

2022-2023

Manarat Al Riyadh Parent-Student Handbook





Our Vision

To create an atmosphere which encourages high educational achievement, develops exemplary character and fosters multicultural awareness

Our Mission

To provide our students with a challenging international standard of education with a fully integrated curriculum which develops academic and social skills in a stimulating, technologically modern, enjoyable and secure environment

Our Beliefs

We believe all students can and do learn.

We believe that the learning of our students should be the primary focus of all decisions impacting the work of our school.

We believe a variety of instructional methods are necessary to meet the individual, physical, social, emotional, religious and intellectual needs of students.

We believe our students deserve teachers and staff members who are positive models.

We believe that students and staff must have a shared respect for each other and communicate positive relationships in order to build a student's self-esteem.



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About us

Section 1: Introduction

Manarat Al Riyadh International School is located in Riyadh, the capital city of the Kingdom of Saudi Arabia, an urban center of more than 6 million people.

The school campus is situated in the Izdihar District, which is in the heart of the city occupying an area of 28-acres of land well equipped with both curricular and extra-curricular facilities including track and field, swimming, indoor sports, squash courts, science laboratories and smart/electronic classrooms.

The school has a multi-cultural community representing more than 35 nationalities. There are currently 3850+ students being educated in different disciplines by a professionally qualified staff of more than 250 teachers.

An administrative staff of more than 50 professionals supports the school community of students and teachers. The structure of the student community is undergoing remarkable change. Although the majority of the students are the dependents of expatriates, there is now a growing community of Saudi nationals attending.

Due to the rapid expansion on account of its growing student population, the school embarked upon acquiring the current campus, spread over an area of 28 acres in the year 2002.

In the year 2020, the entire school facilities were acquired by Al Hossana Group. It is now the leading school in the Kingdom as declared by the Ministry of Education.

The school is well recognized for its excellence in education every year with successful external examination results both for the British and American Streams. Many of our students have achieved world positions in the Cambridge examinations and have qualified for scholarships in universities with high SAT scores. The success rate of our students entering leading national and international universities of repute is 100%.

Section 2: Student Performance

Whether it is the administrative structure of Manarat Al Riyadh International, or the academics, it is the vision of the School that kindles our way. Our vision is to create an environment which encourages high educational achievements, develops exemplary character and fosters multicultural awareness.

In our pursuit for educational achievement, we ensure a supportive teaching and learning environment to maximize the students' achievements according to their 'zone of proximal development'. We thrive in our achievements when we see the academic excellence of our students not only in the school's internally standardized exam performance, but also when they prove their mettle in the Canadian Waterloo Math exams and other similar tests. We are the custodians of the students who win laureates for Manarat through their academic excellence in the Cambridge University Examination for IGCSE and A levels. Some of them have international and regional prominence to their credit (world positions such 1st in Riyadh, 'Best Across 7/8/9 AS/A Levels, etc.).

We are equally proud of our American stream students who have set very high standards of achievement in the Scholastic Aptitude tests (SAT Reasoning Tests and APs) and are readily accepted in prominent universities in KSA as well as America, Canada, UK, Australia etc. We are able to achieve this through the dedicated commitment of our trained staff. Our teachers are our asset as they help materialize our dreams.

We equip our students not only to accomplish academic excellence but also to portray exemplary character which is achieved through the school's code of conduct. We focus on religious teachings and promoting an environment where they are groomed through precept and practice.

We also nurture a multicultural environment through inculcating respect and sensitivity for different cultures and planning activities to bring disparate nationalities closer while retaining their true colors. Many cross-curricular projects are done by the students here that endorse the diversity and multiculturalism at our school.

Regular results analysis, the aim to cater for all students through varied teaching strategies and raising the bar for our achievements compel us to approach our teaching goals through active learning, audio, video aids and through e-lessons, in keeping with the international standards.

If it were not for the grace of Allah, we would not have been able to achieve any of this, without the cooperation and persistent trust of our parents. Our Parents' Council has offered us excellent support to review our policies and we always welcome their valuable suggestions.

As any other responsible system, we are not oblivious to our responsibility towards our community. Students were motivated to do fund raising for orphans, preparing Eid gifts, arranging Bake Sale for developing awareness for breast cancer etc. Students eagerly grab the opportunity for voluntary service wherever there is room for them to do their bit.

Section 3: Challenges and opportunities

One of the major challenges that we have faced is dealing effectively with the major increase in student numbers. Over a ten-year period the cohort size has increased significantly. Maintaining quality of teaching delivery places many demands on the school leaders.

The demographics of the school cohort have also undergone dramatic changes. Previously Saudi students were restricted from joining international schools such as ours by Ministry of Education regulations. Several years ago, these restrictions were lifted for certain types of international schools. From being an 'ethnic' minority in the school Saudi students now form around 50% in our school. As the cohorts roll forward in to the Middle and Senior Sections, it becomes more and more important for our school to cater for their educational needs such as preparing them for the Saudi government university tests called 'Qudurat & Tahseeli', whilst maintaining our competitive advantage in the market in international exams such as the UK based IGCSEs and A levels. There is also a need to accommodate teaching techniques to the various learning styles of our diverse student population.

In common with trends in international education, there is now more diversity in offerings by educational institutions in local markets. This is partly in response to high birth rates and a relatively booming, cash-rich economy. The relative monopoly in international education enjoyed by our school in its early years

has now given way to more intense competition with an increasing number of medium to large schools all vying in the market for a share in the private sector educational sector. Parents are becoming savvier with regards to what a sound education means.

We have devised strategies to develop effective responses to these challenges. The rapidly growing Saudi school population is being offered scholarships by the Saudi government for studying abroad, more often than not in the USA. Performance in Qudurat exams is critical to their chances of entry. It has become imperative for us to fine-tune our delivery of US-based courses to enable our students to attain high SAT scores and in turn high Qudurat score test where test instruments bear a strong resemblance to their SAT counterparts. This in turn has necessitated from us a realignment of resources to provide depth across delivery of all international programs.

Section 4: Conclusion

We are pleased, by the grace of God, that we have an almost 100% success rate in terms of our graduates entering universities, both locally and internationally. This partly reflects our offering of two alternative educational systems in the upper grades to cater for the different educational needs of our students.

Perhaps more importantly, our students develop an awareness of the importance of religious belief in their lives through Islamic education classes at school and the daily performance of prayer. Their long-term emotional contact to our school is demonstrated by the frequent visits of alumni, informal sessions between students who graduate from university with staff and the rather frequent cases of alumni-teachers on the school faculty. Thus we refer to our staff as members of the Manarat family.

History

Manarat Schools started as a network of Arabic-medium schools in 1979 for boys and girls within the various cities and towns of the Kingdom of Saudi Arabia (KSA). They were owned by the patron of the schools, Prince Muhammad Al Faisal bin Abdul Aziz Al Saud. The branch in Jeddah, KSA's second largest city, was the only section that had an English section.

In 1979 the English section in Riyadh, the capital city, was established in association with King Saud University (KSU) as a facility for the children of their employees. Many of these employees were Western lecturers and teachers who required an English medium education for their dependents.

Vision and Mission

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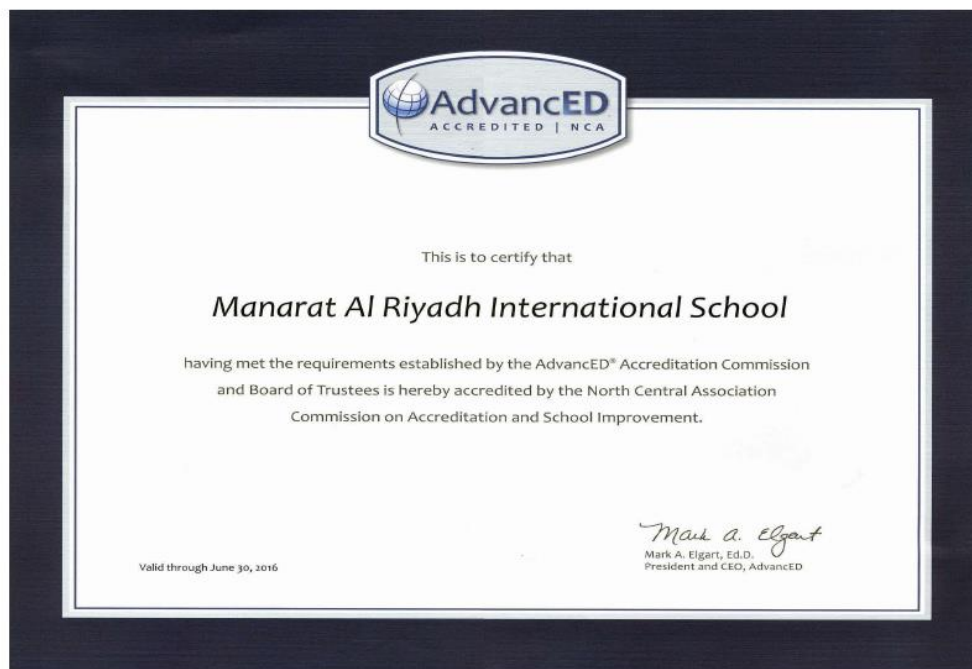
Accreditation

Manarat Al Riyadh is proud to be a part of Maarif for Education & Training that has earned Corporate Accreditation from Cognia (formerly AdvancED) making itself the first company in the Middle East to acquire this status. Now, all Maarif schools are accredited by virtue of Maarif's Corporate Accreditation.

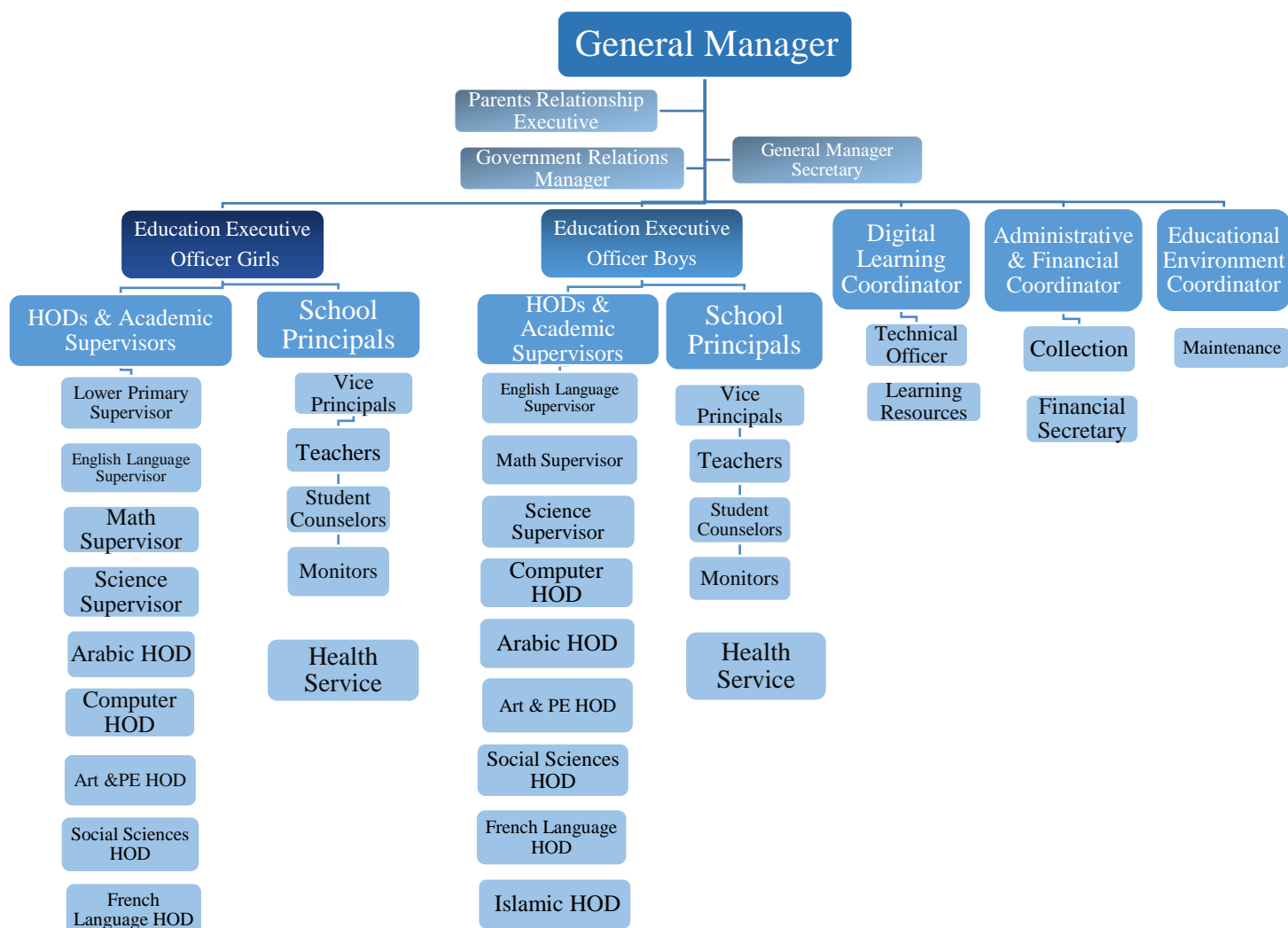
Manarat Al Riyadh International School is, by itself, a fully accredited Cognia school, committed to continuous school improvement programs under internationally recognized Cognia standards. Cognia standards are derived from best practice and educational research.

Manarat Al Riyadh enjoys a hard-earned and well-deserved reputation for high academic standards. The school is a recognized examination center by both the University of Cambridge and the University of London examining boards for IGCSE and A Levels. Manarat Al Riyadh School is also acknowledged by the British Council as being among the most successful in Saudi Arabia at achieving consistently the best IGCSE and A Level examination results.

Manarat Al Riyadh is an official College Board testing site for PSSS (Preliminary SAT Scoring Service), PSAT (Preliminary SAT), SAT, ACT (American College Testing) and AP (Cognia Placement) tests.



Organizational Chart of Manarat Al Riyadh International Schools



School Profile

Manarat is a multicultural learning environment, catering to both local and expatriate families.

The teaching staff at Manarat Al Riyadh is also ethnically diverse, though most of our staff were raised and educated in the West.

General Contact Information

Mailing Address:	Manarat Al-Riyadh School PO Box 3835 Riyadh 11481
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Email:	Mnr.accrd@maarif.com.sa
Central Land Line:	011 4540444
Boys Section Extensions:	600 (Principal); 625, 621, 619, 623 (Vice-Principals); 602, 603 (Secretaries);
Girls Section Extensions:	400 (Principal); 401 (Vice-Principal)

Contact Information of Admin Staff (Boys Section)

Name	Title	Email address
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Mr Sameh Abdelghaffar	Head of Arabic	S.ALGHFAR@maarif.com.sa
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Ms. Asma Alali	Registration Officer	a.mohamed239@maarif.sa
General Inquiries		info@maarif.sa

Academic Calendar and School Day

Manarat Schools follow the academic calendar set by the Kingdom of Saudi Arabia's Ministry of Education. The school week runs from Sunday to Thursday, with Friday and Saturday designated as the local weekend.

The academic year runs from early September to the middle of June. There are three terms with at least one mid-year break.

School days begin with a compulsory 15 minute assembly period, followed by eight approximately 45 minute periods. Breaks, including lunch and prayer, are organized at intervals appropriate to the various age groups in the school. Students finish one period early on Thursdays.

Changes to the calendar and daily schedule do occur throughout the year; parents are informed of these changes through official announcements.

Our Curricula

Manarat offers both British and American curricula, as described in the following table:

Grade Level	Curricula Offered
1-8	<ul style="list-style-type: none"> American
9-12	<ul style="list-style-type: none"> British (IGCSE A Level) American SAT AP <small>(Boys School Only)</small> (including a selection of electives across the sciences and humanities)

Background

Curricula in use at Manarat Schools are based on international standards from the UK and USA. Our materials are now mapped to local and international curricula across the following five subjects:

1. Arabic
2. English
3. Math
4. Science
5. Social Studies

What are curriculum frameworks based on?

- The Ministry of Education, Saudi Arabia, requires compliance with legislation in Arabic and Arabic Social Studies education, as well as certain areas of Islamic Education
- Cogna accreditation standards, hence the inclusion of Social Studies from grades 9 – 12 as of 2014-15
- External Assessment Bodies: external examining boards such as Cambridge International (UK) and the College Board (USA) have a continuing impact on what we offer at lower grades to prepare our students for international exams
- Interim testing bodies, such as American MAP (Measures of Academic Progress) tests, affecting our management of curriculum delivery on a quarter to quarter basis

Strengths & Achievements

What we offer

Manarat Al Riyadh offers high quality education in a context that stresses Islamic belief and values. Our school is accredited by the American Cogna accreditation body and is a fully registered provider of UK exams through two separate examination boards. We deliver American and UK-based courses and have achieved excellent results in many external examinations from both systems. We also deliver Islamic Education and Arabic language courses. Arabic is taught separately to Arabs and non-Arabic speakers according to the level at the time of entry.

Sections

Our school is divided into 5 sections: KG, Lower Primary (Grades 1-3), Primary (Grades 4-6), Intermediate (grades 7-9) and Secondary (Grades 10-12). Each section has its own vice-principal.

Student diversity

Our student population is rich in its diversity and this breeds tolerance of inter-cultural values, ideal preparation for the diverse world in which we live today. In order to ensure that students' needs are met, we conduct an aptitude test in various subjects prior to admission.

Preparing Students for Careers

Our students have an almost 100% enrolment at university. Many go to top universities in Western countries, the Middle-East, Indian Sub-continent and South East Asia. The vast majority enter careers

relating to engineering and medicine, though there is a steady minority who take business and computer-related subjects.

Achievements in UK Exams

Manarat students have regularly been top performers in UK-administered examinations, with well over 80% of our students scoring A*, A or Bs annually in most years.

We also hold an annual High Achievers' Award ceremony. For this last academic year. Every year, we receive more official awards from CIE than any other school in KSA.

Likewise, we have achieved many top awards over the years at the Cognia Level UK examinations.

Achievements in other External Exams

Every year, Manarat graduates top performers across various American exams, including:

1. Advanced Placement Exams (AP)
2. SAT Reasoning Test
3. NWEA MAP (Measure of Academic Performance)
4. Checkpoints
5. PSAT Preliminary SAT
6. Qudraat and Tahseeli

Whatever level of academic achievement our students attain on international exams, however, our focus is to produce well-rounded students who are knowledgeable in their religion, have good character and achieve academic success.

Our Facilities

The science laboratories are equipped to such a high standard that they are used by the British Council as main examination centers for A Level practical examinations.

The latest technology is available in our computer laboratories, which have an excellent student- work station ratio. Art and Craft rooms, libraries and audio visual equipment ('Smart' classes) ensure that Manarat students have all the necessary facilities to enhance their education.

We also are proud of our Life Skills Centre where we deliver an American based curriculum that supports the teaching of life skills like checking blood pressure, the work of travel agents, conducting basic banking tasks and many others. Recently our distinguished students visited a travel agent as a reward for their achievements and as part of their learning experience.



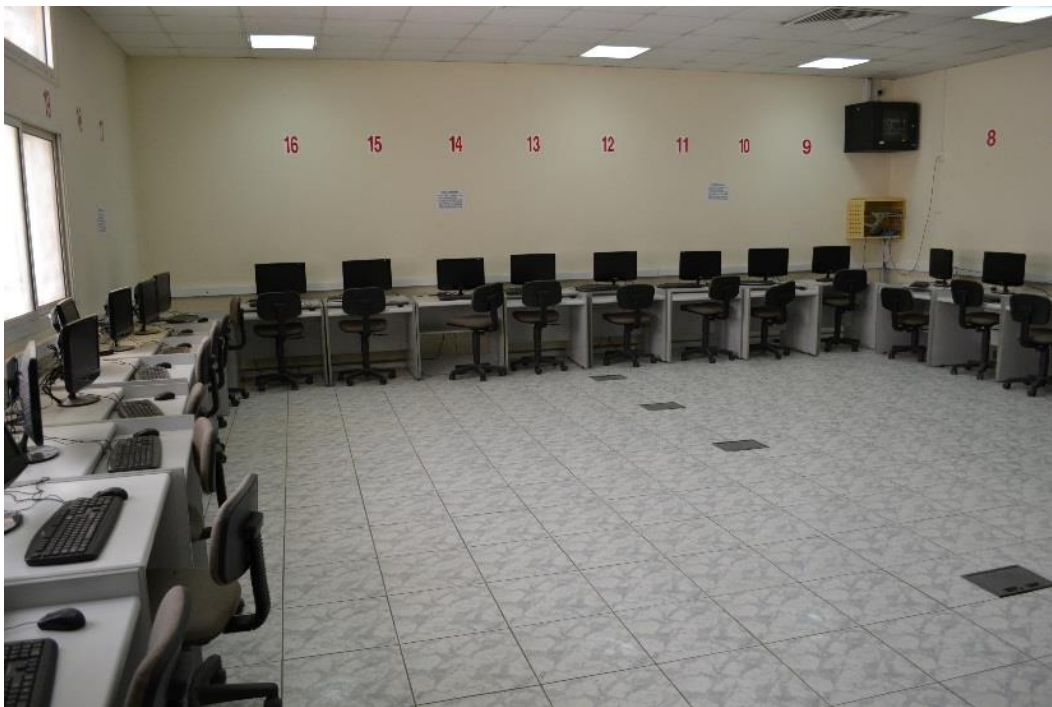
Excellent sporting facilities allow us to provide for the physical as well as mental needs of the students. A wide range of extra-curricular sporting and leisure activities are available to students both during and after the school day.

The school is also equipped with a multi-purpose gymnasium used for basket-ball matches, five-a-side football, table-tennis and squash.

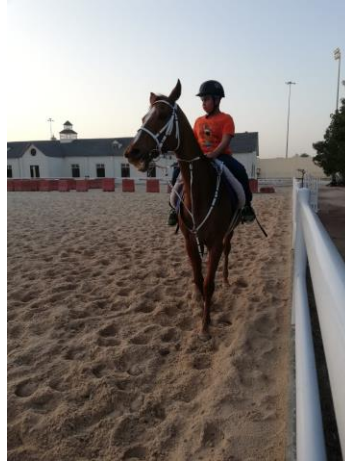
The gymnasium doubles up as a room for functions such as graduation and prize giving ceremonies for students at the school. Annual graduation ceremonies are held for grades 6 and 12.



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Recently Added Facilities



Equestrian Club: one of its kind in Riyadh offers horse-riding experience to the community of Riyadh



Barca Academy that offers training by the game professional and is run in collaboration with the official Barca club.

Medical Services

There is a doctor on site serving the Arabic and International Sections. Students who need medical services are referred to the school doctor. If there is nothing seriously wrong, students return to class. If students need further medical attention, they are referred to a local clinic or parents are called, according to the situation.

Community Service

Students are not only future members of the work force but they are also present and future members of the society. Consequently we realize that as educators we not only have the responsibility to impart the right academic skills in our students that will enable them to function as informed and productive members of the society but we also share the responsibility of developing them into conscientious members of the society by inculcating in them the spirit to serve and the commitment to become socially responsible and actively engaged in fulfilling their civic duties.

We have begun our efforts by creating a kind and caring environment within the school community. All administrative, supervisory and teaching staff are directing their efforts towards nurturing a caring disposition within the students. We are actively engaging our students in keeping their school environment clean where classrooms with students making an effort have been awarded recognition. We are now working on extending this attitude towards respecting the space and property of others. Being kind and considerate towards their classmates, fellow students and teachers as a virtue is taught amongst all students. Refraining from acts that violate the privacy and property of others are traits that our community Services Committee is planning to inculcate among the students through the help of discussions, posters and presentations prepared by Grade 11 and Grade 12 students. Every year, we initiate many projects including intermediate students preparing food and distributing to workers inside and outside the school.

Academic Activities

Academic Programs and Policies

Assessments at Manarat Riyadh

- Our students take a range of assessments to help them learn (formative) and assessments for us to test their understanding (summative tests). Some of these assessments are internal i.e. set by teachers inside the school; others are external, called standardized tests and they are set externally, usually by examinations bodies/boards abroad, based in UK and US.

Internally set assessments

Assessment type	Frequency	Duration	Marks	Requirements	Comments
Quiz /Assessments	(Grades 1-12)	Set in class time as per the calendar	20	<ul style="list-style-type: none">• Advance notice• Topical Lists are provided	<ul style="list-style-type: none">• Scripts given back
End of Term Exam	1 per term	Two weeks at end of term. One exam per day	50 marks (grades 1-12)	<ul style="list-style-type: none">• Revision list (topic/source/question types)	<ul style="list-style-type: none">• Scripts not given back
Project	1 per term	7-8 Weeks	10	<ul style="list-style-type: none">• Rubric to students• Interim projects assessed	<ul style="list-style-type: none">• Research-based• No Plagiarized /outsourced work
Homework assignments & MLG	As per department	Over entire term	10	<ul style="list-style-type: none">• Marks/qualitative comments as per department	<ul style="list-style-type: none">• HW diary used
Classwork	Continuous	Over entire term	10	<ul style="list-style-type: none">• Marks/qualitative comments given	<ul style="list-style-type: none">• Group work, practical work

- Marks from these assessments are entered into the school reporting system and form the basis for marks awarded to our students for the term's work. Marks are added up over three terms to make a total of 300 for each academic year.

Our grading system

- Our grading system is fully compliant with that being operated by the College Board, approved by the Ministry of Education in Saudi Arabia. The table below gives the legend for marks that constitute various letter grades.

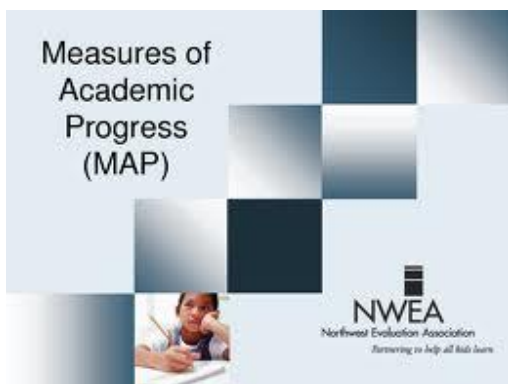
MARKS	RANK	GPA
90-100	A	4
80-89	B	3
70-79	C	2
60-69	D	1
Below 60	F	--

- Students failing to achieve 60% over the year are asked to take a make-up in that subject. If students fail to make 60% in the make-ups, they may be required to repeat the year.

Assessments that do not enter the reporting system



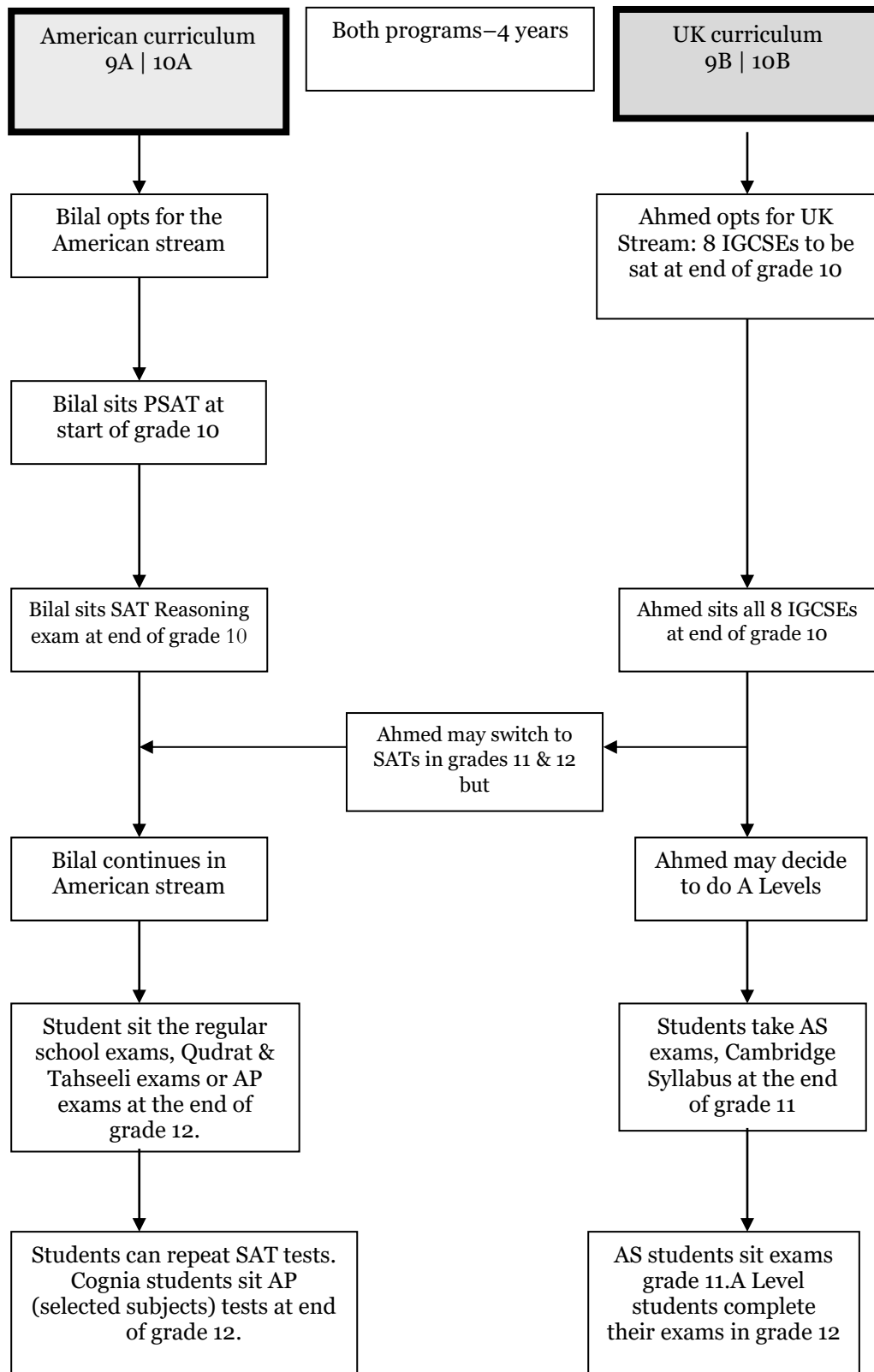
Objective tests do not usually enter the school grading system. They are used to provide a benchmark to school administrators and parents as to how our students are performing compared to international standards. Manarat Al Riyadh requires students to take a range of objective tests and these are summarized below.



We have provided UK and USA based external exams for many years through Cambridge (University) Assessment in the UK and College Board in the USA. In September 2013, we introduced MAP tests from the USA for grades 4– 8 to have a continuum of external exams. We have now extended coverage of MAP tests to include grades 1-3 and 9. We have also introduced Cambridge Checkpoints for grade 8.

Assessment name	Target group	Description	Time taken	Uses of results
Internal Standardised tests	Grades 1 - 9	Math, English and Science & Arabic	Start of term 1	Departments in informing on students at risk and gifted students.
MAP tests	Grades 1 - 9	Math, Language Usage, Reading and Science	Twice per year	Diagnostics to assess value added from learning
Checkpoints	Grade 8	Math, English and Science	End of term 2	VP for grade 9 and all academic staff in planning curriculum and instructional changes
IGCSEs	Grade 10 UK stream	Up to 9 subjects	May/June	Progression to grades 11/12
PSAT tests	Start of Grade 10, US stream	Math and English	October	Diagnostic to assess for SATs
SAT reasoning tests	End of Grade 10, US stream	Math and English	May	Entry to university
AS exams	Grade 11, UK stream	Up to 4 subjects	May/June	Entry to university and progression to A2s
AL exams	End of grade 12, UK stream	Up to 4 subjects	May/June	Entry to top universities
AP exams	Grade 12, US stream	2 subjects	June	Entry to top universities

Progress for students from grades 9 - 12



Pathway for
students in
senior
school from
grades 9 -
12.

MA'ARIF ACADEMIC POLICY FOR GRADES 9-12

Believing that we are partners in the students' education and the fact that we share a history of mutual trust, we would like to share with you some very important policy decisions. These decisions have been made in accordance with the directives of the Ministry of Education (MOE) KSA, the recommendations of our accrediting body the Cognia, and the policy matters endorsed by Ma'arif.

The objective of sharing this policy is to ensure complete transparency and to protect the students from making any inappropriate academic decision that may lead to having a negative impact on their future.

GENERAL

1. The passing percentage for all students to be promoted to the next grade is 60% in each subject.
2. According to the MOE regulations, make up tests must be offered only to the students who, due to any valid medical reason (documented evidence required), miss a test on the scheduled day. Make up test for the failing students is to be offered only at the End of Year if the total score in a subject is less than 60%, in compliance with the MOE instructions.
3. According to the MOE directives we will offer make up tests only once as per the date set the MOE, and no second exam/test will be scheduled for those who miss or fail the first make up test. The parents might be requested to either withdraw the file or make the student repeat the grade (if age allows according to the MOE).
4. Parents are responsible to collect the End of year result on the result day and in case of make-up exam(s), they must ensure that their child attends the exam on the scheduled day.

GRADE 8

5. A student MUST score at least 70% in the EOT3 exam (excluding the class work, homework and projects) in at least two of the core subjects, (English, Mathematics and Science) to be accepted in the UK stream program, in grade 9. Students must also get a minimum score of 3.5/6 in the English, Maths and Science Checkpoint exams (offered to those students only who wish to pursue the British education system in grade 9).

Grade 9 UK

6. A student must maintain 70% in the EOT3 exam in at least 4 core subjects for which he/she intends to register for Cambridge International Examination (CIE) in order to be allowed to continue in the UK stream. Failing to do so, the school will automatically shift the student to the US stream. UK nationals and other students who consider it essential to continue in the UK stream (in grade 10) will sign a commitment that they will not register for the external CIE from the school if the readiness level is not

reflected in the EOT1 result by getting at least 70 % in at least 4 external exams taking subjects, without class work, homework and project marks. Same will be applicable to the students opting for English as first language who are not able to get passing marks in the End of Year exam for grade 9.

Grade 10 UK

7. Students must maintain a 70% score in the EOT2 to be considered eligible to register for the CIE external exams through the school.
8. The final chance for the students to move to the US stream will be at the onset of grade 10 (within the first two weeks). After this NO changeovers between British and US streams will be possible as according to most/all universities and the Cognia, students MUST complete three consecutive years in the US program to be considered eligible for admission based on American High School Program or to get the Cognia stamp. This privilege is not for the UK stream students. In case of continuing in the UK stream till grade 10 and then moving to US stream in grade 11, the school will just give the School transcript and the results, but not the American High School Diploma. The school cannot, and shall not be, held responsible by the students/parents, for not being accepted in the university or denied the Cognia stamp. Grade 9 US students will be promoted to grade 10 US after securing passing marks in each subject in the End of Year examination.

Grades 11 & 12 UK

9. Grades 11 and 12 UK need to take 8 subjects in School (must attend classes, take all tests) to get their report cards stamped by the Ministry of Education. The program for internal subject options will be offered according to the availability of the teachers and resources. Students having concerns regarding limited number of subjects (less than 8) are advised to continue in the American stream instead of the UK stream. Students who intend to join universities in the Arab countries or Pakistan must show three running scholastic years of Education in the UK or US stream, with certificates duly attested by the approved Educational authorities.

US Stream 9-12

10. Students MUST continue to take the same subjects in grades 10 and 12, as taken in grades 9 and 11 respectively. No change will be allowed as it impacts the calculation of the credit hours and disrupts the management of classes.
11. Students must decide about their optional subjects for the upcoming year, at the end of the previous session, not later than May, to allow time for hiring the subject specialist teachers for the program and to prepare the schedule ahead of time to secure the valuable teaching/learning time in the new academic year.
12. No switching of the subjects will be allowed after two weeks into the new session as by that time the subject group for the student is selected and the marks can be entered only for the subject chosen by that time. This contributes towards mature decision making and then focusing on exhausting all potential to perform to the best, instead of changing the options.

Qudrat & Tahseeli

All our students will get extra support for the preparation of Qudrat & Tahseeli exam within the school hours and/or on Saturdays totally for free. In addition, Maarif offers after school paid program as well to offer a complete preparation program for Qudrat & Tahseeli.

We are highly grateful to you for your continuous trust and understanding.

Together we will work to build a promising future for all our students, insha Allah.

CIE Checkpoint

Cambridge International Examination (CIE) Checkpoint (Secondary1) are conducted for the students of grade 8 who show their intent in grade 8 to opt for the British Stream in grade 9. This exam helps gauge the aptitude of the students for the Cambridge, IGCSE program. Students are tested in Math, English and Science. In pursuit of excellence, according to our School Vision, Ma'arif has heavily invested to analyze the performance of our students in comparison with the international standards and to provide intervention to bridge up the gap if any.

As grade 8 is the gateway to bifurcation into American and the British stream, Checkpoint result can help the School, parents and the students to decide for the program which is the most appropriate for the students.

Though, it is not a pass/fail test nor will the marks be included in the Report Card, but the score of the student in this test will be of immense value due to the authenticated credibility of this international external assessment across the world. Therefore, we encourage our students to take it seriously and to ensure their attendance on the date of the exam.

Please know that to choose the IGCSE program at grade 9, the students must score 85% in all the core subjects in the EOT3 exam and at least a 3.5 in the Checkpoint in each subject. Both conditions apply.

Honor Roll

- Students achieving this distinction are recognized with a certificate at the end of each term. Students with an average of 95 or higher towards their final report qualify for the High Honor Roll, while students with an average of 90 results towards their final report qualify for the Honor Roll.
- Grades for all subjects based on the results of the quizzes, classwork, homework, projects, progress tests, and the three term exams.

High Honor Roll

An average of 95 or higher and no more than one B and no grades below B.

- A behavior grade of 90 or higher
- No in-school or out of school suspensions

Honor Roll

- An average of 90 or higher and no grades below a B
- A behavior grade of 90 or higher
- No in-school or out of school suspensions

Extra-Curricular Activities

Our extracurricular activities are supported by staff and a strong student council. Apart from student-initiated clubs and break time activities, we engage our students in a wide variety of field trips, in school and after school sports and discovery programs, as well as special student events and competitions, including competitions encouraging memorization of the Holy Qur'an.

Extra Programs

In addition to extracurricular activities, we have our selection of home economics classes for students, our "Life Skills" classes. We also partner with local specialist organizations to offer special courses students, including courses in business, robotics and aviation.

Procedures

Admission Policy

Generally, students are required to sit an entrance test in English, Math and Science, for grades 3 – 12. Prior to that, parents may collect a study guide to help their children prepare. These study guides can be sent by email, if requested. A date will be set, depending on the time of year. Placement tests are held at school. Students sit online tests and results are generated soon after the test is taken.

Students requiring admission to the A level stream do not take an entrance test – instead a decision is made based on their IGCSE scores. Likewise strong SAT Reasoning Test scores can assist in admission to grades 11 and 12, in the American stream.

For KG-2, there is an interview instead of a test.

Based on the aptitude tests or interview, an offer may be made to the parents for admission.

Contact details - boys

To make an appointment or to receive further information on admission in the boys' section, for grades 3-6, please write to Mr. Hujjat Ullah at H.MOHAMED49@maarif.sa and for grades 7-12 Mr. Salman at M.Khan24@maarif.com.sa

Contact details – (KG and girls)

Contact for Girls KG Section Ms. Badeah Alshargawy at b.alshargawy@maarif.sa
And Ms. Asma Alali at a.mohamed239@maarif.sa

In all communication, specify the grade(s) that your son/daughter(s) wishes to enter.

Documents required for registration

1. School registration form, signed by the Section Secretary and Principal
2. Copy of the child's birth certificate
3. Copy of the child's vaccination card and medical fitness report
4. Copy of the student's and parents' valid passport including first time entry to the Kingdom visa page.
5. Copy of valid Saudi national identification card or Iqama for non-Saudis.
6. Financial clearance from the last attended school (not required if the student is coming from outside the Kingdom).
7. Original approval from the Ministry of Education, obtained from the previously attended school. In case of no approval, the previous school should issue a letter stating the reason for no approval (not required if the student is coming from outside the Kingdom and not required for Saudi nationals).
8. Filling of the Ministry of Education forms provided by the secretary concerned (not required for Saudi nationals).
9. Original report cards (transcripts) for at least two previous years and copies of the remaining academic records (proof of each year's academic record).
10. Students who come from outside the Kingdom of Saudi Arabia should have their report cards (transcripts) attested by the Saudi Embassy of the country concerned or attested by the related embassy and the foreign office in the Kingdom.
11. Letter of sponsorship (Tareef) issued by the parent's sponsor (not required for Saudi nationals).
12. Two recently taken passport size photographs of the child.
13. Placement test results of the student.

Student Expectations

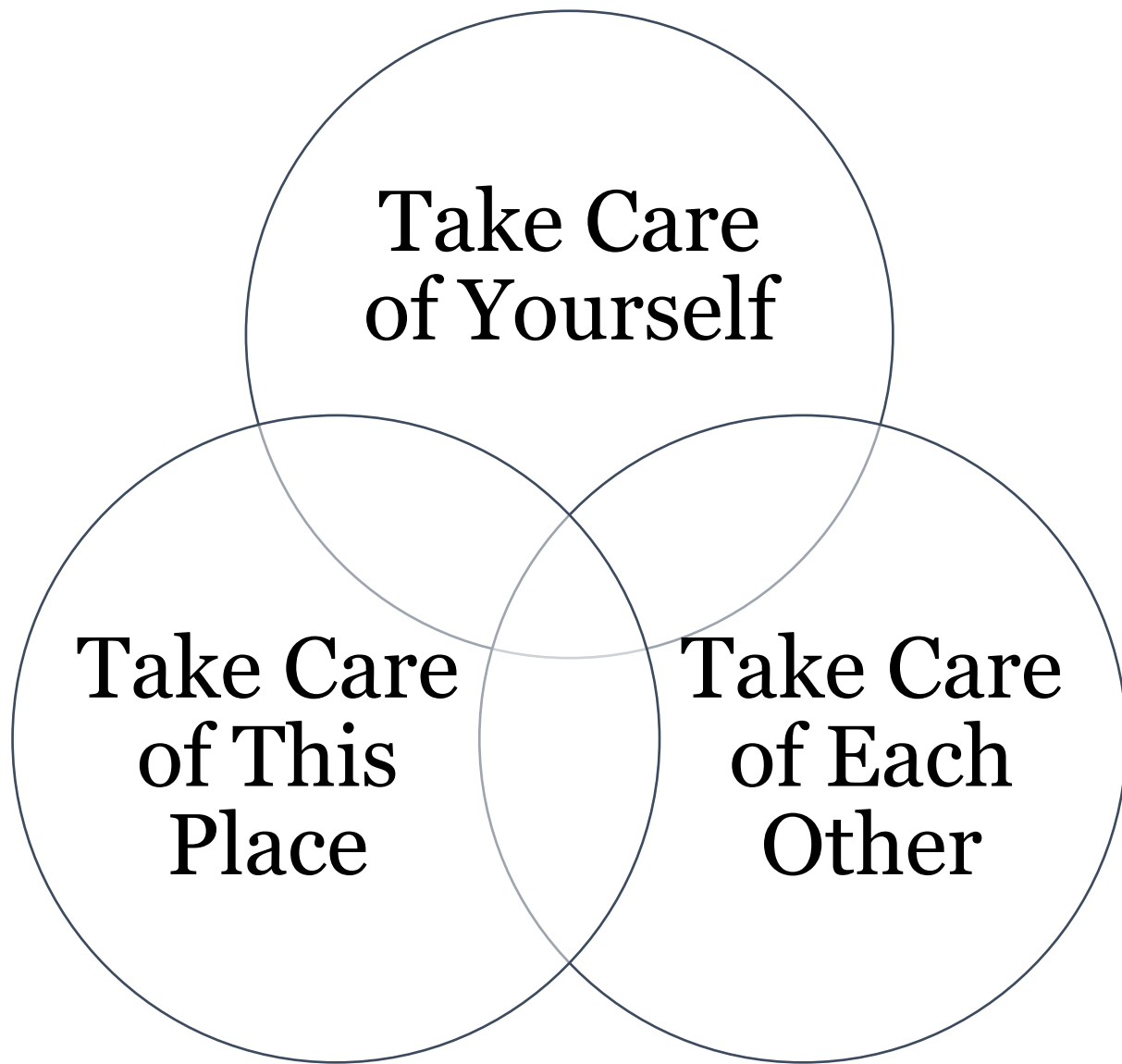
Student Rights and Responsibilities

As a school “committed to excellence,” we believe that our students should be “ethical world citizens” with rights that must be recognized and respected. However, every right carries with it certain responsibilities and the expectation that students are mature enough to assume them.

Among these rights and responsibilities are the following:

1. The right to a quality, international standards-based curriculum (and the responsibility to put forth a sincere effort to learn)
2. The right to equal educational opportunity and freedom from discrimination, (and the responsibility not to discriminate against others)
3. The right to expect qualified teachers, (and the responsibility to attend school regularly and to observe school rules essential for allowing others to learn at school)
4. The right to procedural due process and an appeal process in disciplinary matters, (and the responsibility to respect the processes and exercise of those rights)
5. The right to free inquiry and self-expression, (and the responsibility to observe limitations of those rights necessary to the greater good of our school society)
6. The right to privacy and access to personal school records, (and the responsibility to respect the privacy of others)
7. The right to study and live in an environment of mutual trust (and the responsibility to honor that trust)
8. The right to be treated in a dignified way, (and the responsibility to act in a manner, which exhibits courtesy towards classmates, teachers and other staff members)

The Three Main Goals of Discipline



Take Care of Yourself

We do not harm ourselves—we work towards giving ourselves the best possible future.

Take Care of Each Other

We respect each other's rights: we don't hurt or scare others in any way, physically or psychologically.

Take Care of This Place

We keep it clean and safe; we don't damage things or bring things that might cause harm or damage.

Summary of Behavior Violations

Levels 1-3

<p><u>First Degree Violations:</u></p> <ol style="list-style-type: none"> 1. Not wearing school uniform or appearing in a manner that contradicts school dress code (e.g., strange, unacceptable, or attention-getting haircuts or body ornamentation) 2. Misbehaving or refusing to participate in the morning assembly. 3. Lesson disruption, e.g., side talk, sleeping during the lesson, continuous interruptions without the purpose of getting a teacher explanation, eating/drinking during the lesson, entering his or another classroom without having sought permission or tardiness in coming to class 4. Students repeatedly leaving or coming in through the school gates before the arrival of their cars/transportation; or that gathering at the gate 	<p><u>Second Degree Violations:</u></p> <ol style="list-style-type: none"> 1. Cheating on homework or quizzes/tests (other than end-of-term tests) 2. Creating chaos inside the classroom or on campus or on school bus (e.g., playing with water, sprays, raising voices, writing on walls, etc.) 3. Mistreating schoolbooks 4. Vandalizing school property including writing on walls, chairs and desks. 5. Ditching class, leaving it without permission, or not attending a scheduled lesson 	<p><u>Third Degree Violations:</u></p> <ol style="list-style-type: none"> 1. Not taking the performance of the prayer seriously in school, or misbehaving during it 2. Vulgar gestures devoid of good manners, directed at colleagues, e.g., moving fingers, hands or the body 3. Fighting or involvement in a fight; attacking colleagues or threatening them; speaking to them with inappropriate words. 4. Intentionally damaging a colleague's belongings; stealing something from them; scaring them; spreading fear/horror among them 5. Bringing (without actually using) dangerous materials or toys to the school, e.g., fireworks and spray paint (lit., colored gas sprays) 6. Being in possession of prohibited media (for reading, listening, or seeing) or bringing prohibited objects [objectionable] in character 7. Being in possession of cigarettes 8. Forging parent signatures without their knowledge on documents exchanged between the school and the parent/guardian 9. Bringing personal communication devices [e.g., mobile phones], whatever kind (in this case, the device does not contain any other violations)
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Levels 4-6

<p><u>Fourth Degree Violations:</u></p> <ol style="list-style-type: none"> 1. Persistently missing the prayer with students and teachers without a Shariah excuse 2. Misusing dangerous materials or toys in the school, e.g., firecrackers and materials or toys that can cause fires 3. Intentionally assaulting a student using hands or a blunt instrument causing a wound, bleeding or fracture/breakage 4. Smoking on the school premises 5. Leaving the school premises without permission 6. Bullying 7. Showing or distributing prohibited media (for reading, listening or seeing) 8. Forging documents, certificates or official stamps 9. Inappropriate, strange behavior, e.g., Emo, imitating the other sex 10. Bringing someone else to take on his or someone else's behalf 11. Bringing personal communication devices [e.g., mobile phones], whatever kind (in this case, the device contains inappropriate images or clips) 12. Misusing/mistreating school equipment or property, e.g., computers, work tools, labs, school buses, etc. 13. Taking photos of male students or recording their voices using electronic devices 14. Using inappropriate words towards a teacher or member of administration, or those considered like them from school staff 15. Making fun of a teacher, member of administration, or those considered like them from school staff with inappropriate behavior, e.g., throwing chalk, spraying carbonated drinks, or imitating the teacher's behavior to make fun of him 16. Forging the signature of any staff member in a position of responsibility on any of the documents that are exchanged between the school and parents/guardians 17. Taking photos of male teachers or employees, or recording their voices using an electronic device 	<p><u>Fifth Degree Violations:</u></p> <ol style="list-style-type: none"> 1. Intentionally damaging or destroying anything of school equipment or property, e.g., electrical equipment, computers, work tools, buses, safety/security installations 2. Threatening students with firearms or the like 3. Using and benefiting from forged documents, certificates, forged stamps, or official stamps [used without official permission] 4. Sexual harassment 5. Taking photos of female students or recording their voices using electronic devices 6. Lighting a flame/fire on the school premises 7. Being in possession of firearms or the like, e.g., knives, sharp tools, bullets (without a gun) 8. Threatening school teachers, admin, or those considered like them, causing damage to their possessions, or stealing them 9. Vulgar gestures devoid of good manners, directed at teachers, admin, or those considered like them from members of school staff 10. Taking photos of female teachers or employees, or recording their voices using an electronic device 	<p><u>Sixth Degree Violations:</u></p> <ol style="list-style-type: none"> 1. Making fun of anything of Islamic significance 2. Embracing destructive ideas or beliefs, or practicing prohibited religious rituals 3. Being in possession of, exchanging, or distributing drugs or intoxicants 4. Attempting to perform prohibited sexual practices or anything that leads into or starts that 5. Performing depraved, immoral practices (vice, etc.) 6. Leaving school to go out with a member of the opposite sex [impermissible relationships in Islam] 7. Practicing magic or sorcery 8. Using firearms or the like, or stabbing with a sharp tool 9. Hitting school teachers, admin, or those considered like them 10. Snatching photos of teachers, admin or those considered like them—or drawing unseemly pictures of them—and spreading that on the internet
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Handling Student Violations: Procedures

First Degree Behavior Violations

1. Not wearing school uniform or appearing in a manner that contradicts school dress code
2. Misbehaving or refusing to participate in the morning assembly
3. Lesson disruption, e.g., side talk, sleeping during the lesson, continuous interruptions without the purpose of getting a teacher explanation, eating/drinking during the lesson, entering his or another classroom without having sought permission or tardiness in coming to class
4. Students repeatedly leaving or coming in through the school gates before the arrival of their cars/transportation; or that gathering at the gate

Instance	Procedures (School Staff/Administration)
First	1. teacher or administrator counsels student verbally, encouraging positive behavior
Second	1. teacher or administrator counsels student verbally, encouraging positive behavior
Third	1. teacher records the violation; student signs next to it
Fourth	<ol style="list-style-type: none"> 1. school admin informs parent/guardian (call and letter) to cooperate in redressing the incorrect behavior 2. student referred to school counselor to study his case
Fifth	1. school admin obtains a written guarantee from the student that he will not repeat the violation

	<ol style="list-style-type: none"> parent/guardian called with notification of the student's violation one behavior mark deducted, with the possibility of earning it back; parent informed of deduction
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Second Degree Behavior Violations

- Cheating on homework or quizzes/tests (other than end-of-term tests)
- Creating chaos inside the classroom or on campus or on school bus (e.g., playing with water, sprays, raising voices, writing on walls, etc.)
- Mistreating schoolbooks
- Vandalizing school property including writing on walls, chairs and desks.
- Ditching class, leaving it without permission, or not attending a scheduled lesson

Instance	Procedures (School Administration)
First	<ol style="list-style-type: none"> school admin obtains a written guarantee from the student that he will not repeat the violation parent/guardian notified in writing of the student's violation and actions taken by the school student required to fix or replace anything he damaged/destroyed student referred to school counselor to study his case
Second	<ol style="list-style-type: none"> parent/guardian invited for conference; school admin obtains a written guarantee from the student that he will not repeat the violation; parent/guardian signs showing acknowledgment of misconduct and readiness to cooperate to change the problem behavior(s) student required to fix or replace anything he damaged/destroyed two behavior marks deducted, with the possibility of earning it back; parent informed of deduction student referred to school counselor to study his case
Third	<ol style="list-style-type: none"> all second instance procedures repeated student transferred to another class student referred to the school's counseling committee for appropriate solutions based on the counselor's report
Fourth	<ol style="list-style-type: none"> parent/guardian invited for conference; parent/guardian informed in writing that another occurrence of similar misconduct will result in a decision to transfer the student to another school all second instance procedures repeated after carrying out counselor recommendations, the student is to be transferred to an MOE guidance center for specific further actions (see MOE original documents)
Fifth	<ol style="list-style-type: none"> all second instance procedures repeated student's case raised to MOE to transfer him to another school

Third Degree Behavior Violations

- Not taking the performance of the prayer seriously in school, or misbehaving during it
- Vulgar gestures devoid of good manners, directed at colleagues, e.g., moving fingers, hands or the body
- Fighting or involvement in a fight; attacking colleagues or threatening them; speaking to them with inappropriate words.
- Intentionally damaging a colleague's belongings; stealing something from them; scaring them; spreading fear/horror among them
- Bringing (without actually using) dangerous materials or toys to the school, e.g., fireworks and spray paint (lit., colored gas sprays)
- Being in possession of prohibited media (for reading, listening, or seeing) or bringing prohibited objects [objectionable] in character
- Being in possession of cigarettes

8. Forging parent signatures without their knowledge on documents exchanged between the school and the parent/guardian
9. Bringing personal communication devices [e.g., mobile phones], whatever kind (in this case, the device does not contain any other violations)

Instance	Procedures (School Administration)
First	<ol style="list-style-type: none"> 1. parent notified in writing of misconduct and actions thus far taken 2. school admin obtains a written guarantee from the student that he will not repeat the violation 3. student apologizes to those affected 4. student required to fix or replace anything he damaged/destroyed 5. MOE confiscation procedures (see original MOE documents) 6. any hurt/injured students taken to the nearest medical center 7. three behavior marks deducted, with the possibility of earning it back; parent informed of deduction 8. student referred to school counselor to study his case
Second	<ol style="list-style-type: none"> 1. all first instance procedures repeated 2. parent/guardian called for conference and to sign acknowledgment 3. student moved to another class based on counselor's recommendation 4. student referred to the school's counseling committee for appropriate solutions based on the counselor's report
Third	<ol style="list-style-type: none"> 1. all first instance procedures repeated 2. parent/guardian notified of parent conference; warned in writing of transfer to another school if similar misconduct is repeated 3. MOE guidance center procedures (see MOE original documents)
Fourth	<ol style="list-style-type: none"> 1. all third instance procedures repeated except #2 2. student's case raised to MOE to transfer him to another school

Fourth Degree Behavior Violations

1. Persistently missing the prayer with students and teachers without a Shariah excuse
2. Misusing dangerous materials or toys in the school, e.g., firecrackers and materials or toys that can cause fires
3. Intentionally assaulting a student using hands or a blunt instrument causing a wound, bleeding or fracture/breakage
4. Smoking on the school premises
5. Leaving the school premises without permission
6. Bullying
7. Showing or distributing prohibited media (for reading, listening or seeing)
8. Forging documents, certificates or official stamps
9. Inappropriate, strange behavior, e.g., Emo, imitating the other sex
10. Bringing someone else to take on his or someone else's behalf
11. Bringing personal communication devices [e.g., mobile phones], whatever kind (in this case, the device contains inappropriate images or clips)
12. Misusing/mistreating school equipment or property, e.g., computers, work tools, labs, school buses, etc.
13. Taking photos of male students or recording their voices using electronic devices
14. Using inappropriate words towards a teacher or member of administration, or those considered like them from school staff
15. Making fun of a teacher, member of administration, or those considered like them from school staff with inappropriate behavior, e.g., throwing chalk, spraying carbonated drinks, or imitating the teacher's behavior to make fun of him
16. Forging the signature of any staff member in a position of responsibility on any of the documents that are exchanged between the school and parents/guardians

17. Taking photos of male teachers or employees, or recording their voices using an electronic device

Instance	Procedures (School Administration/Counseling-Guidance Committee)
First	<ol style="list-style-type: none"> 1. parent/guardian called for conference and to sign acknowledgment 2. school admin obtains a written guarantee from the student that he will not repeat the violation 3. student apologizes to those affected 4. student moved to another class based on counselor's recommendation 5. student required to fix or replace anything he damaged/destroyed 6. MOE confiscation procedures (see original MOE documents) 7. any hurt/injured students taken to the nearest medical center 8. student referred to school counselor to study his case 9. ten behavior marks deducted, with the possibility of earning it back; parent informed of deduction
Second	<ol style="list-style-type: none"> 1. all first instance procedures repeated other than moving the student to another class 2. student suspended from school for one week 3. MOE guidance center procedures (see MOE original documents)
Third	<ol style="list-style-type: none"> 1. all first instance procedures repeated other than moving the student to another class 2. parent/guardian notified of parent conference; warned in writing of transfer to another school if similar misconduct is repeated
Fourth	<ol style="list-style-type: none"> 1. all third instance procedures repeated except #2 2. student's case raised to MOE to transfer him to another school

Fifth Degree Behavior Violations

1. Intentionally damaging or destroying anything of school equipment or property, e.g., electrical equipment, computers, work tools, buses, safety/security installations
2. Threatening students with firearms or the like
3. Using and benefiting from forged documents, certificates, forged stamps, or official stamps [used without official permission]
4. Sexual harassment
5. Taking photos of female students or recording their voices using electronic devices
6. Lighting a flame/fire on the school premises
7. Being in possession of firearms or the like, e.g., knives, sharp tools, bullets (without a gun)
8. Threatening school teachers, admin, or those considered like them, causing damage to their possessions, or stealing them
9. Vulgar gestures devoid of good manners, directed at teachers, admin, or those considered like them from members of school staff
10. Taking photos of female teachers or employees, or recording their voices using an electronic device

Instance	Procedures (School Administration/Counseling-Guidance Committee)
First	<ol style="list-style-type: none"> 1. incident form recorded 2. emergency/police services called immediately as required 3. MOE confiscation procedures (see original MOE documents) 4. school guidance committee to confer and proceed with MOE special procedures (see MOE original documents) 5. school guidance committee meeting minutes to be sent immediately to MOE admin 6. MOE procedures, including: <ul style="list-style-type: none"> o MOE reports o school visit o emergency/police services if necessary o possible one month suspension o expulsion/transfer to another school

	<ul style="list-style-type: none"> ○ parent/guardian notifications by phone and writing ○ 15 behavior marks deducted; parent informed in writing ○ MOE learning and development program for suspended students during his suspension ○ suspended student attending MOE suspension program/counseling/life skills sessions ○ written guarantee signed by suspended student upon his return; parent to sign as witness to that ○ student returning from suspension to be warned that a repeat offence will mean his becoming an associate [non-attending] student
Second	<ol style="list-style-type: none"> 1. incident form recorded 2. emergency/police services called immediately as required 3. MOE confiscation procedures (see original MOE documents) 4. school guidance committee to confer and proceed with MOE special procedures (see MOE original documents) 5. school guidance committee meeting minutes to be sent immediately to MOE admin 6. MOE procedures, including: <ul style="list-style-type: none"> ○ MOE reports ○ school visit ○ emergency/police services if necessary ○ student to be blocked from attending school and/or exams for a period of time determined by MOE (e.g., one year); the student may continue as an associate [non-attending] student in a different school ○ suspended student attending MOE suspension program/counseling/life skills sessions ○ student to be assigned community work / social service by MOE during his suspension
Third	<ol style="list-style-type: none"> 1. emergency/police services called immediately as required 2. MOE confiscation procedures (see original MOE documents) 3. school guidance committee to confer and proceed with MOE special procedures (see MOE original documents)

Sixth Degree Behavior Violations

1. Making fun of anything of Islamic significance
2. Embracing destructive ideas or beliefs, or practicing prohibited religious rituals
3. Being in possession of, exchanging, or distributing drugs or intoxicants
4. Attempting to perform prohibited sexual practices or anything that leads into or starts that
5. Performing depraved, immoral practices (vice, etc.)
6. Leaving school to go out with a member of the opposite sex [impermissible relationships in Islam]
7. Practicing magic or sorcery
8. Using firearms or the like, or stabbing with a sharp tool
9. Hitting school teachers, admin, or those considered like them
10. Snatching photos of teachers, admin or those considered like them—or drawing unseemly pictures of them—and spreading that on the internet

Instance	Procedures (School Administration/Counseling-Guidance Committee)
First	<ol style="list-style-type: none"> 1. emergency/police services called immediately as required 2. MOE confiscation procedures (see original MOE documents) 3. school guidance committee to confer and proceed with MOE special procedures (see MOE original documents)
Second	<ol style="list-style-type: none"> 1. emergency/police services called immediately as required

	2. MOE confiscation procedures (see original MOE documents) 3. school guidance committee to confer and proceed with MOE special procedures (see MOE original documents)
Third	4. emergency/police services called immediately as required 5. MOE confiscation procedures (see original MOE documents) 6. school guidance committee to confer and proceed with MOE special procedures (see MOE original documents)

Exam Violations

Cheating

Case	Procedures
Repeated Glances in Other Directions or Cheating Verbally	<p>Student given a warning on the first instance this is observed</p> <p>If the student tries to do this again, he is to be moved to another location within the exam hall</p> <p>If the student tries again after that:</p> <p>His exam paper is taken from him</p> <p>An incident report about the case must be documented with signatures of all invigilators and witnesses, as well as the head of the exam control committee</p>
First time cheating offense on an end of term exam or a make-up exam	<p>An incident report must be documented (see 3b, case 1) and signed by the School Leader (Principal); any items that enabled cheating are to be attached</p> <p>For the question or questions on which it is established the student cheated, the student gets zero points</p> <p>The student is to guarantee in writing that he will not repeat the same or a similar offense in the future</p>
Second time cheating offense on an end of term exam or a make-up exam	<p>An incident report must be documented (see 3b, case 1) and signed by the School Leader (Principal); any items that enabled cheating are to be attached</p> <p>The student's exam paper is taken from him</p> <p>His exam result for the subject in which he cheated is canceled, and he is considered having failed, while his other grades for work done during the year are still counted for him; if the cheating occurred in a middle school make-up exam (grades 7-9), his exam is canceled, and he is given the opportunity to repeat the exam for the subject, along with those students who had excused absences, at the beginning of the academic year; as for high school students (grades 10-12), they are considered as having failed [the subject], with permission given them to make up the exam when make-ups are scheduled for those cases</p> <p>The word "cheating" is to be recorded on the report card under the field "End of Term Test" for the subject in which cheating occurred. The symbol "X" is to be placed in the two fields "End of Term Total [for the Subject]" and "Final Total [of All Subjects]"</p>

Third time cheating offense on an end of term exam or a make-up exam	<p>An incident report must be documented (see 3b, case 1) and signed by the School Leader (Principal); any items that enabled cheating are to be attached</p> <p>The student is not allowed to enter any remaining end of term exams on the exam schedule, after agreement is secured from the [MOE] Office of Education and Development</p> <p>The following note is to be registered on the Exam Issues Observed: "The student X was not allowed to enter all remaining exams due to repeated cheating infractions."</p>
Group Cheating	<p>Quarantine the exam papers upon which doubt of cheating has been cast</p> <p>The specific school committee for such cases fills out an incident report and includes signed witness statements; the school principal signs this incident report, and exam marks of those suspected are to remain unchanged until a decision is reached.</p> <p>The incident report is raised to the MOE Office of Education and Development to carry out an immediate investigation and arrive at a decision about the matter, along with consequences for whoever instigated the cheating case.</p> <p>If it is established that the one who instigated the cheating case was a student, his test for that subject(s) are to be canceled, and he is to be considered as having failed if that occurred in the first set of scheduled exams (i.e., not the make-ups); as for if that occurred during make-ups exam at the middle school level (grades 7-9), his test is to be canceled, and he is to be given the opportunity to repeat the test in the relevant subject(s) along with those who had excused absences at the beginning of the next academic year. As for high school students, they are to be considered as having failed [the entire subject], and they are to be given permission to take a make-up test in the relevant subject(s) at the appointed time for such make-ups. As for all the other students [who not considered instigators of the cheating case], they are to be given a make-up test in the relevant subject(s) directly after the last end of term exams.</p>
Changes Made on a Student's Exam [e.g., Wrong Answers Changed to Correct Ones]	<p>An administrative committee produces an incident report; the school principal and the head of exam control sign it</p> <p>An investigation is conducted regarding the person responsible for making these changes; any actions specified in writing against employees in such cases are to be carried out</p>

	If any connection is established with a student [e.g., he paid the staff member to make the changes], his exam result is to be canceled.
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Religious or Personal Offences (During Exams)

Case	Procedures
When a student's exam paper contains offences against the Prophet ﷺ, his honorable companions, or any insult against the religion of Islam	Establish with certainty that the student's exam paper contained insulting or demeaning language by presenting it to the school's administrative committee and the counseling committee The matter is then sent to special [government] institutions specialized to handle these affairs
When a student's exam paper contains insulting phrases that do not come under case 1 above	An incident report is filed concerning that and the parent/guardian called and informed about it The student guarantees in writing that he will not repeat the offense; his exam is not to be canceled The student is then sent to the counseling committee to study his case if the matter requires that in accordance with the MOE Behavior Code of Conduct

MOE Behavior Violations, Disruption or Wild Behavior During Exams

Case	Procedures
When the student does or behaves in any way contradictory to that which is expected in an exam hall, e.g., creating chaos, speaking rudely or inappropriately to any staff members responsible	An incident report must be filed and signed by the principal of the school; the exact MOE Behavior Code of Conduct issues violated must be specified The school's counseling committee ensures that exact MOE procedures for the violation are carried out in accordance with the MOE Behavior Code of Conduct If the student is an evening or home-study student, his exam is canceled and his affair transferred to the specific bodies set up to handle such cases; his place of work is then informed in writing about his behavior

Behavior Marks

- There are 100 marks for behavior (50 per semester)
- Behavior marks are recorded on student report cards
- The student can score 100 marks if he/she has no behavior violations
- The student can earn back some or all lost behavior marks according to the compensation opportunities allowed (see below)

Table of Behavior Mark Deductions

Degree of Violation	Deducted Marks from Behavior Marks
First degree violations	1 mark only
Second degree violations	2 marks only
Third degree violations	3 marks only
Fourth degree violations	10 marks only
Fifth degree violations	15 marks only
Sixth degree violations	Suspension/Expulsion from school

Table of Behavior Mark Compensations

Degree of Violation	Deducted Marks from Behavior Marks
If the student's behavior is straightened for one whole week without any behavior violations.	From 1 to 2 marks
If the student is punctual in performing prayer in the first row for one week.	From 1 to 2 marks
If the student attends a training program in life skills with a minimum of 5 credit hours.	From 1 to 3 marks
If the student effectively participates in three school activities.	From 1 to 3 marks
If the student obtains certificates from two different teachers signed from the vice principal or school principal that show improvement in his/her behavior.	From 1 to 3 marks
If the student's behavior improves within a week after obtaining a report from the counselor or from a government unit concerned with behavior modification.	From 1 to 3 marks

Attendance Marks

Attendance Evaluation

Attendance evaluation for students is done as follows:

1. There are 100 marks for attendance (50 per semester)
2. The marks of attendance is recorded in a specified cell in the report card.
3. The attendance mark is added to the student's total mark at the end of the year.
4. The student can score 100 marks if he/she has no attendance violations.

Deduction of Attendance Marks

1. Half a mark will be deducted for every day in the week for absence without acceptable excuse.
2. A mark will be deducted for absence during the week before or after a holiday without acceptable excuse.
3. A mark will be deducted for absence during the week before the exams without acceptable excuse.
4. Quarter a mark will be deducted for tardiness for morning assembly without acceptable excuse starting the third time of every semester.

General Rules for Attendance

1. Attendance rules are applied at all stages of education except the primary stage.
2. The school administration deducts attendance and tardiness marks after ensuring that there is no excuse for absence and tardiness. The parents are notified in writing, telephone, and short messages which is documented in records and taking the necessary actions to solve the problem.
3. In case of absence for three consecutive days or five separated days, the student is referred to the counselor to study his/her case.
4. The school deals with tardiness and absences without acceptable excuse as follows:
 - If the student's absence reaches 10% of the school year in consecutive or separated days without acceptable excuse, the school administration notifies the parents in writing to attend a parent conference and sign acknowledgment
 - If the student's absence reaches 15% of the school year in consecutive or separated days without acceptable excuse, the school administration warns the student, calls the parent or guardian for a parent conference, explains procedures and consequences, gets a parent signed guarantee that the student will be regular in his attendance; then the case is raised to MOE Guidance.
 - If the student's absence reaches 20% of the school year in consecutive or separated days without acceptable excuse, the parent is called for a conference to explain procedures and consequences; then the case is raised to MOE to handle expulsion/transfer to another school.
 - If the student's absence reaches 25% of the school year in consecutive or separated days without acceptable excuse, MOE is informed and special procedures followed regarding suspension and expulsion.
 - Attendance marks are registered in the student's attendance record which is provided to the student on the student's report card; lost attendance marks may not be made up.

School Uniform

The school dress code is designed to recognize and respect the sensibilities of our host country while at the same time reflect the style of attire found in the international community. The policy ensures that students are recognized as members of our community and are dressed neatly and appropriately when at school or when participating in school-sponsored events during the school day.

Wearing the school uniform is required of all students at Manarat. Not wearing uniform is a first degree violation and subject to relevant MOE guidelines (see above) depending on the number of infractions. This may result in lost lesson or activity time for offending students.

School leaders' decisions concerning the acceptability of a student's dress or appearance are final and not subject to debate.

Manarat Uniforms

There are two versions, PE (distributed free of charge by PE staff to Manarat boys) and daily wear (purchased at our uniform distribution partner). Both have Manarat badges on the shirts.

- Trousers are to be worn at the waist. (At no time is it appropriate for a student's underwear to be visible above the waistline of the pants)
- Trousers should have sufficient room to allow for sitting and movement (at no time is it appropriate to wear pants which are tight and form-fitting)

During winter, plain navy blue or black winter wear may be worn as additional layers above school uniforms.

Hair, Hygiene and Grooming

Students must maintain good hygiene and grooming; haircuts should all times conform with Islamic Shariah. Students are not permitted to have haircuts or body decoration that draws attention to themselves. Boys are not permitted to have long hair in school or to have partially shaved hair.

Hats and Hoodies

Sports hats may be worn during outdoor PE classes and other outdoor activities. Hats are to be removed while indoors. Students may not cover their heads with hoods at any time.

Footwear

Only sneakers (not football shoes with spikes) and street shoes are permitted. Students are to wear shoes that enclose the toes and surround the heel. Students are not permitted to wear rubber sandals (e.g., flip-flops, Crocs, slippers, or nighttime footwear), or to go barefoot.

Girls

Girls are not permitted to come to school with unclipped/painted nails, printed shirts, jewelry, make-up, and hair extensions. Hair should always be neatly tied back with ribbon or band. No sleeveless shirts, jeans, pants, shorts, short skirts or tight revealing clothing are allowed.

Students shall at all times wear the full official school uniform as specified by the School Board (skirt/pinafore school shirt and black/brown/white sports shoes. Sports shoes and socks are mandatory. Sandals, heels, court shoes and slippers are strictly prohibited. School uniforms must be clean, tidy and pressed. Failure to comply with proper student attire, will result in repercussions for the misconduct.

Banned Items

Mobile Phones & Electronics

Except in rare cases with vice principal permission, tablets, mobile phones, etc., may not be used, seen, or heard in school at any time during normal school hours.

If students use these items during these times, the items will be confiscated according to MOE procedures. The school assumes no responsibility for the loss or damage of any electronic device.

Gum

Gum is difficult and expensive to clean up and can be a safety issue for students in certain classes: students are not allowed to chew gum anywhere, anytime in school.

Money and Valuables

Students are advised to not bring large sums of money and valuables to school. The school assumes no responsibility for money or for possessions lost or stolen in school.

Illegal or Dangerous Substances or Items

Any banned item will be confiscated according to MOE rules. The school takes no responsibility for any damage or loss to such items.

This includes drugs, alcohol, cigarettes, tobacco, e-cigarettes, morally corrupting texts or images, and weapons of any kind.

Also banned are dangerous sports equipment, e.g., bats, hard cricket balls, and any other item that has the potential to cause serious harm to others.

Toys, candy, soda are all prohibited.

Student Sales

Students are not allowed to sell anything on campus except with vice principal permission for specific activities (e.g., business days, fundraisers, etc.)

Other Rules and Regulations

The school reserves the right to make changes (including subtractions and additions) to this document at any time; new versions will be posted on MLG (Ma'arif Learning Gate). The school may also from time to time announce or clarify new rules during school assemblies, through letters, and other communication.

Student Injury or Illness at School

- If a student becomes ill or injured during the school day, the school may administer simple medication indicated by the parent on the school health form (available in the registrar's office).
- If a student has to go home, parents will be contacted to pick him/her up. Students who are ill or injured will not be permitted to leave the school without first reporting to the administration.
- If a person has a fever, they must remain at home until they have been fever free for a minimum of 24 hours, without medicine, before they return to school.

Emergency Parent Contact

- If parents or guardians will be unavailable (i.e. out of town on business or vacation) a signed note must be provided, in advance, to the office advising of the student's residence (contact

person, address, phone number) during the parent/guardian's absence, the dates the parent/guardian will be out of town and a phone number where the parent/guardian be reached in case of an emergency.

Disciplinary and Counseling Procedures

To successfully complete many of the above responsibilities, counselors may

- Arrange student, teacher or parent meetings in or out of class times.
- Obtain assistance from faculty in assessing and interpreting entrance examination results.
- Assign faculty members various duties associated with academic testing.
- Request access to classes to deliver guidance topics.
- Survey Progress Reports for at-risk students.
- Seek information for students at-risk.
- Receive information about suspected abuse situations.

Referral Process for Individual Counseling Services

- Students may be referred by parents, teachers, or they may self--refer to the counselor for counseling on an individual basis. If the problem or issue requiring counseling is easily resolved in a short time, then the counselor will schedule time to work with the student.
- If the problem is more serious or beyond the scope of school counseling and is likely to require long--term counseling, the counselor will provide the family with names and contact information for private counselors available in Riyadh.

Referral Process for Academic Concerns

Consultation

- Teacher or parent meets with the counselor to discuss the particular student and the student is placed on the next team meeting agenda. Teacher referrals must be made in writing using the referral form(s). Data from the MAP test will be used to identify areas of concern.

Team Meetings

- Counselor and teachers gather information about the student from different sources. Samples of work and written impressions from teachers are collected as well as a cumulative file review is conducted. Suggestions for any additional classroom interventions are discussed and recommendations implemented.

Parent/Teacher Conferences

- A conference with the parent, teacher and counselor is scheduled to discuss the student's progress and share concerns. Recommendations are made regarding continuing with classroom interventions, involving outside resources (ie. tutoring). The principal or vice principal may also be present.

Student Support Team Conferences

- Evaluations/assessment results are discussed with principal, teachers, counselor and parents. Recommendations regarding classroom modifications and placement are discussed.

At Risk Status

- A student is considered academically “At Risk” if the student has received at least two “D’s or one “F” in a subject during the previous marking period. The counselor will meet with these students, their parents and teachers to guide the concerned parties in creating a Student Concerns Plan to help the student improve.

Activities and Events

Student Council

The Manarat Student Council is the organizational group that represents the student body and serves as its governing body. The Student Council is involved in planning and supporting community projects and student activities. The Student Council offers a range of leadership roles, and all of its members are expected to support the spirit of the school. Any interested students may put their names forward to serve on the Student Council. There is an election process which is held during the school year for officers and representatives.

Activity Calendar

Our calendar of activities is updated and distributed during the course of the year, in accordance with our academic calendar. Various educational trips, interschool competitions, and in school and after school events are scheduled to keep our students motivated and well rounded across a breadth of activities.

Photos Album

We hope you enjoy browsing through the pictures of our school on our website, while we welcome you warmly to come visit us in person.

Ahlan wa sahlan!