



Najd National Schools
International Program

Student-Parent Handbook



Najd National School for Boys

International Program

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Student Handbook

1- Letter to Parents

Greetings from Najd National School's administration, faculty and staff. The programs at NNS have been designed and implemented in order to equip our students with academic and life skills. We deeply hope that our students will master such skills to grow academically, socially, physically and emotionally. With the encouragement, help and guidance, we hope that our students will become successful and effective citizens in the community. Moreover, we hope that they will become leaders who enjoy high academic skills needed in the 21st century.

This handbook contains the procedures, regulations and practices applied in our school. We kindly urge you to follow the school regulations and practices, follow up your son's assignments, attend meetings requested by the school and meet with the teachers to discuss your sons' progress and nail down any problems that might arise in your sons' learning journey.

2- Non-Discrimination Notice

Najd National Schools-International Program is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion.

3- Najd National Schools Guiding Statements

Vision

To promote global citizenship and learner autonomy within a secure and supportive school environment where students can achieve their utmost potential.

Mission

To expedite the implementation of student-centered learning by shifting our paradigm from teacher-centered instruction to learner-centered instruction. We will bring about change in our educational programs, instructional approaches, learning experience, and academic support strategies to serve the interests of our students.

Definition of Learning

Learning is a self-driven process that empowers students to set authentic goals, explore, make connections to key concepts, relate new information to prior knowledge, modify existing knowledge, develop new ideas, and reflect on academic progress in a secure equal-opportunity environment that respects diversity.

School Core Values

We believe that:

- Embracing cultural diversity helps us become globally aware and unbiased to bring about a positive change.
- Consolidating ethics and integrity in the classroom is fundamental to building ethical future generations.
- Consistency is a prerequisite to creating space for constructive learning environments.
- Learning by sharing builds positive relationships among students and helps improve academic performance.
- Curiosity stimulates the brain for learning and makes the learning process a more rewarding experience.
- Sincerity and empathy bring about positive social experiences.

4- The History of the International Program at Najd National Schools

NNS started the international program at the beginning of the academic year 2013/2014 from KG1 to grade 9. Each year a grade level was added until Grade12. During the academic year 2012-2013, the chosen teachers in the Boy's section were subjected to a specialized English language program to help them deal with the new curriculum and the methods of instruction.

Whereas in the girl's section, new teachers who have ample experience in delivering the international curriculum were recruited after they had sat for an English language proficiency test along with a test that tackles the subject matter in question. The students in both sections (boys and girls) who were interested in shifting to the international program were subjected to placement tests in Mathematics and English. Although the total number of students remained intact,

the initiation of the international program reduced the number of students in the national section.

At the administrative level, new administrative positions were created, and new heads of departments were assigned for English, Math, Social Studies, Sciences, and Arabic for the international program. Moreover, a deputy for the academic consultant for the international program was appointed in the boys' section and an academic coordinator in the girls' section. A new educational committee was established to look after the international program.

The initiation of the international program opened the opportunity for adopting and developing a new challenging curriculum independent of the one provided by the Ministry of Education, except for the Arabic language, History and Geography of the KSA, and Islamic Studies. The need to have a curriculum that complies with international standards and the requirements of the Ministry of Education at the same time has put a lot of pressure on the students enrolled in the international program. The new curriculum was based on the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the standards of the Ministry of Education for the Arabic language, History and Geography of the KSA, and Islamic Studies.

5- Grading System for Assessment and Evaluation

Students' assessment is divided between three trimesters. Each trimester's grades represent one-third of the whole academic year. The final grade at the end of the year will be the average of the grades of the three trimesters, with 100 as a maximum grade point. Except for the English language and Literature, the grades of one trimester are divided as follows:

- 1- Summative Assessment: 60% of the total grade
- 2- Graded Classroom Activities: 20% of the total grade
- 3- Homework: 10% of the total grade
- 4- Project: 10% of the total grade

The summative assessments are divided between the midterm and the final to allow the teacher to be informed of the student's progress and the formative evaluation that contributes to 40% of the total grade. Each quiz or exam can be marked out of 20 or out of 100, and then we scale according to its assigned weight.

Graded Classroom Activities

Graded Classroom Activities include attendance, participation, graded worksheets, and short quizzes.

Homework

The number of homework assignments required will be predetermined during the general planning phase for each subject matter.

Project-Based Learning

Project-based learning is a process that stretches throughout the whole term. Project-based learning should be planned from the beginning of the term, and students should receive detailed instructions of what is expected of them to achieve. Students will receive rubrics to educate them about the basis on how they will be assessed.

Grading Plan and Grade Distribution

(Other than the English Language)

Grading Plan for each Trimester			
Summative Assessment	Midterm	25%	60%
	Final	35%	
Graded Classroom Activities	Attendance, participation, and graded worksheets, short quizzes	20	40%
	Assigned by teacher	10	
	Planned by department	10	
Total		100%	100%

English Language Assessment

Assessment of students' language skills follows two channels:

1. Ongoing Evaluation and Formative Assessment

To close learning gaps between what students have learned and what they have to achieve, we will use a formative assessment side by side with reflection and feedback to form the "Assessment Cycle." This assessment cycle repeats itself twice every trimester: once before the midterm exam and again before the final exam.

Evidence on the ongoing formative assessment will be present in the student *Portfolio*, which is an assessment tool that provides teachers, students, and parents with an in-depth look into student progression over an entire year.

2. Summative Evaluation:

The second form of evaluation indicates how the students have become proficient in any designated course. This form of assessment takes place twice every trimester, i.e., the midterm and final.

Grading Plan for each Trimester			Grade
Student Portfolio (65%)	RCV (13)	Graded CW	8
		Reflection	2
		Research and Assessment	3
	Writing (20)		
		Paper 1	10
		Paper 2	10
	Lit (20)	Reflection	4
		Research and Assessment	4
		Graded CW	12
	L/S (12)	Reflection	2
		Research and Ass	2
		Graded CW	8
Summative (35%)	Written	Midterm	15
		Final	20
		Total	100

Note: As for the subjects assigned by the Ministry of Education (Islamic Studies, Arabic Language, and Saudi History and Geography), the assessment will be according to the requirements of the Ministry of Education.

6- Certificates/ Reporting Progress

Each student receives a total of seven reports throughout the academic year.

1. Mid-term report card for each trimester
2. End of trimester report card for each trimester
3. End of Year report card

Student reports reflect their performance in quizzes, participation, projects, attendance, and homework assignments.

At the beginning of the second and third trimesters, teachers meet to discuss students' results. Later, the counselor will contact the parents if the student is an at-risk student to coordinate the efforts and sense future improvement.

We will arrange a parent-teacher meeting three times a year, by the end of every trimester to discuss the students' cases and find solutions to issues that might need special academic, social or emotional attention.

7- Criteria for Promotion

For Grades 4 to 6

Students are promoted to the next grade level at the end of the school year if they obtain a point grade of 50/100 or more on all subjects. If students fail an academic year, they will have the chance to retake two core subjects (Math, Science, and English Language) in addition to the Islamic studies at the beginning of the next school year.

For Grades 7 to 12

Students are promoted to the next grade level at the end of the school year if they obtain a point grade of 60/100 or more on all subjects.

Students have the chance to retake two core subjects (Math, Science, and English Language) in addition to the Islamic studies and the Arabic language at the beginning of the next school year. If the students fail to get 60/100 on the three core subjects, they will have to repeat the entire level.

8- Graduation

To receive the Najd National Schools' high school certificate approved by the Ministry of Education, students must pass all the required courses they sat for, including the ongoing summative and formative assessments, and complete 32 credits.

9- Leaving School

For security reasons, no student may leave the building or grounds during the school day, except for early dismissal and illness. When the student leaves the school premises, he or she gets a note from the administrative assistant to be handed to the gate keeper before leaving. His or her dad or driver must escort him/her while leaving the school. Any student who leaves school without permission is subject to severe penalties (Source Rules of Conduct and Attendance).

10- Missing Classes

Each student must report every day to every assigned class. According to the Ministry of Education's regulations, failure to do so without a legal reason for absence will result in losing two marks from the total mark (100) in attendance for each time the student is absent from a period (Source Rules of Conduct and Attendance).

11- Child Protection

The school considers safeguarding of its students in its care as the highest priority also it plays an important role in recognizing then dealing with the children who might be at risk of harm, neglect or abuse. All the staff members in the school are made aware of their duties to safeguard and ensure their students' welfare to give them support and protection. The students' advisor is in charge of following up the children's cases that need follow up. Of course, the parent concerned is informed about his son's case and full coordination and cooperation between the parents and the students' advisor is needed to take action and remedy the situation. Allegations from children about child abuse are followed up through the advisors' questioning for clarifications before any measures are taken.

We believe that the environment of our school must be for education and free from all forms of abuse, bullying, or taunting. The interpersonal relations and communications in the school are intended to be based on mutual respect. For more information review the school's Child Protection Policy.

12- Drugs, Alcohol, Tobacco

Drugs/ mood altering substance include alcohol or malt beverage, or any drug listed as a controlled substance, chemical, abused substance or medication for which a prescription is required under the law. Examples of the above include: beer, wine, liquor, marijuana, hashish, chemical solvents, glue, look alike substances and any capsules or pills that change the mood.

So, drugs and alcohol are substances that must be handled with care. Saudi Arabia where our school is located is a Muslim country. In Islam, drugs and Alcohol are taboos. As students and the society in general are aware that capital punishment is awaiting the drug dealers or traffickers, drugs and alcohol are rejected and avoided.

(Source Rules of conduct and attendance)

13- Smoking

NNS is a smoke-free campus. It is strictly forbidden to carry and/or use any alcoholic beverages, mood altering materials or any kind of drugs. If a student doesn't comply with such regulations, severe disciplinary actions will be enforced.

(Source: Rules of Conduct And Attendance)

14- Conditions of admission and registration

Students transferring from the National to the International Program must:

1. Pass the previous grade
2. Provide a letter from the guardian requesting the transfer
3. Pass the admission tests (English language, and Mathematics) with no less than 60%
4. Provide teachers recommendations (Internal Students)
5. Fill the consent form provided by the Ministry of Education

Students transferring from Another School

Students transferring from another school must:

1. Pass the previous grade
2. Pass the admission tests (Arabic language, English language, and Mathematics) with no less than 60%
3. Sit for an interview with the Director of the Admissions and Registration Department and the examining teachers
4. Bring the student's file from the previous school containing all the certificates and documents:
 - medical statement
 - certificate of vaccination
 - a copy of birth certificate
 - a copy of the family record for Saudis
 - a copy of a valid residence permit for non – Saudis
 - a copy of student's passport
 - 3 pictures of the accepted student
5. Pay the fees due after passing the acceptance tests

6. Students from outside the Kingdom must observe the following conditions:

- Provide a certificate from the authorities (Cultural Attaché) in the country where the student completed his studies
 - Obtain an acceptance from the school to complete the terms of equating the certificate in the related authorities (Department of Education)
- This applies to all grades.

Acceptance Criteria

The Admissions Committee shall decide whether to accept the student or not according to the following:

1. seats availability (Maximum class size is 25 students)
2. The student's result in the interview and the admission test
3. The priority for acceptance is given to the children of the staff and school principals in the event of availability of the place and the conditions in question
4. Priority is given to students who have siblings in schools
5. Compliance with the terms of the contract between the schools and the parent.

Admission Tests

The tests are carried out by the new students according to the school regulations.

The entry tests are scheduled after all the prerequisites have been applied and the application has been approved according to the annual plan. The results of all tests, including the exam papers, are submitted to the Department of Students Affairs.

15- Code of Conduct

The school rules and regulations have been based on the regulations of the Ministry of Education in Saudi Arabia. They are developed to be abided by our students and to encourage them to respect themselves, others and school property. The school guarantees a safe and secure environment for its students and staff. Mutual respect is the dominant principle among students.

After making all the required precautions, advice, incentives and the follow up the school applies the following procedures:

There are six categories of violations

The procedures taken by the Ministry of Education are divided into six levels. The severity of the procedure follows an ascending order depending on the violation.

1. Category 1

- a. students not abiding by the school uniform
- b. student's hair is not neat and appropriate to the school society
- c. students not attending or not being active participants in the morning assembly.
- d. students disturbing the activities in the classroom by:
 - side talking, eating, drinking
 - coming late to class Sleeping in class.
 - entering or leaving the class without permit.
 - entering the class without books, or learning stuff.
 - Sleeping in class

The procedures

- a. Oral warning by the teacher or the administration.
- b. A second oral warning
- c. Recording the violation and taking the student's signature.
- d. The administration informs the parents and coordinates with them to stop the violation.

- e. The student promises in writing never to do the violation again. The parent is summoned to be informed about the student's violation, and one mark is subtracted from the Conduct total mark of 100.
- f. In case he commits the violation again, the students' counselor reminds him/her not to do it again then penalizes him/her as in procedure

2. Category 2

- a. Cheating the HW assignments from their mates
- b. Not attending the class
- c. Making noise or shouting in the school premises or in class
- d. Damaging school or friend's properties or wall writings
- e. Stealing friends' or school's property

The procedures

- a. The student promises in writing never to do the violation again; the school informs the parents in writing about what happened. The student's case is followed up by the students' counselor.
- b. The student loses two marks of Conduct out of 100; the student is referred to the counselor to study his/her case.
- c. the student to another section; a committee studies his/her case and prepares a report to suggest solutions. Carrying out the procedures in b
- d. Summoning the parent to inform him/her that his/her son/daughter will be transferred to another school in case he repeats the violation. Carrying out the procedures in b
- e. The school informs the Ministry of Education to transfer him/her to another school in addition to applying procedure b
- f. If the violations persist, the advisory committee is asked to find solutions to the student's case. The student is transferred to another school. The school applies procedure b

3. Category 3

- a. Carelessness in performing prayers
- b. Showing unrespect to teachers and administrative at school, like bad signs or words
- c. Brawls, shouting, and fighting
- d. Damaging school property
- e. Bringing illegal and unethical materials to school
- f. Bringing personal devices that contain prohibited media.
- g. Run away from school.
- h. Taking photos to students or teachers with mobile devices or other devices
- i. Indirect sexual harassment

Procedures

- a. The parent is notified about the violation. The student apologizes to his/her classmate. The damaged property must be fixed. The school confiscates the illegal materials or devices with the student. The student loses three marks from the Conduct mark then he is sent to the students' counselor.
- b. Applying procedure A. Summoning the parent to inform him/her of the procedures. Also transferring the student to another section. The advisory and counseling committee writes a report on his/her case.
- c. Applying procedure A and informing the parents about what the school did. Then the counselor prepares a report on the case that includes the procedures enforced on the student.
- d. Applying procedure C then the school reports his/her case to the Ministry of Education to transfer the student to another school.
- e. A report is written about the case then a decision is taken to see whether to penalize him/her by subtracting three marks from his/her conduct only or to transfer him/her to another school

4. Category 4

- a. Not attending prayers without permission

- b. Hitting mates with bare hands or sharp tools inside or outside the school campus
- c. Distributing auditory or visual illegal materials
- d. Forging documents
- e. Destroying school devices like computers and the like
- f. Bullying (physical, verbal, social or cyber)
- g. Smoking on the school campus
- h. Escaping from school

Procedures

- a. The advisory and counseling committee studies the case then the following actions are taken: summoning the parent and informing him/her of the violation then taking his/her signature. Taking the student's signature that he will never do that again. Transferring the student to another section. Apologizing to his/her mate for what he did and repairing what he damaged. Confiscating the illegal substances or devices and destroying it after closing the case. Finally, the student is taken to the nearest clinic then subtracting 10 marks of his/her Conduct total mark
- b. Enforcing procedure a. Then suspending the student for one week. Finally, the counselor follows up his/her case.
- c. Enforcing procedure a. Informing the parent of the violation and warning the student that he/she will be transferred to another school in case he/she commits the violation again. After the approval of the Ministry of Education, the student is suspended for one month. The students' counselor follows up the case, and writes a report on all the procedures taken against the student.
- d. Applying all procedures in c excluding the suspension for one month. The school informs the Ministry of Education that he/she should be transferred to another school.

- e. If the violation is committed the fourth time, the advisory and counseling committee studies the report prepared by the counselor and decide to enforce all procedures of step d or only the second part.

5. Category 5

- a. Destroying school appliances, security tools... intentionally
- b. Threatening mates with weapons
- c. Sexual harassments
- d. Taking photos or making recordings using devices(for girls)
- e. Owning weapons and the like (sharp tools, knives, bullets without the guns

The following procedures are enforced:

Procedures 1

The school keeps a record for the violation. The police are contacted to inform them of the violation. The tool is confiscated and handed to the police. The advisory and counseling committee holds a meeting to study the case and a report is sent to the Ministry of Education immediately. Finally, a committee from the Ministry handles the case in the school. The committee prepares a report, and then the Minister gives his decision which can

be: referring the case to the security sources, suspending the student for one month or transferring him/her to another school. During the suspension period, the student sits for a program for advice.

Procedure 2

- a. All the procedures in procedure 1 are enforced except the one referring to the decision of the Minister of Education. Here the decision is: The student is referred to the security sources. The student is banned from being a regular student but he can study via correspondence in another school. The violator is not allowed to be a regular student in the courses or the semester system in the semester during which the violation occurred and the semester that follows, but he can study via correspondence in a school other than his original school. A program is prepared for

him/her by the department of Advisory services in the Ministry of Education to treat him/her during the period when he/she is not allowed to be a regular student.

b. All the procedures in A but the Ministry decisions become as follows: the student is banned from all schools for that scholastic year. After sitting for a program during the suspension year prepared by the Ministry of Education, the student can be allowed to become a regular student if he /she shows a change in behavior.

6. Category 6

- a. Making fun of the religion of Islam
- b. Relieving in or practicing irreligious rituals
- c. Owning or using alcohol or drugs
- d. Doing sexual or unethical practices
- e. Leaving school with the girls
- f. Practicing magic
- g. Cyber crimes
- h. Using guns or stabbing with a sharp tool

Procedures 1

- a. The school documents the case.
- b. The security sources are summoned immediately.
- c. The tools and weapons are confiscated by the school administration.
- d. The advisory and counseling committee meets and prepares a detailed report.
- e. The report about the case is sent to the Ministry of Education.
- f. The Education Manager forms a committee to study the case then the following decisions are enforced:
 1. The student is referred to the government departments concerned.
 2. The student is banned from studying for one scholastic year. He can study via correspondence in another school.
 3. The student undergoes a special program during the suspension year to be rehabilitated.

Procedure 2

- a. Enforcing procedure 1.
- b. The Students Affairs Committee in the Ministry of Education studies the report prepared by the school then it is approved of by the Education Manager.

The decisions taken are:

- 1. The student is banned from studying at any of the schools for one year.
- 2. The student undergoes a counseling program during the year of suspension.
- 3. If the student's behavior and conduct improve, he can become a regular student again.

The decision is taken by the Minister of Education. However, he should be under observation by the counseling department at the school. A confidential monthly report is written to evaluate the student's behavior and sent to the Ministry.

16- Emergency Operations Plan - Safety Drills/ Fire Drills

Students will practice emergency safety drills according to the policy of the Civil Defense. This applies to the fire drills that are carried out once in the first semester and once in the second semester:

- 1. Once the students hear the continuous signal of the alarm, they must vacate the building at once.
- 2. Students must stop their activities, leave their materials in place and leave the building quietly according to the preplanned route.
- 3. Students must follow the directions of the staff in the building.
- 4. Students must walk quickly (no running) but quietly towards the designated exit.
- 5. They must remain outside until they are given the signal to return to the building and resume their class activities.
- 6. They should not talk during the drill.
- 7. The return to the building should be organized, quick and orderly.
- 8. The students of every class should meet in a predetermined place outside the building.

9. The teacher should count his/her students to make sure no one is missing.

17- Visitors

All visitors from the local community or abroad coming to school are to contact the administration prior to actually coming, so the administration can arrange for the visit in terms of time , or apologize for not being able to receive the visitor.

1. The visitor is to go directly to the Director General's office or the Educational Expert's.
2. If the reason for the visit pertains to a teacher, he is summoned to the administration building where he/she meets the parent in front of the Director General or the Educational Expert.
3. The visitor is escorted by an administrative member during the visit.
4. Visitors to students directly are not allowed unless the visit is approved by the principal.
5. The visit should not disrupt the environment in the school or the class.

Visitors who are participating in special programs for students like university experts, specialists in different walks of life or doctors to present information to students are welcomed.

6. The above procedures are followed to avoid any inconveniences.

18- Dress and Uniform

Male students are expected to wear the Saudi national white thobe. This applies to students in both the Intermediate and secondary stages.

When a class has a sports period, students can come to school wearing the training suits or they can wear thobes when they come to school, but before the sports period starts, they change their clothes.

No student is allowed to wear a T-shirt with obscene words. The student who doesn't comply with the dress codes is:

- a. Warned verbally first.
- b. The student has to contact his/her home and bring the thobe or gown.

If the violation is repeated, the student will not be allowed to enter the classroom. He/she will be sent home to bring it or call the family to send him/her the uniform.

19- Counseling

There is academic counseling in the elementary, intermediate and secondary stages. In all stages the counselor cooperates with the parents to solve any social or academic problems the students face. However, in the secondary stage, the counselor has an extra task; he is available to students and parents to talk about the importance of postsecondary education and how to best plan for postsecondary education, including appropriate courses to consider.

20- Absences/Aattendance

Attending school regularly is very important for students so as to learn, benefit from the school services and promote their education day by day. Absences disrupt students learning; they might miss information needed to understand further information. Therefore, students must avoid being absent unless it is necessary. The regulations of the Ministry of Education for absence and tardiness will be applied.

- a. Students arriving after 7:10 am will be considered late and 1/8 marks will be deducted from the attendance mark.
- b. For every unexcused absence, 0.5 marks will be deducted.
- c. Students may leave if they present a written request from their guardians.
- d. Excuses for reasons other than medical or illness need to be approved by the Principal.
- e. No students will be admitted to class without an admission slip from the floor supervisor. Check all slips for excused/unexcused status.

21- Medical Services

The school takes good care of students and staff's health. There are three clinics with a specialist doctor and registered nurses distributed among the school as

follows: main clinic with a general doctor and registered nurse responsible for students from grade 1-12 and another clinic with a nurse in KGs' and the last clinic with a registered nurse for boys section. These clinics provide the following services:

- Document names of students with chronic diseases and distribute them to all school coordinators.
- Provide health physical assessment to students when visiting the clinic.
- Identify health findings and manage accordingly.
- Administer general medications as prophylactic treatment.
- Give students a referral paper after visiting the clinic including the diagnosis, medication administered with time (only for grades 1, 2 &3).
- Collaborate and follow up with parents concerning special cases at school.
- Transfer cases to hospital that are at high risk and need specialist after the approval of parents.
- Act as resource persons for all teachers and administration.
- Provide first aid sessions for secondary students in collaboration with Saudi Red Crescent.
- Apply alerts, posters, and notes on all clinics' boards.
- Make brochures on special topics based on school assessment.

22- Telecommunications and Other Electronic Devices

Tablets and Internet connection are provided by the school in the International Track to enhance learning and maximize the learning opportunities. Therefore, students must act responsibly when using the tablets (Boys section) and the school network. Teachers have the right to review the students' files and communications to maintain system integrity and assure that the students are using the system responsibly. Files saved on school server are not private. The network technicians, the teachers and the administrators have the right to see these files. Smart phones are sometimes used in the classroom to research specific tasks especially when they forget their tablets. However, they are not used during tests unless they have open book exams.

23- Extracurricular Activities

Students can participate in school- sponsored activities for they are an excellent way to build friendships, develop skills and talents. There is a scouting day during the second semester in April; the sports department carries out a sports day. Students' participation is not obligatory. The school asks for an approval from the Ministry of Education before actually doing the activity.

Model United Nations, also known as Model UN or MUN, is an extra-curricular activity in which students typically role-play delegates to the United Nations and simulate UN committees. It is an educational activity in which students can learn about diplomacy, international relations, and the United Nations different bodies. MUN involves substantial researching and teaches participants speaking, debating, and writing skills, in addition to critical thinking, teamwork, and leadership abilities. Thousands of middle school, high school, and college students around the world participate in Model United Nations every year.

The school believes that there are individual differences among students and each student has the right to have his/her potential met. NNS coordinates and cooperates with the King Abdul Aziz and His Companions for Talent and Creativity Institution. The school nominates a number of students for the institution's programs for the talented students where they attend courses administered by specialists to raise their standards, polish their talents and prepare them to be successful future leaders.

Robots have become a subject of great interest nowadays. Robots are man-made mechanical devices that can move by themselves, whose motion must be modeled, planned, sensed, actuated and controlled, and whose motion behavior can be influenced by programming.

The Robotics TLE-05 course, enables students to work as young scientists and engineers providing them with settings, tools, and tasks for completing the course models such as incubator, elevator, automatic door, conveyor belt which will be constructed using smart bricks. These models will be programmed using VJC

software. Students will learn how to build, troubleshoot, and help understand real-life applications. In addition, basic skills needed in today's world such as teamwork, communication, and presentation skills will be acquired.

The goal is to engage students in exploring, experimenting, designing and creating. And as they work on models, they shift back and forth between building, programming, and sharing ideas with one another.

Students of grades 4 to 9 have subscribed to an online contest called (literacy Planet) Word Mania. The site is rich with reading comprehension passages, spelling and grammar exercises, writing, assignments and many more. The material is presented in an appealing way. The activities enhance students' various language skills. The related teachers control the activities

A team of 4 students from the secondary stage is taking part in "The Spelling Bee" event which will be held at the Kingdom Schools on . Wednesday, 28th November 2018. This is a good chance for our students who will participate to demonstrate the skills they have acquired so far.

24- Lost and Found

In the International Track-Boys section, we have a corner in the office of the administrative assistant for lost and found items. The lost item remains for two days hoping that the student who lost something will take it. If nobody claims the ownership of the item, it is sent to the services assistant office where it is kept. At the end of the semester, students who lost items can go and check their items there. If they are not reclaimed within this period, they will be given to charity. The lost items include clothing, textbooks, bags, lunch boxes, pencil cases are going to be kept for a month.

25- Special Programs

NNS offers programs that enhance students' performance academically. After administering the mid-term tests, the students' results are studied by their teachers. When the poor achievers are identified, they are sent to the Learning Difficulties Center in our school where they are given intensive remedial classes and drills to bridge their academic gaps in English. Later they are sent back to their normal classes where they can catch up with their classmates.

For assessment purposes, NNS students sit for international tests like the online MAP test (Measure of Academic Progress) and online TOEFL Junior. Such tests are a good chance to familiarize our students with international criteria and adjust our curriculum to meet the students' needs accordingly or change the way of instruction.

26- Trips Abroad (Boys section)

Every year, the school organizes a trip to a European country where they spend the vacation between the two semesters in Britain, Scotland, Switzerland or Spain. Last year a group of 30 students from grades 7, 8, 9 spent an 11-day trip to Switzerland where they learned through adventure and had some entertainment. When they return, they publish a booklet that covers the activities and the new experiences and impressions about the trip. The school keeps copies and pictures of each trip the students went to. Moreover, another group went to Spain where they

attended training sessions at Madrid Academy, had some training with Spanish players and played games against other sports academies in Madrid. The same experience will be carried out this year ,too.

27- Field Trips

Field trips are an extension of the instructional process. The school administration arranges for visits to factories, government institutions, and universities. When the school gets a written approval from the Ministry of Education, the students escorted by their teachers, transported by the school buses, pay the visit and prepare written reports about their observations. For more information, review the school's Child Protection Policy.

28- Health-Related Matters

The school comprises a very safe and healthy environment. Healthy meals and food beverages are ensured at the canteen. Healthy lifestyles awareness campaigns and ongoing health education sessions based on students' needs and assessments are launched periodically during the school year. Students have a choice to bring snacks from their homes and/or buy snacks from the canteen.

As recommended, Soda drinks and other unhealthy beverages are not allowed on campus.