

INTERNATIONAL
COMMUNITY SCHOOL
مدرسة انترناشيونال كوميونتي

PARENT/ STUDENT HANDBOOK (2017-2018)

This handbook should be read in conjunction with the following publications:

- ICS Academic Honesty Policy (posted on the school's website)
- ICS Language Policy (posted on the school's website)
- ICS Assessment Policy (posted on the school's website)

I. INTRODUCTION

Welcome to International Community School (ICS) where we are committed to ensuring a stimulating and intellectually challenging environment that safely empowers our students to become innovative thinkers, creative problem solvers and inspired learners prepared to thrive in the 21st century. ICS is renowned for offering an outstanding holistic education and boasts an enviable reputation for providing high-quality academic programs enriched and extended by a broad range of co-curricular and extra-curricular activities. Our resources and facilities are of the highest standard, and we promote academic excellence in an environment that nurtures important life skills, competences and values.

Our enthusiastic, caring and knowledgeable staff provides a safe and engaging learning environment. The multi-cultural ICS faculty is comprised of highly qualified and experienced 21st century facilitators drawn from seventeen different countries. Likewise, our students come from more than forty nationalities, and we seek to create a harmonious community where mutual respect is the basis of all relationship.

The Parent / Student Handbook is designed to provide you with the most important policies and procedures in the school and designed to familiarize you with our routines, rules, and regulations. It is intended to serve as a reference for parents and students during the school year to ensure a safe and productive learning environment for all. Please make sure to read the handbook carefully. Should you need further information or have questions, please do not hesitate to contact us.

Muna Al Nasser
School Principal

GUIDING STATEMENTS

VISION STATEMENT:

The 'school of choice' inspiring, challenging and empowering a 21st century learning community through an ethical and innovative education system.

MISSION STATEMENT:

Provide a safe, friendly learning environment where lifelong learners follow an international curriculum which promotes academic excellence and nurtures key values and competences in our global minded, future leaders.

VALUES:

- **Respect**
- **Resilience**
- **Honesty**
- **Empathy**
- **Integrity**
- **Tolerance**
- **Care**

MOTTO:

Inspire, Challenge, Succeed

STATEMENT OF PHILOSOPHY:

International Community Schools believe in providing an excellent international education through its American and British programs to meet the needs, interest, and abilities of all students.

International Community School aims at the following:

- To provide students, through the curricula and co-curricular activities, with quality educational experiences which will enrich their lives and build the foundations for them to become productive and successful global citizens.
- To prepare students to develop their research, creative, critical thinking and problem solving skills.
- To develop in students a sense of citizenship, patriotism and appreciation of the host country.
- To encourage cooperation and partnership with parents and facilitate their positive involvement in the educational process.

- To provide a safe and caring learning environment favorable to the development of a positive self-image and respect for self and others.
- To provide strong academic programs based on national and international standards that emphasize a broad foundation and depth of knowledge to prepare students for post-secondary studies.
- To promote awareness of and respect for the environment and encourage activism and responsiveness to local and global environmental concerns.
- To provide professional development for the staff, thereby contributing to the continuous improvement of the quality of education offered by the school.
- To enable all students to become successful, independent learners who enjoy learning and reach their full potential, offering support for students with learning difficulties and encouragement for gifted students.
- To ensure students develop the necessary IT skills to meet the challenges of a rapidly changing, competitive global society and to promote the further integration of IT into the learning process by providing ample resources for staff and students.
- To instill in students respect for their own and other cultures and promote tolerance, harmony and understanding. To foster a spirit of brotherhood and equality without distinction of any kind based on race, gender, color, language, religion, ethnic group, social or national origin, property, birth or other status.
- To offer and encourage students to participate in a variety of enriching and stimulating extra-curricular activities.

INTERNATIONAL COMMUNITY SCHOOL LEARNER PROFILE

At ICS, students should strive to become:

- 1. INDEPENDENT LEARNERS**
- 2. CRITICAL THINKERS**
- 3. CREATIVE INQUIRERS**
- 4. PROBLEM SOLVERS**
- 5. DIGITAL RESEARCHERS**
- 6. 21st CENTURY INNOVATIVE LEADERS**
- 7. RISK TAKERS**
- 8. GLOBAL MINDED CITIZENS**
- 9. ENVIRONMENTAL PHILANTHROPISTS**
- 10. TEAM SPIRIT ADVOCATES**
- 11. COMMUNICATIVE EXPLORERS**
- 12. ENTREPRENEURS**
- 13. KNOWLEDGEABLE ADVENTURERS**

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Chapter 1: The Core Values of Education

Policy 1: Core Values of Education and Moral Obligation

Purpose

- To conform to Policy 1: Core Values of Education and Moral Obligation of the ADEC Private Schools Policy and Guidance Manual (2014-2015), Corresponding to Articles (2) and (6) of the Organizing Regulations.
- To ensure that the core values of education are seen as integral to all aspects of a School's work and as a task shared by all professionals responsible for it. These core values represent a common foundation for all School policies and should be reinforced through discussion at every level of the School's operation and through staff professional development.

Definitions

1. For the purposes of this policy, the core values of education are defined as follows:
 - **Teamwork:** emphasizing the values of cooperation with others.
 - **Integrity and honesty:** commitment to the right behaviors under any circumstances.
 - **Transparency:** dealing with others in a clear, sincere and honest manner.
 - **Respect:** respect for students, colleagues, guardians and community.
 - **Accountability:** the individual bears responsibility of his words and deeds.
 - **Care and compassion:** caring for others and feeling of responsibility toward them.

The **moral obligation** is defined as a set of ethical values and principles which are in accordance with the religion of Islam and the values, ethics, identity and culture prevalent in UAE society and which respects other religions.

2. International Community School (ICS) is committed to ensure a shared and clear understanding among School leaders, facilitators, staff and students that allows them to differentiate between acceptable and unacceptable practices, within the framework of values, ethics and customs of UAE society.
3. ICS will show respect to all religions and encourage respect, tolerance and understanding for cultural diversity.
4. ICS will continuously promote and adhere to the moral principles in its educational practices and school operations. ICS will also take full account of the religion of Islam and the values, morals, customs and traditions of UAE society. School leaders, teachers and staff will take active steps to promote these principles during everyday life at the school.
5. ICS will appoint staff who are in tune with the moral values of education.

Policy 2: Students' Protection (Child Protection Policy)

"The provisions of this policy shall be applied in all public schools, and in all private schools in Abu Dhabi Emirate in a way that does not contradict the provisions of the Organizing Regulations of Private Schools in the Emirate of Abu Dhabi (2013). This Policy substitutes Policy no.3 concerning Student Protection in the Private Schools Policy and Guidance Manual".

The Administration and staff of the International Community School are fully committed to safeguarding the well-being of all the children and young people with whom it works. The school is committed to promoting the rights of the child, including the participation of children and young people in matters that affect them.

The school aims to create a safe and healthy environment for the young people with whom it works and is committed at all times to ensuring their safety and welfare.

A set of child protection guidelines is operated by the school based on international best practice. This policy also helps to provide safeguards and support for staff when they are working with children and young people.

Purpose:

The purpose of this policy is to conform to Policy 3: Student's Protection of the ADEC Private Schools Policy and Guidance Manual (2014-2015), Corresponding to Article (5) of the Organizing Regulations and ensure that the International Community School has student protection measures in place to:

- (1) Protect them while in the school's care from all acts and omissions constituting physical abuse, emotional abuse, sexual abuse and exploitation, neglect, and bullying.
- (2) Identify and support those students who may have suffered such abuse or neglect, as strongly enforced by the UAE Federal Law No.3 of 2016 on Child Rights, Federal Law No. 3 of 1987 on Penal Code, and other relevant UAE laws.
- (3) Emphasize that all school staff are mandated reporters of cases of abuse and/or suspected abuse inside and outside the school.
- (4) Define duties and responsibilities of the School Principal and school staff for responding to suspected cases of child abuse and/or neglect.

Policy Statement:

1. DEFINITIONS

1.1. A **Child** under this policy is a person who has not attained 18 years old.

1.2. **Child protection**, for the purpose of this policy, is defined as all measures, steps and actions that must be taken to protect students from risks that may cause harm or injury while they are in the school's care, travelling to and from the school using school transport, and moving between, waiting for, and taking part in, all activities organized by the school inside or outside the school campus.

1.3. A school day is the time period spent by a student under school supervision. It includes the time spent by the student inside the school and includes the time spent by the student in school buses from and to the school and in extra-curricular school activities.

1.4. Abuse refers to physical abuse, corporal punishment, emotional abuse, sexual abuse and also includes bullying, exploitation, and neglect.

- **Physical abuse** is the deliberate physical injury to a student, or the intentional neglectful failure to prevent physical injury or suffering. This involves actions including, but not limited to, hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement, or giving the student drugs not prescribed by a physician to control behavior or to cause harm. Refer to **APPENDIX 1** for common signs that indicate physical abuse.
- **Corporal punishment**, a physical punishment inflicted on a child by a teacher or any adult in authority, such as the guardian, as a form of discipline, and is considered as **Physical abuse**.
- **Emotional Abuse** is the persistent emotional ill-treatment of a student such as to cause severe and persistent adverse effects on the student's emotional growth and development. It involves actions such as, but not limited to, conveying to students that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It involves causing students to feel bullied, frightened or in danger, or the exploitation or corruption of students. Some level of emotional abuse is involved in all types of ill-treatment of a student, though it may occur in isolation. Refer to **APPENDIX 2** for common signs that indicate emotional abuse.
- **Sexual Abuse and Exploitation** involves but is not limited to forcing or enticing a student to take part in sexual activities. The activities involve actions including, but not limited to, physical contact, including penetrative or non-penetrative acts. They include non-contact activities such as involving students looking at or in the production of pornographic material or watching sexual activities, sexual hinting or encouraging students to behave in sexually inappropriate ways. Refer to **APPENDIX 3** for common signs that indicate sexual abuse.

Bullying is unwanted aggressive behavior(s) from one student or more to another student and involves an observed or perceived power imbalance which is repeated (or is highly likely to be repeated) multiple times. Bullying, as a form of violence, includes

- physical (hitting, tripping), verbal (name calling, teasing), relational/social (spreading rumors, excluding from group), and cyber-bullying aggression (occurs through e-mail, a chat room, instant messaging, a website, text messaging, or pictures or videos sent through cell phones or posted on websites). A student can be a perpetrator, a victim, or both.

1.5. Neglect is the persistent failure to meet a student's basic physical, emotional and/or psychological needs, likely to result in serious impairment of the child's health

or development. It involves failing of a parent or a guardian to take actions that are considered necessary to care for children including, but not limited to:

- providing adequate food, clothing and shelter
- protecting the child from physical harm or danger;
- providing adequate care (including the use of adequate caregivers)
- providing healthcare and appropriate medical treatment
- providing education and regular school attendance
- maintaining personal hygiene
- ensuring adequate stimulation.

Refer to **APPENDIX 4** for common signs of neglect.

2. POLICY:

Our school publishes this Child Protection policy in the Parent-Student Handbook and on the school's main web page to protect students from any abuse and neglect provided it meets the minimum requirements of what is included in this policy and does not contradict any of its provisions.

The School and the School Principal are guardians of the right of students to not be exposed to abuse and neglect. The school Principal agrees to act as the guardian of all students while they are under school's care and has to take responsibilities that fall under this role.

All students have equal rights for protection, safety, and security in all public and private schools. Schools are fully responsible for the care and protection of students while they are in the school's care, travelling to and from the school using school transport, and moving between, waiting for, and taking part in all activities organized by the school inside and outside the school

The School must also ensure the supervision of students 45 minutes before the start of the school day and 90 minutes after school hours. For safety and life reasons, all school staff shall never leave children unattended at any time.

The School shall provide counseling and school support services, enabling students to have access to a trusted social worker.

The School shall ensure the provision of on-going First Aid training and dissemination of knowledge regarding all health, safety and prevention matters so that all school staff know what is expected of them and what to look out for with respect to the protection and safety

All school staff – including any person who, in the performance of his/her duties has regular or temporary contact with students and who provides services to students or school – are authorized and mandated by ADEC to report all cases of suspected abuse and/or neglect (conducted by any perpetrator inside or outside of the school) directly to the Ministry of Interior – Child Protection Center within 24 hours upon suspicion.

It is mandated to report using the telephone hotline (**116111**) and the electronic reporting link available on the ADEC website:

(<https://www.adec.ac.ae/ar/Pages/childabuserreportingabu-dhabiedusector.aspx>)

The information submitted electronically through the above link is transferred directly to the Ministry of the Interior – Child Protection Centre which can also be contacted directly by email (childprotection@moi-cpc.gov.ae) or by phone on 02-3333903.

If a child is in immediate danger (risk of serious harm), the police should be called using the 999 service, followed by reporting to the Ministry of Interior – Child Protection Center within one hour upon discovery.

In addition, school staff must inform the School Principal immediately when they suspect the exposure of any student to any form of abuse and/or neglect.

No school Principal or school staff shall impede or inhibit reporting of a suspected case of child abuse and/or neglect by a third party, nor shall they take any actions against the reporter, or threaten to do so.

The Ministry of Interior–Child Protection Center shall conduct the case intake, immediate communication with parents/guardians, investigation, and referral for treatment and rehabilitation of affected child and families, if required.

The ADEC Division in charge of Student Protection in collaboration with the Ministry of Interior – Child Protection Center shall provide guidance to school staff for further immediate actions, taking into account confidentiality and privacy of the students and families affected, and laws, regulations and procedures relevant to the incident.

The Article 272 of the UAE Law No. 3 (1987) “Federal Penal Code” states that: *“Any public official or person in charge of detecting crimes and arresting the accused, who fails or defers to denounce a crime within his knowledge, shall be punished by detention or a fine. A fine shall be imposed upon any official who is not in charge of detecting or seizing crimes, and who neglects or delays to notify the concerned authorities of a crime which becomes known to him, in the course of or in respect of his job performance”.*

School staff must raise the awareness of students of the importance to report any suspected case of student abuse and/or neglect inside or outside the school that becomes known to them, as stated in this policy.

3. Child Protection Data Confidentiality:

3.1 - Case reports and student data are strictly confidential.

3.2 - The identities of the student subject to alleged abuse or neglect, the alleged perpetrator, and the person reporting the alleged case must be kept confidential by all parties involved in the case.

3.3- The data should be shared only with authorized individuals from the ADEC Division in charge of child protection and the Ministry of Interior – Child Protection Center and Social Support Center authorized staff.

3.4 - School staff are strictly prohibited from discussing active or closed cases with the media, or any third parties or other staff, unauthorized ADEC staff, with the exception of investigative and judicial authorities and within the legal responsibilities.

4. Training:

Given the critical importance of understanding and complying with all aspects of this policy to ensure the protection of students, the Ministry of Interior – Child Protection Center in coordination and collaboration with ADEC shall conduct child protection training for school leaders and other specified staff for which attendance is mandatory.

5. Failure to comply with this policy:

Failure to comply with this policy is subject to legal accountability and administrative penalties stipulated in accordance with ADEC's regulations, policies and requirements, in addition to the UAE Federal Law No.3 of 2016 on Child Rights, Federal Law No. 3 of 1987 on Penal Code, and any other local or Federal relevant laws effective at the time of the incident.

Roles and Responsibilities:

Principals will:

- Comply with the provisions of this policy.
- Every private school shall publish a Child Protection policy to protect students from any abuse and neglect provided it meets the minimum requirements of what is included in this policy and does not contradict any of its provisions.
- Ensure that procedures to prevent situations that could lead to the abuse or neglect of students are in place and understood by all school staff and leaders
- Ensure the supervision of students at all times while in school's care.
- Ensure that there is priority emphasis within the school on the protection of the students and for taking immediate actions when there is suspicion of cases of student abuse or neglect.
- Ensure that students can safely report their concerns about abuse and/or neglect without fear of retribution or punishment.
- Ensure that staff and others can safely report their concerns about the potential exposure of any student to abuse and/or neglect without fear of retribution or punishment.
- Gain views from students and parents regarding security and protection within the school.
- Immediately report any case of potential abuse and/or neglect of students as stated by this policy.
- Ensure that all staff and administrators targeted for student protection training fully attend and participate in all training sessions.
- Conduct orientation sessions for parents/guardians upon student registration or enrollment and at the start of every school year to promote this policy and to inform them of their roles and responsibilities, and their rights and duties.
- Maintain students' records in compliance with Student Records policy, and ensure confidentiality of open and closed cases.
- Immediately suspend any staff member who is suspected of an offence involving student abuse and/or neglect on a temporary basis until the suspicion is adjudicated

All School Staff will:

- Report a suspected case of abuse and/or neglect upon immediate discovery
- Supervise students at all times while in school's care.
- Understand this policy to address suspected or alleged student abuse or neglect cases.
- Attend and participate in mandated student protection training.
-

Parents/Legal Guardians will:

- Cooperate with the school administration and staff, answer all inquiries related to the student's behavior, academic performance and respond to their feedback and guidance.
- Attend all scheduled school parent meetings.
- Communicate any concerns, observations, or changes in their child's behavior to the school administration or to the concerned school staff.

Reasonable Grounds for Concern

The statutory authorities should always be informed when a person has reasonable grounds for concern that a child may have been abused, or is being abused, or is at risk of abuse. A suspicion that is not supported by any objective indicator of abuse or neglect would not constitute reasonable grounds for concern.

The following examples would constitute reasonable grounds for concern:

- i. Specific indication from the child that s/he was abused;
- ii. An account by the person who saw the child being abused;
- iii. Evidence such as injury or behaviour which is consistent with abuse and unlikely to be caused in any other way;
- iv. An injury or behaviour, which is consistent both with abuse and with an innocent explanation but where there are corroborative indicators supporting the concern that it may be a case of abuse. An example of this would be a pattern of injuries, an implausible explanation, other indications of abuse, dysfunctional behaviour;
- v. Consistent indication, over a period of time, that a child is suffering from emotional or physical neglect.

A suspicion, not supported by any objective indication of abuse or neglect, does not constitute a reasonable suspicion or reasonable grounds for concern.

REFERENCES

- UAE Federal Law No.3 of 2016 on Child Rights
- ADEC-MOI CPC Memorandum of Understanding of 2015
- Ministry of Interior – Child Protection Center website (www.moi-cpc.gov.ae)
- UAE Federal Law No. 3 of 1987 on Penal Code

APPENDICES

APPENDIX 1

Possible signs of physical abuse can include:

1. Unexplained bruises or injuries
2. Injuries which have not received medical attention
3. Repeated abdominal pain
4. Withdrawal from physical contact
5. Arms and legs covered in scalds
6. Fear of returning home
7. Fear of contacting caregivers/parents
8. Self-destructive tendencies
9. Displaying aggression towards others
10. Unusual passive behavior
11. Repeated running away from home
12. Cigarette burns
13. Human bite marks
14. Broken bones
15. Multiple burns with a clearly demarcated edge

APPENDIX 2

Possible signs of emotional abuse can include:

1. Regular tiredness
2. Fear of a new situation
3. Low self esteem
4. High levels of anxiety
5. Unusually passive or aggressive
6. Delayed speech
7. Inappropriate emotional responses to painful situations
8. Running away
9. Lying
10. Neurotic behavior e.g. sulking, hair twisting, rocking
11. Fear of making mistakes
12. Self-harm
13. Developmental delay in terms of emotional progress

APPENDIX 3

Possible signs of sexual abuse can include:

1. Unusual behavior which could be general or sexual
2. Age inappropriate sexual behavior
3. Sexually transmitted diseases
4. Physical indicators in the genital and anal areas
5. Pain or itching in the genital area

6. Bruising or bleeding near genital area
7. Vaginal discharge or infection
8. Discomfort when walking or sitting down
9. Pregnancy

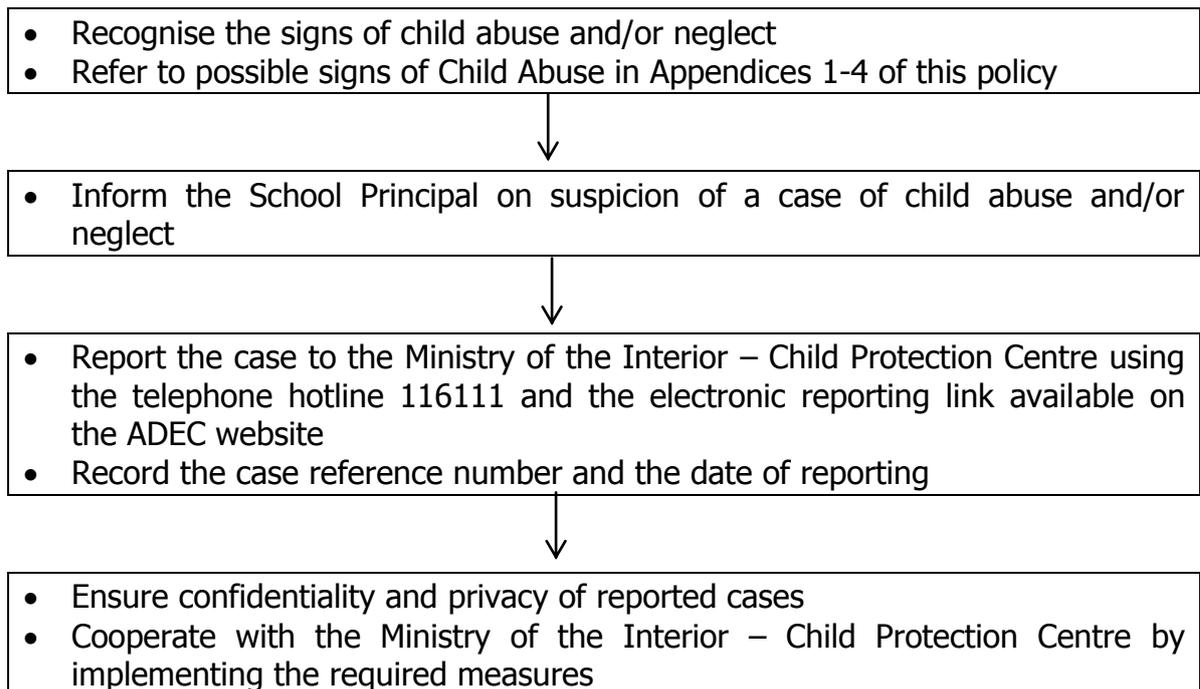
APPENDIX 4

Possible signs of neglect can include:

1. Stealing
2. Poor social relationships
3. Failure to thrive
4. Poor personal hygiene
5. Frequent hunger
6. Untreated medical complaints
7. Frequent lateness or absence from school
8. Inappropriate clothing
9. Substance or alcohol misuse

APPENDIX 5

Process to report a suspected case of abuse and/or neglect in Abu Dhabi schools:



2.1 Student Council Policy

Purposes

- To encourage an active and effective Student Council and support its positive contribution to ICS student life and the school community.
- To establish the guidelines for the functioning of the Student Council.

Policy

Constitution

The Student Council assists in improving the general welfare of all students and gives students the opportunity to participate in the workings of a democratic process. The scope of a Student Council's powers, privileges and responsibilities is defined by its charter or constitution, which must be approved by the Principal. The Student Council's constitution and any changes thereto arise out of discussions and agreement between administrative faculty and student representatives. The Student Council shall not have any authority to determine policies or procedures for the school. However, they can make recommendations to the administration on any topic of student concern.

Mission

The Student Council (SC) is an elected body that is run by the students for students in order to achieve the following goals:

- Reverse negative attitudes and promote a positive outlook on life;
- Create progressively an almost self-governed school by students to students.
- Complement the academic portion of their fellow students' education;
- Involve students in their own education;
- Promote a high standard of ethical and moral values;
- Allow the students to have an opportunity to experience real-life work and responsibility;
- Encourage the students to build their own self-motivated personalities;
- Help the students to take rational decisions in matters related to their career and future;
- Reveal any skills or capabilities of the students, and guide them to develop these skills and utilize them to their limit;
- Help the students as much as possible in their daily school requirements, and guide them to the right and most effective path to fulfil the required demands, with emphasis on the overall interests of the school itself;
- Prepare students for their future endeavors.

Election to Student Council

- Eligibility rules for candidates and rules for conducting campaigns and elections should be published, widely announced and uniformly enforced.
- At the beginning of every school year, interested students from Grades 11 and 12 nominate themselves to be elected for president, Vice-president, Grades 1-8 representative.

The elected president and vice president of the Council then choose the members of the Council from their fellow students. In doing so, they will take into consideration the required abilities and talents that these members should possess in order to be able to execute the relevant school's policies, to carry out the tasks and targets set for the council most effectively, and to help students and facilitators to improve standards and to achieve the required goals.

The elected students must be chosen according to their maturity, sense of responsibility, and attitude toward school life. Student Council members sign an undertaking to abide by the School's Code of Conduct. This undertaking includes a condition that if they would be asked to resign from the Student Council for inappropriate behavior in violation of the Code of Conduct.

Much effort should be put into building the foundation of the Council. Training sessions should also be provided to help students to be more organized and to improve their leadership skills.

ICS will not deny access to, or discriminate against any student who wants to participate in Student Council elections. The Administration will not deny membership to any student because of race, religion, nationality or for any other reason related to the purpose of the organization.

Other Student Organizations

- Students have the right to form organizations or clubs within the school for cultural, social, sporting, and other authorized purposes. Such groups, in planning their activities, will follow guidelines and procedures governing the creation and operation of student organizations in accordance with the school policy and UAE laws.
- Conducting any activity which might be dangerous or embarrassing to any individual or to the school is prohibited.
- Each student club or organization must have a faculty sponsor (advisor) and a constitution with a written statement of its goals, purposes, and activities. A faculty sponsor or 'designee' must be in attendance at every meeting or activity scheduled on any school premises or at any school-sponsored activity, regardless of location, to provide general supervision. Students or the faculty sponsor may cancel any meeting when it is deemed necessary.
- Approved student organizations or clubs will have the right, within established guidelines, to use available school facilities, to have access to available communications, to share available bulletin board space in order to publicize activities, and to distribute notices to publicize an approved activity.

Student Activity Funds

The management authorizes the designee to establish procedures for the collection and expenditure of student activity funds to promote the general welfare, education, and morale of all students, and to finance the normal legitimate co-curricular activities of the school.

The Principal is responsible for the proper collection, disbursement, and control of all school activity funds. This includes providing for the safekeeping of monies, and proper accounting and administration of the funds.

Funding

1. The student activity fund is custodial in nature. The fund can be collected, internally, through the following sources:

- Admission charges for interscholastic activities;
- Publications;
- Clubs;
- Student organizations;
- Student activities;
- Bake sale days and other cultural activities.

2. Suggested activities that can be undertaken by the Student Council:

- International Day
- Science fair
- National Day Celebrations
- Martyrs' Day Memorial
- Open day
- Talent show
- Bake sale day
- Crazy Hats Day
- Publishing a newsletter every term
- Art and crafts clubs for the kids
- Careers Day
- Iftar nights (in Ramadan)
- Educational trips
- Charity events
- Other activities

All school activities, including those planned and organized by the Student Council, must be fully compliant with ICS and ADEC regulations. Student Council activities require the pre-approval of the Principal and the ADEC online activities portal.

Policy 3: Parent – School Mutual Partnership

Purposes:

- To conform to Policy 56: Informing Guardians of the School Program and Policy 57: Inspection of Student Records of the ADEC Private Schools Policy and Guidance Manual (2014-2015), Corresponding to Articles (61) and (62) of the Organizing Regulations.
- This policy establishes an emphasis on parent/guardian involvement in children's education and establishes guidelines for the school and parent/guardian relationship in Abu Dhabi Education Council (ADEC).

Policy Statement:

At ICS, we believe in the importance and the central value of parental involvement in a child's educational progress. In order to have an efficient and effective parent-school communication, we kindly request parents to comply with the following rules and procedures.

- The School shall regularly communicate with Parents/Guardians, using various methods and media, such as School newsletters, telephone calls, SMS, e-mails, letters, website portals and meetings.
- Parents/guardians will receive regular communication regarding measures that are in place at the school regarding the care and safety of their child.
- Parent/guardians will receive regular updates regarding the academic progress of their child. A report card will be prepared three times per year and available online. Parents/guardians will receive a username and password to access the school website at the beginning of each academic year. The final report card will also be available as a printed report from the eSIS system.
- Parents/guardians will have opportunities to participate in regular parent-facilitator conferences with their child's facilitators or other staff members, to discuss the academic progress of their child. The school Academic Calendar states these meetings. Parents/guardians will receive communication regarding these dates in a timely manner.
- Parents/guardians will receive regular communication regarding school activities using a variety of tools. These include SMS messages, school newsletters, information sessions held at the school, emails, school-produced handbooks and letters and website
- Parents/Guardians must not initiate conversations with any member of staff about other children in the school.
- Parents/Guardians must respect the privacy of other students in the school. Parents cannot talk or meet with other students at the school.
- The School shall encourage parents to participate in extra-curricular activities organized by the School such as scientific, cultural, social, sporting or art events, after obtaining ADEC approval for them, and other relevant entities.
- The School shall encourage parents to take on voluntary participation in School and community events such as the UAE's National Day celebrations, graduation

ceremony, and other similar activities and events, after obtaining ADEC approval for them, and other relevant entities.

- The School shall encourage parents to participate in other School activities such as Parents/Guardians councils and committees formed by the School's Board of Trustees.
- The School shall make opportunities available for parents to visit a classroom in which their child is attending a lesson at least once during each academic year in certain special circumstances, after informing the Principal and receiving permission to do so, if necessary.
- The School shall make opportunities available for parents to obtain information about the placement of their child in a teaching group, and their right to give their written approval of the proposed arrangements, if necessary.

School Student's Diary:

All students should have a school diary. The school agenda is a notebook that is used as a means of communication between parents and facilitators.

- Parents are strongly urged to check their children's diary in order to be informed of any messages the school would like to communicate to the parents.
- If parents have any concerns or questions for a facilitator regarding our child, they are invited to document them in our child's diary.
- A student in Grades 5–12 whose parents have noted a message on the student's diary is expected to personally bring forward the note to the facilitator.

Meetings:

Parents should abide by following rules and regulations regarding school visits:

Parents can enter the school premises from 8:00 am to 3:00 pm only with a scheduled appointment with a school academic administrator and/or facilitator.

If a parent arrives to the school between 8:00 am to 3:00 pm without having a scheduled appointment, the parent will not be permitted on school premises until permission is obtained from the administrator the parent wishes to meet.

Meetings with school staff must be scheduled through phone or electronic communication with the staff or respective secretary.

Parent-Facilitator Conferences:

These conferences are essential to support student learning by establishing stronger home-school connections.

- Parents should participate in the school scheduled Parent-Facilitator Conferences held twice a year. The dates for these are mentioned in the School Calendar and parents are informed of the timings in advance.
- There are also Parent-Facilitator Conferences by referral. These dates are mentioned in the School Calendar and parents are notified to attend on a case-by-case basis by appointment.

- Additional conferences are encouraged as needed throughout the year. If an urgent matter concerning a student should arise, parents and facilitators should arrange for an immediate conference.
- Parents are encouraged to visit the school by appointment. Parents should contact the school to request a meeting. (Please note that parents or non-parent visitors should not enter classroom areas without authorization from the appropriate administrator.)

Communication by Telephone:

- Telephone calls from parents to facilitators, Principals and Vice-Principals are strongly discouraged.
- If parents have any urgent concern regarding their child, a school secretary will note the parent name and reason for the call. The message will be reported to the school Principal, Vice-Principal, and a parent-Principal/Vice-Principal or parent-facilitator meeting will be scheduled and the parents will be informed of the scheduled meeting.
- If the issue is related to behavior, the secretary will note this to the supervisor.
- If the issue is related to the school bus service, contact the bus-safety officer.
- Serious issues should not be communicated via telephone. Meeting with the Principal or VicePrincipal is preferred in serious cases. A phone conversation with the Principal, VicePrincipal, supervisor, or facilitator should not exceed 5 min. and a meeting will be preferable.

Online Communication: Parents can use the school website (e-school) and email as a means to:

- Communicate with the facilitators regarding our children's work.
- Check student homework assignments, newsletters.
- Check reminders, notices, SMS(s) and other information.
- Download and Read handbooks, policies.

Facilitators will communicate with parents professionally and skillfully to support students' achievement to their full potential, within the below channels:

- i. Hold school-scheduled parent-facilitator conferences.
- ii. Hold additional meetings as needed throughout the year. If an urgent matter concerning a student should arise, facilitators are expected to arrange an immediate meeting with the parents.
- iii. Be accessible to parents to discuss concerns. Parents should be encouraged to visit the school by appointment. Parents should contact the office personnel, Principal, Vice-Principal or facilitators to request a meeting. If it is not convenient for a facilitator to hold an unscheduled meeting, an alternative meeting time may be arranged.
- iv. Call the parents to discuss any concerns.
- v. Communicate with parents online and regularly report student work, achievement, and progress.
- vi. Maintain clear student records and update them periodically.

Policy 4: School Rules and Regulations

4.1 School Timings K-12

Purpose:

The purpose of this policy is to ensure that parents and students are abiding by the school rules and regulations.

Policy Statement:

Kindergarten School (KG1, KG2):

- Students should be in their classrooms by 7:30 am. Students go directly to their classes when they arrive to school in the morning.
- Classroom instruction begins at 8:00 am.
- Classroom instruction ends at 12:55 pm.

Elementary & High School (Grade 1–12):

- Grades 1–6 facilitators should be assembled in the playground at 7:25 am, grades 7-12 facilitators must be in the Gymnasium (1st Floor) at the same time for assembly. All students must attend the assembly which includes: the national anthem, Quran recitation, student presentations and programs on important values, competences, events and occasions, as well as announcements and general information on activities, meetings, and other school functions.
- Classroom instruction begins at 7:45 am.
- Classroom instruction ends at 2:30 pm.

4.2 Dress Code

Purpose

The purpose of this policy is to instill pride in being members of International Community Schools and to ensure that the students are aware of the necessity to present a positive image as representatives of the school.

Policy Statement

1. Students must learn to be responsible for being neat, clean and uniformly dressed.
2. All students must wear the school's uniform when attending school or when they are off campus on educational trips.
3. School staff will inspect students on a daily basis to ensure that they are wearing the correct school uniform.
4. Students are not allowed to write on their uniform

5. Students should come to school wearing the proper school uniform. After receiving a warning or an incident report, students will be sent to the supervisor's office and will wait until their parents bring their school uniform and will be then sent back to class.
6. Students should maintain a tidy and proper appearance that is consistent with the school Dress Code. Students will also be sent to the supervisor's office to take corrective actions (i.e., remove make-up). If additional measures need to be taken (e.g., a haircut), parents will be contacted.

| <u>GIRLS</u> | <u>BOYS</u> |
|--|---|
| <ul style="list-style-type: none"> • White school shirt with school badge <ul style="list-style-type: none"> ○ Shirts/tops worn under the school shirt must be plain white • Grey school skirt – <ul style="list-style-type: none"> ○ length must be to the calf ○ items worn under the skirt must be plain black or white • <u>OR</u> Grey school trousers • White/black/grey socks only • Plain Black <u>or</u> White shoes only • Headscarf (if worn) must be black, white or grey • Blue school jacket with school badge only • <u>Appearance</u> <ul style="list-style-type: none"> ○ Long hair must be tied back and off the face ○ No unnatural hair colors/dyes ○ Fringe must not be in the eyes ○ Hair ties must be black or white ○ No colored lenses ○ No nose piercings ○ No makeup ○ No hanging earrings – only ear studs ○ No accessories/jewelry whatsoever, except a plain wristwatch ○ Nails must be short ○ No nail polish | <ul style="list-style-type: none"> • White school shirt with school badge <ul style="list-style-type: none"> ○ Shirts/tops worn under the school shirt must be plain white • Grey school trousers • White/black/grey socks only • Black <u>or</u> White shoes only • Blue school jacket with school badge only • <u>Appearance</u> <ul style="list-style-type: none"> ○ Hair must be short – off the ears and collar ○ No unnatural hair colors/dyes ○ No gel, no 'fashionable' styles ○ Sideburns must be neatly trimmed and no longer than the bottom of the ear ○ No facial hair whatsoever ○ No accessories/jewelry whatsoever, except a plain wristwatch |

Roles and Responsibilities

The Principal, Vice Principal, Heads of Sections, Senior Supervisor, Supervisors, and Facilitators will:

- *Contact parents when students repeatedly do not wear the proper school uniform.*
- *Parents will be informed to deliver a school uniform to the school for students without the proper uniform.*
- *Encourage all students to wear the proper school uniform.*
- *Inform parents and students through various school communication means about the proper school attire to be worn on a daily basis.*

4.3 School Entry & Exit Policy

Purpose

The purpose of this policy is to ensure the safety of all students at all times.

Policy statement

A. Policy for Parents

A1. The Entry and Exit Procedures for Parents and Visitors is effective

(1) Sundays through Thursdays from 7:00 a.m. to 4:00 p.m.;

(2) Fridays, Saturdays and holidays

A2. Parents can meet with the central administration staff on Sundays through Thursdays between 7:30 a.m. to 3:00 p.m. and on Saturdays between 10:30 a.m. to 2:00 p.m.

A3. Parents can schedule to meet with the Principal, Vice Principal, Coordinators and Student Support Services Department staff on Sundays through Thursdays by calling the school (02-6330444) and scheduling with the respective administrator or the secretary. Parents who do not have a scheduled appointment will not be allowed on school premises unless the security officer obtains permission from the administrator the parent wishes to meet.

A4. Parents can schedule to meet with supervisors after the school day ends between 2:30 – 3:00 pm. Parents can schedule to meet with facilitators during their designated PTC (parent teacher conference) period or between 2:30 – 3:00 pm. Meetings with supervisors and facilitators can be scheduled through phone or written communication (i.e., student planner/diary or email).

A5. Parents picking up their children for emergency or disciplinary purposes are subject to the Entry and Exit Procedures for Parents and Visitors. Parents picking up their children for health or emergency reasons should collect their children from the school clinic. Parents picking up their children for disciplinary purposes or any other

purposes should wait at the Reception area and the respective supervisor will be notified to send the student to the administration.

A6. Parents/guardians are not allowed to go inside the designated student areas during school hours. Entering student areas during school hours is a violation of the School's Child Protection Policy.

A7. Parents/guardians are strictly prohibited from roaming the school premises, hallways, looking through classroom and office windows, entering classes, and using student washroom. Such actions are considered a violation of the School's Child Protection Policy.

B. Policy for Visitors

B1. Visitors are always subject to the Entry and Exit Procedures for Parents and Visitors when entering the school.

B2. Visitors who wish to meet with a school administrator are allowed to enter the school premises only with a scheduled appointment. Visitors who do not have a scheduled appointment with an administrator will not be permitted on school premises unless permission is obtained from the administrator the visitor wishes to meet. Visitors can schedule meetings with school administrators by calling the school and scheduling with the respective administrator or administrator's secretary.

B3. Visitors who wish to meet with any staff member for personal reasons are allowed to enter the school premises only after the security guard obtains permission from the respective staff member. They must meet in the central administration lobby only and cannot enter student areas during school hours.

B4. Visitors are strictly prohibited from roaming the school premises, hallways, looking through classroom and office windows, entering classes, and using student washroom. Such actions are considered a violation of the school's Child Protection Policy.

C. Entry and Exit Procedures for Parents and Visitors

C1. Before entering the school premises, the security guard will request the parent/visitor to register his/her name and the date and time of entry to the school premises.

C2. The parent/visitor must hand in an identity card (i.e., ID card or driving license) to the security guard. The security guard will give the parent/visitor a visitor's badge in return.

C3. The parent/visitor must wear the badge at all times when on school premises.

C4. The parent/visitor is not allowed to visit other staff members or departments not claimed at the gate or wander in the school premises.

C5. Upon leaving the school, the parent/visitor must hand back the visitor's badge to the security officer, who will then return the ID card to the parent/visitor.

C6. The parent/visitor must provide their signature indicating that they have received their ID cards.

4.4 End-of-Day Release

Purpose

The purpose of this policy is to ensure the safety of all students at all times.

Policy Statement

- Students should be collected promptly at the end of the day. KG students must leave school premises by 1:15 pm, grades 1-12 students by 2:50 pm. Staying on school premises during after-school hours is not permitted.
- Parents should pick up their children from their KG – Gr. 4 classrooms at the end of the school day.
- The school is not responsible for students who stay on school premises more than 60 minutes after their school day ends (after 1:55 pm for KG students and after 3:30 pm for grades 1-12 students).

4.5 Leaving Class or School

Purpose

The purpose of this policy is to ensure the safety of all students at all times.

Policy Statement

- Students are not allowed to leave the school premises during the school day. If a student has to leave school:
 - The parent must provide a written request expressing therein the time and reason for departure. The parent should present the request to the VicePrincipal. If approved, the VicePrincipal will prepare a pass for the student to leave.
 - The parent must collect the student personally from the VicePrincipal's office. If the parent cannot pick up their child, they should send with the person picking up their child an official letter signed by them authorizing the person to do so.
 - Students should visit the school clinic in cases of illness or injury. If the student needs to leave school, the clinic nurse will inform the Vice-Principal who will call the parents to pick up their child.

4.6 Class Preparation

Purpose:

The purpose of this policy is to provide students with an atmosphere in which ideal learning can take place. Students are expected to come to every class prepared and on time.

Policy Statement:

- Students should come to class with all homework completed and with the required books and learning materials.
- If students are absent one day, they will be given one extra day to complete the assignments that were due. If absent more than one day, the facilitator and student will establish a reasonable deadline.
- Failure to do so, their attitudes for learning grade will be affected negatively, and proper measures will be taken (incident reports, informing parents) accordingly.

4.7 Break/Recess Policy

Purpose:

This purpose of this policy is to ensure the responsibility of all students at all times.

Policy Statement:

- Students should dispose of their rubbish properly in the bins provided and not throw litter on the ground.
- Students must remain in the playground where they are under supervision. Leaving the playground to other undesignated areas is completely forbidden.
- Students should move to and from classes in an orderly and quiet manner, walking always by the wall, in an on-line formation. Running, pushing, or shouting are not permitted.

4.8 Mobile Phone Policy

Purpose:

The purpose of this policy is to prohibit students from bringing mobile phones to school and establish the consequences for violation of the mobile phone policy.

Policy Statement:

- Mobile phones are not allowed in school.
- Students should leave their mobile phones at home.
- On a case-by-case basis (exceptional circumstances) in Grades 9-12, parents may request permission from the Supervisor for their son/daughter to bring the mobile phone. If brought the phone must not be used anywhere on campus and must be handed in to the Supervisor by the first period bell. Phones are returned after last period bell.
- The School bears no responsibility for lost/stolen mobile phones.
- The School will confiscate any mobile phone or electronic devices found on campus.
- Phones not submitted to the Supervisor upon entering school will be taken by the administration.
 - 1st Offense – Hold until the end of the day
 - Parent must pick it up and sign Undertaking
 - 2nd Offense – Hold 5 school days
 - Parent must pick it up and sign Warning Letter
 - 3rd Offense – Hold remainder of the school year (SIM card returned)
 - Parent can collect with End of Year Report Card
- Pupils cannot use a mobile phone in an exam – even as a calculator (as per exam board regulations). Mobile phones are collected by exam invigilators prior to every public exam and are kept safely locked away until the exam finishes. Pupils must always hand their phone in during an exam or leave it at home.
- Students are strictly forbidden from taking photos or videos anywhere on ICS property (whether inside or outside of the classroom, school campus, or school bus) using their mobile phone or other electronic device. It is a criminal offence and will be dealt with severely.

Contact with parents/guardian:

- The only way any arrangement with home can take place is through the school.
- Pupils cannot phone home from their mobile and arrange to go home.
- Parents cannot contact their child directly to arrange to pick them up. This must be done through the Supervisor or Receptionist.

Policy 5: School and Support Services

5.1 Food Services

Purpose:

This policy establishes the creation of a positive approach to a healthy lifestyle.

Policy Statement:

To provide a safe, hygienic and orderly environment for the serving of food:

- The Administration is involved in monitoring the provision of food through our school caterers to ensure that quality and nutritional standards are maintained.
- Information about our food and water policy is made available to parents.
- The school cafeteria is licensed by Abu Dhabi Food Control Authority (ADFCA).
- The School is committed to providing healthy food in line with ADEC and ADFCA Standards.
- School employees working in the canteen are neat, clean and free from any skin allergy.
- We encourage children to bring bottled water into school to drink throughout the school day.
- Drinking water is available in the playground, staff rooms and at specified places.
- Junk food (i.e., chips, candies, lollipops, and soft drinks) is strictly prohibited in school. Parents are encouraged to send with their children a healthy homemade snack that consists of fruit or vegetables.
- Ordering food and beverages from external restaurants and stores is strictly forbidden during the school day.
- School staff will guide students to understand the importance of healthy lifestyle choices. Healthy living includes understanding the importance of eating nutritious food, getting enough sleep, exercising regularly, and spending time with family and friends.

Canteen Rules

- Students must queue and wait for their turn during both breaks.
- Students must not bang on the counters.
- They must be polite with the canteen staff.
- Rubbish must be placed in bins. Littering is not allowed.
- The canteen is open prior to start of classes and during break time.
- Students must use the canteen in their assigned area of the school.
- Students must follow all ICS policies concerning behavior and respect to school property while in the cafeterias and while on break.
- Students must be respectful of workers, students, and other staff members while waiting to purchase items from the cafeteria and while on break.

5. 2 Health, Safety and Environment (HSE) Policy

Purpose

- To conform to Policy 64: Health, Safety and Environment of the ADEC Private Schools Policy and Guidance Manual (2014-2015), Corresponding to Article (69) of the Organizing Regulations.
- To have clear policies based on good and up-to-date practices and to set high standards for health, safety and environment to ensure that students and staff are not exposed to any danger or disease.
- To build a culture where everyone in the School accepts responsibility and accountability towards protection of the environment and health and safety of all individuals and the community.

Definition

For the purposes of this policy, the term **Health, Safety and Environment** refers to the requirement for Schools to ensure that students and staff are kept safe and healthy in School and when out of School in situations for which the School has a responsibility.

Policy Statement

The School will develop, implement and maintain an Environment, Health and Safety Management System ("EHSMS") for their operations in full compliance with the "Abu Dhabi EHSMS Regulatory Framework" and the "Education Sector EHSMS Requirements" and any relevant policies set out by the Council and other government entities.

The School is committed to and has set out procedures for the following:

- Maintaining a healthy, safe and risk-free environment throughout the School, and all of its external facilities, taking into account aspects of public health, including the areas where students, staff and visitors use for arrival and dismissal.
- Providing a safe, risk-free and healthy environment for students and staff during extra-curricular activities (excursions and field trips).
- Complying with policies, procedures, programs and special instructions issued by the Council or any other governmental or regulatory entity regarding School buildings, facilities and equipment used, and their conformity with environmental, health and safety specifications contained therein.
- Obtaining the necessary valid licenses and permits from the Council, Department of Municipal Affairs, Civil Defense Directorate, HAAD, Abu Dhabi Food Control Authority and any other concerned governmental entity, and maintaining the

related inspection records carried out by these entities and the observations made in their regard.

- Equipping the School with integrated and effective protection systems, fixed and mobile, for fire protection and detection, including fire sensors and detectors, fire extinguishers, water systems, pumps, taps, hoses, nozzles and sprayers to extinguish fires according to the specifications laid down by the Civil Defense Directorate. The School obtains the necessary valid licenses and maintains inspection records and notifications on these systems.
- Equipping the School with integrated and effective security and access systems, including procedures and records for entering School buildings and surveillance cameras.
- Providing a special clinic for regular and emergency medical services within the School buildings. The clinic is equipped with qualified and licensed staff as well as the resources and equipment needed to work full time during School working hours, and in full compliance with the requirements and standards of HAAD. The School obtains the necessary valid licenses and maintain inspection records as required.
- Promoting and integrating health, safety and environmental education within the curriculum and School extra-curricular activities.
- The School shall regard the promotion of health and safety education as essential at all times. It shall be the responsibility of every staff member to ensure that correct health and safety procedures are followed at all times, in accordance with the requirements of the School's Health, Safety and Environment Policy and all other policies and regulations applicable in the Emirate. They shall also be responsible for informing the School's Principal or his delegated representative and the Council and relevant authorities, within required timeframes, of any health and safety breaches at the School.

Role of the EHS Officer

The School has a designated EHS Officer who, after the Principal and Vice Principal, is the designated senior person who is responsible for all concerns and incidents which arise within the school regarding environmental sustainability and the health and safety of all individuals who occupy the school buildings or participate in activities, which extend beyond the school grounds.

The EHS Officer is responsible for the implementation of all aspects of the environment, health, and safety rules and regulations, as set out by the Abu Dhabi Education Council. The EHS Officer must communicate with and implement all policies stated by the Abu Dhabi Education Council Environment Health and Safety Team. This person must take an active role in the creation and application of professional development programs to ensure that all staff are aware of their responsibilities.

The EHS Officer:

- manages environment, health and safety impacts, hazards, and risks arising from K-12 learning activities and operations
- promotes awareness and encourages participation in sustainability initiatives through effective communication and consultation with faculty, staff, students, and concerned stakeholders
- provides training in relevant environment, health, and safety issues and ensures that all faculty and staff maintain the required level of competency
- prevents injuries and causes of illness by providing safety awareness campaigns to all school staff
- complies with applicable EHS laws, regulations, standards, and best practice
- continually seeks to improve the school EHS Management System and performance through monitoring and periodic review of the EHS Policy and works to promote progress toward established EHS objectives and targets

Security Video Surveillance Cameras Cameras (CCTV)

The School is equipped with integrated and fully functioning access and security systems, including access procedures and logs, security video surveillance cameras and other devices or procedures installed to cover all School buildings and facilities, and classifying these as sensitive locations. All security video surveillance cameras are installed according to the specifications of the Council's "CCTV Guidelines for Private Schools".

The CCTV cameras provide coverage of the following areas:

- All entrances and exits of School buildings and grounds.
- All walkways and public areas (corridors, stairs, courtyard, sports hall, sports fields, canteen, libraries).
- Student pickup and drop-off areas (private vehicle and bus).
- Security areas and hazardous areas (control room).
- Exterior areas surrounding the School grounds.

The security video surveillance cameras (CCTV) are not installed in classrooms, lavatories, changing rooms or any other of area where there is a reasonable expectation of privacy.

CCTV monitors are installed in the Administration in a secure location for monitoring. Male security guards do not have access to viewing CCTV footage of female students and female staff during the school day.

Parents/Guardians, school staff and visitors are informed that security video surveillance cameras are present with signs stating that the School is under camera surveillance.

Access to CCTV Recordings

CCTV recordings are considered confidential. The School Principal and Vice Principal are the only school-based staff authorized to view and retrieve CCTV recordings at the School.

CCTV records are retained for a period of 180 days. In the event that an incident captured in a CCTV recording requires clarification beyond the School level, the School Principal or Vice Principal will immediately notify the PSQA Sector, Licensing and Accreditation Division, in order to deal with the incident.

No copy of any recordings may be shared with any person or entity unless requested by a judicial order or by prior written approval from PSQA Sector's Executive Director. Copying or distribution of CCTV recordings is strictly prohibited and punishable by law, in compliance with Federal Law No. (2) of 2006 on the prevention of information technology crimes.

School Clinic

ICS maintains a School Clinic which adheres to all of the Council and HAAD regulations, policies, and standards relating, directly or indirectly, to the establishment and management of the clinic and the provision of School health services to all students.

The School renews the HAAD healthcare facility license for the School Clinic annually. A copy of the School Clinic's valid HAAD healthcare facility license is displayed at all times in the School Clinic along with a copy of the School Nurse's valid HAAD healthcare professional license. These licenses may never be removed or tampered with.

The School employs two full-time nurses that hold a valid HAAD healthcare professional license. The School Nurse shall be available on School premises on a full-time basis, every school day, including exam days, according to the Council-approved School calendar. School nurses shall comply with professional qualifications requirements set for School nurses by HAAD, and meet the expectations for their performance criteria.

The School Clinic maintains segregation between male and female students at all times. The School has a female nurse and a male nurse. Nurses attend students as per the Council and HAAD guidelines.

Administration of Medication

The School Nurses shall ensure that they fully understand and strictly adhere to all HAAD standards that regulate the administration of medications. The School Nurse will procure the consent of Parents/Guardians before administering medications (whether prescribed by a HAAD-licensed physician for acute or chronic conditions or

as required in an emergency situation). Consent must be renewed annually or every time there is a change in the medication administration requirements. According to HAAD standards, medications that can be administered by the School Nurse in emergency cases are limited to the following:

- Epinephrine for acute allergic reactions.
- Metered-dose Inhalers.
- Paracetamol.
- Antihistamine cream.

Health Screening

The School shall ensure that the School Nurse conducts all mandatory health screening on students in accordance with HAAD standards for school health screening. All screening results shall be maintained in the students' health records. If any case of head lice is detected among students in the School, the Principal and the School Nurses shall adhere to the Council's "Head Lice Detection Flow Chart" for related procedures.

School-Based Immunization Program

The School shall allow access to HAAD-appointed health providers and will facilitate their task of conducting the School-based immunization program to ICS students. The School shall ensure that complete vaccination records for all students are kept in the School Clinic at all times and are made available to HAAD-appointed health providers, as required.

The School shall regularly follow up on behalf of the HAAD-appointed health providers with students and their Parents/Guardians regarding the submission of required documentation and completed and signed consent forms.

The School shall ensure that, as required, staff shall attend mandatory health and safety awareness workshops conducted by HAAD, the Council or HAAD-appointed health providers, as required.

General Safety Measures

Additionally, the School will ensure that:

- Procedures relating to the secure storage and safe use of potentially dangerous substances and equipment (e.g. laboratory chemicals and equipment, biological materials, cleaning substances, workshop tools and maintenance equipment) are followed scrupulously at all times.
- All equipment used by the School are regularly tested and maintained in safe working condition.
- Relevant staff bear responsibility for all health and safety matters in relation to facilities and have relevant licenses and approvals from relevant entities.

- The School carries out all regular safety assessments (e.g. fire safety) as required by the Council and all other applicable government entities, including emergency evacuation plans. Evacuation Plans are posted in all classrooms and offices, and regular evacuation drills are carried out during the year.

Roles and Responsibilities:

The School Principal and Vice- Principal will:

Assist the EHS Officer in actively promoting HSE culture and awareness, and monitoring and enforcement of all policies and wider laws, which exist within the United Arab Emirates, concerning HSE related declarations. Participate in EHS training as required.

The EHS Officer will:

Be accountable and responsible for the implementation of the HSE Policy and requirements within the schools. Play an active role in the promotion of HSE culture and awareness, monitoring and enforcement. The EHS Officer must communicate with and implement all policies stated by the Abu Dhabi Education Council Health, Safety and Environment Team. Serve as the first point of contact for HSE issues and concerns raised within the school.

Facilitators will:

Comply with the schools HSE policies, programs and procedures. Be aware of the importance of environmental sustainability and undertake roles, as suited to their positions at the school, which reflect positive values regarding environmental concerns. Be vigilant to ensure that all aspects of the school environment pose no threat of potential danger to students or the individuals who work in and visit the school. All possible threats must be reported to the EHS Officer immediately. Encourage students to engage in sustainability activities like recycling and reusing materials and direct students to dispose of all waste responsibly.

Students will:

Participate in campaigns, which seek to improve behavior and to result in good outcomes when engaging in environmentally friendly activities. Facilitators must participate in professional development activities to ensure that they are aware of all issues related to EHS policy objectives.

5.3 Protection from the Dangers of the Internet

Purpose:

The purpose of this policy is to prepare students for active and effective participation in society. Online information and communication resources, including social media, have become an essential component of this preparation. The School aims to raise awareness of the potential benefits of the internet in terms of access through which young people can develop the knowledge, skills, and motivation to use the internet in a safe, responsible, and effective manner.

Policy Statement:

1. Tips on how to be 100% in protection zone when using and navigating the internet are posted in every IT lab and on the School's web site.
2. One period will be dedicated at the beginning of the year, where facilitators will explain to students all tips and measures that will shield our children against the internet dangers and side effects.
3. Through IT lessons and special information session, the School will raise student awareness about the appropriate use of social media, cyber-bullying, online predators, cyber-security and UAE laws governing social media and internet use.

Rules and Responsibilities:

The Principal, Vice Principal, Facilitators, Social Worker and IT staff will make sure that the following guidelines are followed in the school premises IT related apparatus:

- The School is using filtering software to block inappropriate content (such as hate speech, racism, adult content and inappropriate games) by age category.
- The school is using safe email programs.
- The school is blocking social networking sites from children in elementary and middle school via a content-filtering program.
- The School is blocking popular search engines from children in elementary and middle school with a content-filtering program.
- The School is using stealth monitoring software on the computers operated by the students.
- The School guides the students to create strong passwords, and log out of their accounts at the end of every IT lesson, and never share their account information with anyone.
- The School follows all rules and regulations cited in the school's ICT Policy.

Chapter 2: Academic Regulations

Policy 6: Admission and Registration Policy

Definitions:

For the purposes of this policy, **admission** covers the requirements of and procedures for admitting students to School. **Registration** is the process whereby Schools offer students a place and then enter them on the School admissions roll. **Placement of students** refers to the normal expectation that students be placed with their peer group in terms of age, whose birthdays fall within the defined dates of the school year.

Purposes:

- To conform to Policy 44: Student Admission, Registration and Distribution of the ADEC Private Schools Policy and Guidance Manual (2014-2015), Corresponding to Article (49) of the Organizing Regulations which ensures that all Schools operate fairly and appropriately in their decisions about admission, registration and placement of students.
- To set out the minimum requirements for the admission, registration and placement of students.

Policy:

- To apply for admission to ICS, the following process must be completed:
 1. Complete the Student Application Form and process that is available on the school website.
 2. After completing the Application Form and submitting all required documents, the applicant together with the parent will be given an appointment to meet with the Principal and/or Vice Principal. The purpose of the meeting is to discuss the admission requirements and the placement testing process, and to learn about the applicant's character, skills set and commitment to pursue the ICS Learner Profile.
 3. The applicant will be scheduled to sit for the placement test in English, Math and Arabic (if applicable). The purpose of the placement tests is to give an indication of the student's performance level(s) to be able to provide proper learning and psychological support and not solely for the purpose of accepting or rejecting a student.
 4. Parents will be informed of the results of these assessments and admission to the school in a second meeting with the Principal and/or Vice Principal. In this meeting, the School Counsellor will support the applicant in the subject selection process.

5. Along with the application form and fees, parents are requested to submit the following documents:

- one passport photograph (jpg)
 - Passport copy of the student and parents
 - Residence visa of the student and parents (expatriates)
 - Family book (UAE nationals)
 - Birth certificate, should be attested from country of birth if the child was born outside the country
 - Vaccination card (both sides)
 - Emirates Identity card of the student and parents
 - An electricity bill, map or sketch of home location
 - Continuing Certificate or To Whom It May Concern from the previous school with ESIS number (students from Abu Dhabi, Western Region, Al Ain)
 - Report card from a previous school
- Kindergarten and Grade 1 students are exempted from the proficiency tests, but an interview may be held by the Coordinator to ensure that the child is ready for placement in the age-appropriate grade level.
 - The school applies the ADEC class size policy strictly, i.e., maximum 25 students per class in KG1 and KG2 and space of 2.16 m squared per student, and maximum 30 students per class in all other grades (Grades 1-12) and space of 1.67 m squared per student.
 - ICS may apply admission priorities if there are more requests for places than available places, as follows:
 - Students who attended the school in the previous year or period.
 - Students with siblings already in the school.
 - Children of school staff.
 - Students who live near the school.

Note: priority is given to Emirati students in schools scoring good or higher

These guidelines comply with guidelines set out by the Abu Dhabi Education Council.

- ICS maintains an open approach to accepting students from different races and ethnicities to achieve fairness, equality and transparency. All students who request admission to ICS are eligible for admission if it is determined that the school can meet their individual educational needs, regardless of the student's race, religion, gender, or ethnicity.
- ICS admits students with mild to moderate special education needs (SEN). The SEN Department will assist in the development of specialized programs to assist in the academic growth of these students and offer additional appropriate learning support as required or needed.
- ICS will not refuse or withhold admission of students with chronic health conditions (e.g. diabetes, asthma, congenital heart diseases, epilepsy and obesity) and offers appropriate support as per the child's needs. Parents must state any medical conditions that their child has that may affect the child's participation in the learning activities or interactions that occur at the school.
- ICS shall register all students on the eSIS system in accordance with the dates determined by ADEC each year.

- It is permissible for students to transfer to other schools between the Emirates after receiving ADEC's approval in case the time permitted for transfers has ended.
- New students can enroll at any time during the academic year, after receiving approval from ADEC in case the specified registration time has finished, depending on space availability and provided the school is confident that the student is capable of keeping up with those in the same peer group and successfully pass the academic year.
- ICS shall maintain and update records of official documents, school records from previous year, and individual education plans with relative assessment for all students, including students with special education needs and gifted and talented students.

Age Guidelines (ADEC Policy 45: Distributing Students in Classes According to Age Group)

The following age-limits prescribed by the Abu Dhabi Education Council are strictly enforced:

| Age Group | School Stage | Cut-off Dates as per School Calendar |
|------------------|---------------------|---|
| Four years | Kindergarten One | The student must have turned four years old on or before 31st of December of the school year during which the student is registered, for Schools whose academic year starts in September. |
| Five years | Kindergarten Two | The student must have turned five years old on or before 31st of December of the school year during which the student is registered, for Schools whose academic year starts in September. |
| Six years | Grade 1 | The student must have turned six years old on or before 31st December of the school year during which the student is registered, for Schools whose academic year starts in September. |

ROLES AND RESPONSIBILITIES:

School Owners and Board of Trustees will:

- Review and approve the School's Admission, Registration and Placement of Students Policy.
- Monitor the implementation of the approved Admission, Registration and Placement of Students Policy.

Principals will:

- Prepare an Admission, Registration and Placement of Students Policy, and ensure its compliance with the Council's requirements.
- Submit the Admission, Registration and Placement of Students Policy to the Board of Trustees for confirmation and to the Council for approval.
- Ensure the implementation of the Admission, Registration and Placement of Students Policy.

Policy 7: Promotion and Retention

Definitions:

For the purpose of this policy, the **promotion of students to the next grade** is understood as moving individual students sequentially from the current grade to the next grade, after fulfilling promotion requirements. **Retention** is where students are held back in their current grade or year, rather than moving up with the rest of their peers due to their failure in meeting requirements of promotion to the following grade, and after following the guidelines included in this policy.

The **Academic Review Committee (educational)** is a School sub-committee responsible for determining whether or not a student should be retained, and is convened by invitation of the School Principal.

Purposes:

- To conform to Policy 46: Promoting Students to the Next Grade or Retaining Them to Repeat of the ADEC Private Schools Policy and Guidance Manual (2014-2015), Corresponding to Article (51) of the Organizing Regulations.
- To emphasize that students should normally be educated in a group consisting of students of the same age group, because research indicates that requiring students to repeat a grade level does not generally lead to the improvement of students' educational level, attainment and achievements.
- To set out clear guidelines with regard to students who are considered exceptions to the general rule set out in Policy (45), in order to safeguard their interests.

Policy:

Promotion or Retention

It is typically right for students to be promoted with others of the same age sequentially from year to year. It is the School's responsibility to ensure that students remain on track.

Each School will develop a Promotion and Retention Policy. In this policy, Schools shall include a clear statement of the age requirements for each year-group or grade level according to the Council's requirements, and the Ministry of Education, and an explanation of the processes and criteria that the School will use in determining the need to retain a student in the same year group.

KG1 to Grade 5

- All students in KG1 to Grade 5 at International Community School will be promoted to the next grade, except in rare circumstances, and the approval of the guardian. The decision to retain a student in the same grade level will be taken after considering the guidelines included in this policy.

Grade 6 to 11

As stated in the Abu Dhabi Education Council Private Schools Policy and Guidance Manual,

- All students in grades 6 to 11 will be promoted to the next grade except when they do not meet the promotion requirements as per the Council-approved curriculum. A student cannot be retained in a certain grade more than two consecutive times as maximum and no more than two different grades during the entirety of his School education. The School must provide such student with the necessary learning support.
- The Council follows the Ministry's graduation requirements for Grade 12 students in Schools adopting the Ministry's curriculum. The other Schools shall follow the graduation requirements for Grade 12 students as per their approved curricula's requirements, in addition to the placement requirements issued by the NQA (National Qualification Authority), for students who want to get equivalencies of their high school with UAE High School, or Ministry of Education Gr. 12 High School.

Students with special education needs

- All students on an Individual Education Plan who meet their objectives progress to the next age-appropriate placement and grade-level sequence. Schools are not permitted to retain or fail students with special needs in a grade/year level. If a student with special needs is not making the expected progress, this would suggest that the goals and objectives set forth in their personal Individual Education Plan need to be adjusted.

Guidelines and Considerations

The research findings indicate that requiring students to repeat a grade/year level does not lead to improved achievement for the student. Therefore, Schools must explore all potential alternatives to retention. If a student is failing to make the expected progress, the School must immediately notify the student's Parents / Guardians and hold a meeting to discuss measures to be taken to provide the student with additional learning support.

The School must propose particular ways of helping the student through its interventions, which may include modifications/improvements to the teaching program, to support the student in making the desired progress. The School must report back to the Parents/Guardians concerning the impact of such interventions on a regular basis. The School cannot decide to retain a student in the same grade except after following all procedures outlined in this Manual.

When a School considers retaining a student, the decision shall not be made by any individual person, but rather by a School sub-committee (Academic Review Committee - Educational) which is headed by the Principal. The Principal should consult with the members of the Academic Review Committee (educational) concerning the retention of the student or their promotion to the next grade, and

the final decision shall be based on the collective decision of the following:

- All facilitators who have taught or worked with the student during the current academic year.
- The social worker and heads of the Teaching Faculties.
- The School's Special Educational Needs Coordinator, or someone with a similar position.
- The Parents/Guardians.

The Academic Review Committee (educational) shall consider a number of factors which may improve the student's education levels, paying particular attention to the following considerations especially when a final decision is being taken:

- The social and developmental impact on the student that would result if he or she were separated from their peers.
- School reports showing progress or lack of progress over two or more years.
- The School's curriculum as approved by the Council.
- The capacity of the School to provide an improved, differentiated learning experience and support for students who have in the past been retained.
- Whether or not the student has already been previously retained.
- Whether a student has been assessed for special education needs, and whether the student is in need of an Individual Education Plan which can better serve his/her individual learning needs.

Roles and Responsibilities:

School Owners and Board of Trustees will:

- Review the School's Promotion and Retention Policy to ensure that it takes into account the Council's requirements in this regard.

The Principal/Vice-Principal will:

- Develop and implement the School's Promotion and Retention Policy and ensure that it makes clear the School's approach to the promotion and retention of students.
- Review all students' progress and make sure that the correct procedures are carried out in each case of promotion or retention.

7.1 Graduation

Purpose:

The purpose of this policy is to guides decisions which lead to the successful hosting of the school's Senior Graduation ceremony.

Policy Statement:

1. All planning and preparations for the Senior Graduation Ceremony will be undertaken by a Steering Committee of school staff and students.
2. The date of the ceremony is fixed in the School Calendar at the start of the academic year. The date may only be changed if there are serious clashes with important final examinations, and following a process of consultation with students and parents.
3. Students and parents will be consulted on their preferences for venue of the ceremony, and will be presented with some options.
4. The school management reserves the right to make a final decision on the date and venue, after consultation.
5. A reasonable fee will be levied on each student to cover the costs of venue hire, invited guests, photography and videos, certificates and a commemorative trophy for each student. The current graduation fee is AED450 per student.
6. A refundable deposit of AED100 is levied for the hire of a graduation gown.
7. The school will cover the costs of: student prizes, decorations for the venue (flowers and banners), VIP refreshments, and other incidental expenses.
8. A dinner may be arranged at the venue at an additional cost of AED200 per guest, but this is optional.

(The graduation fees are subject to change)

Roles and Responsibilities

In order to ensure the effective implementation of this policy, all members of staff at International Community Schools, concerned with students enrolled in Grade 10-12, will work collaboratively to enact this policy.

Chapter 3: Curriculum

Policy 8: Elements of the Curriculum

Purposes

- To conform to Policy 40: Elements of the Curriculum of the ADEC Private Schools Policy and Guidance Manual (2014-2015), Corresponding to Article (45) of the Organizing Regulations.
- To ensure that the School's curriculum meets the Council's expectations and requirements of providing students with a high-quality education in order to develop their skills for life-long learning as well as strong ethics, attitudes, behaviors and capabilities.

Definition

A **curriculum** involves four key elements:

Content:

- A clear statement of the main aims, purposes, and core values.
- A well-planned program of continuous and progressive learning.
- A range of subjects, specific educational units of instruction and relevant activities.
- Detailed learning objectives with required learning strategies.
- A description of the resources to support learning.
- Details of the language(s) in which the program is taught.

Expected learning outcomes with a clear assessment strategy:

- Showing what students at every age and stage are expected to know, understand and be able to do.
- Identifying how students' progress will be measured as they advance through the curriculum.
- Showing how students' attainment levels and achievements will be assessed, monitored, supported and recorded as they complete their studies.
- Promoting the Arabic language and the United Arab Emirates national identity.

Organization of the curriculum, which will define:

- Minimum time requirements for the various subjects, courses and relevant activities.
- Core/compulsory components and optional components.

Governance and management of the curriculum, showing:

- How the School's vision and mission are articulated through and promoted by the curriculum.
- How the curriculum is implemented and monitored.
- Integrity and honesty in implementing the curriculum.
- Continued curriculum development.

Policy Statement

1. The School's curriculum shall provide a quality education that shall assist and challenge every student to reach his or her potential regardless of talent or ability.
2. The School's curriculum shall offer a large breadth and depth of study with flexibility in learning pathways and address a variety of learning styles. It shall offer many opportunities for integrating the learning objectives from a variety of subjects, in a relevant and highly engaging manner.
3. The curriculum shall prepare students for success in their next level of education and future careers. It shall also promote higher-level thinking skills, literacy, numeracy, creativity, positive attitudes, strong ethics, self-management and adaptability.

4. **British Curriculum**

The school is licensed as an American curriculum school with a four-year concession to continue with a British curriculum which has been offered at the school for many years. The last year for the British curriculum is the Academic Year 2017-2018.

5. **American Curriculum**

The American curriculum is designed to provide students with a broad, but solid educational foundation. Arabic, Islamic Studies, and Social Studies are taught according to the curriculum of the Ministry of Education. All other subjects – English, Mathematics, Computer Studies, Sciences, Life Skills, Sociology, French, and Art & Design – are taught in English up to Grade 12 based on California Common Core State Standards and New Generation Science Standards.

Our High School students graduate after a satisfactory completion of a course of study prescribed by International Community School and endorsed by our American accreditation partners, AdvancED. In addition, the student is required to pass IBT TOEFL with a minimum score of 61 and SAT1 Mathematics with a minimum score of 400. Students should also sit for the common exam for Arabic & Islamic Studies for [Arabs & Non Arabs] held by the Ministry of Education at the end of Grade 12. This is a prerequisite to equalize their High School Diploma with the UAE official Secondary Certificate.

6. **Teaching and Learning Quality**

The School applies high standards in the teaching and learning of the curriculum.

7. **Assessments and Examinations**

Regular assessments of student performance shall be used to inform and improve student learning. External examinations shall be used to gain nationally and internationally recognized qualifications and to provide a

benchmark for student achievement. The School shall implement assessment and examination practices as an integral part of their curriculum.

8. Students with Special Educational Needs

The School's curriculum shall be designed to meet the needs of students with a wide range of abilities, including those with special education needs and those who are gifted or talented. The School shall accommodate and cater for the educational needs of these students.

9. ICT in the Curriculum

A set of ICT outcomes shall be included in the School's curriculum along with methods for integrating some or all of them into other subjects.

10. Educational Support

The School provides a range of support and guidance services as appropriate for each student's stage and age group.

11. Extra-curricular Activities

The School offers a range of extra-curricular activities that complement and enrich the formal curriculum. Extra-curricular activities offered at ICS from time-to-time include: art, drama, science club, basketball, soccer, volleyball, swimming, cooking, folk dancing, computer, internet, music, Quran recitation, needlework, board games, flower arrangement, handwriting, journalism, aerobics, French club, first aid course and karate / taekwondo.

12. Parental Engagement and Communication

The School aims to build strong professional relationships with parents/guardians and offer a range of opportunities for parents/guardians to contribute and participate in the life of the School and learning of their children.

13. Curriculum Development and Review

The School shall continuously evaluate and review the curriculum in order to ensure that it meets the needs of students. The Principal is responsible for ensuring that curricula, all textbooks and other learning materials in use at School are free of any content that may violate the religious, moral, cultural and national norms of the UAE.

14. Facilities

- 14.1. Facilities at the school are of the highest standard and include two well-stocked libraries (senior and junior) equipped with computers for online research. There is an examination hall with a capacity for 80 students, seated according to the international examination standards.
- 14.2. The school boasts three computer laboratories and a Technology room, an ECO Club room (focus of the school's sustainability efforts), Student Life room (home to the Student Council and school Prefect body),

Physics, Chemistry and Biology labs, in addition to a General lab for the lower grades.

- 14.3. The gymnasium is built to international standards and is fully equipped for sports such as basketball, volleyball and badminton, in addition to an artificially-grassed outdoor soccer field on the school's rooftop, and a 50-metre six-lane indoor swimming pool complete the sports facilities.
- 14.4. Students also enjoy access to a music room, an art room, a seated cafeteria offering hot and cold meals, and a medical clinic staffed by two full-time nurses and a bi-weekly doctor's visit.

15. Homework

- 15.1. Homework is an integral part of the School academic program. It helps students to reinforce what they learn in class and develop independent learning skills. In order to complete the curricula and enhance independent learning, facilitators will set regular homework in all grades.
- 15.2. Homework shall be aligned to the curriculum and assigned reasonably.
- 15.3. Homework shall increase progressively as the student moves through the grade levels.
- 15.4. Homework shall not be used as a form of punishment or disciplinary action.
- 15.5. Homework, assignments and tests shall be coordinated to ensure students have an overall fair and balanced afterschool workload.
- 15.6. Staff members shall consult the class 'white book' before setting homework to prevent students from being overloaded with homework on a given day. The following homework timings are for guidance only.

At the Primary level:

- At the Elementary level: Grade KG - Occasionally.
- Grade 1 - Fifteen minutes each night.
- Grade 2 - Twenty minutes each night.
- Grade 3 - Thirty minutes each night.
- Grade 4 - Forty minutes each night.
- Grade 5 - Forty-five minutes each night

At the Middle level:

- Grade 6 - One hour each night.
- Grade 7 - One and one-half hours each night.
- Grade 8 - Two hours each night.

At the Secondary level:

- Grade 9 -10 – two/three hours.
- Grade 11-12 - three hours.

8. 1 Curriculum Compliance

Purpose

- To conform to Policy 41: Approving the Curriculum of the ADEC Private Schools Policy and Guidance Manual (2014-2015), Corresponding to Article (46) of the Organizing Regulations.
- This policy establishes that the School's curriculum shall provide a quality education that shall assist and challenge every student to reach his or her potential regardless of talent or ability.

Policy Statement

1. The School's curriculum shall offer a large breadth and depth of study with flexibility in learning pathways and address a variety of learning styles. It shall offer many opportunities for integrating the learning objectives from a variety of subjects, in a relevant and highly engaging manner.
2. The curriculum supports this development through specific objectives and detailed guidelines for educators to ensure that all students engage in activities, which support the development of an awareness of the unique culture of the United Arab Emirates.
3. School staff will guide students to understand ways in which they can participate in activities, which help in the preservation of the environment for future generations.
4. The School shall promote the Arabic language and the national identity and enhance the development of 21st century skills, including collaboration, communication, analysis, synthesis, critical thinking, problem-solving, digital literacy, innovation and life skills.
5. The School teaches the three compulsory subjects consistent with the Ministry, or as determined by the Council: Islamic Education, Arabic Language, and Social Studies. The School complies with all regulations regarding the minimum number of instruction periods, approved Ministry curricula content, textbooks, and assessment.
6. No exemptions or exceptions from the requirements of teaching and learning Arabic Language, Islamic education and social studies will be made. The School provides resources and support to accommodate students' needs (including those with special needs and those who are gifted and talented) in order to fulfill their potential in these core and compulsory subjects and in order to satisfy the equivalency requirements of the UAE's general secondary education certificate (Al Thanawiya).
7. The School makes parents/guardians aware of the potential problems that may arise from changing from one curriculum to another curriculum (e.g.

from British to American), especially for those who seek equivalency to the UAE's general secondary education certificate (Al Thanawiya). The School abides all Ministry and ADEC regulations and guidelines about curriculum and equivalency matters.

Roles and Responsibilities:

School Owners and Board of Trustees will:

- Oversee the implementation of this policy to ensure their School's curriculum complies with the Council's requirements.

Principal / Vice Principal will:

- Meet the Council's requirements as they relate to the School's curriculum.
- Ensure that the School curriculum is delivered by experienced and qualified facilitators, in order to develop a world-class education system that will help prepare students to meet future workforce demands and effectively compete in the global market.

8.2 Learner Resource Center Policy

Purpose:

The purpose of our two Learning Resource Centers (junior and senior libraries) is to provide and support facilitators and students with the necessary and crucial information resources, promote information literacy, and foster students' appreciation for books. The Learning Resource Centers provide information resources and technology to support the School's education program and to encourage students and staff to broaden and extend learning. The librarians play a crucial role in training the students for proper citing, referencing and research techniques needed for all their essays, projects and portfolios, and make sure that students follow the school's academic honesty guidelines.

Policy Statement:

1. The Learning Resource Centres are open:

Sundays through Thursdays from 7:15 am to 3:00 pm

2. The following selection criteria will be applied to all resources under consideration:
 - 2.1. Students are allowed to borrow 3 items at a time.
 - 2.2. Students should return borrowed items 15 days after signing out the items from the learning resource centre.

- 2.3. Students can renew borrowed items once.
- 2.4. Students will be charged a fine of 10 AED per item for each day the item is overdue.
- 2.5. In case an item is lost/damaged, the student will be charged at double the price at which the item was purchased by the school.
3. The school rules and the code of conduct apply in the learning resource center at all times.
4. Eating and drinking are strictly prohibited in the learning resource center.
5. Noise, disturbance and other inappropriate behavior are not allowed in the learning resource center.
6. Group discussions are permitted as long as the discussion is educational and the noise level is kept to a minimum so as not to disrupt others in the learning resource center.
7. Students must bring their own stationery to the learning resource center.
8. Students must ensure that they leave their working area clean, neat and tidy; they must pick up rough paper, place books neatly into a pile on the table, and push chairs under tables.
9. Students should not leave their personal belongings in the learning resource center.
10. Students who are sent to the learning resource center by a facilitator during instruction time should present a learning resource center pass to the librarian.
11. Learning resource center computers and student laptops must be used for school-related work only.
12. Students must abide by the school's Internet Access and Laboratory rules.

Policy 9: Continuous and Formal Assessment

Purpose:

- To be read in conjunction with the Assessment Policy.
- To provide information about the continuous assessment and formal test and exam regulations and procedures at ICS.

Policy Statement:

1. The assessments at ICS are based on continuous assessment of the students. The academic year is divided into three trimesters: first term, second term and third term.
2. Parents - Facilitators meetings will take place at least twice a year to discuss student progress, abilities, challenges, success, and grades.
3. The syllabus and topics to be examined for each assessment along with a timetable of exam dates will be provided to the students at least one week before the assessment. Students must be made aware, throughout their learning, of the outcomes/objectives of the learning which will be examined, and how it will be examined (e.g. rubrics, assessment criteria).
4. Students, particularly in the senior grades, should be consulted on and given adequate notice of all forms of assessment. Wherever practicable, students should be encouraged to work in small groups, and to comment on each others' work in a constructive manner.

Tests and Examinations General Guidelines:

- a) Topics to be covered for each examination along with revision sheets will be provided to the students at least one week before the examination.
- b) Revision sheets for grades 1-6 can be solved in class.
- c) Revision sheets for grades 7-9 can be given to the students to solve at home.
- d) Facilitators always design and structure their examinations to recognize the different capabilities of students so as to allow those with the necessary basic skills to obtain passing marks.
- e) There are certain criterion for setting term exams and weeklies:
 - The examination must be from the material given by the facilitators;
 - Instructions must be clear and unambiguous;
 - The questions must be varied in nature and indirect;
 - The exam papers should be typed legibly;
 - Pictures, diagrams and annotations must be clear and legible after photocopying;

- Duration of the examinations should be accurately and carefully estimated.
- f) Both the Coordinator and subject facilitator are responsible for subject matter, and errors in the questions. The proofreading of typed tests, however, is the responsibility of the Subject Coordinator.
- g) Neither the Coordinator nor the subject facilitator is allowed to take a copy of the exam before the day of examination. All exams are controlled and kept in safe place by the Vice Principal and Senior Examination Officer.
- h) The mark allocated for each question or part of a question must be clearly specified.
- i) Parents of any students who are at risk of not passing in the final examination should be notified at least three weeks before the final examination.
- j) Overall responsibility for the coordination of examinations throughout the school rests with the Vice-Principal and the Examinations Officer.

Passing marks

- a) Passing marks in the subject of Arabic and Islamic studies for all grades will be 50% for grades 1 to 11 and 60% for grade12. (Can change following ADEC regulations)
- b) Passing mark for Grades 1-9 in the subject of English, Mathematics, General Science, Physics, Chemistry, Biology, Social Studies, Computer and all other subjects is 50%.
- c) For Grades 10, 11 and 12 in the High School Program, passing mark in the subject of English, Mathematics, Physics, Chemistry, Biology, Sociology, Life Skills, Computer and all other subjects is 60%.
- d) A non-Muslim student is exempted from taking Islamic Studies, and his/her average will be calculated accordingly.

Promotion guidelines

In order to be promoted to the next grade, a student must achieve the minimum passing marks in all the subjects without exception. However, a "makeup" examination mark can be taken if a student in:

- a) **Grade 1-9**
 - **Fails** in one subject and has more than 35 marks in that subject.
 - **Fails** in two subjects and has more than 40 marks in each of those subjects.
 - **Fails** in three subjects and has more than 45 marks in each of those subjects.
- b) **Grade 10-12**
 - **Fails** in one subject and has more than 45 marks in that subject.
 - **Fails** in two subjects and has more than 50 marks in each of those subjects.
 - **Fails** in three subjects and has more than 55 marks in each of those subjects.

Retention: If a student fails in more than three subjects, he or she will have to repeat the year (see also Policy 7 - Promotion and Retention Policy).

Make-up Exams

The purpose of make-up exam is to provide a second chance for students whose performance in the final assessment is below the minimum passing mark as per the promotion rules.

- Two exams of the same standard are submitted by the Coordinator, one for the final assessment and the other for the make-up exam;
- The make-up exam will focus more on core skills to ensure that students are given the opportunity to be promoted to the next grade if they have mastered the minimum core skills.
- The Vice Principal and Senior Examination Officer are responsible for assessments and will carefully monitor the photocopying and distribution of assessment materials.
- In certain cases, the School may help arrange extra tuitions on the tested subject for additional charge based on the request of parents.
- Make-up exams are held once at the end of the year. For the Academic Year 2017-2018 the make-up exams will be held during the week of June 24-28, 2018. Parents should not make travel bookings for before June 28th unless they are sure that their son/daughter will have no make-up exams.
- Any student who will not attend any one of his/her make-up exams will not be promoted to the next grade level.

Honors and High Honors: (Grades 1 to 12)

High Honors With Distinction: Equal to or greater than 95 in all subjects.

High Honors: Equal to or greater than 90 in all subjects.

Honors: Equal to or greater than 85 in all subjects.

9.1 Examinations Policy

Purpose

This policy establishes the structure, invigilation responsibilities, student behavior, and other aspects of the process for examinations. For purposes of this policy, "examination" is defined as a comprehensive form of testing for the purpose of assessing a student's level of proficiency in some combination of the following domains: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Policy Statement

1. The examination process, which is inherently stressful, should be managed in such a way as to minimize extraneous sources of confusion and uncertainty.
2. The examination environment in which examinations are conducted should be one in which students are able to concentrate, reflect, and generally demonstrate what they have learned, with a minimum of disruption and distraction.
3. The integrity of the examination process depends upon the willingness of everyone involved to respect basic rules of conduct and to accept certain responsibilities in a consistent manner.
4. Every effort must be made to ensure that the responsibilities, rules of conduct, and regulations governing the administration of examinations are well publicized so that the responsibilities of students, invigilators, and staff as a whole are clearly understood before the examination period begins.
5. Invigilators are normally faculty members designated by the teaching Department or Faculty. In some circumstances, other qualified individuals may be designated by Departments/Schools or Faculties to assist with invigilation duties.

6. Role of an invigilator is to supervise students at an examination. To this end, an invigilator's general responsibilities are to:

- see that an examination commences, is conducted, and concludes in an orderly and timely manner in accordance with the ICS Examination Policy and Procedures,
- make every effort to safeguard the integrity of the examination;
- maintain vigilance at all times (e.g., not attending to other tasks during the exam);
- ensure that students sign a section list during the examination;
- create an environment that is, to the greatest extent possible, supportive of students undertaking the examination;
- provide students with clarification of ambiguous aspects of the examination as appropriate and to help students in any way that does not impinge on the integrity of the examination;

- receive instructions from a course instructor or coordinator concerning the procedure to be followed in case of a fire alarm during the examination and make an announcement to the students about this procedure at the beginning of the exam.
7. Facilitators will not tell students any details about the questions in the exams. They will not give questions or answers beforehand. Sample questions will be practiced which are related to material found on the exam syllabus. Facilitators cannot give the impression that any question discussed during revision activities will be found on the exam.
 8. Students with IEPs will be given special considerations.
 9. The Ministry of Education determines the duration of the Arabic and Islamic Studies exams. Facilitators, Coordinators, and the Heads of Department determine the time allotment for other exams.
 10. Exams will take place in the Exam Hall or in multiple classrooms set up as Exam Halls. The gymnasium may also be used for this purpose. All students of the same grade will complete their exam in the same location. However, students from different grades sit beside each other to prevent cheating and other forms of academic dishonesty. Each desk in an Exam Hall has an ID card bearing the student's name.

9.2 External Performance Assessment Tests

Definitions

Assessment generally refers to the processes through which students' learning, abilities and skills levels are determined. For the purpose of this policy, **external assessment** refers to the methods used to determine students' learning, skill-levels and abilities in comparison to the class, grade level or age group - often in comparison to other students beyond the School or UAE - using reliable, reputable instruments obtained externally to the School.

Purpose

The purpose of this policy is to ensure high-quality external assessment methods are used to provide students and their parents/guardians, facilitators, School leaders and the Council with meaningful indicators of individual student and peer-group performance, facilitator effectiveness, and the School-wide measurement of student learning and achievement.

Policy Statement

- Each School is required to develop, publish, and regularly review an Assessment Policy that includes its approaches and intentions to use external assessment measures. Standardized test data produces a rich source of information that provides School leaders and the Council with meaningful measurements of progress toward the Abu Dhabi government's strategic aim

of having a high-performing education system.

- Schools that participate in external standardized tests in accordance with the Council's directions and instruction shall not change their Council-approved curriculum to fulfil the requirements of such tests. Hours spent preparing for such tests should not be counted as part of the minimum instructional hours per academic year.
- Schools are expected to subject their students to external, standardized tests as required by the Council, and to select other external assessments suited to their own uses or approved curriculum.
- International Community School students participate in the following external performance assessments:
 - IBT TOEFL (Internet-based Test of English as a Foreign Language)
 - SAT1 Mathematics (Scholastic Aptitude Test in Mathematics)
 - The UAE Ministry of Education Exams in Arabic and Islamic Studies for Arabs and Non-Arabs
 - IELTS
 - TIMMS (Trends in International Mathematics and Science Study)
 - PISA (The Program for International Student Assessment)
 - SAT English (Scholastic Aptitude Test in English)
 - PIRLS (Progress in International Reading Literacy Study)
 - IGCSE (International General Certificate of Secondary Education)
 - A Level and AS level British Program Exams
 - MAP Exams

Roles and Responsibilities

International Community Schools seeks to ensure that all students are prepared for external performance assessments and the educational opportunities that they pursue at the post-secondary level.

Policy 10: Learning Support/ Special Educational Needs (SEN) / Student Learning Support Team

Definitions

For the purposes of this policy, **Special Educational Needs (SEN)** is the generic term for any disability, disorder, difficulty, impairment, exceptional needs (rare cases) or other additional needs that may be caused by mental, behavioral, physical, emotional or cognitive factors and which may affect a student's learning and his or her educational performance. These students require additional educational support beyond that provided in general classrooms in order to achieve the greatest benefit from the curriculum.

Purpose

The purpose of this policy is to support designed to meet students' learning differences and needs, such as special planning and specific teaching techniques, procedures and assessments, and tailored programs and materials, to ensure that such students (including gifted and talented students) reach their full potential, achieve a greater level of personal independence, accessibility to the curriculum.

Policy Statement

The school recognizes that some students may require more assistance with grasping key learning concepts than that which is available in the classroom through class teaching. The learning of key concepts is particularly important at – but not restricted to - the early stages of learning, when the fundamentals of reading, writing and numeracy are key to the student's progress in all subject areas.

1. "Schools shall adopt an integrated and welcoming approach to students with mild to moderate Special Education Needs through their admissions and provision of suitable curricula and activities."(as stated in the Abu Dhabi Education Council Private Schools Policy and Guidance Manual),

Special Education Needs students should be able to:

- *Participate in the School's general education system to the greatest extent possible.*
- *Have full access to the curriculum.*
- *Achieve learning standards set for all students and modify them to suit the learning needs of students with mild to moderate Special Education Needs through their individualized plans and programs.*
- *Interact with other students, and develop interdependent relationships so that they can take part in the community successfully as adults.*
- *Have academic support services available if they experience difficulties in their education program.*
- *Participate as much as possible in extra-curricular activities.*

2. The School's Special Education Needs Coordinator is expected to meet with the Parents/Guardians of Special Education Needs students prior to the beginning of each new school year and no later than within the first month of the student's academic year to make arrangement to properly accommodate the students' needs and ensure their success.
3. Schools will develop an Individual Education Plan for Special Education Needs students if they experience difficulties in accessing or being able to learn the curriculum. The Individual Education Plan is used mainly by the facilitators and students to guide instructional practice, including modifications of the program and adaptations of the environment or aspects of instruction and assessment. These must be tailored to the individual student's needs to enable optimal learning success.
4. Schools should encourage and welcome the involvement of Parents/Guardians of students with Special Education Needs in School affairs
5. Students with identified learning difficulties, like dyslexia, dyscalculia, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), or speech, hearing, visual impairments, will receive support from the Learning Support Department. Students with these kinds of conditions are identified as such using screening tests, previous reports prepared by medical specialists, exam results, parental observations, and facilitator observations.
6. Gifted and Talented students will receive care through the development of an Individual Educational Plan (IEP) if documentation is received stating the exceptional abilities of the student. Facilitators will assist in this process through the creation of extension activities within the student's home classroom.
7. To support our students in their learning of subject content and to better achieve learning outcomes, the school offers customized remedial sessions that focus on mastery of pre-requisite knowledge and skills needed in particular recognized subjects areas. Remedial sessions consist of small study groups ranging from 6 to 7 students directed by the subject facilitator during after-school hours. Students who are identified by the facilitator and the Coordinator as struggling are encouraged and recommended to attend these sessions. The Principal, Vice-Principal and the Coordinator with the help of the Remedial Sessions Coordinator after identifying students' in-need of remedial sessions, will assign the facilitators to run the specified remedial courses. The remedial sessions' duration is 8 hours extended over 4 weeks (two hourly sessions per week). A remedial form/letter explaining the related fees and the learning outcomes will be sent to identified students' parents starting the first week of school.

The following provisions are in place to address the need for learning support:

1. Learning Support / SEN Coordinator:

- a. SENCO or learning support Coordinator(s) trained in providing remedial support for early learners is available for students in Grades KG-12 who have been identified and referred by their subject/class facilitators as being in need of special assistance. These students follow an individual

Educational plan devised by the Learning Support coordinator, the Vice-Principal and/or other facilitators forming those students' learning, care and support teams (LST) to address their particular developmental needs. A separate classroom can be made available for this purpose.

It is very crucial and important that the facilitator fill-in the referral form to the SENCO – SEN Coordinator as soon as learning difficulties become evident.

- b. The focus of the learning support program is on improving reading fluency and enhancing comprehension skills with the aid of support material such as stories, educational games, phonics workbooks, alphabet sorting trays, and other resources.

2. Academic Quality Control

- a. The Vice Principal (VP) and the Coordinator of Academic Advisory (CAA) helped by the related student subject facilitators is to assist students in all grades who may be struggling with short- or long-term lack of academic progress. Such students are identified by the subject facilitator by report to the Coordinator, who will refer the student to the VP and the CAA. The latter will contact the student and his/her parents to discuss a plan of remedial action, which may include additional worksheets and exercises set by the subject facilitator, and/or "reinforcement" or remedial classes conducted by subject facilitators after school hours. The student's progress is monitored by the Coordinator and CAA and feedback is provided to parents on a regular basis.

The VP, CAA and/or the SEN Coordinator and the related subject Coordinators and facilitators forming the student's support and care team meet at least monthly to make sure that the student is receiving enough support and care to overcome previously identified academic challenges.

Chapter 4: Student Behavior

Policy 11: Student Behavior and Code of Conduct

Definitions

For the purposes of this policy, **students' behavior** refers to students' responses to a number of daily life situations and activities, such as the appropriateness or inappropriateness of their words, mannerisms, attitudes and actions toward each other or toward the Teaching Faculty or other members of the wider School community.

Purposes

- To conform to Policy 50: Student Behavior of the ADEC Private Schools Policy and Guidance Manual (2014-2015), Corresponding to Article (55) of the Organizing Regulations.
- To promote positive student behavior.
- To provide a clear statement of the School's expectations of students in respect of personal behavior.
- To abide the Council's requirement that all Schools regularly review a Behavior Policy which makes clear to all students and their Parents/Guardians the School's expectations of students' behavior and how the School will deal with any misconduct.
- To implement an effective and consistent school-wide system for shaping and managing student behavior.
- To create a disciplined school environment that is welcoming, caring, safe, and respectful to students.

Policy

In keeping with ADEC's basic system of rules for all school in the Emirate of Abu Dhabi, ICS students *will*:

- *Comply with all school rules and instructions.*
- *Behave responsibly and not endanger the safety and welfare of others or self.*
- *Care for the facilities and property of the school and of others.*
- *Arrive at school and lessons on time and justify any tardiness and absences.*
- *Participate in promoting a positive school community image.*
- *Demonstrate a positive attitude and apply the very best effort toward learning.*
- *Behave responsibly so as not to disrupt the classroom or the learning of others.*
- *Commit to the heritage and culture of the UAE.*
- *Show respect to all members of the school community (school administration, facilitators, and all staff members), Parents/Guardians and other members of the local community.*
- *Cooperate with others in a respectful manner.*

All staff at ICS will abide by the aforementioned list of rules and seek to encourage positive and confident behavior in all students that attend the school.

Maintaining a Code of Conduct is a major component to creating a disciplined environment conducive to teaching and learning. In order to reinforce the Code of Conduct, all facilitators and staff members must be involved in a school-wide collaborative effort with students, parents, administrators, and all community stakeholders.

Essential in our philosophy of behavior and conduct is positive reinforcement and the exercise of patience and persistence in developing and modifying student behavior. The School's mission and vision are based on facilitators dealing with students in a positive and constructive manner, emphasizing students' potential and positive personality/character attributes in an effort to build and reward appropriate behavior. Such an approach is implemented through a positive reinforcement program.

While positive reinforcement constitutes the center of our behavior management philosophy, certain violations and recurrent infractions result in disciplinary consequences. The school Code of Conduct is described below:

Code of Conduct

- The Code of Conduct outlines major categories of behavior and states disciplinary actions that may occur as a result of student misconduct.
- Students are subject to the Code of Conduct in the school at all times as well as when they are riding the school bus and participating in school trips or activities.
- Each parent or guardian of a student has a duty to assist the school in enforcing the standards of student conduct and attendance in order that education may be conducted in an atmosphere which is supportive of personal rights.
- The administration respects the privacy of parents and students and the boundary between school and home life. Therefore, the Administration relies on parents to take appropriate action against student misconduct outside of the school such as inappropriate text messages or calls to other students from home.

Managing Students' Misconduct

The school shall use the appropriate guidance and disciplinary actions to encourage students to understand why their behavior is unacceptable and how to behave better in the future. In responding to incidents of student misconduct, the school shall take into consideration the students' individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a student's behavior.

Disciplinary Actions

A disciplinary consequence depends on the level of the offense and the student's disciplinary record. Offenses are tiered into three levels. When determining the appropriate progression of discipline and applying disciplinary measures, the school bases its three levels on those stated in ADEC's Policy 50: Student Behavior Policy:

Level ONE - Any behavior that results in disruption of the teaching and learning environment, which may include, for example:

- Tardiness (repeated late arrival to school in the morning or to class after break).
- Homework repeatedly incomplete.
- Unexcused absences.
- Not bringing the necessary books and equipment to class.
- Incorrect school uniform (including sports uniforms) or inappropriate grooming.
- Disruptive behavior in classrooms and in school.
- Breaking school rules including in classrooms, hallways, playgrounds and buses.
- Defying orders from school management and staff.
- Mocking others.
- Disruptive behavior on school buses.

Level TWO - Any behavior that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:

- Skipping classes or school (truancy).
- Sneaking into school after school hours without the presence of supervisors.
- Using abusive or inappropriate language toward peers and/or teachers.
- Fighting (verbally) with other students and/or bullying them.
- Bullying, intimidation or harassment.
- Theft.
- Vandalizing school property or the property of others.
- Using cell phones during school time without the school administration's permission.
- Possessing or viewing pornographic or other inappropriate material.
- Cheating in exams or assignments, plagiarism or misrepresentation.
- Providing false documents (e.g. forging Parents'/Guardians' signatures).
- Misuse or abuse of the school's IT or science lab equipment.
- Spreading false rumors.

Level THREE - Any behavior that results in physical danger to others, or which violates applicable laws in the UAE, which may include, for example:

- Assaulting or fighting (physical) with other students.
- Assaulting facilitator, staff or members of the local community.
- Distributing (or participating in the distribution of) pornographic material.
- Willful damage to, or destruction of, school and personal property.
- Misuse of safety equipment (e.g., fire extinguisher or fire alarm).
- Any behavior that may harm self or others.
- Bringing illegal or dangerous items to school, for example cigarettes or firecrackers.
- Possessing or selling weapons or explosives.
- Using or promoting illegal drugs or substances in violation of public order and morals.
- Exchanging any inappropriate materials, such as letters or photos.
- Committing major actions contradictory to public morals such as sexual assault.

Banned Disciplinary Actions

It is forbidden to use any of the following methods as disciplinary actions:

- All forms of physical punishment (see Policy (52)).
- Lowering or threatening to lower grades.
- Isolation or detention during the school day or at the end of the school day.
- Group punishment for an individual's misconduct.
- Imposing more school work.
- Mocking or insulting the student in private or in public.
- Preventing the student of using washroom facilities or consuming food.

Staged Approach for Dealing with Persistent Misconduct

Students should be given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviors before disciplinary action (e.g. warnings, written notices) is taken.

Student misconduct shall be dealt with as follows:

- Firstly, the School shall provide counseling for the student, with a clear explanation, with reasons, of the changes in behavior that are required of the student by the School.
- Next, the School will put in place a strategy, with the appropriate monitoring and support, to address and correct the student's unacceptable behavior.
- If there is a need for further escalation of response, the School shall inform Parents/Guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home-School strategy. Parents/Guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.
- Should the student continue to behave unacceptably, the School may suspend the student temporarily from School for up to five days and shall issue to the student and his or her Parent/Guardian a final warning.
- In the final stage, if the student fails to modify his or her behavior in accordance with the requirements of the School, the School may apply to the Council to transfer the student to another School or to permanently exclude the student concerned. In making an application to the Council, the School shall include evidence that all these stages have been followed.

Disciplinary Actions

The intervention stages below depict the kinds of the disciplinary consequences that result from committing a certain level of offense. The disciplinary actions outlined below shall be applied within the framework of the staged approach for dealing with persistent misconduct above.

Level ONE

- First time results in a verbal warning.
- After 3 verbal warnings, any level ONE offense results in an incident report.
- After 3 incident reports, any level ONE offense results in a warning letter and parents are called.
- After a warning letter, any level ONE offense results in additional warning letter and parents are called to the school for meeting with administration. In addition, student may be assigned to behavior workshop or study hall and

have withdrawal of privileges (e.g. exclusion from field trips). After 3 warning letters, student may be subject to suspension as per the decision of the School Disciplinary Committee.

Level TWO

- First time results in a warning letter and parents are called.
- After a warning letter, any level ONE or TWO offense results in additional warning letter and parents are called to the school for meeting with administration. In addition, student may be assigned to behavior workshop or study hall and have withdrawal of privileges (e.g. exclusion from field trips). After 3 warning letters, student may be subject to suspension as per the decision of the School Disciplinary Committee.

Level THREE

- First time results in a warning letter being issued and a suspension of 1 to 5 days as per the decision of the School Disciplinary Committee.
- For all level THREE offenses, parents are required to come to the school for an urgent parent conference with the Administration to discuss all aspects of their child's behavior and the disciplinary action taken.
- Upon rejoining after suspension, any further violation of the Code of Conduct (level TWO or THREE) may result in an additional suspension or expulsion as per the decision of the School Disciplinary Committee.
- ICS will use temporary suspension and expulsion measures very cautiously and judiciously in keeping with ADEC Policy 51: Expelling Students.

School Disciplinary Committee

ICS has a School Disciplinary Committee to review and discuss student behavioral issues, provided that disciplinary actions by the committee must be fair and equitable to all students without exception. All disciplinary actions shall be appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy. A transparent and fair appeals process for sanctions will be available to students and Parents/Guardians.

The School Disciplinary Committee shall keep a record of the disciplinary offences of each student and the actions taken in response on the e-SIS system, including uploading all supporting reports for all offenses and actions taken. ICS, the Council and any supervisory authorities shall treat all information about students' behavior as strictly confidential.

Students with Special Educational Needs

- Students with special education needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education shall take into account the nature of the student's special education need and the Individual Education Plan for that student.
- Students with special education needs will not be subject to more severe consequences than those imposed on the rest of the students for comparable violations.
- The implementation of the school's Code of Conduct will not discriminate between students with special education needs and other students.

The Code of Conduct shall be published in the Parent/Student Handbook and posted on the school's website and explained to all students and their Parents/Guardians at the beginning of each school year and it must be discussed from time to time with students, staff, and Parents/Guardians to ensure that it is understood throughout the School community.

Positive Reinforcement Programs

In our self-disciplined school, there are three positive reinforcement layers: (1) Beads for Deeds, (2) Good News Report, and (3) Senior and Junior Prefects (Grades 7–12).

Beads for Deeds

Reward able deeds are voluntary actions witnessed by any staff member that reflect good habits of personality/character and upright citizenship. Examples of such behaviors include:

- Exhibiting initiative
- Offering community service
- Helping others
- Protecting the integrity of others
- Picking up litter

Reward able deeds do not involve behaviors that fall within a student's academic and moral obligations, such as concluding homework or respecting peers and others.

1. A staff member / senior prefect who witnesses a student performing a good deed recognizes that behavior, praises the student for his/her action, and gives the student a Beads for Deeds card.
2. Students will then hand in their Beads for Deeds cards to the Supervisor at assigned times.
3. Students may be able to redeem their Incident Reports with Beads for Deeds during redemption time, within a specific redemption program, tailored by the supervisor to enhance the positive reinforcement environment and spirit.

Examples of Redemption Programs:

- Redemption Marathon / Term
 - Redemption Rate based on the flux of incident reports / month
 - Recess Raffles Awarding systems
4. At the end of each term, the three students with the greatest number of beads will be awarded a prize. Possible rewards include but are not limited to: tickets to the movie theatre; tickets to other entertaining activities like sports or plays; coupons to restaurants; sports equipment; books; and subscriptions to magazines.

Good News Report:

A Good News Report (GNR) is given to students who have performed consistently well or have significantly improved in behavior and character based on the school's

personality/character assessment standards: Punctuality, Duty/Responsibility, Organization, Participation, Team Spirit, Self-Discipline, Esteem, and Honesty.

1. A facilitator may identify a student who has demonstrated habits of personality/character that exceed standards or who have confirmed significant improvement in his/her character and gives the student a GNR card.
2. Students will then hand in their GNR cards to the Supervisor at assigned times.
3. Students may be able to redeem their Incident Reports with Good News Report during redemption time, within a specific redemption program tailored by the supervisor to enhance the positive reinforcement environment and spirit.

Senior Prefects

Senior and Junior Prefects are responsible at all times to reinforce the school's code of conduct. Senior Prefects are students assigned by the school's administration at the beginning of the year.

During their first convention in the first week of September, the nominated Senior Prefects elect their president and their Vice-president who are responsible to manage and direct this crucial task force. Senior and Junior Prefects meet biweekly and discuss recurrent disciplinary issues to take appropriate measures to solve those issues.

Senior Prefects' duties include the following:

1. Assist the school's administration and facilitators in applying the school's code of conduct at all times.
 - During class instruction time, assist facilitators in maintaining discipline and managing the class.
 - During class change, ensure that no student in the prefect's classroom and neighboring two classrooms is without a pass.
 - During recess time, inspect student dress code; prevent play fighting; forbid littering; grant recess and redemption raffles to students; perform routine classroom checks to make sure that no students are present in any classroom; and make sure that all students are in their classrooms after the bell rings.
 - During the morning assembly, make sure that all students are lined up properly and promptly after the bell rings.
2. Write incident reports and forward them daily to the administration.
3. Grant Good News Reports and Beads for Deeds to students (maximum quota is 25 per month).
4. Assist facilitators in their daily tasks as requested.
5. Recruit two junior prefects after obtaining approval from the administration.

The document "Abu Dhabi Education Council Guidelines for Managing Student Behaviour in Abu Dhabi Schools" provides additional details and guidance on all guiding principles mentioned in this policy.

Roles and Responsibilities

School Owners and Board of Trustees will:

- Review and approve the School's behavior and discipline policy, and ensure that the Behavior Policy is fully compliant with the requirements of the Council's regulations and policies.
- Monitor the School's implementation of its Behavior Policy.
- Create a School Disciplinary Committee.

Principals will:

- Implement the School's behavior and discipline policy and related procedures.
- Ensure, through regular review of the Behavior Policy, involve students, Parents/Guardians, teachers and other staff, that the importance of the Behavior Policy is understood and accepted by all members of the School community.
- Chair the School Disciplinary Committee.

Teachers will:

- Exert efforts to establish the motivation behind and the purpose of the student's misconduct, in order to respond to it with a suitable solution, rather than simply taking a punitive approach.

Policy 12: Attendance & Absence Policy

Definitions

For the purposes of this policy, **attendance** refers to the total number of school days attended by the student during the school year based on the School calendar

For the purposes of this policy, **absence** refers to the days when students fail to attend School. A student who does not miss a single class throughout the year is said to have a 0% absence record or a 100% attendance record. Absence rates above 10% should be regarded as a cause for concern. Authorized absences are to be distinguished from unauthorized absences or truancy.

Purposes

- To conform to Policy 54: Attendance and Policy 55: Absence of the ADEC Private Schools Policy and Guidance Manual (2014-2015), Corresponding to Articles (59) and (60) of the Organizing Regulations.
- To set out the Council's and International Community School's expectations in relation to full attendance at school by all students without exception, through a clear policy and effective communication with Parents/Guardians.

Policy

1. Basic requirements and responsibilities in relation to students' attendance at School are as follows and reflected in the School's attendance policy:
 - *Students are expected to attend School on every school day as specified in the School calendar.*
 - *Students shall arrive at School punctually every day, attend morning assembly, and attend classes on time.*
 - *Facilitators shall maintain a record of attendance by students for every lesson.*
 - *Schools will maintain accurate daily attendance data for each student, including timely or late arrival to School.*
 - *Parents / Guardians will make every effort to ensure that their children attend School every school day and arrive on time.*
 - *If students need to be absent from School for a particular day, Parents/Guardians must inform the School.*
 - *When a student returns to School following an absence, Parents/Guardians must send a signed note to the School indicating the reason for the student's absence.*
 - *Students are responsible for completing all assignments missed during their absence.*
 - *Parents/Guardians should seek to ensure that family vacations take place during scheduled School holidays.*

2. In accordance with the school philosophy, regular daily attendance is compulsory because our classes are based on active/students centered learning. All students are directed to attend school regularly. Parents are kindly requested to make sure that their children attend school on every school day with their books and equipment and dressed in the proper uniform.
3. Parents are strongly encouraged to ensure that their children have full attendance.
4. Administration will contact the parents of absent students on a daily basis.
5. A student absent due to a medical reason must produce a HAAD sick leave or certified, valid medical certificate; the administration reserves the right to refuse the validity of the medical certificate.
6. Students are considered to be truant if they are absent from school without their Parents' /Guardians' knowledge or consent, or if Parents/Guardians have colluded with the student so they are absent without authorization.
7. ICS will immediately inform the students' Parents/Guardians of incidents of truancy and shall hold discussions with them and the students and closely monitor the student's attendance.
8. If an absence is excused, the student has the right to make up the works and tests that were missed. If an absence is unexcused, the school will agree with the Parents/Guardians on the appropriate course of action pending completion of the investigation into the circumstances surrounding the absence.
9. Ten percent absence per year can lead to grade retention. Students who exceed the maximum limit of absences allowed may be required to repeat the year. In serious cases, the Abu Dhabi Education Council receives the names of these students.
10. The school can expel a student in case there is an unexcused absence for ten days continuously, or fifteen days non-continuously, during the academic year on the condition that the school has already issued three warning letters, such that a warning letter is sent every three days. Additionally, the expulsion order must be issued by the School Principal and approved by ADEC and the guardian is informed.
11. Parents/Guardians who plan to have their children miss several days of school (whether excused or unexcused) are required to notify the school at least ten days before the anticipated absence, in order to allow teachers time to prepare the list of assignments that will be missed during the absence.
12. The student or Parent/Guardian shall be responsible for contacting the school administration to learn of all assignments and tasks given to the student.
13. These assignments must be completed by the student and returned to the relevant teachers either before leaving or shortly after returning from the absence.

ATTENDANCE REGULATIONS:

Goals

The administration seeks to achieve:

- High percentage of attendance
- High academic achievement
- Reduced tardiness in coming to school or to classes after break time
- Decrease in incidents of absence during exams
- Low incidents of students taking days off before a long holiday
- Minimize sending students on trips during normal school days.

Punctuality

- Students should arrive at school by 7:25 am (grades 1 to 12) and by 7:30 am for KG.
- Grades 1-12 Students must not leave the school before 2:30pm, except those students who have extra classes according to the schedule prepared by the administration.
- Three recorded instances of lateness will be considered as one day absence, and an incident report will be issued to the student.
- The school administration will excuse students for being late in the morning during days with adverse weather conditions (e.g., heavy fog).

Rewards for maximum attendance

- The names of students with a high attendance record will be selected by grade advisors and rewarded during the morning assembly.
- At the end of the year certificates of appreciation will be awarded to the winning students.

ABSENCE:

Excused Absence

- Medical leave recommended by a physician
- Religious leave on certain occasions
- Representing the school in sports events
- Appearing in exams like TOEFL, SAT-1 and SAT-2
- An authentic letter signed from parents for one day leave

Unexcused Absence

- Any absence without an accepted legitimate excuse will be considered as unexcused absence. The following types of absences will be regarded as unexcused:

1. shopping trips
 2. unnecessary travel
 3. other types of absences not included in the excused absence list
- Unexcused absences should not exceed 2 days per month, or 14 days per year (non-continuous), or one week continuous.

TARDINESS:

Kindergarten School

- Students must arrive to school no later than 7:45 am When students are late they must report to the Vice-Principal. The student receives a late slip, which allows the student to be admitted to class. Excused tardiness only involves adverse weather conditions (e.g., fog), car accidents and traffic-related incidents that are documented. A student who is late more than 3 consecutive times will not be admitted until parents meet the VicePrincipal.
- Students are not permitted in class between 7:45 am and 8:00 am as not to interrupt Weekly Five time.

Elementary & High School (Grades 1-12)

- Students should arrive to their designated assembly area no later than 7:25 am, late students must report to the supervisor. The student receives a late slip, which allows the student to be admitted to class. Excused tardiness only involves adverse weather conditions (e.g., fog), car accidents and traffic-related incidents that are documented. A student who is late more than 3 consecutive times will not be admitted until parents meet the Vice Principal.

[12.1 Anti-Bullying Policy – see Child Protection Policy](#)

Policy 13: Clubs & Co-Curricular Activities

Purpose

The purpose of this policy is to establish with regard to organizing extra-curricular activities at International Community Schools. Abu Dhabi Education Council Private Schools Policy states the following as a purpose of all extra-curricular activities:

to ...provide additional activities for a wide range of students' needs and interests in order to help them develop as healthy, confident, creative, socially adept and culturally aware individuals.

Policy Statement

Clubs present the core of the co-curricular activities, All students are recommended to take part in school clubs to enrich and nurture their ICS learner profile. All clubs have a clear academic-social mission integrated directly and indirectly to its related curricula. Facilitators will supervise the students at all times during those co-curricular activities within their clubs. The club's top hierarchy is represented by a nominated facilitator as the club advisor, sometimes assisted by other facilitator(s) as assistant advisor(s). The nomination process is conducted by the Principal assisted by the VicePrincipals, and by the co-curricular program coordinator who is directly responsible for the co-curricular activities.

- Kindergarten School students have their activities during school hours.
- Grades 1-12 have co-curricular activities on various days of the week, during school and after school hours, and sometimes on Saturdays.

FIELD TRIPS

School trips are an integral part of learning at our school and afford many children opportunities which are outside their usual experiences.

- A school trip always has a plan and purpose of visit, and the trip planning and accomplishment must follow all ADEC rules and regulations.
- The organizer of the trip always has complete knowledge about the place of visit; preferably he/she should visit the place before the trip.
- Educational trips have a clear and educational objective integrated with the school's curricula objectives. Educational trips must take place on school working days, while entertainment trips must be on Friday or Saturday.
- Written signed permission from parents is absolutely necessary. Field Trip consent forms will be sent to parents at least one week before the field trip date.
- Students are required to follow the established rules of ICS Schools including

bus safety, and responsible use of electronic devices (in coordination *with "Technology Use Policy" and the "Field Trip Safety and Risk Assessment Check List"*)

- Supervisors are required to collect trip fees, submit to Accounts Department, and receive a receipt for documentation.
- Information regarding the destination, departure and arrival time are written on the field trip consent form.
- The school management will get approval of trips from the Abu Dhabi Education Council at least 45 days before the trip.
- The facilitator-in-charge of the trip submits a written report about the journey indicating its positive and negative aspects. He/she should mention negative or positive behavior of students.
- The management of ICS encourages trips with an environmental awareness objective.
- Educational Trips can have local, national and international destinations.

The school encourages international trips to participate in international educational festivals (e.g. European Film Festival).

ICS believes that educational trips nurture the international mindedness and other traits of the ICS learner profile within our students.

For each class on a school visit, there will be at least one qualified first aider. If medicine needs to be administered, this will be done by the staff member. All medicines and first aid box will be carried by a designated person.

In case of any emergency, the facilitator-in-charge will inform school administration. If any student gets separated from the school party, he/she should immediately contact the facilitator-in-charge or any other team member.

Roles and Responsibilities

In order to ensure the effective implementation of this policy, all members of staff at International Community Schools will work collaboratively to enact this policy.

Chapter 5: Transportation

Policy 14: School Bus Policy

Purpose:

The purpose of this policy is to emphasize the School's responsibility to ensure the safety of students during their transport to and from school by school bus in accordance to Abu Dhabi Education Council (ADEC) and Department of Municipal Affairs and Transport (DMAT) Safety Standards.

Policy Statement:

The school aims to provide a safe, high quality, and efficient bus service that meets the needs of all ICS students by delivering quality of service to and from school.

Safety: ICS School buses are compliant as per ADEC and DMAT guidelines and regulations, including the length of time students are riding buses. The assignment of Bus/Transportation (Bus #) will be determined by the route that corresponds with the student's home.

Quality: All school buses will be checking and maintenance as per ADEC and DMAT safety standards. Drivers and Bus Escorts are qualified, licensed from DMAT, experienced, and work under the supervision of the ICS Transportation Coordinator.

Roles and Responsibilities:

Responsibilities of Parents and Students

1. In the morning pick-up, students should be prepared and waiting for their bus outside their home at the allocated time. At the end of the school day, students in grade KG1-G4 scheduled to take the bus home will be escorted from their classrooms to the bus with a Bus Escort. The Bus Escort will pick up your child from his/her classroom at 12:45 pm (KG only).
2. Grades 1-12 students will be released at 2:30 pm. Bus escorts or conductors will be on the bus with your child until they arrive at your home. Students are assigned to a seat on the bus and they must follow the bus rules. Please review with your child the following rules for bus.

While on the bus, students will:

- In the morning pick-up, be ready and prepared for the bus at the time specified.
- Sit in the place allocated by the bus conductor.
- Buckle your seatbelt.
- Always abide by all school rules and keep the bus clean. No eating or drinking on the bus.
- Always keep your head and hands inside the bus.

- Do not use improper language on the bus. Be polite at all times.
 - Do not speak to the driver. If you need assistance ask the bus escort.
 - A parent or guardian should meet the child (KG1 to G4) at the bus in front of your home.
 - Students must wear their full uniform at all times.
 - Leave class promptly for the bus directly after school unless they have an activity.
3. Every conductor has a mobile phone. Parents are asked to call her when necessary. Contact number for the bus escort is provided to all parents at the start of the year. Parents can get the phone number from the Transportation Coordinator.
 4. It is strictly forbidden for any student not registered in the school bus to ride the bus. Bus students can never invite other students to ride the bus home with them in any circumstance.
 5. It is strictly forbidden for any child to ride a different bus from the bus he/she has been assigned. Students can only ride the bus in which they have been registered.
 6. It is strictly forbidden for any student to be dropped off or picked up from any other location other than the registered pick-up/drop-off location.
 7. Any request for any temporary change of drop-off or pick-up location (e.g., son/daughter staying with relatives during parent's travel outside of UAE) must be submitted in writing to the Transportation Coordinator in advance. Such requests will be approved or refused at the discretion of the Administration on a case-by-case basis.
 8. All school rules apply to the school bus as well. Any student who breaks the school bus rules or behaves in a manner that threatens the safety of others on the bus will be reported to the administration by the bus escort and will receive a disciplinary warning. After this warning, the student will be denied the privilege to use the school bus services for one week. If the student still doesn't abide by the rules, the student will be denied the privilege to use the school bus services.
 9. Parents who register their son/daughter for the school bus service are bound by the Transportation Department Bus Service Rules and Regulations AY 2017-2018:

Transportation Department **Bus Service Rules and Regulations** **Academic Year 2017-2018**

You have registered your son/daughter in the bus service in International Community School - Mushrif Branch and therefore accepted the rules and regulations of the School and the Department of Municipality Affairs and Transportation and the Abu Dhabi Emirate School Transport Guidebook and

Decision (35) for the Year 2012. By registering you pledge full compliance with the following:

1. Fully committed to the policy of school transportation in terms of:
 - Maintain the cleanliness of the bus where my son/daughter is seated.
 - Oblige my son/daughter to use the seat belt during the bus trip.
 - Abide the bus timings and responsible for all the circumstances, oblige my son/daughter to reach the assigned bus stop on or before the specified time.
 - Oblige my son/daughter to sit on his/her assigned seat.
 - Oblige my son/daughter to follow the instructions of the Bus Escort.
 - Notify directly the Bus Coordinator and Bus Escort if I come and collect my son/daughter from the school.
2. Fully understand and accept that the bus will not wait more than two minutes from the assigned pick-up time for my son/daughter in the morning and no missed calls will be given by the escort.
3. Changing of Home Address and Updating Details:
 - Contact the Bus Coordinator to change the location one month before transferring my home, stating the complete details of my new location.
 - Due to change of location, I'm aware of the possibility that buses might not be available.
 - Undertake to provide clear and accurate data (contact numbers, home address, email accounts) and also update these if necessary.
4. For the safety and convenience of all the students and parents, buses will move no later than 2:45 pm and late students will be left in the school. I accept that it will be my responsibility to collect my son/daughter from the school if he/she does not go to the bus on time and is left behind.
5. Fully aware of and accept the fees for the transportation services and the settlement deadline.
6. Accept that I must apply to the Bus Coordinator in writing to cancel the bus service and understand that my son/daughter's bus registration is only canceled from the date of the application.
7. Accept the refund policy of the School for bus cancelation.
8. Accept that I should make an official complaint to the Transportation Coordinator if any bus issue arises regarding the Bus Driver, Bus Escort and Bus Coordinator, any school staff, other student or other parent. Complaints should not be discussed with the Bus Supervisor or Bus Driver directly.
9. Fully aware that the safety of my son/daughter while waiting for or coming from the bus is my responsibility.
10. Fully aware of the rules and regulations by living in a compound. It is my responsibility to wait for my son/daughter near the main gate, knowing the fact that compounds don't allow the school buses to enter their premises.
11. Fully aware that the school has the right to ban my child from using the school transport service if he/she repeatedly violates the safety regulations or endangers himself/herself or others while on the bus.

14.1 Bus Behavior

Purpose:

This policy establishes rules that the students must follow when riding the school bus at International Community Schools.

Policy Statement:

1. Students must obey the following rules at all times:
 - Students must stay seated at all times while the bus is moving.
 - Students will have a bus ID card. They must use this card at all times.
 - Students riding the school bus will follow the Code of Student Conduct at all times.
 - Students will board the bus with their bus escort.
 - Students will respect the bus driver and the bus escort.
2. Students are to behave responsibly and safely at all times. Students who encourage incorrect behavior of others will find themselves under disciplinary action based on the school code of conduct.
 - *NO BAD LANGUAGE, TEASING OR BULLYING*
 - *NO PUSHING, HITTING, SPITTING OR OBSTRUCTION*
 - *NO INTERFERENCE WITH OTHERS OR BUS PROPERTY*
 - *NO LITTERING*
 - *NO FOOD TO BE CONSUMED ON BUS*
 - *NO TAMPERING WITH SAFETY EQUIPMENT OR EMERGENCY EXIT*

Consequences for Misbehavior in the Bus

The School has the right to impose any punishment deemed to be appropriate.

Guidelines:

Minor Infringement: First offence for minor infringement will receive a verbal warning, e.g., eating or drinking, littering, bad language, leaving seat or standing up while the bus.

Disciplinary Process

1. **First Offence:** Verbal warning
2. **Second Offence:** Written warning
3. **Third Offence:** Informed parents for both verbal and written warnings.
4. **Fourth Offence:** Meeting with Parents at time of second written warning.
5. **Suspension** from the bus for one week at time of third written warning.
6. **Additional offences:** undetermined bus suspension.

Major Infringement: First offence for major infringement will receive a written warning, e.g., physical abuse, willful damage, threatening behavior, vandalism to the bus.

Disciplinary Process

1. **First Offence:** Written warning and informed parents.
2. **Second Offence:** Suspension from the bus for one week at time of second written warning.
3. **Additional offences:** cancellation of bus service.

The length of any suspension will depend on the finding of the investigation.

Expulsion may be considered by ICS in any situation where the behavior of the student is a violation of EHS policy and a threat to the safety of himself/herself or to the safety of others.

Chapter 6: Technology Use Policy

Policy 15: Technology Use Policy

Purpose:

The purpose of this policy is to providing this service to facilitators and students to promote educational excellence in the school by facilitating resource sharing, innovation, and communication.

Roles and Responsibilities:

Internet access is available to students in the International Community School. We believe the Internet offers vast, diverse, and unique resources to both students and facilitators. Our goal in providing this service to facilitators and students is to promote educational excellence in the school by facilitating resource sharing, innovation, and communication. Through this medium students and facilitators have access to a wide variety of resources. The School has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control access to all materials. An industrious user could access controversial information, if he or she is determined to do so. We firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the school.

-  Students must not install, or attempt to install, programs of any type, or store programs on the computers, without permission from the Head of ICT Department.
-  Students must not damage, disable or otherwise harm the operation of computers.
-  Students will not use the network for commercial purposes, e.g. buying or selling goods.
-  Students are not allowed to use any password.
-  Students must not use passwords intended for the use of others.
-  Students making use of the network must do so in a way that does not harm, harass, offend or insult others.
-  Students are expected to respect all security systems and must not attempt to bypass any of the security in place on the computer system.
-  Students must not attempt to access, copy, remove or otherwise alter other people's work, or attempt to alter the settings of computers.
-  Students must report all damage, faults and security breaches to the Head of the ICT Department or facilitator-in-charge.
-  Students must access the internet only for study purposes or for school-supervised activities.

-  Students must not use the internet to obtain, download, send, print, display or otherwise transmit or gain access to materials which are unlawful, obscene or abusive.
-  Students are expected to respect the work and ownership rights of people outside the school, as well as students and staff. This includes abiding by copyright and plagiarism Laws.
-  Students must not engage in chat or social networking activities over the internet (e.g. Facebook, Twitter, etc.).
-  Students will not give personal information such as addresses or telephone numbers of themselves, staff or others to those they contact via the internet.
-  The activities of all students will be logged whilst using the Internet.
-  Students will not use the e-mail system to transfer files to other users without the express permission of the facilitator-in-charge.
-  Students may use the e-mail system to transfer their own files between school and home.
-  Students must follow all e-mail etiquette when sending a message.
-  Students must NOT send any attachments to anyone without the permission of the facilitator-in-charge.
-  Students must NOT send any messages, post or share any information that is offensive or in bad taste.
-  ALL messages MUST be sent in your own name. You must NOT impersonate other users.

Violations of these rules will result in the withdrawal of access to the computer lab.

Additional action may be taken by the school in line with the rules and procedures cited in the school's code of conduct

For serious violations suspension or exclusion may be imposed.

Chapter 7: Fees

Policy 16: Tuition & Other Fees Policy

Definitions:

For the purposes of this policy, **tuition fees** are those sums that are directly associated with educating students. **Other fees** include textbooks, uniforms and transportation fees. **School fees** refer to both tuition fees as well as other fees which a School charges to Parents/Guardians.

The School's annual financial statement should outline optional activities that incur additional charges, falling outside tuition fees, for approval by ADEC. Fees associated with optional, extra-curricular activities which incur separate charges should not be included as part of tuition fees, as Schools may collect these charges subject to Parent/Guardian approval as described in Policy (49).

Purpose:

- To conform to Policy 39: Tuition, Other Fees and School Income of the ADEC Private Schools Policy and Guidance Manual (2014-2015), Corresponding to Article (44) of the Organizing Regulations.
- To adopt clear and transparent approach to the regulation of fees for Parents/Guardians, that ensures tuition fees mirror the quality of education and that School fees are reasonable and approved by the Council.
- To enable Parents/Guardians to pay the required School fees in a timely and convenient manner.

Policy:

School fees, together with payment schedules and procedures, must be approved by the Council before they can be announced to Parents/Guardians and collected.

Schools are prohibited from charging Parents/Guardians in excess of the School fees approved by the Council before the start of the School academic year.

Registration Fees:

Schools may collect registration or re-registration fees up to four months ahead of the commencement of the school year, provided that such an amount is deducted from approved School fees and does not exceed 5% of Council-approved tuition fees. The registration or re-registration fees are charged only when the student is enrolled, not when applying. Schools may retain the registration or re-registration fees collected for each student, should the student attend any part, or days, of week 1 of the semester or fail to show up at all without the parent notifying the school in writing.

If the School fails to enroll the student as a result of not having sufficient capacity, the School must reimburse to the Parent/Guardian the full registration or re-registration fees

The School will refrain from charging any guarantee money or deposit money or application fees or first time enrollment fees from parents/guardians as means to register students or as payment of any of the remaining fees balance, even if

suchwere refundable.

Tuition Payment Policy:

1. The school website has the list of approved ICS Tuition fees and costs for the information of parents/guardians to understand the payment obligations well in advance of student registration/re-registration and payment of fees are due.
2. The School allows tuition fees to be paid in three equal installments in each academic year.
3. The School is entitled to collect the first payment within the month before beginning of the school year. The first installment is paid August for schools that start their academic year in September.
4. Transportation fees must be paid at the time of bus registration. Please note bus registration depends on location of residence and availability of seats.
5. Special Needs Students (mild to moderate): As per ADEC policy #48, additional fees may be charged for the provision of extra support, provided that fees may not exceed 50% of the approved School Tuition Fees for other students. Additional fees will be applied based on need of student once referred to services that are beyond mild to moderate need.
6. In certain cases the School may encourage guardians in continuing to register their children in the school by offering discounted fee and offers, the terms and conditions of which are subject to the approval of the Board of Trustees.
7. ICS policy regarding the right of the school to maintain a specific amount of tuition fees in certain cases is in keeping with ADEC Policy 39 corresponding to Article (44) regarding tuition and fees. The School may retain a certain amount of the tuition fees in any of the following cases:
 - If a student attends any part of week one of the term or fails to show up at all without the Parent/Guardian notifying the School in writing sufficiently in advance before the beginning of a term. In such a case, the School may retain the value of the registration or re-registration fees.
 - If a student attends from one week and up to three weeks in a term, the School may retain the value of one full month of tuition fees.
 - If a student attends over three weeks and up to six weeks in a term, the school may retain the value of two full months of tuition fees.
 - If a student attends over six weeks in a term, the school may retain the full-term fee. Official holidays and absences from classes are considered part of the week.
 - The value of one-month tuition is calculated by dividing the total tuition fees for the school year by 10 months.
 - Textbook and uniform fees paid to the school are to be refunded in the same manner as tuition fees, if they were not used.
8. In case of cancellation of Bus/Transportation, parents must submit written letter informing the school that the student will no longer use the school transportation system. Transportation fees shall be refunded in the same manner as tuition fees based on the date of the written cancellation notification is received from parents. The School has the right to retain the transportation fee as follows:
 - If the student enrolled or transfers from school or fails to show up at all without the Parent/Guardian notifying the School in writing sufficiently in advance before the beginning of the term the School will remove the student/s name/s from the Bus/Transportation list.

- If the student attends school from one week to three weeks in a term, then it is the right of school to retain the amount of the entire month of transportation fees.
- If a student attends school for more than three weeks to six weeks in a term, the School may retain the value for a full two months of transportation fees.
- If a student attends school for more than six weeks in the term, the School may retain the full term transportation fee for the trimester.

9. The Bus/Transportation fee is to be settled through the ICS Accounts Department and the amount will be calculated according to the date of the written cancellation notification submitted to the Transportation Coordinator at the school.

Non-Payment of School Fees

Schools must publish a clear, transparent policy for their response to non-payment or late payment of School fees. The Council will check that Schools honor the right of Parents/Guardians to have a payment system that is fair and reasonable and one in which Schools do not apply sanctions in a punitive way.

1. Schools are not allowed to dismiss students due to a delay in the payment of School fees.
2. Schools may suspend a student for up to three days but only after sending three warning notices each being one-week in duration each time to a student's Parents/Guardians.
3. Further, Schools may withhold examination report cards, transfer certificates (or block a transfer on eSIS) and/or re-registering a student until all outstanding dues are settled.
4. Schools are not allowed to prevent students from sitting for any end-of-term or end-of-year examinations or any examinations assigned during the term as a consequence of non-payment of School fees.
5. The school shall not ban any student from using school transport going to or coming back home from school in the case that the student's guardian did not pay the tuition fees on time.
6. Schools must act in a discrete manner when dealing with non-payment issues in order to protect the student from unnecessary attention and embarrassment.

The Board of Trustees and the Principal will:

- Set the School policy on fees and the collecting thereof (e.g. tuition, uniform, books, transport and other curricular activities) in a reasonable, clear and transparent manner.
- Keep Parents/Guardians fully informed of such policy by publishing fees on the School's own website and other available publishing means.
- Follow the Council's procedures when submitting any request to increase School fees.

PARENT-STUDENT ACKNOWLEDGMENT

Kindly sign below to confirm that you have read, understood and agree to abide by all the policies, rules and regulations stated in the following ICS documents:

- *Academic Honesty Policy*
- *Language Policy*
- *Parent-Student Handbook*
- *Assessment Policy*

In signing this undertaking, you also understand and agree that there may be other miscellaneous obligations that may be required of you by the school's administration, and are not included in those documents, and you fully agree to perform these other miscellaneous obligations if they are within your competence to do so.

We have read, understood and agree to abide by all the rules and regulations stated in the above mentioned policies and publications.

Student Full Name & Class: _____

Parent Full Name: _____

Student Signature: _____

Parent Signature: _____ **Date:** _____

This acknowledgment must be signed by the parent/student and remitted to the Principal or the Vice-Principal in no later than Oct. 25 of every academic year.

Glossary

The following terms and phrases shall have the meaning shown beside them unless the context dictates otherwise:

| Term | Definition |
|-------------------------------|--|
| State | United Arab Emirates |
| Emirate | The Emirate of Abu Dhabi |
| Ministry | The Ministry of Education |
| Council / ADEC | Abu Dhabi Education Council |
| PSQA Sector | Private Schools and Quality Assurance Sector, a sector at the Abu Dhabi Education Council specializing in regulating the affairs of Private schools in the Emirate of Abu Dhabi. |
| Organizing Relations | The set of regulation laid down by Resolution No. 26 of the Year 2013 by the Chairman of the General Secretariat of the executive council concerning the Regulation of Private Schools in the Emirate of Abu Dhabi. |
| Private School, School | International Community School. A non-governmental institution concerned with education from kindergarten to high school. The school comprises two campuses located within the city of Abu Dhabi, United Arab Emirates. |
| Board of Trustees | Governing Body, which directs, operates, and oversees the overall operations of International Community School. This role occurs in a manner that reflects positive educational values and supports and upholds the moral obligations required by the society and culture of the United Arab Emirates. |
| Principal | The school head or leader who is responsible for the management of the daily operations of the school. |
| Vice Principal | The person who acts on behalf of, and represents, the Principal of the school. The Vice Principal supports the Principal's leadership role. |
| Administrative Staff | The Principal, VicePrincipal, Heads of Sections, Supervisors, and others who carry out administrative duties. |

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|-------------------------------|--|
| Teaching Staff | Facilitators and Teaching Assistants |
| Educators | Anyone who works in the field of education. For example, the Principal, Vice Principal, facilitators, teaching assistants, librarians, lab. technicians, and other specialists. |
| Technical Staff | Lab technicians, librarians, ICT specialist |
| Social Support Staff | Social workers |
| Other Staff | Security personnel, bus drivers and escorts, maintenance and cleaning staff, other support positions |
| Parent/Guardian | Father or mother of a student or someone who legally performs their duties. |
| License | The document issued by the Council to International Community School, which allows it to operate and provide services in accordance with the procedures and standards stipulated in the Organizing Relations |
| School Owner(s) | The natural or legal person(s) awarded the License to establish International Community School. The permanent school committee that is responsible for dealing with all written complaints made against the school and its operation, whether presented by Parents / Guardians, staff, or other stakeholders |
| Disciplinary Committee | A school committee formed by the Board of Trustees to investigate and discuss student behavioral issues. This committee will review the disciplinary measures taken against students who violate school rules according to the Guidelines for Managing Student Behavior in Abu Dhabi Schools |
| Development Committee | A permanent sub-committee formed by the Board of Trustees, which is in charge of preparing and monitoring the performance of the school's development plan, any subsequent plans resulting from a Development Order issued by the Council, inspection results, or self-evaluations |

| | |
|--|--|
| <p>Accreditation Agency</p> | <p>An agency approved by the Council to accredit schools after schools complete a self-evaluation and participate in a review process conducted by the named agency. This process ensures that the school meets standards of excellence required by the said Agency, thus meeting Council requirements</p> |
| <p>Appointment Letter</p> | <p>A letter issued by the Council to a person nominated by the school appointed as Principal, Vice Principal, or as a member of the teaching staff at International Community Schools.</p> |
| <p>Electronic Student Information System (eSIS)</p> | <p>Student Information System developed and operated by the Abu Dhabi Education Council for public and private schools in the Emirate.</p> |
| <p>Irtiqa'a Framework for the Inspection of Private Schools in the Emirate of Abu Dhabi</p> | <p>A framework for the evaluation of Private Schools in the Emirate of Abu Dhabi. The framework is the application of the Council's evaluation process. International Community School staff complete a self-evaluation followed by a comprehensive school visit. Inspectors assess the school based on several performance and evaluation criteria.</p> |
| <p>Professional Code of Ethics</p> | <p>A set of principles by which the staff at International Community School must adhere.</p> |