to which learners are developing the necessary Conceptual, Competence, and Character (3C's) skills, as well as Approaches to Learning (ATL) skills, to become lifelong learners. This process is used daily to offer direct feedback to learners about their learning progress and to inform parents about the achievements

of their children. Teachers use a wide range of assessment strategies to ensure that the learners can continuously apply the 3C's and that the desired learning outcomes are met. All types of assessment are designed to develop learners' ATL skills, which are the cornerstone of lifelong learning.

Beacon 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.

There are four types of assessment at Beacon:

- **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 Diploma Programme.
- **Diagnostic assessment** - performed every September, and results will be utilized to enhance teaching and learning practices.

The findings of Beacon 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
Developing	70% to 74%	C
Adequate	75% to 79%	C+
Progressed	80% to 84%	B
Competent	85% to 89%	B+
Mastered	90% to 94%	A
	95% & above	A+

Learners are assessed on how they are developing their Approaches to Learning Skills:

ATL skill categories	Description
<b>Communication</b>	Focus on enhancing effective written, oral, and non-verbal communication skills to express ideas, actively listen, and engage in meaningful dialogue.
<b>Research</b>	Focus on acquiring research skills to gather and evaluate information, synthesize data, and ethically use sources to build conclusions.
<b>Self-management</b>	Focus on cultivating organization, time management, and self-reflection skills to set goals, prioritize tasks, and develop resilience and perseverance.
<b>Social</b>	Focus on nurturing interpersonal skills for collaboration, respecting diverse perspectives, and resolving conflicts constructively within diverse social contexts.
<b>Thinking</b>	Focus on developing critical and independent thinking skills to analyze information, question assumptions, and make informed judgments.



The following rubric is used to assess learners' progress in developing their Approaches to Learning Skills.

Grade	Descriptor
EE	Exceeding Expectations: The learner's progress against the ATL is exceeding expectations.
ME	Meeting Expectations: The learner's progress against the ATL is meeting expectations.
AE	Approaching Expectations: The learner's progress against the ATL is approaching expectations.
BE	Below Expectations: The learner's progress against the ATL is below expectations.

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

Grade level	Frequency	Structure
<b>Early Childhood (Pre-Nursery to KG2)</b>	Two times per school year (February and June)	Based on the holistic development against specific standards.
<b>Elementary School/ PYP (Grades 1 to 5)</b>	Four times per school year (November, February, April and June). <ul style="list-style-type: none"> <li>Progress report (November and April)</li> </ul>	Student progress is reported using learning descriptors rather than percentage grades. The learning descriptor for each subject's strand is determined based on a percentage mark derived from formative and summative assessments.
<b>Secondary School/ MYP (Grades 6 to 10)</b>	<ul style="list-style-type: none"> <li>End of semester report (February and June)</li> </ul>	<p>Student progress is reported using IB MYP grades and percentage grades:</p> <ul style="list-style-type: none"> <li>IB MYP grades are determined using MYP 1-7 scale based on MYP assessment tasks.</li> <li>As for the percentage grade, it is determined based on: <ol style="list-style-type: none"> <li>Final achievement levels in all criteria per subject* = 60%</li> <li>End of semester exam = 30%</li> <li>Engagement = 10%</li> </ol> </li> </ul> <p>*<u>Interdisciplinary units grades</u>, assessed against relevant criteria (A, B, C) for each grade level, will be displayed on the report card upon completion, whether in semester 1 or 2.</p> <p>*<u>Personal project grades</u> (for grade 10 only), evaluated against relevant criteria (A, B, C), will be included solely on the end-of-semester 2 report cards.</p>

<b>Secondary School/ DP (Grades 11 and 12)</b>		<p>Student progress is reported using a percentage grade (American Diploma percentage grade) which is determined based on an equivalency that is to be used internally among teachers based on the IB predicted grades.</p> <p>*Grades 11 and 12 are provided with an additional IB Progress Report that includes IB predicted grades and information about their progress in IB core courses (TOK, EE and CAS).</p>
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### 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 before the exam starts.

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 Beacon, please refer to our assessment policy by clicking here: [Beacon Assessment Policy](#)**

### RESOURCES, TEXTBOOKS AND NOTEBOOKS

At Beacon, 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 list \(Grades 1 to 5\)](#)
- [Secondary textbooks list \(Grades 6 to 12\)](#)

#### ACADEMIC INTEGRITY

At Beacon, 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, Beacon 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 BEACON, please refer to our academic integrity policy by clicking here: [Beacon Academic Integrity Policy](#)

#### TECHNOLOGY

Technology is leveraged extensively at Beacon, integral to our teaching and learning approach. All teachers are required to incorporate tech resources into their classroom instruction, enhancing the educational experience for our students.

While the school provides iPads for some learners, we also have a Bring Your Own Laptop (BYOL) policy starting from Grade 8 onwards. This ensures that students develop essential tech skills and are prepared for the digital demands of their academic journey and beyond.

#### LEARNING SUPPORT

The mission of Beacon states that “all learners are provided with equity learning experiences serving the needs, interests and learning styles of each child.” Beacon believes that every learner is a unique individual with specific strengths and needs. Welcoming and celebrating diversity and differences, Beacon supports and provides every learner, wherever possible, with rich and challenging learning opportunities designed to help them reach their maximum potential and prepare them for the future in a rapidly changing world. Inclusive teaching is designed to remove barriers to learning and value diversity. It affirms learners' identities and aims to create learning opportunities that enable every learner to develop and pursue appropriate personal goals (Equity and inclusive education in the IB).

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: [Beacon Learning Support and Inclusion Policy](#)



## Section C: Learner Expectations

### ARRIVAL AND DISMISSAL

#### Arrival Time

- For Pre-Nursery, Nursery and KG1 learners, it is expected that parents will walk their child into the EC building playing area. 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), learners should be dropped off at the designated stopping area and then make their own way to the classrooms.

Parents should always take the safety of all into account and drive slowly and carefully. There are faculty and staff on duty 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 (Pre-Nursery, 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 them to the designated areas 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 the 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: Main reception.
  - 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

At Beacon, we emphasize the importance of timeliness, professional ethics, and discipline among students at all academic levels. Regular attendance is crucial for a successful learning experience. Learner attendance is recorded daily at the beginning of each class using the school's attendance program. All absences are monitored by curriculum coordinators and school counselors. If an excused absence is not reported in advance, the community liaison will contact the families starting at 8:30 am.

### Excused Absence

In some cases, learners will be absent due to valid reasons. Families should inform the school via Managebac (preferably) or email before the school day starts.

For medical emergencies, it is important to provide the school with a medical certificate from day one of absence. When learners need to attend medical appointments during the school day, parents should collect the learner from the main reception and accompany them back upon returning.

In situations such as bereavements or family issues it may be the cause for a child's absence; we will be sympathetic to such needs. Please contact the school (Managebac or email) with a brief update and an expected return date.

### Unexcused Absence

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

## Tardiness

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Punctuality is an integral component of the school routine as it encourages learners to socialize and be organized at the start of the day. Frequent 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 each class. Frequent tardiness can result in infractions.

Learners are expected to be ready to learn in their classroom by 07:30 am; arrivals after 07:30 am will be considered tardy. Elementary and Secondary learners need to collect a late slip at their respective receptions.

## Early Dismissal

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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 (14:35 for Elementary and 14:50 for Secondary) without showing a gate pass to the security guard at the gate.

The gate pass will be provided by the main reception upon parents' request for early dismissal for their child. Parents who pick up their child before the school day ends must sign at the main reception and receive a gate pass accordingly. In the case of sending a driver or nanny 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 Community Liaison with a clear reason in advance before 9:30 am of the respective day. This way, the school can make the necessary arrangements to accommodate such requests. Walk-in requests will not be catered to, and the learner will wait for class transition or break time. No dismissals will occur within the last 30 minutes before the end of the school day. The safety and security of our learners are 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: [Beacon Attendance Policy](#)**

## LEARNER BEHAVIOR

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### Learner behavior expectations

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At Beacon, we encourage learners to ensure that they are following behaviors and expectations that are aligned with 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, identity, nationality, religion or culture. We

encourage learners to take responsibility for their actions, attend school regularly 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**

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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 individually 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.

## **Violation Management at Beacon**

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### **First Degree Violations:**

First Degree Violations are managed by the BCT/Homeroom teacher. Consequences are determined based on the frequency and type of behavior. This level of violation typically involves the teacher and/or curriculum coordinator working to redirect learners, often through one-on-one meetings.

### **Second Degree Violations:**

Second Degree Violations are addressed by the BCT/Homeroom teacher and the curriculum coordinator, with support from the counselor as needed. Relevant stakeholders will discuss the appropriate next steps, which may include creating and signing behavioral contracts, developing character development plans, or implementing further consequences as deemed necessary.

### **Third Degree Violations:**

Third Degree Violations are investigated by the curriculum coordinator, principal, and/or head of school, with support from the counselor. After gathering all evidence and per the MOE guidelines, a disciplinary committee will be formed to enforce appropriate consequences.

## **Encouraging Positive Behavior at Beacon**

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The behavior guidelines at Beacon apply to all learners and aim to foster a positive climate. Counselors at Beacon support learners and parents by assisting them through any social, emotional, and/or behavioral challenges within their capacity.

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

## LOST AND FOUND

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We encourage learners to take responsibility for their belongings. Lost property centers are maintained in all buildings, behind the reception areas. Items are displayed at the end of each term, and unclaimed items will be donated to charity when possible. Clearly marked items with learners' names will be returned to them. Please ensure all personal items brought to school are clearly labeled.

## PHOTOGRAPHS

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Class and individual photos are taken throughout the year as part of our teaching and learning programs. These photos may be used for promotional purposes or to support learning outcomes. General permission from parents is obtained during the registration process. Learners may be photographed during their learning and break time, and these photos may be used in school publications and on the school website, without disclosing full names.

## RAMADAN EXPECTATIONS

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Ramadan, the ninth month of the Islamic calendar, is a period of prayer, self-control, charity, and goodwill. Fasting during daytime, one of the Five Pillars of Islam, is a significant part of Ramadan. To ensure 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

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Beacon Private School is committed to protecting learners from physical, emotional, and sexual abuse, and neglect. The protection of children is a fundamental responsibility of all adults working for or providing services to Beacon.

Our Child Protection Policy is based on international best practices and aligns with the United Nations Convention on the Rights of the Child, to which Bahrain is a signatory. In accordance with this policy:

- Beacon ensures all community members understand child protection issues.
- Hiring practices include steps to ensure child safety.
- Employees undergo mandatory child protection training at the start of their tenure and regularly thereafter.
- All employees sign a code of conduct affirming their commitment to child protection.
- All employees must undergo a criminal background check and participate in child protection training.

Please refer to our [Safeguarding Policy](#) for further details.



## PRAYER ROOMS

Separate male and female prayer rooms are available for all Secondary School learners on the first floor. These rooms should be used during break time to avoid disrupting instructional time.

## SNACKS/LUNCH

Learners are encouraged to bring healthy food from home for breaks and lunch until further notice. An external catering service will provide healthy snacks and juices, available in the Secondary Learner Café until the new facilities are ready.

For learners with special dietary needs or allergies, parents are requested to inform the school nurse in writing and provide specific snacks from home. Additionally, learners should bring their own labeled water bottle in line with our 'Recycle, Reuse, Reduce' initiative. Chewing gum and sweets/candy are not allowed on campus.

For special occasions, families of learners from nursery to grade 5 may bring food at the end of the day to celebrate with their peers. Secondary learners are not permitted to order food at any time.

## 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. During breaks, learners are not allowed to use technology and must remain in designated areas. Additionally, they are expected to be mindful and respectful of their peers during this time.

## LOCKERS, BACKPACKS, CLASS MATERIALS

### *Class Materials*

Core learning materials are provided by the school; however, learners are responsible for their uniforms and individual classroom supplies. These include writing utensils, rulers, pencil cases, scientific calculators, folders, backpacks, highlighters, and glue sticks. At the start of each year, teachers will distribute a specific classroom materials list.

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

- A labeled water bottle and lunch box
- A change of clothes, including two pairs of underwear and two pairs of socks (for pre-Nursery to KG1 learners)
- A backpack for necessary items
- Hats for outdoor wear (note that hats or head coverings are not allowed inside 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 for secondary learners***

In secondary school, learners are provided with lockers. For safety reasons, Beacon reserves the right to search and/or open lockers or backpacks under certain circumstances. Learners are expected to maintain their backpacks and lockers in an organized, clean, and safe manner. Using a locker is a privilege, and learners should treat it with respect and responsibility.

### **Expectations for Locker Use**

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#### **Beacon Private School:**

- Retains ownership of the locker.
- Reserves the right to search the locker and bypass the combination code.
- May reassign lockers as needed.
- Does not accept liability for items stored within the locker.
- Can terminate the locker agreement at any time.

#### **Learners:**

- Will have use of a locker for the year.
- Must empty the locker of perishable items at the end of each school day.
- Must open the locker for inspection by BEACON staff upon request.
- Will not store prohibited items and will use the locker only for school-related materials.
- Should place a copy of their schedule inside the locker and prepare for multiple lessons.
- Are not permitted to leave during lessons to access their lockers.
- Should avoid bringing large amounts of money or valuables for storage in lockers.
- They must ensure their locker is closed and locked before leaving the hallway.
- Must not share their locker or passcode with others.
- Are responsible for any repair costs if the locker is damaged.

#### **Searches**

The school reserves the right to search locked areas if there is reasonable belief that a learner has prohibited items. Learners may also be asked to show the contents of their pockets, bags, or containers if there is reasonable suspicion of possession of disruptive objects.

## **TECHNOLOGY USE**

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### ***Smartwatches and Mobile Phones***

#### **Policy on Smartwatches and Mobile Phones**

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Smartwatches and mobile phones are not permitted at Beacon. If brought to school, they must be stored in lockers throughout the school day. Any use of these devices during school hours is strictly prohibited.

If a learner is found using a mobile phone or smartwatch:

- The item will be confiscated until the end of the day, and parents will be notified that the learner received a verbal warning.
- Continued violations will require parents to collect the confiscated item from the school.

Parents are responsible for ensuring their child understands and adheres to this policy.

Devices should only be brought to school, if necessary, stored in lockers, and used only after school hours.

### *Use of iPads, Tablets or Laptops*

Beacon Private School provides iPads to learners in grades 1-7 with variations based on grade levels:

- **Grades 1-3:** iPads are allocated for use within the school premises only; learners do not take them home.
- **Grades 4-7:** Learners are permitted to take iPads home once a charging room is available for safe storage and charging when not in use.

During breaks, including lunchtime, the use of technology, including iPads, is prohibited. This time is encouraged for socializing and taking a break from screens.

For learners in grades 8-12, Beacon operates a Bring Your Own Laptop (BYOL) Program to integrate technology into daily learning:

- Students are encouraged to use laptops (MacBooks or HP laptops) for their educational needs.

To support this initiative, the school has partnered with a vendor offering discounted rates on devices. For more details, contact Ms. Nasraa Qanbari, IT Administrator, at [nqanbari@Beacon.edu.bh](mailto:nqanbari@Beacon.edu.bh).

This program aims to enhance educational experiences and prepare students for the digital world beyond classrooms. It is crucial that all device usage adheres to school policies, including strict prohibitions against accessing inappropriate websites or content during school hours. Violations may result in disciplinary measures. Both learners and parents share responsibility for ensuring devices are used appropriately and in compliance with school guidelines, fostering a positive and secure learning environment.

## Use of Teams Application

In addition to email, the Teams Application may be used quickly 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.

## 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 semester.

Learner reflection should include how they developed their ATL skills and the attributes of the IB Learner profile:

## LEARNER PORTFOLIOS

Learner portfolios will be maintained in Managebac, providing both learners, teachers and families with easy access.

It is the learner's responsibility to keep their portfolio updated and organized. Throughout the year, learners will have designated times to assess and reflect on their learning.

They are also encouraged to update their portfolios regularly to better track their personal growth. All teachers will have access to each learner's portfolio and can provide comments as needed. This portfolio will accompany each learner throughout their time at Beacon, offering a comprehensive overview of their learning journey.

## EXTENDED LEARNING OPPORTUNITIES (ELOs)

At Beacon, Extended Learning Opportunities (ELOs) are designed to empower learners by expanding their subject knowledge, fostering independent learning skills, and enhancing academic performance to reach their highest potential.

ELOs aim to extend, reinforce, or preview content and can be completed independently or with appropriate support. Learners are encouraged to take ownership of their education and receive constructive feedback for improvement. These opportunities not only provide learners with avenues for success but also offer teachers valuable 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 5	<b>Depending on each learner's needs,</b> homeroom teachers will create a customized plan for English and Math. If a learner requires additional support, the ELO must be included in the action plan to assist the child at home. In this case, ELO is mandatory in those two areas, English and Math.	Once per week for Math, Arabic and English.  *Frequency may change based on individual cases and needs.
Grades 6 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 60 minutes per day. Note that this does not apply to grade 9 to 12 learners as more ELOs could be given.

\*Each ELO should be designed to take no longer than 20 minutes to complete, with a maximum of 60 minutes per day for grades 6-8 learners.

\*For grade 9 to 12 learners, more ELOs could be given, and the time allotment per ELO and per day could be increased beyond the 20-minute and 60-minute limits stated for the younger grades.

#### 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 their ID and wear a visitor's badge for 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.

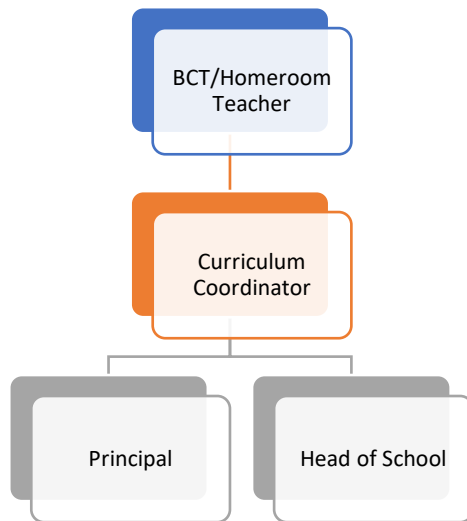


## Section D: Communication

### CHANNELS OF COMMUNICATION

**Addressing Concerns:** A positive culture of communication amongst learners, faculty, families, and administration is vital to support student learning, and the health of any school. Beacon 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 issue concerns your child and their work in school, the best person to see is the BCT teacher/Homeroom teacher. An appointment to see a teacher may be made by emailing the teacher or calling the school office.
- Issues 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.
- Concerns 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 Curriculum Coordinator. Appointments may be made by calling the school office. Problems that have not been resolved after conferences with the Curriculum 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 support as needed.

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

- For the Pre-Nursery, Nursery, KG1 and Elementary School, you can contact the **Elementary Community Liaison**, Ms. Nouf Al Nasser phone on 666000088 or via email at [nalnasser@Beacon.edu.bh](mailto:nalnasser@Beacon.edu.bh)
- For the Secondary School, you can contact the **Secondary Community Liaison**, Ms. Mirna Harb, by phone on 666000088 or via email at [mharb@Beacon.edu.bh](mailto:mharb@Beacon.edu.bh).

If you have any questions or concerns about your child's education or school-related matters, please contact the appropriate office for help. The school office staff will be happy to help you.

## ELECTRONIC COMMUNICATION

Email is a crucial feature of school communication. All secondary school learners will be issued an individual email account, providing access to Outlook, OneDrive, and Microsoft Office. Email and TEAMS are the official methods of communication within the school.

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 to quickly 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.

#### WEEKLY BULLETIN

The Weekly Bulletin is a communication tool sent weekly to families and Learners. The bulletin provides details about the topics or concepts that will be covered in the following week, extended learning opportunities, and any quizzes or tests 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 and his/her progress report to share progress and goals with parents and teachers.
- **Three-Way Conferences:** occur once per school year to allow the learner to share their attainment from semester one with their parents and set goals for semester two. The teacher facilitates the conference and refers to the 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 BPS philosophy of exploration, active learning, and developing global citizens.

During the SWW week, learners will have three opportunities to participate in:

- International trips
- Local field trips
- In-school activities for those not going on any trips.

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. While parental permission is not required, parents will always be informed in advance.

Attendance is mandatory for all learners. If a learner is unable to attend, parents must inform the school in writing, providing the reasons for their child's absence. Detailed descriptions of each field trip will be issued by the school beforehand.

### **EXTRACURRICULAR ACTIVITIES**

The school offers a wide range of extracurricular activities, including opportunities in sports, service, music, and much more.

These extracurricular activities are not integrated with the curriculum; however, they enhance learners' overall development. Studies have shown that these programs are not only enjoyable but also improve academic results and foster positive behavior and self-esteem. The goal of the extracurricular program at Beacon is to provide opportunities for learners to develop socially, emotionally, and physically within a warm and supportive atmosphere.

All activities are designed to align with the school's learning principles. While most activities are provided by external professional organizations, some are run by faculty members.

### **IN SCHOOL ENRICHMENT PROGRAMME – *EXPLORIT!***

Beacon offers in-school activities for learners from Grade 1 to Grade 10 as part of the extra-curricular program, held every Tuesday during the final period of the day. This program provides a platform for learners to explore their interests and develop new skills in a fun and engaging way.

At the start of each semester, learners are given a range of activity options to choose from, allowing them to select the one that most appeals to them. These activities are mandatory for all learners, and regular participation is expected throughout the year.

This approach not only promotes engagement, motivation, and a positive attitude towards learning but also aligns with the development of Approaches to Learning (ATL) skills. Critical thinking, communication, collaboration, and self-management skills are fostered as learners engage with their chosen activities.

At the end of the *ExplorIt* programme, learners reflect on the skills they have developed, gaining a deeper understanding of their abilities and areas for further growth.

For Grade 10 learners, *ExplorIt* serves as the foundation for their personal project—an opportunity to apply their skills and pursue a self-directed project.

Through *ExplorIt*, Beacon creates a dynamic and inclusive learning environment that nurtures learners' interests, fosters ownership of their learning journey, and cultivates the ATL skills necessary for success in academic and personal pursuits.

To celebrate their learning and accomplishments, learners organize an "*ExplorIt Fiesta!*" at the end of each semester.

#### **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. 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. 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 the point of registration. It is the parents' 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 medications sent to school must be accompanied by a completed and signed medical request form, which is available from the School Nurse's Office. No medication from home will be administered without this completed form. Prescription medications must be brought to school in the original container, appropriately labeled by the pharmacy or doctor. Non-prescription medications must also be brought in the original container with all labels intact.

All medications must be dropped off at the School Nurse's Office. Learners are not permitted to have or self-administer any medication unless explicitly authorized 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 (about 2 days) 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 priority. Parents will be notified as soon as possible thereafter. In 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 parents can be reached. It is the parent's responsibility to ensure that the school has their current contact information and 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 email and the school will put a notice on the Instagram account. In the case of a school emergency outside of normal school hours, the Head of school and the Beacon Health and Safety Team act as the communication contact point for parents (via e-mail).

### **LOCKDOWN PROCEDURES**

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

A 'lockdown' involves completely preventing entry to the school premises and securing all learners and staff in designated areas within the school campus, depending on the circumstances. A 'serious threat' may include a physical threat to the building, the presence of a person or persons outside the school who pose a danger to individuals or groups within the school, or a more general threat as communicated by Bahrain authorities.

### **DISTANCE LEARNING**

In the event of prolonged closure, Beacon 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 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 a crisis or emergency, the team, led by the Head of school, will give parents appropriate information as quickly and comprehensively as possible.

**BEACON MAIN CONTACTS**

Contact	Position	Email
Dinis Costa	Head of School	<a href="mailto:dcosta@Beacon.edu.bh">dcosta@Beacon.edu.bh</a>
Marwa Bkerat	Principal	<a href="mailto:mbkerat@Beacon.edu.bh">mbkerat@Beacon.edu.bh</a>
Farah El Yaman	Early Childhood Coordinator	<a href="mailto:felyaman@Beacon.edu.bh">felyaman@Beacon.edu.bh</a>
Fatima Gonzalez	IB PYP Coordinator	<a href="mailto:fgonzalez@Beacon.edu.bh">fgonzalez@Beacon.edu.bh</a>
Wayne Purchase	IB MYP Coordinator	<a href="mailto:wpurchase@Beacon.edu.bh">wpurchase@Beacon.edu.bh</a>
Oula Akawi	IB DP Coordinator	<a href="mailto:oakawi@Beacon.edu.bh">oakawi@Beacon.edu.bh</a>
Dana Janahi	Learning Support Coordinator	<a href="mailto:djanahi@Beacon.edu.bh">djanahi@Beacon.edu.bh</a>
Nouf Al Nasser	Elementary Community Liaison	<a href="mailto:nalnasser@Beacon.edu.bh">nalnasser@Beacon.edu.bh</a>
Mirna Harb	Secondary Community Liaison	<a href="mailto:mharb@Beacon.edu.bh">mharb@Beacon.edu.bh</a>
Ahmed Ali	Grade 1-7 Counselor	<a href="mailto:Aali@Beacon.edu.bh">Aali@Beacon.edu.bh</a>
Fatima Amin	Grade 8-12 Counselor / College Counselor/ Counseling Coordinator	<a href="mailto:Fatima.amin@Beacon.edu.bh">Fatima.amin@Beacon.edu.bh</a>
Daniel Love	Activities Coordinator	<a href="mailto:dlove@Beacon.edu.bh">dlove@Beacon.edu.bh</a>
Nasraa Qanbari	IT Administrator	<a href="mailto:nganbari@Beacon.edu.bh">nganbari@Beacon.edu.bh</a>